



GCSE MARKING SCHEME

SUMMER 2012

HISTORY - STUDY IN DEPTH

CHINA UNDER MAO ZEDONG, 1949-1976

4275/01

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2012 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 questions 1(e) and either 2(d) or 3(d). 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 4275/01 CHINA UNDER MAO ZEDONG, 1949-1976

MARKING SCHEME

SECTION A

Question 1 (a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does Source A show you about the role of the Red Guards?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source.
Award two marks for two relevant selections from the source.

The following can be credited:

They were very active in events in 1967;
They were used to hunt down people involved in anti-revolutionary activity;
They are parading an anti-revolutionary through the streets, forcing him to wear a humiliating hat;
Their role was to ensure people were loyal to the Communist state.

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why a power struggle emerged in China during the early 1970s.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; uses content of source only. [1/2]

Eg: because the Party was split between right and left; struggle for power between Zhou Enlai and Jiang Qing; the Gang of Four wanted more power.

LEVEL 2 Development of the content with an attempt to provide some explanation. Needs explanation and background knowledge/context for highest mark. [3/4]

Eg: it was due to the deteriorating health and influence of Mao; following the 1973 election a power struggle re-emerged between rightists and leftists; they both had different ideas on how China should move forward; the rightists were led by Zhou Enlai who wanted to end political arguments and build a strong and wealthy China; the left was increasingly coming under the influence of the Gang of Four headed by Mao's wife Jiang Qing; the left wanted to continue with the class war and hunt down capitalists and reactionaries.

Question 1 (c)

Target:	Analysis and evaluation of source material; reaching supported judgements		
Mark allocation:	AO1	AO2	AO3
5		1	4

Question: **How far does Source C support the view that Mao was popular in the late 1960s?** [5]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; weak reference to content of source only.** [1/2]

Eg: it shows that he was popular because the people are worshipping him; they are holding up his portrait and waving copies of his Little Red Book.

LEVEL 2 **Develops content of source with an attempt at a judgement on the extent of support for the view.** [3/4]

Eg: the poster shows supporters of Mao being very enthusiastic towards him; they are holding up his portrait and are waving copies of his Little Red Book; the people are smiling and singing; they are attacking a reactionary with their spades; the caption of the poster reads 'Hail the defeat of revisionism in our China'; it was produced by the Communist Party in 1967; it is biased.

LEVEL 3 **Answer uses the source and its authorship or contextual knowledge to offer a reasoned judgement on the extent of support for the view.** [5]

Eg: the poster is a piece of Communist Party propaganda produced in 1967 during the Cultural Revolution; its purpose was to highlight the popularity of Mao; it shows loyal supporters of Mao waving copies of his Little Red Book and holding up his portrait; the caption 'Hail the defeat of revisionism' refers to the aim of the Cultural Revolution to search out and destroy reactionaries; the man on his knees is a reactionary who is being attacked by members of the Red Guards; the source suggests Mao was very popular but it is a very biased source and aimed to be so - it is a good example of the cult of Mao.

Question 1 (d)

Target:	Critical analysis and evaluation of source material; deployment of knowledge		
Mark allocation:	AO1	AO2	AO3
6	2	1	3

Question: **How useful is Source D to an historian studying the Four Olds Campaign?** [6]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases content of source.** [1-2]

Eg: the source does not mention the Four Olds Campaign by name; it talks about books being destroyed and the death of culture.

LEVEL 2 **Considers usefulness of the source in terms of its content only.**
OR
Deals with some aspects of content; refers to authorship. [3]

Eg: the source says that the Four Olds Campaign resulted in many books being destroyed, libraries being ruined and books banned; it says the Cultural Revolution resulted in the destruction of much of China's cultural heritage; some Chinese were unhappy with this destruction; but the source is narrow in its focus.

Deals with content of source well and begins to consider origin or purpose of source. [4]

Eg: as above and also notes that the source comes from the memoirs of Liao Moshu written in 1980; he lived in China at that time.

LEVEL 3: **Gives an evaluation with some imbalance, considering utility in terms of issues such as content, origin and purpose of source.** [5]

Gives a reasoned and balanced evaluation, considering utility in terms of issues such as content, origin and purpose of source. [6]

Eg: the source is useful because it comes from the memoirs of Liao Moshu written in 1980; he had been arrested by the Red Guards in 1967 and imprisoned because of his beliefs; he was viewed as a reactionary because he liked books which had been banned by the government; he laments the destruction of China's cultural heritage during the Cultural Revolution; he was imprisoned for 13 years and wrote these comments upon his release; he is clearly bitter and biased in his viewpoint; he is anti-Cultural Revolution and wanted his audience to know what had gone on; the source provides first hand evidence of how reactionaries were treated and is therefore useful to historians, but it needs to be handled with care.

Question 1 (e)

Target:	Recognition and explanation of different historical interpretations; deployment of knowledge;		
Mark allocation:	AO1	AO2	AO3
8	2	2	4

Question: **Why do Sources E and F have different views about the aims of the Cultural Revolution?** [8]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; paraphrases the sources; may contain irrelevancy.** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: Source E says that the aim was to transform the old educational system; Source F that the aim was to remove any freedom of thought or activity that could stand up to Mao.

LEVEL 2 **Starts to explain the different views in terms of either their content or their authorship; limited development is seen.** [3/4]

The Level 2 descriptor for quality of written communication may be considered here.

Eg: the answer develops the points made in Level One; Source E says the aim was to change the educational system by taking away the control of the bourgeois intellectuals; it aimed to change the way people thought; Source F says that Mao's aim was to remove any freedom of thought or activity by controlling the people to ensure that they would obey him without question; it was an attempt by Mao to establish his control over the people and the Party; answers may make vague reference to the attributions - Source E was an official Communist Party statement, Source F was written by a historian, Al Grant.

LEVEL 3 **Explains the difference in the views with clear reference to both content and authorship.** [5/6]

The Level 3 descriptor for quality of written communication may be considered here.

Eg: Source E attempts to give the official reason for the launch of the Cultural Revolution; it says that it was to clean up the old educational system and brush away bourgeois influences and bourgeois intellectuals; it aimed to change the way people thought; written in August 1966 it was the view the Chinese Communist Party wanted to project; Source F seems to suggest other reasons; it says that the real reason was Mao's desire to reclaim his power and status over the Party and over the direction of policy; its aim was to stamp out any opposition to Mao and any freedom of thought or activity that would stand up to him; it was written by a historian, Al Grant, in a history magazine article in 2006; the historian would have had the opportunity to research his viewpoint.

LEVEL 4 **Developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; some routine elements still seen.** [7]

Balanced and developed explanation with good support from the sources and own knowledge; detailed consideration of the authorship of each source; answer is sophisticated and integrated. [8]

The Level 4 descriptor for quality of written communication may be considered here.

Eg: Sources E and F provide differing views about the aims of the Cultural Revolution; Source E is a biased view, an official version issued by the Communist Party in August 1966 at the time when the Cultural Revolution was launched; it was subject to censorship and concentrates upon a narrow focus; it says the control of education was the principal aim, a deliberate attempt to stamp out bourgeois influence in order to achieve greater efficiency in all areas of work; there is no reference to Mao's intentions; Source F, in contrast, concentrates upon Mao's aims; it claims that Mao was paranoid and wanted to use the Cultural Revolution to enforce his views upon the Chinese population; it was an attempt by Mao to silence his critics and re-assert his authority over the Party and the country; he wanted to stamp out freedom of thought; the source was written by a historian Al Grant and was published in 'Hindsight' a GCSE history magazine in 2006; Grant was writing with the benefit of hindsight and would have had time to research and reflect upon his work; as it was used for educational purposes the writing is likely to be balanced; therefore the circumstances under which both sources were written explain why they differ so much in their comments about the aims of the Cultural Revolution.

SECTION B

Question 2(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this photograph show you about the backyard steel campaign?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from source
Award two marks for two relevant selections from source

The following can be credited:

There were dozens of furnaces in this small area;

Peasants were working their own furnaces;

Furnaces were being built all over the countryside;

There was a big increase in the amount of steel produced;

The photograph shows the working of furnaces in 1958 which is when the backyard steel campaign took place.

Question 2(b)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe the organisation of co-operative farms.** [5]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer with a weak or implied point made. [1-2]

Eg: it was where farmers lived and worked together; it was one big farm with many farmers; they all shared things.

LEVEL 2 A more detailed description with up to two accurate points made. [3-4]

Eg: there were two sorts of co-operative farms; a lower stage co-operative when 30-50 families pooled their land, equipment and labour to make one big farm, these families owned their land and were paid a rent for its use by the co-operative; higher-stage co-operative when 200-300 families shared, they did not own the land and were paid wages for their labour.

LEVEL 3 A fully developed description with three or more accurate points made. [5]

Eg: the Agrarian Reform Law (1950) began the process of land reform, sharing out land between the peasants; peasants worked in mutual-aid teams (7-10 households) and from 1953 onwards these were developed further into lower stage co-operatives; 30-50 families pooled land, labour and resources to create a bigger more efficient farm; families still legally owned their plots of land but gave them on permanent loan to co-operatives in return for being paid rent; the First Five Year Plan (1953-57) took this a stage further by joining lower stage co-operatives into much bigger higher stage co-operatives; these consisted of 200-300 families; peasants did not own the land and in return for giving up their little deeds they were paid wages; by 1956 most peasant families had joined higher stage co-operatives, making the peasant landless again.

Question 2(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why Mao introduced Thought Reform.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; only one reason given OR description only.** [1/2]

Eg: Mao wanted the Chinese people to follow his ideas; he wanted to make them good Communists; he wanted to spread Communist ideas.

LEVEL 2 **More detailed and accurate explanation which discusses at least two reasons.** [3/4]

Eg: it was introduced to turn the Chinese people into loyal and faithful Communists; to educate them in Communist ideology; to help create a true Communist state; it was a programme of ideological remoulding; it was designed to force people to study 'The Thoughts of Chairman Mao'; to persuade them to abandon selfish thoughts in favour of living and working for the benefit of all.

Question 2(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why the First Five Year Plan was launched.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; only one reason given OR description only.** [1/2]

Eg: to make China stronger; to build up its industry; to build more factories; to improve farming.

LEVEL 2 **More detailed and accurate explanation which discusses at least two reasons.** [3/4]

Eg: launched in 1953 its aim was to modernise China; to boost China's industrial development giving priority to heavy industry such as steel, coal, machinery; used a loan of \$3billion from USSR and Soviet technicians to construct large industrial plants; it also aimed to increase the output of food from China's farms by turning them into co-operatives; aimed to make them more efficient.

Question 2(d)

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Was the Great Famine the most important cause of the 'Years of Crisis' 1958-1962?** [10]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; simple response which offers little support.** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: yes because there was a shortage of food; millions of people were starving to death; this created big problems; China suffered from bad weather.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following framework:** [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: the Great Famine was very important; there were several years of bad weather which resulted in floods and drought which seriously cut food production; millions of people were starving; however, there were other causes such as the failure of the Great Leap Forward; peasants were taken away from farming by the backyard steel campaign.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following framework:** [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: natural disasters were important and the years after 1958 witnessed a series of bad harvests and poor crop yields; the impact of floods and droughts severely cut the amount of food available resulting in the Great Famine; however, man-made causes were also an important cause; the Great Leap Forward set impossible targets; peasants were taken away from the fields and put into steel production; the metal they produced was often useless.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework.** **[9/10]**

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: the Years of Crisis arose from a combination of natural and man-made causes; Liu Shaoqui claimed it was 70% man-made and 30% natural causes; the failures of the Great Leap Forward must carry a heavy responsibility - Mao set unrealistic targets for industrial production and impractical policies such as the backyard steel campaign; these directed peasants away from essential food production; these policies combined with very poor harvests after 1959 due to bad weather and together they resulted in years of extreme hardship - the Great Famine, the impact of floods and droughts caused millions of peasants to starve to death; therefore the Great Famine was an important cause of the Years of Crisis but the famine itself was the combined result of natural and man-made causes.

Question 3(a)

Target:	Understanding of source material		
Mark allocation:	AO1	AO2	AO3
2			2

Question: **What does this picture show you about China's involvement in the Korean War?** [2]

Use 0 for incorrect or irrelevant answers

Award one mark for one relevant selection from the source
Award two marks for two relevant selections from the source

The following can be credited:

That China was involved in the Korean War;
It shows that Chinese troops advanced into North Korea;
They also pushed into South Korea;
The events shown on the map took place during 1950-51.

Question 3(b)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
5	3	2	

Question: **Describe relations between China and the USA during the 1970s.** [5]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer with a weak or implied point made. [1/2]

Eg: the two countries became more friendly; both China and the USA wanted improved relations.

LEVEL 2 A more detailed description with up to two accurate points made. [3/4]

Eg: relations changed during the 1970s; both China and the USA wanted improved relations; Mao disliked Khrushchev and his policies towards the West; the Sino-Soviet Split encouraged Mao to look towards more friendly relations with the USA; there was a change in US foreign policy under Nixon; he visited China in 1972, signing a friendship treaty.

LEVEL 3 A fully developed description with three or more accurate points made. [5]

Eg: both China and the USA had their own reasons for a warming in their relationship; following the Sino-Soviet Split Mao was becoming increasingly frustrated with the actions and policies of Khrushchev towards the West; the new US President Nixon wanted to end the war in Vietnam and to take advantage of the Sino-Soviet Split; visit of Kissinger to China in 1971; ping-pong diplomacy; visit of Nixon to China in 1972; signing of a Friendship Treaty; improved trade contacts.

Question 3(c) (i)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why Chinese and Indian forces clashed in 1962.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: disputes over borders; disputes over a road; both sides could not agree and this caused fighting to break out.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: along its western border with India, China built a road linking Tibet with China which went across the region of Aksayqin; Indian government claimed this was part of India; the Indian government also said the eastern border between India and China should be the Macmahon line; China said the border was further south; in 1962 fighting broke out along eastern and western borders; Chinese troops overwhelmed Indian forces; the Chinese withdrew to the north of the Macmahon line but they stayed in Aksayqin.

Question 3(c) (ii)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
4	2	2	

Question: **Explain why China became involved in the war in Vietnam.** [4]

Use 0 for incorrect or irrelevant answers

LEVEL 1 Generalised answer; only one reason given OR description only. [1/2]

Eg: to help her neighbour; to help other Communists; to stop fellow Communists who were being attacked.

LEVEL 2 More detailed and accurate explanation which discusses at least two reasons. [3/4]

Eg: China wanted to help the new Communists government of Ho Chi Minh in North Vietnam; China was becoming alarmed by America's increasing support for South Vietnam which resulted in increased military involvement; China was concerned that America might overrun North Vietnam and push towards the Chinese border.

Question 3(d)

Target:	Recall and deployment of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	AO3
10	4	6	

Question: **Were relations between China and the USSR always friendly between 1949-1976?** [10]

Use 0 for incorrect or irrelevant answers

LEVEL 1 **Generalised answer; simple response which offers little support;** [1/2]

The Level 1 descriptor for quality of written communication may be considered here.

Eg: at times relations were friendly and at times they were not so friendly; Mao liked some Russian leaders but not all of them.

LEVEL 2 **To distinguish between 3 and 5 marks apply the following framework:** [3/5]

For 3-4 marks: A basic one-sided answer with some contextual support **OR** a very weak two-sided answer with limited contextual support.

For 5 marks: A reasoned one-sided answer with contextual support **OR** a weak two-sided answer with some contextual support.

The Level 2 descriptor for quality of written communication may be considered here.

Eg: Mao and Stalin got on well and the relationship between China and the USSR was friendly; the USSR helped China; Mao did not like Khrushchev and the two men did not get on that well; relations between China and the USSR became less friendly and resulted in a split.

LEVEL 3 **To distinguish between 6 and 8 marks apply the following framework:** [6/8]

For 6-7 marks: A developed one-sided answer with good contextual support **OR** an unbalanced two-sided answer with contextual support.

For 8 marks: A two-sided answer with good contextual support but lacking some detail or balance.

The Level 3 descriptor for quality of written communication may be considered here.

Eg: the relationship changed over time; Mao and Stalin had signed a Treaty of Friendship in 1950 and the USSR gave money and expertise to China; there was some tension between the two countries and this intensified after Stalin's death in 1953; Mao did not like the new leader Khrushchev; Mao disliked his attitude towards the West; the result was the Sino-Soviet Split; relations were much less friendly in the 1960s and 1970s than they had been in the 1950s.

LEVEL 4 **To distinguish between 9 and 10 marks apply the following framework:** **[9/10]**

For 9 marks: A reasoned and supported two-sided answer with balance, using mostly accurate and relevant historical detail.

For 10 marks: A reasoned and supported two-sided answer with good balance, using fully accurate and relevant historical detail and with a clear judgement.

The Level 4 descriptor for quality of written communication may be considered here.

Eg: between 1949 and 1953 Sino-Soviet relations were generally very good; Mao visited Stalin in Moscow and they agreed a Treaty of Friendship; the USSR gave China a \$3 billion loan and also provided technological assistance to help China modernise her heavy industry; however, there was some tension as Mao and Stalin differed in their interpretation of Communism; after Stalin's death in 1953 Sino-Soviet relations changed; the emergence of Khrushchev caused a rift; Mao disliked Khrushchev's call for peaceful co-existence with the West and this led to the Sino-Soviet Split; the Soviets stopped all economic aid to China; in 1964 tension increased when China tested its own atomic bomb; there were armed border clashes along the Ussuri river in 1969 and other border areas in 1974; USSR disliked Mao's warming of relations with the USA which resulted in Nixon's visit in 1972; therefore the relationship between China and the USSR had completely switched between 1949 and 1976.