



GCSE MARKING SCHEME

SUMMER 2013

**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 2013 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 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, 1949-976

MARKING SCHEME

QUESTION 1

Question 1 (a)

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

Question: **What does Source A show you about the dispute between China and Taiwan during the 1950s?** [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:

The US Navy was supporting Taiwan by patrolling the Taiwan Strait
US and Taiwanese naval officers were working together on a warship in 1958
The relationship between China and Taiwan was hostile
Taiwan feared an attack by China.

Question 1 (b)

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

Question: **Use the information in Source B and your own knowledge to explain why relations changed between China and the USA during the 1970s.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 Paraphrases content; weak use of content only. [1-2]

Eg: because the USA recognised China's place in the UN; talks were held by Zhou Enlai and Henry Kissinger that led to President Nixon's visit to China, 'ping pong' diplomacy emerged following the visit of the US table-tennis team.

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 United States decision to recognise the PRC as China's legitimate government; the US accepted China's admittance to the UN Security Council in place of Taiwan; the talks held by Zhou Enlai and Henry Kissinger would lead to President Nixon's visit to China and were a feature of the policy of détente; the deteriorating relationship between the Soviet Union and China meant that Mao was seeking security by improving relations with the West; cultural and trade links were developed between China and the US.

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 China and the Soviet Union were close allies during the early 1950s?** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: it shows the Soviet and Chinese flags together; Mao and everybody in the poster is happy.

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

Eg: the source supports the view that the two countries were allies; the poster shows Mao and different people being very happy with the flags of China and the USSR united behind him; the poster is showing how pleased China is with Russian support and co-operation; it was produced by the Communist Party in the early 1950s so 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.** [4-5]

Eg: the source clearly supports the view; however, the poster is a piece of Communist Party propaganda produced at the beginning of the 1950s when Stalin and Mao signed the Treaty of Friendship, Alliance and Mutual Assistance; its purpose is to show that the relationship between China and the Soviet Union had a positive effect on China; it shows workers, members of the military and children all praising the advances made by China with Soviet support; the source suggests that Mao is delighted with the progress China has made with Soviet support but it is very biased.

Question 1 (d)

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

Question: **How useful is Source D to an historian studying China's relationship with India?** [6]

Use 0 for incorrect or irrelevant answers.

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

Eg: Source D is useful because it says that China and India have been friends for a long time; there are disagreements because of Tibet

LEVEL 2 **Considers usefulness of the source in terms of its content only.**
OR
Deals with some aspects of content; copies/paraphrases attribution. [3]

Eg: Source D says that China does not want to anger India over the border disputes and activities in Tibet; the source suggests that India should not worry about the problem of Tibet and the borders because it is only a small matter compared to the long history of friendship between the nations. It is written by the Chinese ambassador.

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

Eg: as above and also notes that the source comes from an official statement by the Chinese ambassador who is answering the Indian foreign secretary's complaint regarding the activities in Tibet during 1959; it gives the official Chinese view.

LEVEL 3: **Gives an imbalanced evaluation, considering usefulness in terms of content, origin and purpose of source.** [5]

Gives a reasoned and balanced evaluation, considering usefulness in terms of content, origin and purpose of source. [6]

Eg: Source D is useful because it comes from the Chinese ambassador and attempts to play down the perceived threat to India following China's actions in Tibet; the source accurately conveys the focus of India's concern regarding China's dispute over the border in the Aksai Chin and Arunachal Pradesh regions and this would eventually lead to fighting; the Chinese ambassador is trying to persuade the Indian foreign secretary that there is no need to be concerned about China's motives and refers to a thousand years of friendship despite the PRC only being formed since 1949; the source is an official response by the Communist Party and must be viewed sceptically as to China's real intentions regarding its foreign policy.

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 who was to blame for the Sino-Soviet split?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources rambles off the point.** [1-2]

Eg: Source E says that the Russian president and the Soviet Union were to blame; Source F says that the Russians were to blame for wanting to set up a radio station in China to control submarines.

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

Eg: Source E says that the Russian presidents were critical of China's revolution; the Soviet Union's decision to accept the West caused the split in relations; Source F says that the Sino-Soviet split happened when the Russians asked to set up a radio station to control Russian submarines in the Pacific and create a joint Soviet-Chinese submarine fleet; it says that Mao did not trust the Russians and feared being controlled by foreigners; answers will make reference to the attributions – Source E was said by Mao and reported in a Communist newspaper, Source F was written by Geoff Stewart for a school textbook.

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

Eg: Source E presents Mao's viewpoint to explain why the relationship between China and the Soviet Union declined; it says that it was the Soviet leaders' fault because they criticised China's revolution and sought to live in peace with the West; as the People's Daily was a Communist Party newspaper it would be clearly biased in favour of Mao and the view the Chinese Communist Party would want to project. Source F seems to suggest other reasons; it says that the real reason why the Sino-Soviet split occurred was due to Mao's reaction to Khrushchev's innocent request to locate a radio station in China with the aim of developing a joint Soviet-Chinese submarine fleet; Mao's fear of a foreign power being in control of China resulted in him warning Khrushchev firmly; it was written by Geoff Stewart, in a school textbook that is focused on China; written in 2006 he 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 attributions 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 attributions of each source; answer is sophisticated and integrated. [8]

Eg: Sources E and F provide differing views about the reasons for the Sino-Soviet split; Source E is a biased view, as reported in a Chinese Communist Party newspaper that would fully support Mao's viewpoint particularly as this is reported during the Cultural Revolution and when there had been a further decline in Sino-Soviet relations towards the end of the 1960s. It exaggerates the Russian president's criticism of China's revolution saying that it happened on almost every day during the past years; it says that the main reason for the split was Khrushchev's decision to 'peacefully co-exist' with the West – a reversal of Stalin's foreign policy that supported Mao's ideal of spreading international communism. Source F, in contrast, suggests that it was Mao's mistrust of foreign powers and over-reaction to Khrushchev's request to improve both Russia and China's security by developing a joint submarine fleet in the Pacific that was the true origin of the Sino-Soviet split; Mao's stern warning given to Khrushchev during a visit to Beijing also added to a deterioration in their relationship. The source was written by Geoff Stewart for a school textbook and as produced for educational purposes in the United Kingdom is likely to be balanced and accurate; as it was published in 2006 Stewart would have the benefit of hindsight and would have had time to research and reflect upon the available evidence. Therefore the circumstances under which both sources were written explain why they differ in their comments about why the Sino-Soviet split happened.

QUESTION 2

Question 2 (a)

Target:	Recall and selection of knowledge; understanding of key historical features		
Mark allocation:	AO1	AO2	AO3
4	4		

Question: **Describe the changes to the status of women in China under Mao.** [4]

Use 0 for incorrect or irrelevant answers.

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

Eg: Mao wanted women in China to be treated equal to men; he wanted women to have more rights and improve their lives

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

Eg: the Marriage Law 1950 improved the lives of women by ensuring that they had equal rights with men; women were freed from the feudal marriage system that was founded on male supremacy; arranged marriages were no longer legal and women could choose their marriage partner when 18 years of age; the tradition of foot-binding, bigamy and having concubines were made illegal.

Question 2(b)

Target:	Recall and deployment of knowledge; explanation of key historical features and characteristics		
Mark allocation:	AO1	AO2	AO3
5	2	3	

Question: **Explain why the First Five Year Plan was introduced.** [5]

Use 0 for incorrect or irrelevant answers.

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

Eg: it was introduced to improve China's industry, to help China compete with other countries

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

Eg: the First Five Year Plan was focused on improving heavy industry in China such as steel, coal and oil; introduced in the early 1950s it showed China's close relationship and reliance on gaining support from the Soviet Union

LEVEL 3 Full explanation: focussed and explaining a range of factors. [5]

Eg: the aim of the First Five Year Plan was to rapidly develop China's heavy industry and infrastructure and therefore lay the foundations for future modernisations; it also aimed to enable China to improve its economic strength in order to compete with the superpowers in the future. The introduction of the Five Year Plan in 1953 was clearly influenced by the Soviet Union as it replicated Stalin's similar plans during the 1930s. The ability to gain financial support and use of Soviet technicians to aid in the construction and development of steel, coal and petro-chemical plants was crucial to the decision to implement the First Five Year Plan.

Question 2(c)

Target:	Selection of knowledge; analysis of key concepts		
Mark allocation:	AO1	AO2	AO3
6	2	4	

Question: **How successful was the Great Leap Forward?** [6]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised reference to the key concept of historical context; weak or implied knowledge shown.** [1-2]

Eg: it wasn't successful because many people died of starvation; China suffered from bad weather during the Great Leap Forward.

LEVEL 2 **Some analysis of the key concept within the historical context with some detail and accuracy; attempts an evaluation, not fully sustained.** [3-4]

Eg: the Great Leap Forward was not successful because the weather caused flooding and droughts that seriously cut food production; millions of people starved because the peasants were all making backyard steel and not working on the fields; government targets were too high and the people lied about how much food was being produced;

LEVEL 3 **Detailed and accurate analysis of the key concept within the historical context; provides a reasoned evaluation.** [5-6]

Eg: the Great Leap Forward was to a large extent a failure as it contributed to the Great Famine as millions died during the Three Hard Years; the backyard steel campaign was a failure as much of the steel produced was brittle and useless; the use of the peasantry to build massive engineering projects such as dams and canals led to crops being neglected; the communes falsified harvest yields in an attempt to impress the Communist government that set ever higher and impossible targets. An element of success was the Great Leap Forward's ability to mobilise the masses and focus on projects directed by Mao and the Communist Party; many of the dams, irrigation and drainage projects started during the Great Leap Forward would prove to benefit China's development in the long term.

QUESTION 3

Question 3

Target:	Recall and deployment selection of knowledge; analysis of key concepts; quality of written communication		
Mark allocation:	AO1	AO2	SPaG
13	4	6	3

Question: **Was the Cultural Revolution a disaster for the Chinese people?** **[13]**

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; simple explanation which offers little support; poor quality of written communication.** **[1-2]**

Eg: it was a disaster for the Chinese people because of the extreme violence; many Chinese people suffered because they were attacked by young people.

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.

At Level 2, quality of written communication will be sound, with some faults.

Eg: answers will agree that the Cultural Revolution was a disaster because the Red Guards attacked anybody and anything that didn't support Mao; the closure of schools meant that education suffered; however, the supporters of Mao and the members of the Red Guards gained greater influence and power.

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.

At Level 3, quality of written communication will be good, with few faults.

Eg: answers will stress that the Red Guards' focus on destroying the Four Olds meant they would attack anybody and anything that represented capitalism; Deng Xiaoping and Liu Shaoqi and other moderates were imprisoned; the closure of schools and colleges meant that millions of Chinese would have a poor education; the Red Guards' violence towards older Chinese created mistrust between the generations. However, Mao's faithful supporters gained more power as they were rewarded for their efforts during the Cultural Revolution; Mao's wife Jiang Qing gained more power as she was important in leading the Red Guards; Communism was firmly embedded into the thoughts of the younger generation.

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.

At Level 4, quality of written communication will be very good, with very few faults.

Eg: answers will clearly evaluate the issue in the question that many Chinese people suffered at the hands of the Red Guards as they attempted to destroy any sign of capitalism as suggested in the Four Olds; China's leaders who had taken the capitalist road following the failure of the Great Leap Forward such as Deng Xiaoping and Liu Shaoqi lost their positions in government and were sent to prison; schools and college closures meant that millions of Chinese would be illiterate; the use of extreme violence by the Red Guards towards teacher, intellectuals and people who they considered not to be sufficiently communist caused a deep gulf in trust and understanding between the younger and older generations in China. However, Mao achieved a cult status in China as the Red Guard and PLA worshipped his thoughts and ideas in the Little Red Book suggesting that the Cultural Revolution was a success in the eyes of his loyal supporters ; Mao's wife Jiang Qing was very active in support of the Cultural Revolution often guiding the Red Guards and gained support that would eventually see her and the Gang of Four rise to a position of power and influence; regarding the aim of forcing the Chinese people to embrace Maoist communist ideals the Cultural Revolution was successful and should not be seen as a disaster.

Examiners are also 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.