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# **GCSE MARKING SCHEME**

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**SUMMER 2016**

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

## INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## 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:

<b>Level 1</b>	the text is generally legible; aspects of spelling, punctuation and grammar are clear; some information is presented in a suitable manner
<b>Level 2</b>	most of the text is legible; spelling, punctuation and grammar are used to make the meaning clear; information is presented in a suitable format.
<b>Level 3</b>	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
<b>Level 4</b>	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 China's relationship with the United States during the 1970s? [4]**

Use 0 for incorrect or irrelevant answers.

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

*Eg: Mao and President Nixon are shaking hands and are getting along with each other. The relationship improved as cultural and trade links were started between China and the United States. Sporting ties and the period of détente improved relations.*

**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: Mao and the US President Nixon are photographed shaking hands and smiling; that suggests that the tensions between the nations have eased in 1972. Relations improved in the period of détente as the development of cultural and trade links, such as the USA's table tennis team's visit to China, signified a period commonly described as 'ping pong diplomacy'.*

**Question 1 (b)**

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

Question: **Use Source C and your own knowledge to explain why relations were poor between China and Taiwan.** [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: Poor relations existed because America supported Taiwan and China's enemy Chiang Kai-shek lived there.*

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

*Eg: Poor relations existed because Chiang Kai-shek and the nationalist Guomindang fled to the island after Mao and the communists won the civil war. Communist China was annoyed that Taiwan's new nationalist government was given China's place in the United Nations. The United States showed their support for Taiwan by sending its navy to patrol the Taiwanese straits.*

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

*Eg: Poor relations existed as soon as the defeated nationalist Guomindang and their leader Chiang Kai-shek fled to the Chinese island of Formosa. The nationalists took all of China's gold reserve with them to Taiwan. The relationship deteriorated as Taiwan was recognised as the official Chinese government and was given a seat at the United Nations showing that the nationalists still had strong international support. The conclusion of the Korean War saw relations deteriorate further between China and the West. Western support for Taiwan made relations with China worse with the threat of invasion a real possibility. This was further demonstrated when the United States sent its Seventh Fleet to patrol the Taiwanese strait once a US-Taiwan Mutual Defence Pact was agreed in 1954.*

**Question 1 (c)**

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

Question: **How useful are Sources D and E to an historian studying the Sino-Soviet split?** [8]

Use 0 for incorrect or irrelevant answers.

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

*Eg: Source E says that the Russian President didn't like China and that Russia was happy to 'peacefully co-exist' with other countries like America. Source D tells us that China did not have to be friends with Russia now that it had its own nuclear bombs.*

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

*Eg: Source E is useful because it tells us that president Brezhnev was critical of Mao's communist China. The Soviet Union's decision to accept peaceful relations with the West angered Mao. This was from a speech made by Mao himself and clearly shows that the relationship with the Soviets wasn't good. Source D tells us that China's development of an atomic bomb meant that Mao was able to defend China now without depending of the Soviet Union's nuclear weapons. This is from an American news magazine from the time and is useful as it shows how the West viewed Sino-Soviet relations.*

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

*Eg: Source E is useful because it displays the anger felt by Mao regarding how the Russian president was continually criticising communist China. The decision by president Khrushchev to 'peacefully co-exist' with the West also angered Mao as this was the opposite of what he believed. The source is from a speech made by Mao and reported in the official communist party's newspaper and would therefore reflect his views accurately. Source D tells us how China had become a nuclear power in 1964 and what effect this might have on Sino-Soviet relations. Source D is useful as it gives the perspective of the United States, and how the West viewed the changing relationship between China and the Soviet Union. As this appeared in 1964 it is likely that the United States was fully aware of the deteriorating relationship between the two powers as made clear in Source E. Both sources are useful to a historian as they deal with issues to do with the Sino-Soviet split.*

**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: Source E is useful to an historian studying the Sino-Soviet split as it clearly shows that Mao disagreed with the Soviet policy of 'peaceful co-existence' with the West as expressed by president Khrushchev following the death of Stalin. As Stalin and Mao had similar views regarding world communist domination this was taken as a personal criticism of Mao as well as China. Mao mentions how the Russian leader Brezhnev is critical of communism in China and as the year is 1967 this must refer to the Cultural Revolution. The attribution is useful as it is reported in the 'People's Daily' the official communist newspaper that would only print what Mao wanted to be heard by the Chinese people. His reasons for doing this are clearly to turn the people against the Russians. Source D is useful to an historian studying the Sino-Soviet split as it tells us how the West perceived the effect of China's successful nuclear test on its relationship with the Soviet Union. As the article appeared in the American news magazine in 1964 it is unlikely that they had full knowledge of the extent to which relations had declined between the USSR and China. However the implication is clear that China could now defend itself and did not have to rely on friendly relations with the Soviet Union to do so. The historian would find both sources useful in explaining how relations deteriorated during the 1960s but would benefit from other sources that might focus on key events in the 1950s such as Khrushchev's visit to China and border clashes in 1969 and early 1970s to gain a full understanding of the Sino-Soviet split.*

## QUESTION 2

### Question 2 (a)

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

Question: **Describe the People's Communes.** [4]

Use 0 for incorrect or irrelevant answers.

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

*Eg: The People's Communes were large with thousands of people living and working together. Everything was shared. Everybody ate their food together and nobody owned their own land. The children and old people were cared for by the commune. Men and women worked together in huge fields.*

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

*Eg: The People's Commune consisted of about 50,000 people, or 10,000 households, usually created from combining a few higher co-operatives. The commune was governed by a group of communist party officials, members of the PLA and commune members. Workers were formed into cadres or workers brigades and directed by the commune as to what work was to be done. Huge communal kitchens were created to feed everybody so that more people could work. Traditional family living did not take place in the commune. Children too young to work were cared for in nurseries and old people cared for in 'houses of happiness'. All profits from work were gathered by the commune and shared between its members and the communist government. There was no private land ownership and little incentive for the peasants to work hard.*

**Question 2 (b)**

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

Question: **Why was Source F produced in 1950?** [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 shows the people speaking against a landlord. The meeting is supported by the communist party as we can see soldiers and a picture of Mao on the stage.*

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

*Eg: The source was produced as a means of propaganda to show the chinese people what happened in a meeting to denounce landlords. The poster shows the peasants telling the landlord what they felt about him. It shows that the communists were fully in support of the meetings. These meetings were organised by the communist party as a means to get rid of the landlords so that their land could be shared amongst the peasants. Many landlords were executed following these meetings.*

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

*Eg: Source F was a typical propaganda poster showing the effort of the Communist Party to influence and control the Chinese public. This poster printed by the CCP shows how landlords were to be denounced by the peasants during the 'speak bitterness' campaign started in 1950. The inclusion of a painting of Mao, the prominent positioning of the new Chinese flag and members of the PLA present all add to the official support of the CCP to the 'speak bitterness' meetings. This was produced in 1950 to gain support for the campaign that was enforced across China as a means of denouncing landlords and stripping them of their land as part of the land reform programme following the passing of the Agricultural Reform Act 1950. It's estimated that over two million landlords were executed following people's courts that occurred as part of the 'speak bitterness' campaign.*

## 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 the Hundred Flowers Campaign was introduced to reveal the opposition to Mao in the communist party. 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: The Hundred Flowers Campaign was a devious plot by Mao to catch his enemies by getting them to speak their mind within the communist party.*

**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 named interpretation that the Hundred Flowers Campaign was created to reveal Mao's opponents in the communist party. Expect basic contextual support to be given in terms of a judgement, such as many communist party members did personally criticise Mao at which point the Hundred Flowers Campaign was stopped. Use of the given evidence will be more apparent than use of own knowledge as Juang Chang says that this was a deliberate trap set by Mao; however Philip Short disagrees stating that Mao wasn't sure of the outcome and that it wasn't a deliberate trap. Mao's doctor states that Mao expected people to criticise the party but did not expect people to oppose him personally.*

**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 why the Hundred Flowers Campaign was introduced. Answers will begin to demonstrate why different interpretations of this issue have been made, possibly with comments on the attitude of the authorities 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 to what extent Mao deliberately set out to trap his enemies or was Mao genuinely expecting a less personal and positive criticism of the communist party.*

**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 why the Hundred Flowers Campaign was introduced. 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 the authorship and context of the supporting evidence. Answers may comment on the differences in interpretation given by contemporary views such as Mao's doctor 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: **To what extent was the Cultural Revolution a success for communist China?** [12+3]

Use 0 for incorrect or irrelevant answers.

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

*Eg: The Cultural Revolution was a disaster for China as many people suffered. Mao was happy that he gained support from young people. The Red Guards were violent. Many people suffered during the Cultural Revolution.*

**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: Answers will provide knowledge in support of their answer. The Cultural Revolution was very violent as students destroyed schools and libraries. The Red Guards were young people and students who carried the Little Red Book. Mao was able to gain more power because his enemies were arrested or killed. China was more communist because anything considered western was destroyed.*

**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 Communist Party and Mao had succeeded in enforcing a more radical form of communism in China as moderate 'capitalist roaders' such as Deng Xiaoping had been removed from power. However, the destruction caused by the Red Guards caused a great deal of economic and cultural harm to China. Chinese society suffered as the trust between the young and old generations was torn apart and the education of China's youth was halted.*

**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 the success of the Cultural Revolution can only be viewed from the perspective of the Maoist element of the communist party. Mao's initial aims of re-enforcing his communist ideals and laying the foundations for the nation's future were to a large extent achieved. The Cultural Revolution cannot be viewed as a success with reference to economic and technological decline; the widespread chaos caused by the Red Guard; schism in society between the old and new generations; destruction of much of China's cultural heritage following the attack of the Four Olds etc.*

**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.