

**GCE**

**History A**

**Unit : Y317/01 China and its Rulers 1839 - 1989**

Advanced GCE

**Mark Scheme for June 2017**

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

## MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the causes of the Boxer Rising.</b></p> <p><b>In locating the Interpretations within the wider historical debate,</b> answer might argue that <b>Interpretation A</b> argues for an essentially top-down interpretation of the causes of the Boxer Uprising, seeing developments within the ruling Qing dynasty, and Empress Cixi's innate conservatism as the reasons for the movement's spread.</p> <p><b>In evaluating Interpretation A,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that it correctly identifies the precarious nature of Qing power at the end of the nineteenth century due to the encroachment of the imperial powers, namely the Russians, Germans, French and British, who had all made substantial territorial gains in China.</li> <li>• Answers might argue that interpretation A correctly notes the importance of Cixi's decision not to oppose the Rising in allowing it to develop, escalate and spread.</li> <li>• Answers might argue that Interpretation A sees Cixi's motivations as political and social conservatism when in fact it could be argued that her motivation to 'turn a blind eye to' the Boxer Rising was to</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• 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.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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</li> </ul>

		<p>weaken western influence in China.</p> <ul style="list-style-type: none"> <li>• Answers might argue that Interpretation A draws a link between the Hundred Days Reform and the Boxer Rising, when in reality these were quite separate events with the Boxers almost exclusively focused on eliminating western influence.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate,</b> answers might argue that <b>Interpretation B</b> argues for a bottom-up interpretation of the causes of the Boxer Rising, arguing that popular hatred of westerners and superstitious suspicion of Western influences fuelled the Rising.</p> <p><b>In evaluating Interpretation B,</b></p> <ul style="list-style-type: none"> <li>• Answers might argue that interpretation B rightly identifies the core of shared anti-western and anti-Christian feeling amongst the Boxers.</li> <li>• Answers might argue that interpretation B characterises the Boxers as largely unsophisticated, ignoring the emerging nationalist ideology developing in China espoused by many of the Boxers.</li> <li>• Answers might argue that interpretation B characterises the uprising as unorganised, however, while there was no overall leadership to the activity, there was organisation, in the form of numerous secret societies with protocols and often,</li> </ul>		
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		<p>even, uniforms.</p> <ul style="list-style-type: none"> <li>Answers might argue that interpretation B rightly acknowledges the popular roots of the rebellion, but ignores the economic roots of the rising, which emerged in areas of rural distress.</li> </ul>		
2*		<p><b>'The imperial ambitions of foreign powers were the main challenge that China faced in its relations with the wider world in the years from 1839 to 1989.' How far do you agree?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that China was a target for imperial influence and territorial expansion by European powers and Japan from the outset of the period through to the end of the Second World War.</p> <ul style="list-style-type: none"> <li><b>Answers might consider</b> the actions of Great Britain, launching war against China in 1839 and 1856 to gain favourable trading access to the country and establish control over key ports, which challenged Chinese sovereignty.</li> <li><b>Answers might consider</b> China's loss of its tributary states and part of its territory to France, Russia and Japan in the late nineteenth and early twentieth century.</li> <li><b>Answers might consider</b> the great difficulties China</li> </ul>	25	<ul style="list-style-type: none"> <li>No set answer is expected</li> <li>At higher levels answers might establish criteria against which to judge</li> <li>To be valid, judgements must be supported by relevant and accurate material.</li> <li>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.</li> </ul>

		<p>had managing relations with imperial Japan, which culminated in the hugely destructive war of 1937-1945.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> China's failure to establish effective diplomatic relations with European imperial powers and Japan which made it very difficult for it to manage the impact of their imperial ambitions on the country.</li> </ul> <p><b>In challenging the hypothesis in the question</b>, it might be argued that the decline of European imperialism from the end of the First World War, and the demise of imperial Japan after World War Two, brought an end to attempts to colonise territory and carve out spheres of influence in China.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the military challenges that China faced in its relations with foreign powers, for example the Anglo-Chinese Wars of the nineteenth century, which highlighted China's military weakness compared to Britain, China's difficulties successfully meeting the challenge of Japan's effective military in the 1930s and China's engagement in the Arms Race and its difficulties developing weapons technology that would equal that of the other superpowers.</li> <li>• <b>Answers might consider</b> the foreign policy challenges that China faced due to being drawn into broader global conflicts, for example the</li> </ul>		
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		<p>competition between European powers in the nineteenth century, the Second World War, and the implications and expectations of China's involvement in the Cold War.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the challenge posed by trying to maintain and manage relations with other major global powers who did not share the same priorities and outlook, for example China's relationship with the USA and the USSR during the Cold War.</li> <li>• <b>Answers might consider</b> the challenge inherent in being the major power in South Asia, for example getting drawn into regional conflicts such as the Korean War and conflict in Vietnam.</li> <li>• <b>Answers might consider</b> how internal challenges impacted on foreign affairs, for example the anti-western feeling that exploded in both the Boxer Rising and the Cultural Revolution.</li> </ul>		
3*		<p><b>'Chinese government saw more change under Deng Xiaoping than any other ruler in the period from 1839 to 1989.'</b> How far do you agree?</p> <p><b>In supporting the hypothesis in the question</b>, it might be argued that Deng Xiaoping led a major break with China's communist past and created a creative new model of government which blended elements of the old communist system with more progressive elements.</p>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> Deng Xiaoping's rejection of much Mao Zedong thought, including the rehabilitation of victims of the Cultural Revolution, and his focus on progress and stability rather than class struggle and revolution.</li> <li>• <b>Answers might consider</b> changes in political leadership under Deng Xiaoping, with the replacement of many Maoist leaders with allies of Deng, many of whom were rehabilitated from the Cultural Revolution.</li> </ul> <p><b>In challenging the hypothesis in the question</b>, it might be argued that there was in fact little real political change or change in government, with the 'Fifth Modernisation' (democracy) being wholeheartedly rejected and the communist party apparatus surviving intact.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the transformation of government that occurred after the Communist Revolution of 1949 with the apparatus of a communist state being quickly established, opposition suppressed and the undisputed leadership of Mao assured.</li> <li>• <b>Answers might consider</b> political developments under Mao, purging and campaigns against potential opponents and the political developments during the Cultural Revolution.</li> <li>• <b>Answers might consider</b> the transformation of</li> </ul>		
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		<p>China from empire to democratic Republic under the leadership of Sun Yat-Sen and Yuan Shikai after the Nationalist revolution of 1911-12.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the impact on Chinese government of the involvement of European imperial powers in China in the nineteenth century, challenging Chinese sovereignty, encouraging movements for rebellion and reform, and destabilising the Qing dynasty, which had ruled since 1644.</li> </ul>		
4*		<p><b>To what extent did the economic aims of Chinese governments stay the same in the period from 1839 to 1989?</b></p> <p><b>In supporting the hypothesis in the question</b>, it might be argued that Chinese governments largely sought a model of economic development that maintained a high degree of state control of the economy and was suspicious of foreign influences during this period.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the aim of imperial China to manage and minimise the impact of foreign economic influence, rather than to engage proactively in international trade; this focus on self-sufficient economic development was mirrored for most of the communist period.</li> <li>• <b>Answers might consider</b> the focus on economic growth and modernisation which characterised the</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• At higher levels answers might establish criteria against which to judge</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• 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.</li> </ul>

		<p>economic policy of communist China, albeit with changing models over time of how to achieve this.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the aim of Chinese governments to maintain a high degree of state control over the economy, with imperial China repressing movements which called for economic liberalisation and modernisation and, later, communist China pursuing an entirely state-controlled economy.</li> <li>• <b>Answers might consider</b> continuities of aims between republican China and Deng Xiaoping’s rule, both of which aimed to develop China’s economy through foreign investment and trading links.</li> </ul> <p><b>In challenging the hypothesis in the question</b>, it might be argued that there were substantial differences in economic aims between imperial, republican and communist China, reflecting the different ideologies at work.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the arguable lack of clear economic aims or economic policy under imperial rule, which led to a reactive approach, for example to foreign influences in the economy.</li> <li>• <b>Answers might consider</b> the brief interlude of republican rule which saw a refocusing of economic policy to achieve a more western model of development, the only time in the period where</li> </ul>		
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		<p>this was pursued.</p> <ul style="list-style-type: none"><li>• <b>Answers might consider</b> the fundamentally ideological nature of the aims of Mao’s economic policies, for example collectivisation and the Great Leap Forward.</li><li>• <b>Answers might consider</b> the radical departure of Deng Xiaoping’s economic policies, which aimed to achieve growth and prosperity through the modernisation and liberalisation of the economy.</li></ul>		
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>1. Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
2. <b>Level 6</b> 26–30 marks	3. 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. 4.
5. <b>Level 5</b> 21–25 marks	6. 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.
7. <b>Level 4</b> 16–20 marks	8. 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.
9. <b>Level 3</b> 11–15 marks	10. 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.
11. <b>Level 2</b> 12. 6–10 marks	13. 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.
14. <b>Level 1</b> 15. 1–5 marks	16. 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.
17. 0 marks	18. No evidence of understanding and no demonstration of any relevant knowledge.

	19. <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>
	20. <b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
21. <b>Level 6</b> 21–25 marks	22. 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.
23. <b>Level 5</b> 17–20 marks	24. 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.
25. <b>Level 4</b> 13–16 marks	26. 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.
27. <b>Level 3</b> 9–12 marks	28. 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.
29. <b>Level 2</b> 5–8 marks	30. 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.
31. <b>Level</b>	32. The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very

1 1–4 marks	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.
33. 0 marks	34. The answer contains no relevant information.

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