



**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for Autumn 2021**

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

Y317/01

Mark Scheme

October 2021

## Annotations

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>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View
<b>S</b>	Synthesis
<b>E</b>	Continuity/Change

## Subject Specific Marking Instructions

Question	Answer	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 consequences of the First Opium War for China.</b></p> <p><b>In locating the Interpretations within the wider historical debate,</b> answers might argue that Interpretation A sees the First Opium War as the initiation of a long period of humiliation of China by foreign powers, and the root cause of all its subsequent problems and crises.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation A,</b> answers might argue it is valid because the Unequal Treaties were a turning point in how China dealt with the outside world. This allowed foreign powers to exert economic and, ultimately, political influence over China against its will.</li> <li>• Answers might argue that Interpretation A is valid because China suffered humiliating military defeats at the hands of the West, such as Pottinger’s capture of Shanghai, which was unexpected to many within China.</li> <li>• Answers might argue that Interpretation A is valid because the consequences of the Opium War, particularly the unpopularity of the growing western influence in China – such as the official tolerance of Christian religion - destabilised the Qing dynasty.</li> <li>• Answers might argue that Interpretation A is invalid because it overemphasises the significance of the First Opium War compared to other factors</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>which destabilised China in this period such as the Taiping Rebellion.</p> <ul style="list-style-type: none"> <li>• Answers might argue that Interpretation A is invalid because the Qing dynasty was not left 'helpless' after the Unequal Treaties; despite challenges resisting foreign influence, Qing leaders like Cixi and members of her Court were able to exert agency and manage the influence of foreigners in China, such as resisting foreign influence in Guangzhou in 1849.</li> <li>• Answers might argue that Interpretation A is invalid because there were positive consequences of foreign influence in China, such as investment in infrastructure and government administration, which resulted from the Unequal Treaties.</li> </ul> <p><b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B suggests that the influence of the First Opium War has been overplayed in explaining the problems China faced in the nineteenth century, and that it had some positive consequences.</p> <ul style="list-style-type: none"> <li>• <b>In evaluating Interpretation B</b>, answers might argue that it is valid because, as a consequence of the Unequal Treaties, foreign trade grew and foreigners invested in infrastructure in China such as railways and telegraphs. Shared administration with foreign powers benefitted China in terms of economic development.</li> <li>• Answers might argue that Interpretation B is valid because China did indeed have many internal problems that contributed to its difficulties in the nineteenth century in addition to the Opium Wars and their consequences. For example, population pressure and climatic/natural challenges in rural</li> </ul>		
--	--	--	--	--

Y317/01

Mark Scheme

October 2021

			<p>areas, rebellion and unrest and political difficulties and factionalism.</p> <ul style="list-style-type: none"> <li>• Answers might argue that B Interpretation is valid because it links negative interpretations of the consequences of the Opium Wars with the rise of Chinese nationalism. This can be seen as valid because many nineteenth century Chinese were in fact in favour of westernisation and foreign influence in China, and there was no wholesale rejection of the West at this time.</li> <li>• Answers might argue that the Interpretation is valid because China was technologically unequal to the West, as evidenced by the military difficulties they faced when trying to fight the Opium War.</li> <li>• Answers might argue that the Interpretation is invalid because it underplays the strength of the anti-western sentiment caused by the Opium Wars (which went on to be a factor in many of China's social and political problems), and the strength of the contemporary reaction against the foreign military action and the humiliating treaties that followed.</li> </ul>		
--	--	--	---	--	--

Question	Answer	Mark	Guidance
2*	<p><b>Assess the reasons why China made greater economic progress in the years from 1949 to 1989 than it did in the years from 1839 to 1949.</b></p> <p><b>In supporting the hypothesis that the policies of the Communist regime were the main reason why China made greater economic progress in the years 1949–89,</b> answers might argue that the period led to unprecedented economic reform.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that Mao’s economic policies laid the groundwork for significant industrial development, particularly in primary industries and manufacturing as well as infrastructure during the First Five Year Plan as a result of which, for example, ambitious targets for coal and steel production were exceeded.</li> <li>• <b>Answers might consider</b> that, despite significant problems, Mao’s agricultural policies did result in an increase in agricultural production by the start of 1958 and that agricultural production recovered again under the policies of Liu Shaoqi after 1962.</li> <li>• <b>Answers might consider</b> that Deng Xiaoping’s moderate decentralisation and reform of economic planning based on the Four Modernisations stimulated economic growth. The Open Door Policy, for example, was particularly important in stimulating foreign investment in China, such as the Special Economic Zones.</li> <li>• <b>Answers might consider</b> that under Deng, profit-making incentives were reintroduced - such as the ‘household responsibility system’ - and that there were significant increases in agricultural and especially industrial production as a result of Deng’s policies.</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> the improvements in education under Deng which led to the growth of the middle and professional classes, and business ownership.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> and arguing that factors other than the policies of the Communist regime were more important, answers might argue that issues prior to 1949 hindered economic progress in that period.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that the government attitude towards economic development was much more laissez-faire and decentralised in the earlier period than the latter. Much of the self-strengthening movement, for example, was placed in the hands of regional officials, with mixed results.</li> <li>• <b>Answers might consider</b> that economic progress was significantly hindered in the earlier period by hatred of foreigners, manifested, for example in the Boxer Rising and its support from the Court.</li> <li>• <b>Answers might consider</b> that owing to the economic exploitation of China by foreign nations prior to 1949, the beneficiaries of economic development in this period were the foreign powers.</li> <li>• <b>Answers might consider</b> the significance of the decline of wars and incursions from foreign powers in the later period. The earlier disruptions caused by rebellions, warlordism and civil war seriously hamstrung economic development, for example as Japanese-controlled Manchuria contained much of China's industrial capacity and potential.</li> </ul>		
--	--	--	--	--



Y317/01

Mark Scheme

October 2021

		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> the importance of technological limitations prior to 1949, for example in being unable to overcome environmental barriers to growth or enable the exploitation of China's raw materials. It was not until the later period, aided by Soviet experts, that China was able to overcome these challenges.</li> </ul>		
3*		<p><b>'There was greater change in the lives of Chinese women than any other social group in China in the period 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 women's lives were transformed due to a focus on gender equality under communism.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that women were in an unfavourable position at the start of the period, subject to the authority of men and many oppressive social practices.</li> <li>• <b>Answers might consider</b> that foot binding was outlawed after the fall of the Qing, though in reality the practice was still being undertaken, showing the greater enforcement of policies under the CCP.</li> <li>• <b>Answers might consider</b> that concubinage and payment of dowries was banned under Mao.</li> <li>• <b>Answers might consider</b> that women played a significant role in the civil war and communist revolution, and consider the role of individuals such as Ding Ling and Jiang Qing.</li> <li>• <b>Answers might argue</b> that collectivisation and the decline of landlords gave women a more equal status in rural areas, especially during the Great Leap Forward when the role of women in the communes changed radically.</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 women had equal access to employment opportunities and were treated equally under communist policies such as the 1953 Electoral Law.</li> <li>• <b>Answers might consider</b> that over the period the traditional legal and social male authority over women declined.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> answers might argue that that other social groups saw greater change.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that there was a transformation in the lives of the peasantry, particularly after land reform under Mao.</li> <li>• <b>Answers might consider</b> that after the fall of the Qing, the lives of the imperial Manchu elite were transformed as they lost their position in society.</li> <li>• <b>Answers might consider</b> that the lives of the middle classes saw significant change, with waxing and waning fortunes under different governments but ultimately culminating in a positive position under Deng.</li> <li>• <b>Answers might consider</b> that national minorities' fortunes changed under the communist governments, with increasing government repression, especially in relation to Tibet and Xinjiang.</li> <li>• <b>Answers might consider</b> that the nature and lives of the intelligentsia fluctuated during the period, with Confucianism holding intellectuals in high regard, but attacks on intellectuals taking place under Mao, for example during the Anti-Rightist campaign.</li> <li>• <b>Answers might consider</b> that the urban population saw enormous growth and change across the period with industrialisation, urbanisation and the impact of communist government policies.</li> </ul>		
--	--	---	--	--

		<ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that there were significant continuities in women's lives, particularly in rural areas where policies proved difficult to enforce.</li> </ul>		
4*		<p><b>How consistent were the aims of Chinese governments in their relations with the wider world in the period from 1839 to 1989?</b></p> <p><b>In supporting the hypothesis in the question,</b> it might be argued that throughout the period China was suspicious of the wider world and sought isolation.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that China sought to defend its pre-existing borders throughout this period, and that whilst the success of this varied, the aim was consistent.</li> <li>• <b>Answers might consider</b> that China sought to contain the influence of Japan for almost all of the period.</li> <li>• <b>Answers might consider</b> that seeking foreign investment and trading links was rarely a top priority, and Chinese governments tended to idealise economic self-sufficiency.</li> <li>• <b>Answers might consider</b> that China consistently sought to minimise and resist foreign influence in mainland China.</li> <li>• <b>Answers might consider</b> that undoing the humiliation of the Unequal Treaties and redressing China's status in relation to the wider world has been an aim from the outset.</li> <li>• <b>Answers might consider</b> that Chinese foreign policy was generally defensive during this period.</li> </ul> <p><b>In challenging the hypothesis in the question,</b> answers might argue that there was significant change</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>

		<p>through the period, with China increasingly acting as a global superpower.</p> <ul style="list-style-type: none"> <li>• <b>Answers might consider</b> that China sought to be the most influential power in the region in the second half of the twentieth century, leading to the Sino-Soviet split.</li> <li>• <b>Answers might consider</b> that the communist revolution saw China allying with overseas communist movements and powers for ideological reasons.</li> <li>• <b>Answers might consider</b> that there were period when China has more proactively sought relations with the wider world, for example the pro-foreign faction under Cixi, the Nationalists or Deng Xiaoping.</li> <li>• <b>Answers might consider</b> that China's aims in relation to Russia/the USSR changed, particularly due to the Chinese Revolution and the Cold War context.</li> <li>• <b>Answers might consider</b> that China invested more significantly in developing its military capacity in relation to the wider world during the Cold War, whereas its military was undeveloped in Imperial China.</li> <li>• <b>Answers might consider</b> that relations with the West have fluctuated.</li> <li>• <b>Answers might consider</b> that the Korean War was a turning point, where China proactively sought war with western powers, where it had previously sought to avoid military confrontations.</li> </ul>		
--	--	--	--	--

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.

**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](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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