



GCSE MARKING SCHEME

SUMMER 2014

**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 2014 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 - 1976

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 First Five Year Plan?** [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 First Five Year Plan focused on heavy industry; the plan was successful because all the targets were achieved; it happened between 1953 and 1957; the targets set were ambitious.

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 the Great Leap Forward failed.** [4]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Copies or paraphrases content; weak use of content only.** [1-2]

e.g. Because the workers were making steel instead of working on the farms; the Chinese didn't like living in communes; there was a lot of waste of human and material resources.

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

e.g. The GLF failed because China's people and resources were not used well; the workers who should have been working on the fields were concentrating their efforts on trying to make backyard steel, much of which turned out to be brittle and useless; the peasants couldn't work on the fields because they had melted their tools to help with creating backyard steel; many of the Chinese people didn't like living in communes where traditional family life and social structures were abolished; other factors that contributed to the GLF's failure were communes lying about the amount of crops produced, and the poor technical skills of Chinese workers; the decision of the USSR to stop supporting China; poor weather as floods and droughts effected different parts of the country.

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 the lives of ordinary Chinese people improved under Mao's rule in the 1950s?** [5]

Use 0 for incorrect or irrelevant answers.

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

e.g. It shows a group of people reading; one of the Chinese is teaching people how to read.

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

e.g. The poster shows peasants learning to read; it suggests that the lives of the peasants would improve because they would learn to read and write; it supports the view that the CCP wanted to improve literacy; the poster was created soon after Mao and the communists gained power; 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]

e.g. The poster is clearly a piece of Communist Party propaganda produced to show how the CCP was trying to help peasants by teaching them to read and write; its purpose is to show how the CCP wanted to promote literacy particularly in rural China and this included women; the source strongly supports the view that Mao wanted to improve the lives of the peasantry but does not tell us if the literacy campaign was successful; it is clearly biased suggesting that members of local cadres would teach the peasantry in their own homes when in fact they were more likely to be taught while working in the fields.

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 the ‘Three Hard Years’ 1959 - 1961?** [6]

Use 0 for incorrect or irrelevant answers.

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

e.g. The source says that people died of famine; food coupons were given to communist party members.

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

e.g. The Source says that some communists were given more food than others during the Three Hard Years; the Source says that people in the countryside all over China died during the famine; Er-hong wrote this as part of her autobiography.

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

e.g. As above and also notes that the source was written by Er-hong who, as a respected academic, would want to write an accurate account of her experience in China under Mao Zedong.

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]

e.g. The Source is useful because it comes from the personal family history of Er-hong; the source tells us that food was rationed; it tells us that important communist party members did not suffer too badly as they were given coupons that gave them a larger ration; the Source says that most of the people who died in the famine lived in the countryside; because it is written in an autobiography in 1991, it is likely to be an accurate account as she is an academic; the purpose of the autobiography is to inform people of life in China during the Three Hard Years; its limitation is that it's a single person's viewpoint that may have been influenced over the course of time.

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 reasons for introducing the Hundred Flowers Campaign?** [8]

Use 0 for incorrect or irrelevant answers.

LEVEL 1 **Generalised answer; paraphrases the sources rambles off the point.** [1-2]
e.g. Source F says that the Mao set a trap to find out who his enemies were; Source E says that Mao did not set a trap to catch rightists and intellectuals.

LEVEL 2 **Starts to explain the different views in terms of either their content or their origin; limited development is seen.** [3-4]
e.g. The answer develops the points made in Level 1; Source F says that Mao had set a trap to target intellectuals and people with an education; Source E is different to Source F because it says that Mao did not set a trap, he wanted the intellectuals and rightists to help improve the country; answers may make vague reference to the attributions – Source F is from a biography of Mao written in 2005, Source E was written by Mao’s doctor in his memoirs.

LEVEL 3 **Explains the difference in the views with clear reference to both content and attributions.** [5-6]
e.g. Source F presents the viewpoint that Mao deliberately introduced the Hundred Flowers campaign to discover who his enemies were so that he could punish them; it says that Mao targeted intellectuals and the educated as they were the most likely to oppose his ideas; as one of the author’s family had suffered under Mao’s rule, she might be biased and try and show Mao in a bad light; Source E seems to suggest other reasons; it says that the Hundred Flowers campaign was introduced to encourage people to offer their views on how to help the communist party improve China; Mao clearly says that he warned the people not to cause trouble by being too critical; it was written by Mao’s doctor Li Zhisui, in his memoirs; as Mao’s personal doctor, he would have been close to Mao.

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]

e.g. Sources E and F provide differing views about the reasons for introducing the Hundred Flowers campaign; Source F presents a view held by many historians that the Hundred Flowers campaign was a deliberate attempt by Mao to allow his enemies to reveal themselves; Mao did in fact encourage intellectuals and the educated, particularly within the communist party, to offer their views on how well Mao and the party was leading China; and Mao did bring free speech to an abrupt halt once his enemies had exposed themselves;. Chang and Halliday's biography was written in 2005 and this would give them the opportunity to research their topic thoroughly, however, because Chang's family had suffered during the Cultural Revolution, she may be biased and would likely support the portrayal of Mao as paranoid and scheming; Source E, in contrast, states clearly that Mao did not create a 'secret plot' to attack rightists and intellectuals; it says that Mao wanted to encourage comments that would be constructive in helping improve the communist leadership of China and did not expect rightists to attack the party which included personal attacks directed towards Mao personally; as the source was written by Mao's personal doctor, it may be biased as they would probably have had a good relationship; as the source was written in 1994, Li Zhisui may have forgotten some important details of what Mao said; it is possible that Mao was not being entirely honest in his explanation as he himself would not admit to setting a trap.

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 changing relationship between Mao and Lin Biao.** [4]

Use 0 for incorrect or irrelevant answers.

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

e.g. Mao and Lin Biao were very good friends during the 1960's but their relationship deteriorated leading to Lin Biao's death.

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

e.g. Lin Biao was one of Mao's strongest supporters during the 1960's; Lin Biao as Defence Minister and commander-in-chief of the PLA ensured that the PLA gave Mao its full support by studying the Little Red Book and showing their devotion to Mao; Mao was prepared in 1969 to nominate Lin Biao as his successor; their relationship deteriorated from 1970 as Mao became suspicious of Lin Biao's moves to gain more power within the Communist Party; Lin Biao was killed in a plane crash as he fled China as Mao's loyal supporters were about to arrest him; Lin Biao was denounced as a traitor.

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 Mao introduced the Cultural Revolution.** [5]

Use 0 for incorrect or irrelevant answers.

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

e.g. The Cultural Revolution was started so that Mao could gain more power; it was introduced to get rid of people who didn't support communism.

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

e.g. The Cultural Revolution was introduced so that Mao could regain some of the power lost during the failure of the GLF; Mao was unhappy with the direction China was following and wanted to destroy rightists and capitalist roaders; Mao wanted to lay a solid foundation for China's communist future by destroying any signs of the country's cultural past; Mao wanted to maintain the communist revolution.

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

e.g. The Cultural Revolution was introduced because Mao wanted to regain the power and authority he was forced to relinquish as he was partly to blame for the disaster of the GLF; Mao believed the Cultural Revolution would present him with the opportunity to gain revenge on Communist Party members he disagreed with; Deng Xiaoping and Liu Shaoqi were typical targets as were other capitalist roaders and rightists; Mao also believed that the communist revolution had lost some of its vigour; therefore introducing the Cultural Revolution would reaffirm communist ideas and lead the nation back on the right path; the Cultural Revolution was also an opportunity to destroy the influence of China's cultural past and promote communism particularly with the younger generation.

Question 2(c)

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

Question: **Why were the Red Guards important in the success of the Cultural Revolution?** [6]

Use 0 for incorrect or irrelevant answers.

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

e.g. They were important because they supported Mao and the revolution; they attacked anybody who didn't support the Cultural Revolution.

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]

e.g. The Red Guards were very important to the success of the Cultural Revolution; the Red Guards were used to attack the Four Olds and used violence against teachers and rightists; the Red Guards attended massive rallies in support of Mao and the Cultural Revolution; they all read Mao's Little Red Book and worshipped Mao; as the Red Guards were mainly young people, their support of communism became stronger.

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

e.g. The Red Guards were crucial to the success of the Cultural Revolution; Mao and his wife Jiang Qing allowed the Red Guards to attack at will anything and everybody that did not conform to their view of communism; the Red Guards humiliated, beat and killed teachers, intellectuals and any person suspected of not actively supporting communism; they succeeded in establishing a new pro-communist culture by eradicating the Four Olds - old culture, ideas, customs and habits; as young people who were committed to realising the teachings of the Little Red Book, Mao was able to lay the foundations for the future of communism and place himself as the figurehead of a cult that was devoted to him; from Mao and his supporters perspective, the Red Guards were immensely important to his success of the Cultural Revolution; it should be noted that the Red Guards did bring chaos and threaten the stability of the communist party itself and it was Mao's decision to use the PLA to restore order that prevented the country from descending into civil war notably in the cities.

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 spread of Communism in Asia the main aim of China's foreign policy between 1949 and 1976?** [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]

e.g. China did support the spread of communism in Asia because it wanted other countries to turn to communism; it supported the spread of communism because it did not like democratic countries.

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.

e.g. The Chinese wanted to spread communism to other parts of Asia; their involvement in the Korean and Vietnam Wars showed that they wanted these countries to be communist; however, China's foreign policy was also concerned with protecting her borders; China's invasion of Tibet and dealings with India were concerned with strengthening her border defences; China's relationship with the USSR and USA were mainly focused on China's security.

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.

e.g. China's foreign policy was clearly based in part on supporting the spread of communism in Asia; soon after Mao came to power, China gave North Korea its full support by supplying soldiers and weapons in the Korean War, and succeeded in helping found a new communist state; China supplied the NVA and Vietcong with weapons and supplies during the Vietnam War and helped spread communism to this country; Mao's decision to force Tibet to become a region of communist China also shows that they wanted to spread communism; the ideas of Mao and the USSR when Stalin was leader were also focused on trying to support the idea of aiming to create a communist world; however, it is possible to argue that China's foreign policy was mainly decided on protecting her borders from the threat of other nations; both the Korean War and Vietnam conflict were potential threats to China if the communist forces lost; China's decision to occupy Tibet was also influenced by the need to protect her western borders; China's dispute with India over their respective borders were also motivated by the need to establish strong borders; the deteriorating relationship between China and the USSR saw China focus its foreign policy on defensive issues as displayed when it improved relations with the USA in the 1970's.

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.

e.g. One of Mao's fundamental beliefs was the necessity to strive for world communism and this was clearly displayed in the nation's foreign policy decision in Asia; the Korean War that started in 1950 gave China an opportunity to fight against the United Nations capitalist democratic forces led by the United States and eventually by force of arms succeed in ensuring that North Korea was recognised as a communist country; China's involvement in the Vietnam War was less direct than Korea as they supplied the NVA and Vietcong with weapons, ammunition and supplies that eventually enabled Ho Chi Minh to defeat the United States; China's invasion of Tibet in 1950 and suppression of the nation's traditional religion and culture was also consistent with their foreign policy aims of spreading communism in Asia; initial relations with the USSR also showed that Mao was convinced by the Stalinist view that all communist nations should strive to achieve world communism and support any other nation's desire to construct a communist state; however it is clear that China was also led in their foreign policy decisions by the need to secure her borders; China's involvement in the Korean War escalated once the UN forces began to threaten her borders and contemplated a possible invasion of China; China did not become directly involved in the Vietnam War, only supplying the NVA and Vietcong with weapons and supplies, because her borders were not directly threatened; China's relations with India while initially positive, rapidly deteriorated as disputes surfaced regarding their respective borders in the Aksai China and Arunachal Pradesh regions during the late 1950's; the Sino-Soviet split with Khrushchev's decision to declare a policy of peaceful co-existence rather than striving for world communism and the eventual border clashes in 1969 pushed China towards improving relations with the United States and started the era of ping pong diplomacy;

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.