



GCSE MARK SCHEME

SUMMER 2015

**HISTORY - STUDY IN-DEPTH
CHINA UNDER MAO ZEDONG, 1949-1976
4271/05**

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCSE HISTORY. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

NOTE ON THE QUALITY OF WRITTEN COMMUNICATION

Examiners are required to credit the quality of written communication for each candidate's performance on particular questions. These are question 2(c) and question 3. There are no additional marks for the Quality of Written Communication, but examiners are expected to consider the following descriptions of performance when awarding levels to the work of candidates:

Level 1	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
Level 2	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format
Level 3	the text is legible; spelling, punctuation and grammar are sufficiently accurate to make meaning clear; relevant information is presented in a suitable format; uses an appropriate structure and style of writing; uses some specialist vocabulary
Level 4	the text is legible; spelling, punctuation and grammar are consistently accurate to make meaning clear; information is always presented in a suitable format; uses an appropriate structure and style of writing; uses specialist vocabulary accurately

PAPER 4271/05

UNIT 1: STUDY IN-DEPTH

CHINA UNDER MAO ZEDONG, 1949-1976

MARKING SCHEME

QUESTION 1

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
4			4

Question: **What do Sources A and B suggest about the activities of the Red Guards?** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Generalised answer, paraphrasing or describing sources only. [1-2]

Eg: The Red Guards treated people badly; they attacked anything capitalist or anti-communist; they used terror and went to peoples' homes and were out on the streets.

LEVEL 2 Uses the content of both sources in their historical context. If answer is imbalanced in use of sources award 3 marks. [3-4]

Eg: In Source B the Red Guards are humiliating rightist or capitalist roaders; they forced people to wear dunce caps in public; they made sure everybody could see who was being punished; they were organised and operated in groups; Source A says they were searching for anything that seemed capitalist or anti-communist; they sought out anything deemed to be capitalist or anti-communist.

Question 1 (b)

Target:	Understanding of source material; recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
6	4		2

Question: **Use Source C and your own knowledge to explain why Mao introduced the Cultural Revolution.** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; copies or paraphrases source material; uses content of source only.** [1-2]

Eg: because Mao wanted to get rid of rightist leaders like Liu Shaoqi and Deng Xiaoping; he started the Cultural Revolution to attack anything that did not support Mao's idea of communism.

LEVEL 2 **Understands content of the source with some background knowledge.** [3-4]

Eg: Mao wanted to introduce the Cultural Revolution so that he could regain the power he had lost after the Great Leap Forward; Mao believed China was taking the capitalist road and stepping away from his communist ideas under the leadership of Liu Shaoqi and Deng Xiaoping;

LEVEL 3 **Clear use of the content of the source with accurate and detailed background knowledge used to explain the issue.** [5-6]

Eg: Mao wanted to introduce the Cultural Revolution to reassert the communist beliefs that he felt had been neglected under the leadership of Liu Shaoqi and Deng Xiaoping who were both branded as capitalist roaders and rightists because of their economic policies; Mao wanted to regain the power and authority he lost as a result of the disastrous Great Leap Forward that caused the three hard years; Mao's belief in a continuous revolution to establish communism in China was central to the Cultural Revolution; Mao wanted to destroy all links with China's past as displayed by the focus on the destruction of the Four Olds.

Question 1 (c)

Target:	Understand, analyse and evaluate source material: recall and deployment of own knowledge		
Mark allocation:	AO1	AO2	AO3
8	2		6

Question: **How useful are Sources D and E to an historian studying the downfall of the Gang of Four?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the sources; little focus on utility.** [1-2]

Eg: Source D says that the Chinese people were happy when the Gang of Four were arrested. Source E says that the Gang of Four caused trouble and were mad.

LEVEL 2 **Considers usefulness of the sources in terms of both their content and their authorship.** [3-4]

Eg: Source D is useful because it is from a Chinese writer who was there at the time. It says that there were mass celebrations when they heard that the Gang of Four had been arrested. Source E is useful because it is a poem on a poster written by people protesting against Jiang Qing and the Gang of Four. It says that Jiang Qing and her gang are mad if they think they will rule China.

LEVEL 3 **Evaluates both sources in context with some imbalance; reaches conclusion regarding utility for the set enquiry.** [5-6]

Eg: The sources are both quite useful in finding out about the downfall of the Gang of Four. Source D tells us that many people in China did not support the Gang of Four as millions celebrated their arrest. It also says that Hua Guofeng the new Chinese leader was responsible for their arrest. It is from the autobiography of someone who was there at the time. It is written in 1980 that is close to the time of the downfall of the Gang of Four in 1976 and would remember the events well. Source E is a contemporary source and is very useful as it represents the view of China's masses about the Gang of Four and Jiang Qing at the time of the death of Zhou Enlai and this is just before they were arrested following the death of Mao in 1976.

LEVEL 4 **Evaluates both sources regarding the specific historical context; reaches reasoned and substantiated judgement regarding their utility for the set enquiry.** **[7-8]**

Eg: Both sources are very useful to an historian studying the downfall of the Gang of Four as they explain why China's masses did not support them. Source D states that the arrest of the Gang of Four was greeted with great happiness, and through the mass celebrations indicates how unpopular the Gang of Four were. The source implies that the Gang of Four were responsible for the horrors of the Cultural Revolution and their removal by Mao's appointed successor Hua Guofeng was greeted with joy. The source is written in an autobiography in 1980 that is close to the arrest of the Gang of Four in 1976. While the author in recounting her reaction to the news of the arrest indicates her bias, the information is not exaggerated as it supports my own knowledge of the event. Source E is a contemporary source showing clearly the hatred of the Gang of Four and Jiang Qing in particular. The content of the poem clearly shows the Beijing public's understanding of the ambitions of Madame Mao and her gang. The mentioning of tricks and stirring trouble suggests that the public were aware of how the Gang of Four controlled and manipulated the media to show Zhou Enlai in a poor light. The source also shows the deep division of support in China for the Gang of Four who clearly did not have popular support in Beijing as they did in their Shanghai powerbase. The display of the poem during a mass protest in Tiananmen Square following the death of Zhou Enlai clearly shows an historian that there was popular support for the removal of the Gang of Four from power once Mao died a few months later. At this level expect comment that the focus of the sources is quite narrow and they do not actually tell us about the power struggle between Rightist and Leftist factions that finally resulted in the arrest and downfall of the Gang of Four. Such evaluative comments can be credited.

QUESTION 2

Question 2(a)

Target:	Recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Describe China's involvement in the Korean War.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer with weak or implied points made.** [1-2]

Eg: China helped North Korea fight against the United States; China became involved because it was a communist country.

LEVEL 2 **A more detailed and accurate description.** [3-4]

Eg: Mao was deeply concerned about the threat to China's borders by the Western powers led by the USA under the flag of the United Nations; China wanted other countries in Asia to support communism as this would strengthen China's defences and also support Mao's aim of spreading communism to other nations; it was an opportunity for communist China to test its military strength against the United States during the early years of the Cold War.

Question 2(b)

Target:	Understand and analyse source material; recall and deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2		4

Question: **Why was Source F produced in the early 1950s?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Comprehends content of the source; little focus on why it was produced.** [1-2]

Eg: The source was produced to show that Mao and Stalin were friends; to show that China and the USSR were holding talks.

LEVEL 2 **Considers the source in its historical context; suggests some reasons for its production.** [3-4]

Eg: The source was produced as it was aimed to show that China and the USSR had good relations as Mao and Stalin held talks in Moscow in 1950. This meeting resulted in the signing of the Treaty of Friendship, Alliance and Mutual Assistance that made the two communist nations allies.

LEVEL 3 **Analyses the source in its historical context; gives detailed reasons regarding its production at the time.** [5-6]

Eg: Source F was produced as propaganda to show that China and the Soviet Union were friends and allies. This was generally accurate as the two communist nations signed a Treaty of Friendship, Alliance and Mutual Assistance following meetings between Mao and Stalin in Moscow in 1950 and later Russia would help China with the First Five Year Plan. The painting however does not show the true relationship between the two leaders as Stalin disliked Mao and treated him as an inferior.

Question 2(c)

Target:	Recognition and explanation of historical interpretations; analysis of key historical features; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	2	2	6

Question: **One interpretation is that China improved relations with the USA because Sino-Soviet relations were poor. How far do you agree with this interpretation?** [10]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; makes simple comments about the interpretation; will copy or paraphrase the given evidence.** [1-2]

Eg: China wanted to be friends with America because their relationship with the Soviet Union was deteriorating; Mao wanted help to improve China's industry; America wanted economic prosperity.

LEVEL 2 **Identifies differences between ways in which the issue has been interpreted; will offer a basic judgement with some support from given evidence and/or own knowledge of the issue.** [3-5]

Eg: Answers will show understanding of the improving relations between China and the USA in the 1970s as related to the need for greater security because of the threat posed by the Soviet Union, and because China wanted to develop trade and cultural links with the West. Expect basic contextual support to be given in terms of a judgement, such as the Sino-Soviet split had reached its peak by the 1970s and China was searching for greater security; China was eager to improve its economy with a realisation that they would benefit from trading with Western nations. Use of the given evidence will be more apparent than use of own knowledge.

LEVEL 3 **Begins to recognise and comment on how and why this issue has been interpreted in different ways; will give a judgement regarding the given interpretation.** [6-8]

Eg: Answers will address the question by offering comment on different interpretations of improving relations with the USA during the 1970s. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the motives of commentators at the time and the views of later historians. Answers will be supported by a greater degree of contextual knowledge regarding this issue. Answers will begin to judge the worth of different interpretations by using their own knowledge and given evidence to comment on issues such as the extent of the Soviet threat to China; the role of trade talks between Kissinger and Nixon with their Chinese counterparts and the policy of détente; the symbolism of cultural links and acceptance of China in the UN.

LEVEL 4 **Recognises and provides substantiated comments on how and why this issue has been interpreted in different ways; will give a clear judgement considering the given interpretation in the historical context.**

[9-10]

Eg: Answers will clearly state whether they agree with the given interpretation of the improving relations between China and the USA at the beginning of the 1970s. In order to make this judgement, answers will discuss how the given interpretation has been arrived at and recognise that there are other valid interpretations of this issue. Answers will demonstrate why it is possible to make different interpretations of this issue. There will be a considerable degree of historical support in the answer using both the given evidence and own knowledge. Answers will test the value of the chosen interpretation by commenting on issues such as how Sino-Soviet relations had progressively deteriorated since Khrushchev was in power and reached a climax with armed border clashes in 1969; China's aim of becoming a world superpower meant that the economy needed to develop rapidly and trade links with Western nations would achieve this; the damaging effects of the Cultural Revolution made the desire to improve relations with the West attractive to modernise China; the influence of détente and the United States' decision to hold talks with the Chinese government and support their membership of the United Nations were clear steps towards improving relations. Answers may comment on the differences in interpretation given by President Nixon and those writing much later with a greater degree of hindsight.

QUESTION 3

Question 3

Target:	Recall and deployment of knowledge; explanation and analysis of key concepts; quality of written communication			
Mark allocation:	AO1	AO2	AO3	SPG
15	4	8		3

Question: **How far did Mao succeed in improving the lives of the Chinese people from 1949-1962?** **[12+3]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; basic response which offers little support.** **[1-3]**

Eg: Some of the Chinese had improved their lives such as women; more people had land; many people suffered because of famine.

LEVEL 2 **Answer begins to discuss the issue set in the question.** **[4-6]**

To distinguish between 4 and 6 marks apply the following:

For 4 marks: A one-sided answer with some contextual support **OR** a very weak two-sided answer with little contextual support.

For 5-6 marks: A developed one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support. Award the higher mark for the degree of contextual support.

Eg: the lives of many Chinese people improved as they were given land and women were given equal rights; the people who supported Mao and the communist ideas were very happy, but people who did not support Mao were sent to be re-educated; many people's lives improved after the communists gained power in 1949, having suffered many years of war and hardship, however the Great Leap Forward was a failure and millions of Chinese people died and this was bad.

LEVEL 3 **Answer is mainly a reasoned analysis of the issue set in the question.** **[7-9]**

To distinguish between 7 and 9 marks apply the following:

For 7 marks: A very good one-sided answer with contextual support **OR** an unbalanced two-sided response with contextual support.

For 8-9 marks: A reasoned and developed analysis of the issue but lacking some detail or balance. Award the higher mark for the degree of contextual support.

Eg: Answers will begin to offer a judgement with good reasoning. On the one hand, the lives of many Chinese improved during these years as Mao succeeded in implementing land reform that gave peasants their own land for the first time, the First Five Year Plan had succeeded in boosting China's industrial production and this would improve lives particularly in the

industrial towns and cities, many Chinese were given an education and literacy rates increased, women were given equal rights, the massive building projects of the Great Leap Forward provided infrastructure for improving lives in the future. However, the people who did not support communism and were regarded as anti-revolutionary suffered badly; the hundred flowers campaign revealed Mao's enemies who were punished and received socialist re-education; the Great Leap Forward was a failure as millions died of starvation because not enough peasants were working in the fields because of the backyard steel campaign, life in the communes was not as good as the CCP promised.

LEVEL 4 **Answer is a developed, reasoned and well-substantiated analysis of the issue set in the question.** **[10-12]**

To distinguish between 10 and 12 marks apply the following:

For 10 marks: A developed, reasoned and well-substantiated analysis with good balance, using mostly accurate and relevant contextual support.

For 11-12 marks: A developed, reasoned and well-substantiated analysis with good balance, using fully accurate and relevant contextual support.

Award the higher mark for the degree of contextual support.

Eg: Answers will clearly evaluate the issue in the question. Answers may suggest that many lives did improve in China during this period particularly the peasants as they were given land and a status that they previously had not enjoyed under the often tyrannical landlords; because of the Marriage law 1950 women, due to the fundamental communist ideal of equality, were given rights similar to men; tens of millions of Chinese people were given education for the first time and literacy rates soared; the success of the First Five Year Plan had improved China's ability to rebuild itself after almost a quarter of a century of conflict; the Great Leap Forward had shown that the Chinese people could achieve great outcomes on a mass scale that would eventually be beneficial to their lives; however, people who were considered reactionary or anti-revolutionary and harboured capitalist ideals would be dealt with severely by Mao; the people's courts were responsible for the deaths of possibly millions of landowners and the critics of Mao during the Hundred Flowers Campaign were swiftly sent for socialist re-education; the destruction of the family unit as necessitated by the communes was disliked by many; the Great Leap Forward had a disastrous effect on rural areas as millions starved to death largely due to the poor leadership decision of Mao and the CCP; Mao personally by 1962 had lost a great deal of his authority as Liu Shaoqi and Deng Xiaoping gained power.

Examiners are expected to award marks for spelling, punctuation and the accurate use of grammar in this question.

Level	Performance descriptions
0	Candidates do not reach the threshold performance outlined in the performance description below.
<i>Threshold performance</i> 1 mark	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
<i>Intermediate performance</i> 2 marks	Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>High performance</i> 3 marks	Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.