

GCE

History A

Y317/01: China and its rulers 1839-1989

A Level

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:


- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

12. Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the origins and causes of the Cultural Revolution.</p> <ul style="list-style-type: none"> • In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A argues that the Cultural Revolution was caused by Mao's fear that China was going down the same path as the Soviet Union, combined with a deep split in the Chinese Communist Party and Mao's desire to use violence to purge the party. • In evaluating Interpretation A, answers might argue that it correctly identifies Mao's intense hostility to what Khrushchev and his successors were doing in the USSR, which culminated in the border war of 1969. • Answers might argue that Interpretation A correctly notes the importance of the disastrous economic failure of the Great Leap Forward, and the damage it caused to Mao's position in the party that the Cultural Revolution sought to address. • Answers might argue that Interpretation A validly refers to the importance of Peng Dehuai's disagreements with Mao, and Mao's need to replace him with Lin Biao if he was to launch the Cultural Revolution. 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might argue that Interpretation A accurately refers to the way that Mao supported violence to purge the party. • Answers might argue that Interpretation A exaggerates the degree to which the Cultural Revolution was about ideology and does not really confront the extent to which Mao had been sidelined by developments in the CCP. • In locating the interpretations within the wider historical debate, answers might suggest that Interpretation B argues the Cultural Revolution was not carefully planned but was caused by the fears of the new generation. The children of leaders were alarmed that they might lose their privileges, the workers of Shanghai faced declining living standards, and the young rejoiced in the collapse of traditional restraints. • In evaluating Interpretation B answers might argue that Interpretation B is accurate about the social chaos unleashed by the Cultural Revolution, such as the removal of millions of schoolchildren and students from education. • Answers might argue that Interpretation B is accurate about the way that Shanghai was the crucible of the Cultural Revolution, with Mao based there for much of 1965 and the city being run by a 'people's commune'. • Answers might argue that it validly identifies the critical role of young people in the Cultural Revolution, and how young women in particular took a leading role. 		

Question	Answer	Mark	Guidance
2*	<ul style="list-style-type: none"> • Answers might argue that Interpretation B is accurate about the attack on religion under the Cultural Revolution, including the desecration of mosques and other places of worship, the wholesale imprisonment of Buddhist monks and Christian priests and the banning of all public worship. • Answers might argue that Interpretation B is limited in scope as it seriously underestimates the extent to which the Cultural Revolution was a party struggle between two sides of the CCP, and that Mao simply exploited grievances to increase his own support and power. <p>‘Chinese governments responded effectively to rebellions and internal unrest during the period from 1839 to 1989.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the Taiping uprising, despite its initial success, was successfully suppressed and had little long-term impact on Qing rule. • Answers might consider other uprisings against the Qing including the Panthay, Dungan and Nian rebellions. The Qing government were able to restore order after all these rebellions through working with local gentry. • Answers might consider Jiang Jieshi’s Northern Expedition and the suppression of the warlords, and that he had almost destroyed the CCP by 1934, and it was only the Japanese invasion that enabled it to survive. 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider the effective suppression of the 1959 Tibetan uprising by the PRC, which left China in an even stronger position in the region. • Answers might consider that the 1989 Tiananmen Square protests were crushed by Deng Xiaoping with no impact on the wider country. • In challenging the hypothesis in the question, it might be argued that that the Taiping and associated rebellions required the assistance of foreign powers to suppress, fatally weakened the Qing dynasty, and opened the way for the 1911 revolution. • Answers might consider that the Chinese government activity supported the Boxer Rebellion rather than attempted to suppress it, which had dire consequence for the Qing. • Answers might consider the failures of the Qing monarchy led directly to the uprising of 1911, and the end of the centuries-old Chinese monarchy. • Answers might consider that Jiang Jieshi failed to deal with the Communist uprising, first allowing them to escape during the Long March, and then losing the civil war, which lead to the establishment of Communist China in 1949 and the flight of the Guomintang to Taiwan. • Answers might consider Zhang Xueliang's rising and how the 1936 Xian Incident forced Jiang Jieshi to stop his assault on the CCP. 		<p>for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>

Question	Answer	Mark	Guidance
3*	<p>'China's economy was only successful from 1976 to 1989.' How far do you agree with this view of the period from 1839 to 1989?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that Mao's Great Leap Forward and Cultural Revolution did huge damage to the economy that his successors had to overcome. • Answers might consider the failures of the Qing to reform the economy and the extent of aggressive economic penetration by Western nations. • Answers might consider the failures of the Guomindang to develop a modern economy and the fact that almost throughout the period China remained a country dominated by peasants. • Answers might consider that much of the economic work undertaken by Liu and Deng in the mid 1960s was undone by the end of the decade. • Answers might consider the success of Deng Xiaoping's 'Four Modernisations' in creating a modern economy in China after 1976. <ul style="list-style-type: none"> • In challenging the hypothesis in the question, it might be argued the work of T.V. Soong foreshadowed much of what first Liu Shaoqi, then Deng, would subsequently do. • Answers might consider the improvements to the economy between 1963 and 65 under Liu Shaoqi, including the return of private farming and markets, and the rise in production of grain, coal, steel, oil and chemicals. 	25	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question	Answer	Mark	Guidance
4*	<ul style="list-style-type: none"> • Answers might consider the Self-Strengthening movement and its economic benefits that had borne fruit later in the nineteenth century • Answers might consider the impact of Western nations from 1840 onwards and the extent to which this can be seen as kick starting the modernisation of the Chinese economy. • Answers might consider the initial economic policies of the Communist government after 1949, and the huge changes they brought about in China economically. <p>‘China’s attitude to the wider world during the period 1839 to 1989 was always defensive.’ How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that Qing foreign policy was mainly focused on protecting China from attack, while at the same time regarding other nations as inferior and excluding them from China where possible. • Answers might consider that the war against Japan was entirely defensive, and that China went to great lengths to avoid war, even sacrificing important regions like Manchuria and Jehol. • Answers might consider that for almost the entire period there was little diplomatic interest in foreign powers outside eastern Asia. • Answers might consider Mao’s policy of near-isolation, that saw China allied to only one nation in the 1960s - Albania. 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> • Answers might consider that Deng Xiaoping focused largely on obtaining the peace and trade agreements that he needed to improve the Chinese economy. • In challenging the hypothesis in the question, it might be argued that Mao's determination to reject Soviet control and his willingness to involve China in conflict with the Soviet Union, and in the Vietnam War, showed both aggressive intent and a willingness to gamble. • Answers might consider that in supporting the Boxer Rebellion Tzu Hsi took a huge risk by defying the Western powers. • Answers might consider that it was Chinese actions – the destruction of opium in Canton and the seizing of the <i>Arrow</i> - that led to both of the Opium Wars. • Answers might consider the long war against Japan, and Jiang Jieshi's close relations with the USA. • Answers might consider that Mao showed clearly aggressive intent by seizing Tibet in 1950, by sending large numbers of Chinese troops to Korea, and through conflict with India. Likewise, Deng showed aggression through the invasion of Vietnam. 		<p>for analysis and evaluation, in line with descriptions in the levels mark scheme.</p>

APPENDIX 1 – this contains a generic mark scheme grid

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<i>AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</i>
	Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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