



GCSE (9–1)

History A (Explaining the Modern World)

J410/01: China 1950-1981: The People and the State

General Certificate of Secondary Education

2021 Mark Scheme (DRAFT)

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2021

1. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
	Noted but no credit given
	Not answered question
	

2. 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.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 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 seemingly 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.

China 1950–1981: The People and the State

1. Describe **one** example of a government policy between 1950 and 1965 that changed traditional Chinese society.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	All content is indicative only and any other correct examples of a government policy between 1950 and 1965 that changed traditional Chinese society should also be credited. 2 e.gs or one e.g. explained = 2 marks.

Levels	Indicative content	Marks
N/A Points marking	• <i>Land Reform in the early 1950s changed traditional Chinese society [1]. The traditional power of the landlords in the countryside was smashed and land was given to the peasants who had been oppressed by the landlords for hundreds of years [2].</i> • <i>The communes introduced in the late 1950s damaged traditional family values in China [1]. The creation of communal canteens, nurseries and retirement homes for the elderly weakened family bonds like filial piety that had been traditionally strong in China [2].</i>	2

2. Explain why Deng Xiaoping introduced reforms aimed at women and young people between 1976 and 1981.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two reasons and explain them fully, e.g. <i>Deng introduced the One Child Policy because he was very concerned at China's rapidly growing population in the late 1970s. New laws fined women heavily for having more than one child and gave the government the power to sterilise women who had already had a child. This policy was introduced to reduced population growth and avoid the risk of food shortages, which could have damaged China.</i> <i>Deng was also concerned that China's education system was not efficient enough, and that China was not training enough experts, that were needed to carry out his Four Modernisations. Because of this he introduced reforms to the education system such as implementing national examinations and expanding the number of universities. Improving education in China would allow for more trained experts who would be able to help expand China's economy along the lines Deng had planned for.</i> THRESHOLD EXPLANATIONS <i>One reason was because China's population was growing too fast for the country to cope with and this could have caused food shortages. Because of this the government introduced a policy that allowed women to only have one child.</i> <i>Another reason was because the Four Modernisations policy needed China to have lots of highly trained engineers and scientists. As a result, Deng opened a lot of new universities and even allowed young people to travel abroad to study.</i>	9–10

Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one reason and explain it fully, e.g. <i>Deng introduced the One Child Policy because he was very concerned at China’s rapidly growing population in the late 1970s. New laws fined women heavily for having more than one child and gave the government the power to sterilise women who had already had a child. This policy was introduced to reduced population growth and avoid the risk of food shortages, which could have damaged China.</i>	7–8
Level 3 • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe one or more reasons e.g. <i>There were problems with the education system in China. During the Cultural Revolution a lot of Red Guards had simply left their education, and many schools had closed down. Teachers and university lecturers had been persecuted and did not return to their jobs, and national examinations had been abandoned.</i>	5–6
Level 2 • Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	Level 2 answers will typically contain description of events that is linked to the issue in the question e.g. <i>The One Child policy restricted couples to only having one child. Couples had to be married, and weren’t allowed to get married until they were 20, and they could be punished if they tried to ignore the law. The government even had the power to force women who had already had a child to be sterilised.</i>	3–4
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points e.g. <i>He made changes because of all the problems in China that affected women and young people.</i>	1–2
Level 0 No response or no response worthy of credit.		0

3. Explain the consequences of the Great Leap Forward in China between 1958 and 1965.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question.	Level 5 answers will typically identify two examples of consequence and explain them fully, e.g. <i>One consequence of the Great Leap Forward was that it led to famine in China. Mao encouraged the Chinese peasants to follow the agricultural policies of Trofim Lysekno and launched campaigns like the 'Four Noes' but these proved to be a disaster. Lysenko's methods resulted in a shortage of crops, and the policy of 'sparrowcide' led to a growth of pests that ate many of the crops that were actually grown. This had terrible consequences because famine swept the country, and millions had died by the early 1960s.</i> <i>Another consequence of the Great Leap Forward was that it led to Mao being discredited. He had been responsible for the policy and continued with it even after it was clear it was a failure. He had purged other Communist leaders like Peng Dehuai who criticised the Leap. When all the failures became clear, Mao had to assume much of the blame, criticised himself at the 7000 Cadre conference of 1962, and resigned from one of his key Party positions. The consequence this had in China is that it led to Deng Xiaoping and Liu Shaoqi taking control of China's economy and dismantling many of Mao's communes.</i> THRESHOLD ANSWERS: <i>The Great Leap Forward led to food shortages in China because peasants followed disastrous policies like the 'Four Noes'. This had terrible consequences in China as millions died in the famine that followed.</i>	9–10

	<i>It also led to Mao being discredited as he had to take responsibility for the Leap's failure. This had the consequence of Mao taking a back seat in politics, and others were running China's economy by 1965.</i>	
Level 4 • Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. • This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question.	Level 4 answers will typically identify one consequence of the Great Leap Forward in China between 1958 and 1965 and explain it fully, e.g. <i>One consequence of the Great Leap Forward was that it damaged China's economy. Mao wanted to industrialise quickly, and created huge communes where peasants were encouraged to produce steel in 'backyard furnaces'. Millions of peasants did so and by the end of 1958 half of China's steel was being produced in this way. Unfortunately most of the steel was of such poor quality it had to be thrown away and this had the consequence of hurting China's economy, both because of all the waste it caused and because the peasants had been producing steel rather than essential food.</i> NB: Candidates are likely to attempt several consequences but only succeed in one case	7–8
Level 3 • Response demonstrates accurate knowledge and understanding that is relevant to the question. • This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question.	Level 3 answers will typically identify and describe one or more consequences e.g. <i>The Great Leap Forward caused Chinese steel production to increase. Over 100,000 people were working in 'backyard furnaces'.</i> <i>There was a lot of waste during the Great Leap Forward as much of the steel produced was too brittle to be used and had to be thrown away.</i> <i>Because of the Great Leap Forward China produced less food. Mao followed the advice of the Russian expert Lysenko, whose methods caused grain to grow in smaller quantities.</i> <i>The Great Leap Forward damaged Mao's reputation in China, and he criticised himself at a meeting of Communist Party leaders in 1961.</i> <i>The Leap damaged family life. On the communes all adults were expected to work and ate together in communal canteens, with others looking after their children.</i>	5–6
Level 2	Level 2 answers will typically contain description of events that is linked to the issue in the question e.g.	3–4

J410/01

Mark Scheme

Oct21

• Response demonstrates some knowledge and understanding that is relevant to the question. • This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question.	<i>During the Great Leap Forward Mao tried to industrialise China very quickly. Peasants were gathered together in large communes and encouraged to produce steel in 'backyard furnaces'.</i>	
Level 1 • Response demonstrates basic knowledge that is relevant to the topic of the question. • There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.	Level 1 answers will typically contain general points e.g. <i>The Great Leap Forward had serious consequences in China between 1958 and 1965.</i>	1–2
Level 0 No response or no response worthy of credit.		0

4(a) Study Source A. Why was this poster published by the Chinese government in 1976?

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [10]
Additional Guidance	No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 Response analyses both the sources by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the sources.	Level 3 answers will typically make a clear statement of purpose based on intended outcome and/or audience and support this with reference to content of the source and context, e.g. <i>The Chinese government produced this poster in 1976 to convince the Chinese people that the arrest of the Gang of Four was the right thing to do. By caricaturing the members of the Gang and referring to them as 'anti-Party', the poster is trying to play on people's fears and ensure that they support government action against the Gang. I know that when Mao died in 1976 the government believed that the Gang of Four were plotting to overthrow them and so had them arrested and imprisoned and so the poster was published to justify this.</i>	4-5
Level 2 Response analyses both the sources by using relevant detail from the source content and provenance or historical context to construct an argument to answer the question about the sources.	Level 2 answers will typically identify and explain the message of the source using relevant source content or context, e.g. <i>The poster was published in 1976 to say that the Gang of Four were a threat to China. I know that during the Cultural Revolution the Gang had been behind the arrest and imprisonment of many senior Communists such as Liu Shaoqi, who died in prison. Because Mao died in 1976 there were concerns that the Gang of Four would seize power and the poster is expressing this fear.</i>	2-3
Level 1 Response analyses the sources in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source(s).	Level 1 answers will typically argue that the source was meant to provide information, e.g. <i>Source A is saying that the Gang of Four should be overthrown.</i> OR <i>The person who created the poster does not like the Gang of Four.</i>	1
Level 0		0

J410/01

Mark Scheme

Oct21

No response or no response worthy of credit.		
--	--	--

4(b). Study Source B. Explain how this source is useful to a historian studying China between 1976 and 1981.

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [10]
Additional Guidance	No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source. The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 3 Response analyses both the sources by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the sources.	Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with effective use of content, provenance or context to support the inference e.g. <i>This source is very useful in showing me that some people were dissatisfied with the Chinese government in this period. Wei's poster is demanding greater freedom in China, and saying that compared to the West, China's government is oppressive. By 1978 Deng Xiaoping had introduced the Four Modernisations, which were to improve China's economy along Western lines, and Deng had made a speech calling on the Chinese to 'free their minds'. This resulted in some protestors believing that he was going to make China more democratic and led to calls for democracy as a 'Fifth Modernisation'.</i> <i>[Alternatively candidates might argue that the source is useful because it shows a greater confidence in opposition to the Chinese government, or that the Chinese government was repressive.]</i>	4-5
Level 2 Response analyses both the sources by using relevant detail from the source content and provenance or historical context to construct an argument to answer the question about the sources.	Level 2 answers will typically argue the source is useful or not based on reliability or selections from the content e.g. <i>This source is useful because in 1978 protests against the Chinese government were increasing, and many students had started to write posters and short essays on the wall in Beijing that the provenance describes. This became known as the 'democracy wall' and so the source is useful because it reflects what was going on at the time.</i> OR <i>This source isn't very useful because it is misleading. I know that in 1979 Deng cracked down on protests like these and Wei Jingsheng himself was imprisoned.</i>	2-3

J410/01

Mark Scheme

Oct21

Level 1 • Response analyses the sources in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source(s).	Level 1 answers will typically assert utility in general terms with limited or no support from the source e.g. <i>Source A is useful because it shows that some people did not like the Chinese government.</i>	1
Level 0 No response or no response worthy of credit.		0

5.* ‘Mao Zedong’s personality cult was the most important method of control in China between 1966 and 1976’. How far do you agree?

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. Answers at Level 4 require one point on each side of the argument and one element of support. Answers with more valid support than this should be awarded L5 The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 - The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. - This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. - There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.	Level 5 answers will typically construct a balanced answer which uses a range of explained supporting evidence explicitly to support the argument being made e.g. <i>On one hand I agree with the statement. The Little Red Book is a good example of control that developed from Mao’s personality cult. It contained quotes and sayings from Mao and it was given to millions of Red Guards during the Cultural Revolution. This was a method of control in China as it indoctrinated millions of young people in Mao’s ideas. Another example would be the propaganda around Mao’s swim down the Yangtze River in 1966. Mao was in his 70s by then and wanted to show he was still strong enough to lead China. The Yangtze is associated in China with youth and life, and by swimming it as an old man Mao was demonstrating he was still youthful and energetic, showing that his role as leader should not be challenged, and increasing his control.</i> <i>On the other hand, there were other methods of control that were not based around Mao’s personality cult. During the Cultural Revolution, there was an attack on the ‘four olds’ and Chinese traditions. Old culture was banned, for example in the theatre where only eight new plays that promoted revolution and communism could be shown. This was important as it crushed old ideas, and increased the focus on communism. Repression was also used as a method of control in this period. In regions like Tibet, the Cultural Revolution was especially aggressive, with over 100,000 Tibetans dying in laogai camps and important religious sites like the Jokang Temple burned to the ground. This brought control through fear; most Tibetans were too scared to challenge Chinese control.</i> <i>On balance, Mao’s personality cult was an important method of control, especially as it was promoted in a very positive way, and so masked some of the other methods of control that were more oppressive.</i> NB: 18 marks = 2 explained examples on each side, plus a clinching argument 16-17 marks = 2 explained examples on each side 15 marks = 2 explained examples on one side, and 1 on the other	15–18

Level 4 • The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. • This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. • <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	Level 4 answers will typically set out a one-sided argument supported by at least two valid explained examples e.g. <i>I disagree with the statement because there were methods of control that were more important than Mao's personality cult. During the Cultural Revolution, there was an attack on the 'four olds' and Chinese traditions. Old culture was banned, for example in the theatre where only eight new plays that promoted revolution and Communism could be shown. This controlled China by crushing old ideas and forcing people to accept Communism.</i> <i>Another example of control that was not about Mao's personality cult was the use of repression. In Tibet, for example, the Cultural Revolution was especially fierce. Over 100,000 Tibetans died in prison camps and Red Guards burned down the sacred Jokang Temple. This was control through fear; most Tibetans were too scared to challenge Chinese control.</i> Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example e.g. <i>One example of Mao's personality cult being used as a method of control was the way Mao's swim down the Yangtze River in 1966 was shown to the Chinese people. By this time Mao was in his 70s, but he wanted to show that he was still strong enough to lead China. Swimming down the Yangtze, which was known in China for its youth-bringing properties, showed he was still a dynamic leader that should not be challenged, increasing his control.</i> <i>However, the 'eight model plays' developed during the Cultural Revolution aimed to control Chinese people by removing the old ways from Chinese society. They glorified Communism and were the only plays that were allowed to be shown. This was about control through changing Chinese culture and not just about Mao's leadership.</i> NB: 14 marks- reserve for clinching argument. Standard mark is 12 marks unless one of points/examples is developed well.	11–14
Level 3 • The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is	Level 3 answers will typically construct a one-sided argument with support from one valid example explained, e.g. <i>I agree, because the Little Red book contained Mao's ideas, and all Red Guards had a copy. The book was supposed to guide how the Red Guards thought and acted, and many of them hero-worshipped Mao. This increased Mao's control as he was developing his personality cult among the young.</i>	7–10

used to give a supported answer to the question. • This is supported by accurate knowledge and understanding that is relevant to the question. • <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>		
Level 2 • The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. • This is supported by some knowledge and understanding that is relevant to the question. • <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Level 2 answers will typically identify and describe events or developments relating to whether Mao's personality cult was the most important method of control in China between 1966 and 1976, e.g. <i>The Little Red book promoted Mao's ideas among young people.</i> <i>Propaganda attacked the four olds, and encouraged people to destroy traditional things.</i> <i>The campaign against Confucius promoted communism as the way Chinese people should think.</i> <i>Mao swam down the Yangtze River showing his strength as a leader.</i> <i>There was violent repression in places like Tibet.</i>	4–6
Level 1 • The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is	Level 1 answers will typically make general assertions, e.g. <i>There was a lot of propaganda that made Mao look good.</i>	1–3

J410/01

Mark Scheme

Oct21

not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. • There is basic knowledge that is relevant to the topic of the question. • <i>The information is communicated in a basic/unstructured way.</i>		
Level 0 No response or no response worthy of credit.		0

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored