

A Level History A

Unit Y317

China and its Rulers 1839–1989

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 2 hours 30 minutes



OCR supplied materials:

- 12 page Answer Booklet

Other materials required:

- None



First name										
Last name										
Centre number						Candidate number				

INSTRUCTIONS

- Use black ink.
- Complete the boxes above with your name, centre number and candidate number.
- Answer Question 1 in Section A and any 2 questions in Section B.
- Write your answer to each question on the Answer Booklet.
- Do **not** write in the bar codes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended responses will be assessed in questions marked with an asterisk (*).
- This document consists of **4** pages.

Section A

Read the two passages and then answer Question 1.

- 1 Evaluate the interpretations in both of the two passages and explain which you think is more convincing in explaining why Mao launched the Cultural Revolution.

[30]

Passage A

What Mao had in mind was a completely arid society, devoid of civilisation, deprived of representation of human feelings inhabited by a herd with no sensibility, which would automatically obey his orders. He wanted the nation to be brain-dead in order to carry out his orders. To this end he planned a big purge which would lead to China being in this state permanently. In the years 1962–5 he had made some headway in turning every aspect of life into something ‘political’ and in killing Chinese culture, but the results were far from satisfactory for him. He had to rely on the Party machine to execute his orders, and virtually everyone had reservations about his policy from the Politburo downwards. Few welcomed a life without entertainment or colour. Mao feared that there was a plot against him involving senior colleagues in association with the Russians. In November 1965 Mao was ready to launch his Great Purge, ‘to punish this party of ours’ as he put it. He decided to fire his first shot at culture and this is why the Great Purge was called the Cultural Revolution. On 14 March Madame Mao’s ‘kill culture’ was made public and a month later the Politburo met to rubber-stamp the first list of victims and the cult of Mao was escalated to fever pitch. Mao’s little Red Book was handed out to everyone and in June 1966 Mao intensified the terrorisation of society, picking as his first instrument of terror young people in schools and universities.

Adapted from: H. Chang & J. Halliday, *Mao: The Unknown Story*, published in 2007

Passage B

The Great Proletarian Cultural Revolution was the most astonishing episode in Mao’s long and fruitful career. He himself described it as a politics course not given in the classroom. It was a last attempt to achieve all the changes and reforms which he felt had so far eluded him. He had decided that the Communist Party itself had become bureaucratic and counter-revolutionary, part of the vested interests against which the ordinary man in the street had to struggle. Mao had two allies - the army and the students. He could rely on the students because the younger generation was always radical and ready to unseat old fogies in office, whatever their political colour. At one level, it was a power struggle between Mao and his politburo rivals headed by Liu Shao-chi. On another level it was a crusade across the country to attain higher levels of democracy, socialism and collective spirit. Mao explained what he was after ‘Those representatives of the bourgeoisie who have sneaked into the party, the government and the army, and various cultural circles are a bunch of counter-revolutionary revisionists’.

Adapted from: D. Wilson, *Mao: The People's Emperor*, published in 1980

Section B

Answer **TWO** of the following three questions.

- 2*** Assess the view that the Communist takeover of 1949 changed the nature of Chinese government more than any other event in the period from 1839 to 1989. **[25]**
- 3*** Assess the view that the people of China enjoyed better standards of living under Communism after 1949 than they had done in the previous century. **[25]**
- 4*** 'China lost more than it gained by its contact with foreign powers in the period 1839–1989.' How far do you agree? **[25]**

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...day June 20XX – Morning/Afternoon

A Level History A

Unit Y317 China and its Rulers 1839–1989

MARK SCHEME

Duration: 2 hour 30 minutes

MAXIMUM MARK 80

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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

12. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<i>A03: 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.

Section A

Question	Answer	Marks	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing in explaining why Mao launched the Cultural Revolution.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that Mao wanted a drab culture entirely focused on obedience to him and wanted to eliminate his enemies to establish a cult focused on himself – hence the reference to ‘cult of Mao’ and the distribution of his own sayings to everyone. • In evaluating Interpretation A, answers might argue this view is valid because it is supported by the emphasis on propaganda stressing Mao’s wisdom, by the elimination of rivals like Liu. • In evaluating Interpretation A, answers might argue that it is questionable because any suggestion of higher motives or real fear that the dynamism and ideology of the movement had been lost is subordinated to personal and negative ambitions. • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that as well as internal quarrels in the Politburo driving this, Mao had genuine concerns to fulfil political aims and prevent ossification of the party by bourgeois developments and a concern to keep the revolution alive as the interpretations refers to a crusade for democracy and socialism. 	30	<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	Marks	Guidance
	<ul style="list-style-type: none"> • In evaluating Interpretation B, answers might argue this is valid because of Mao's lifelong interest in ideology and the need to separate China from the type of bureaucratic communism which he despised in Russia. • In evaluating Interpretation B, answers might argue it is over-generous to Mao, given the furious and negative violence which followed and the obvious jealousy with Liu and the paranoia about supposed Russian plots. 		

Section B

Question	Answer	Marks	Guidance
2*	<p>Assess the view that the Communist takeover of 1949 changed the nature of Chinese government more than any other event in 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 it brought a new ideology based on class conflict and socialism. • Answers might consider that it brought a new leader. • Answers might consider it brought an end to corruption and foreign influence on government. • Answers might consider that it introduced a new structure of government based on the party. • Answers might consider it led to greater popular participation in government. • In challenging the hypothesis in the question, it might be argued that there were elements of continuity with Confucianism. • Answers might consider that the personal power of Mao was comparable to that of the Emperors. • Answers might consider that greater change was brought by the 1911 Republic in establishing hopes for western-style government. • Answers might consider that the ending of the power of the warlords and introducing a modern central administration by the Guomindang with a new capital was a greater break with the past. 	25	<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	Marks	Guidance
	<ul style="list-style-type: none"> • Answers might consider that Communism was a form of foreign domination by a western political ideal. 		
3*	<p>Assess the view that the people of China enjoyed better standards of living under Communism after 1949 than they had done in the previous century.</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that rural poverty and backwardness was changed. • Answers might consider that the Revolution brought more employment opportunities in growing industrial centres. • Answers might consider that social inequalities were reduced. • Answers might consider that there was greater equality of income distribution. • Answers might consider that unequal taxation and rent burdens were ended. • In challenging the hypothesis in the question, it might be argued that the hardships brought about by the famines of the Great Leap Forward exceeded anything in the Imperial period or the Republic. • Answers might consider that only with the growth of economic liberalism did standards of living rise but with some inequality and regional variations that had parallels with the industrial growth under the GMD. • Answers might consider that the Cultural Revolution brought a lower standard of living for its many victims. • Answers might consider that regional poverty has 	25	<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	Marks	Guidance
	<p>persisted as has discrimination against non-Han communities leading to a lower standard of living.</p> <ul style="list-style-type: none"> Answers might consider the sufferings of richer peasants and the middle classes in the post-revolutionary period. 		
4*	<p>‘China lost more than it gained by its contact with foreign powers in the period 1839–1989.’ How far do you agree?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, it might be argued that contacts with European powers brought new markets and technology after 1839. Answers might consider that ideas from the USA were influential in the reform movements that led to 1911. Answers might consider that the Nationalists gained from Russian support and also from US investment and subsequent help in the war against Japan. Answers might argue that Communist China took inspiration and support from Russia; as well as its ideology being based on European socialism. Answers might consider that post 1975 China gained from international trade and links with other South Asian nations. In challenging the hypothesis in the question, it might be argued that contacts with other powers were damaging in terms of unequal treaties. Answers might consider that China faced loss of control of territory to foreign powers. Answers might consider that Japan was a constant menace to China after the Meiji revival to 1945. 	25	<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	Marks	Guidance
	<ul style="list-style-type: none">Answers might consider that Russian influence led Mao into a damaging war in Korea.Answers might consider foreign contacts in the Cold War period as being damaging.		

SPECIMEN

Assessment Objectives (AO) Grid

Question	AO1	AO2	AO3	Total
1			30	30
2/3/4	50			50
Totals	50		30	80