



**GCE**

**History A**

**Y317/01: China and its rulers 1839-1989**

Advanced GCE

**Mark Scheme for June 2019**

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

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

3. Here is the mark scheme for this question paper.

### 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 for the causes of the First Opium War.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A primarily focuses on factors internal to China, and sees the restrictions placed on opium trading as a reaction to internal problems, and the catalyst for the collapse in foreign relations with Britain which led to war.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that Interpretation A is valid because the Chinese were concerned with the impact of the opium trade socially, politically and financially.</li> <li>• Answers might argue that Interpretation A is valid because Commissioner Lin's actions, which triggered the war, were focused on tackling the opium trade in Canton.</li> <li>• Answers might argue that Interpretation A is valid because it acknowledges Chinese agency in events, rather than seeing the Chinese as passive victims of Western aggression.</li> <li>• Answers might argue that Interpretation A is valid because the Qing dynasty was facing internal problems, not just of rebellions and poor harvests but also issues with the currency and money</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>supply.</p> <ul style="list-style-type: none"><li>• Answers might argue that Interpretation A is invalid because it focuses mainly on long-term causes and ignores the actions of the British in responding to Chinese actions as a main cause.</li><li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B primarily focuses on the actions and attitudes of the British, and discounts opium as a main cause, instead arguing that issues of sovereignty, free trade and the treatment of British citizens were more important.</li><li>• In evaluating Interpretation B, answers might argue that Interpretation B is valid because the British were committed to Free Trade and the Chinese sought to restrict this.</li><li>• Answers might argue that Interpretation B is valid because the Chinese did refuse to treat British officials as equals.</li><li>• Answers might argue that Interpretation B is valid because there were disputes over the application of Chinese law to foreigners, for example the strangling of a British sailor for causing an accidental death was a long-term grievance.</li><li>• Answers might argue that Interpretation B is invalid because it focuses primarily on the actions of the British at the expense of analysing issues internal to China.</li><li>• Answers might argue that Interpretation B is invalid because, like Interpretation A, it focuses mainly on long-term causes and ignores the actions of Commissioner Lin as a trigger for the War.</li></ul>		
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2		<p><b>“The nature of Chinese government saw more continuity than change in the period 1839-1989”. How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis that there was continuity in government, it might be argued that</b> although China experienced two revolutions in this period, the structure and character of government changed less than might be expected.</li> <li>• <b>Answers might consider</b> the importance of a single leader as figurehead, as with the Emperors or Mao.</li> <li>• Answers might consider the authoritarian style of Chinese government throughout much the period.</li> <li>• Answers might consider that the geographical centre of government remained in Beijing.</li> <li>• Answers might consider the ongoing importance of the civil service and of professional bureaucrats.</li> <li>• Answers might consider that Confucian values had long lasting influence on the character of Chinese government.</li> <li>• Answers might consider that Mao and other educated Chinese of the twentieth century were influenced by the style of government of past emperors and that Mao claimed the Mandate of Heaven.</li> <li>• Answers might consider the role of literacy and education in underpinning the machinery of government.</li> <li>• Answers might consider resistance to western political influences in the imperial period and under communist rule.</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>
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3		<p><b>“Chinese governments failed to modernise the economy throughout the period 1839-1989.” How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that despite ongoing efforts to modernise the Chinese economy, limited progress was made.</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>

		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that under the Qing dynasty attempts at economic modernisation led to social unrest and conflict with foreign powers.</li> <li>• Answers might consider that foreign trade did not modernise the economy in the imperial period, because China did not benefit.</li> <li>• Answers might consider that the industrial growth which began under Yuan Shikai was confined to only a few areas, and was shortlived due to civil war and Japanese occupation.</li> <li>• Answers might consider the failures of Mao's agricultural reforms and the agricultural policies of the Great Leap Forward, resulting in famine.</li> <li>• Answers might consider the failure of Mao's industrial policies under the Great Leap Forward.</li> <li>• Answers might consider that commitment to maintaining the communist system placed limitations on Deng Xiaoping's reforms.</li>   <li>• <b>In challenging the hypothesis in the question,</b> it might be argued that both agriculture and industry was modernised in this period.</li> <li>• <b>Answers might consider</b> that there was some success in industrialisation in the late Manchu period, for example the building of railways.</li> <li>• Answers might consider increased foreign investment under Yuan Shikai.</li> <li>• Answers might consider that industrialisation took off in many areas in the republican period.</li> <li>• Answers might consider the growth of private enterprise in the republican period and again under Deng Xiaoping.</li> <li>• Answers might consider the success of the new</li> </ul>		
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		<p>currency and more modern monetary policy under Mao.</p> <ul style="list-style-type: none"> <li>• Answers might consider that up to 1955 Mao's cautious approach to collectivisation led to successful agricultural modernisation in some areas.</li> <li>• Answers might consider that the First Five-Year Plan under Mao was a success in modernising industrial production.</li> <li>• Answers might consider that Deng Xiaoping successfully modernised the economy in a Western model.</li> </ul>		
4		<p><b>“The Communist takeover of 1949 was the most significant turning point in the development of Chinese society in the years 1839-1989.” How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the communist revolution led to immediate changes in the structure of society of the experiences of different social groups.</li> <li>• <b>Answers might consider</b> the changes in the role of women in Chinese society after the Revolution of 1949.</li> <li>• Answers might consider the immediate move against ‘counter-revolutionaries’.</li> <li>• Answers might consider the creation of the <i>danwei</i> (work unit) as the fundamental unit of social organisation.</li> <li>• Answers might consider the development of mass organisations.</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>

		<ul style="list-style-type: none"><li>• Answers might consider the immediate move towards land reform and its impact on rural society.</li><li>• Answers might consider the targeting of crime, prostitution and opium addiction.</li><li>• <b>In challenging the hypothesis in the question</b>, it might be argued that it took time to realise the social aims of communism, and that other events could be argued to have had a greater impact.</li><li>• Answers might consider the early part of the period as a more significant turning point, as it was the point at which Western influence began to influence social change in China.</li><li>• Answers might consider the late Manchu period as a more significant turning point due to the social changes which occurred as a consequence of Western influence and internal changes.</li><li>• Answers might consider the social impact of the revolution of 1911.</li><li>• Answers might consider the Cultural Revolution as being a period which saw greater and faster change.</li><li>• Answers might consider the liberalisation of some social policies after 1975, and therefore might see this as a more significant turning point.</li><li>• Answers might consider the rule of Deng Xiaoping as a more significant turning point, because his economic policies led to the rise of a middle class.</li></ul>	
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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>
	<b>Generic mark scheme for Section A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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