



GCE

History A

Y317/01: China and its rulers 1839-1989

A Level

Mark Scheme for June 2024

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

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

Multiple Choice Question Responses

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

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

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

Award Zero '0' if:















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

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

8. The RM Assessor **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 RM Assessor 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

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

11. Annotations

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

Y317/01

Mark Scheme

June 2024

Annotation	Meaning
S	Synthesis
E	Continuity/Change

Question			Answer	Mark	Guidance
1			<p>Evaluate the interpretations in both of the two passages.</p> <p>Explain which you think is more convincing as an explanation of the consequences of the Boxer Uprising.</p> <ul style="list-style-type: none"> • In locating the interpretations within the wider historical debate, answers might suggest that Interpretation A suggests that the Boxer Uprising had a serious impact on China, particularly for the Manchu dynasty • In evaluating Interpretation A, candidates might argue that the interpretation correctly represents the difficulties faced by the Western powers, with the legations besieged for 55 days and the first relief column turned back. • Candidates might argue the Interpretation is correct that severe penalties were imposed as the damages extracted were nearly twice the annual revenue of the state • Candidates might argue that the interpretation is correct to suggest that internal reforms were introduced as provincial assemblies were created and the traditional Confucian examination for the civil service ended • Candidates might argue that the Interpretation is correct to suggest it 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			<p>weakened the Manchu dynasty as it ultimately resulted in the 1911-12 revolution</p> <ul style="list-style-type: none"> • Candidates might argue that the Interpretation is correct to argue there was an increase in taxation to carry out reform as duties were levied on tea, wine, salt and land taxes were increased • Candidates might argue that the interpretation does not consider that the economic and social changes of the nineteenth century had already made the imperial system obsolete before the Rising. • In locating the interpretations within the wider historical debate answers might suggest that Interpretation B focuses on the international impact of the Rising and that China was seen as a rogue state • In evaluating Interpretation B, candidates might argue that the interpretation correctly refers to the massacres of Chinese civilians by the international forces, which also looted Beijing and committed many other serious crimes. • Candidates may argue that the brutalities of the invading forces were largely concealed from Western audiences, whereas those of the Boxers were given extensive coverage, contributing to international hostility to China. 		

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Candidates might argue that Cixi was blamed by international opinion for the Uprising. She was named a war criminal by the Boxer Protocols, although she did return to Beijing in 1902. • Candidates may argue that many Chinese showed little enthusiasm for the Boxers, and that when Cixi asked for help, south and east China ignored her call. The uprising can also be seen as a key cause of the overthrow of the Qing in 1911. • Candidates might question the interpretation's assumption that China was at the mercy of the West, as Western influence in China did not noticeably increase after the Boxer Uprising. Japan was the only real beneficiary – economically controlling much of northern China and educating Chinese leaders such as Sun Yatsen. • Candidates might argue that the Interpretation is incorrect as China had some admiration for the economic achievements of the West and Japan. 		

Question			Answer	Mark	Guidance
2*			<p>‘Chinese government rule under the Communist party, from 1949, was unlike anything that had gone before.’</p> <p>How far do you agree with this view of the period from 1839 to 1989?</p> <p>Answers might consider some of the following themes: Central and local administration, impact on intelligentsia, workers, peasants, centralisation, doctrine, influence of foreign powers, use of terror</p> <ul style="list-style-type: none"> • In supporting the hypothesis, answers might argue that the Communist Party had been founded to advance the interests of workers and peasants, and this made it unlike any previous regime in Chinese history. The 1949 Revolution took power from the aristocracy and the landlords – many of whom were imprisoned or killed - and gave it to local communes. • Answers might consider the Cultural Revolution, which swept away the intelligentsia and the established leaders – men like Liu Shaoqi - and handed power to the Red Guards and young party cadres. • Answers might consider that for much of the period 1839-1949 there was a great deal of regional autonomy, whether in the case of the imperial governors and commissioners like Lin Zexu, or warlords like Zhang Zuolin. 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			<p>In contrast the Communist regime was centralised from the beginning.</p> <ul style="list-style-type: none"> • Answers might consider that before 1911 power lay in the hands of the emperor, the civil service, and the great landowners. The 1911 Revolution removed the emperor, but power remained in the hands of a relatively small group of army generals like Yuan Shikai, landowners and great industrialists. None of that group still held power after 1949. • Answers might suggest that throughout the period before 1949 foreign powers, especially Japan, the UK and the USA, had huge influence on the rule of China via the international settlements, the Boxer Protocols, and conquest of important areas of China. After 1949 this was no longer the case. • In challenging the hypothesis, answers might argue that after 1949 Mao possessed something close to totalitarian power in China, which made him very similar to the despotic rule of the 19th century emperors, or to the dictatorship of Jiang Jieshi. • Answers might argue that there had never been any real democracy in China: the 1911 revolution rapidly evolved into the one-man rule of Yuan Shikai; and Sun Yatsen was 		

Question			Answer	Mark	Guidance
			<p>more influenced by the Russian Bolsheviks than Western democrats. Mao and Deng Xiaoping wielded the same total power as their predecessors.</p> <ul style="list-style-type: none"> • Answers might argue that the Communist regime did not differ greatly from the previous GMD government – focusing on dictatorship and economic regeneration. • Answers might consider that the Communist state relied on terror and violence to control the country, as can be seen during the Cultural Revolution and the Tiananmen Square protests. This was equally true of the Empire, for example the savage repression of the Taipings, and the GMD – in the White Terror. 		

Question			Answer	Mark	Guidance
3*			<p>‘Chinese rural society changed very little during the period from 1839 to 1989.’</p> <p>How far do you agree?</p> <p>Answers might consider some of the following themes: Landholding, famines, position of women, production, industrial development in the countryside, religious change</p> <ul style="list-style-type: none"> • In supporting the hypothesis, answers could consider that in 1839 China was an overwhelmingly rural society, and that the same was still true in 1989. • Answers could consider the changes brought about Deng, including the abandonment of the commune, and the freedom of the peasants to sell part of their produce, meant the peasants were in a similar position to where they had been in the 19th century. • Answers could consider the reluctance of the Guomindang to make any changes to agriculture, due to their support from the landlords. • Answers could consider that the Self-Strengthening movement had no major impact on rural society. • Answers could consider that rural famines and droughts were a constant way of life, 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			<p>including 1849, which sparked the Taiping uprising; the North China famine of 1876-9, which may have killed over 10m; and the famine of 1959-61, which may have cost 40m deaths.</p> <ul style="list-style-type: none"> • In challenging the hypothesis, answers could consider that Mao's land policy took the land from the landowners, and then moved on to the huge change that was collectivisation. • Answers could consider the position of women in rural society, and how that changed greatly after 1949. • Answers could argue that the CCP, by bringing industrialisation into rural society, both in the Great Leap Forward and with more modern farming technology, was different from anything that had gone before. • Answers could suggest that the destruction of religion after 1949 was a major change in rural society. 		
4*			<p>'China's foreign policy in the period from 1839 to 1989 was largely successful.'</p> <p>How far do you agree?</p> <p>Answers might consider some of the following themes: Expansion, influence overseas, influence of foreign powers on China, role in international</p>	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></p> <p>The indicative content is intended to reflect the knowledge and understanding a candidate is likely</p>

Question			Answer	Mark	Guidance
			<p>organisations, foreign trade and investment, alliances, relations with major powers.</p> <ul style="list-style-type: none"> • In supporting the hypothesis, answers could consider Chinese involvement in the Korean and Vietnamese Wars, which helped to protect and expand Communism in Asia. Also Communist Chinese influence, and economic involvement, in countries like Albania, Pakistan, Zimbabwe and Somalia. • Answers could consider that the Qing managed to prevent the fragmentation and destruction of China at the hands of Europe, the USA and China. • Answers could consider that Jiang established China as one of the permanent members of the UN security council, and that Mao and Nixon arranged that Communist China should hold that seat. • Answers could consider Deng's improvement of the Chinese economy by opening up international trade and encouraging foreign investment. • Answers could consider the close alliance between the USA and China that helped to drive Japan out of China. • Answers could consider the way that help from France and England enabled China to defeat the Taiping and Panthay Rebellions. 		<p>to analyse and evaluate in order to arrive at a judgement in line with the question set.</p> <ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • In challenging the hypothesis, answers could consider the 'unequal treaties', and that China was forced to give much away to save itself from further attacks by Western powers. • Answers could consider the many failed attempts to prevent Japanese expansion in China between 1890 and 1945. • Answers could consider Sino-Soviet hostility after 1953, including the Sino-Indian war of 1962 and the Sino-Soviet border war of 1969. • Answers could consider the Opium Wars and their impact on China. • Answers could consider the establishment of the Nationalist Chinese in Taiwan, and the failure of the Communist government to prevent this. • Answers could consider the way that eight of the most powerful nations allied against China during the Boxer Uprising. 		

APPENDIX 1 – this contains a generic mark scheme grid

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

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

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