



## **General Certificate of Education**

# **AS History 1041**

### **Unit 2: HIS20**

### **The Impact of Chairman Mao: China 1946–1976**

## **Mark Scheme**

*2009 examination – January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

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January 2009

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS20: The Impact of Chairman Mao: China 1946–1976**

**Question 1**

- (a) Use **Source A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the aims of the Great Leap Forward. (12 marks)

*Target: AO2(a)*

- L1:** Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **0-2**
- L2:** Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**
- L3:** Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**
- L4** Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

**Indicative content**

Both **Source A** and **Source B** emphasise the utopian nature of Mao's vision for the Chinese people. In **Source B** the emphasis is placed on economic advancement, highlighting Mao's aim of catching up with 'big capitalist countries' much more quickly than had previously been thought possible. **Source B** also mentions Mao's 'determination to reshape the Chinese people'. **Source A**, on the other hand, emphasises Mao's aim of promoting communal living through the People's Communes and his desire to create a more collective way of life. There is also some overlap between the two sources. Both sources refer to the People's Communes as being a key element in the Great Leap Forward. Candidates may make a connection between the policy of producing steel in backyard furnaces in the countryside (**Source A**) and the requirements for all members of the communes to be both farmers and workers (**Source B**). **Source A** emphasises that Mao's strategy for the Great Leap Forward was based on the mass mobilisation of the peasants; there is no specific reference to this in **Source B** but candidates may again make a connection with the requirement that all members of the commune would work for it in any capacity. Candidates might usefully deploy their own knowledge here to show that mass mobilisation was a key feature of Mao's revolutionary theories and that, in the Great Leap Forward, he was attempting to show that by mobilising the 'energy of the masses it was possible to accomplish any task whatsoever'. In other words, Mao believed that through mass

mobilisation and by following the 'correct line', China's people could achieve much more rapid agricultural and industrial development than economic theorists had deemed possible.

(b) Use **Sources A, B and C** and your own knowledge.

How far was the resistance of the peasants responsible for the failure of the Great Leap Forward?

(24 marks)

Target: AO1(b), AO2(a), AO2(b)

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Indicative content

All three sources can be used to answer this question as all contain references to resistance; both **Sources A and B** refer specifically to peasant resistance, whilst **Source B** refers to 'resistance from the people'. The resistance of the peasants to further collectivisation (i.e. being forced to live and work in large communes) is mentioned in **Source C**. Whilst peasant resistance may have slowed down the establishment of communes in some parts of China, the grouping of APCs into communes proceeded through 1958 and 1959 and the peasants were

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pressured into accepting communal living and working. By and large China's peasants followed the directions given by the Communist Party and made every effort to produce steel in backyard furnaces and grow crops using 'scientific' methods of close planting and deep ploughing which Mao was promoting. Thus peasant resistance was not a major factor in causing the failure of the whole experiment.

The sources contain references to other causes of the failure. **Source A** mentions Mao's approach to economic problems as being based on his belief in mobilising the energies of the masses. **Source A** also mentions bad weather in 1959 as a contributory factor to the failure of the harvest in that year. **Source B** describes the policy as being 'far too radical'. Candidates may use their own knowledge here to argue that a major cause of the failure of the Great Leap Forward was that it was based on flawed scientific and economic theories. Close planting and deep ploughing actually impoverished the soil and reduced crop yields. Mao's belief that mass mobilisation could achieve in a few years what economists argued would take decades had no basis in reality and was bound to fail.

**Source C** argues that the Great Leap Forward was poorly conceived and hastily implemented. Backyard furnaces could not produce steel of the same quality as modern steel mills and the smelting of agricultural tools created a chronic shortage. This contributed to the failure of the harvests in 1959 and 1960 which led to a large scale famine. **Source C** also argues that communes were set up too quickly and without adequate preparation.

From their own knowledge candidates may argue that the failure of the Great Leap Forward had other contributory causes:

- purges of intellectuals (particularly the anti-rightist campaign of 1957) had left China short of technical experts needed to achieve economic and scientific advancement. These purges had also induced an atmosphere of fear amongst party officials which led them to tell Party leadership what they wanted to hear rather than report the true facts. This meant that the true scale of the failure of the Great Leap Forward was not apparent for many months and policies were not changed in time to avert a disaster.
- the dispute between China and the Soviet Union led to the withdrawal of Soviet experts in 1959–1960 at a time when China was already facing a shortage of its own technical experts
- the failure of the Great Leap Forward was largely the failure of the Chinese political system. In a system which lacked democratic checks and balances, and in which Mao Zedong Thought could not be questioned or criticised, the 'wild visions' of the Party chairman became official state policy.

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## Question 2

- (a) Explain why the Communist Party promoted land reform in the Chinese countryside in the years 1946 to 1949. (12 marks)

*Target: AO1(a), AO1(b)*

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

### Indicative content

The dates in question cover the period of the Civil War (1946-9) there were both political and ideological reasons for the communists' land reform policies in these years.

### Political Factors

- During the Civil War period, it was essential for communists to win and retain the support of the peasants in those areas which they controlled (the 'liberated' areas). Land reform was the main means of achieving this. Political considerations were a major factor in determining how radical the land reform policies were. In areas where communist control was less secure and where there was a danger of the Nationalists regaining control, the communists needed the support of the local landlords and richer peasants. In these circumstances land reform usually went no further than the introduction of rent controls. In areas where communist control was much more secure, more radical land confiscation policies, usually accompanied by violence towards the landlords, were pursued.

### Ideological factors

- In their land reform policies, the communists were engaging in class struggle. The objective was to eradicate the landlords as a class and move towards a much more egalitarian society.



- With regards to agriculture, the communists' long-term objective was to collectivise farming in China, but this was not seen to be a realistic aim whilst the Communists were still trying to win power.

- (b) 'By 1957, Mao's economic policies had laid the foundations of a socialist society in China.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Indicative content

This question focuses on the results of communist economic policies in the years before 1957. Candidates are likely to concentrate on the achievements of the First Five Year Plan, 1953–57, and on the progress made towards collectivisation of agriculture in these years.

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Candidates will need to show some understanding of the concept of a socialist society in order to be able to evaluate progress towards this objective. Socialism in this context may be defined in Marxist terms as:

- an egalitarian, classless society
- a society in which there is common, not private, ownership of the 'means of production' (land, factories, transport etc)
- an economy in which production is planned
- a society in which co-operation rather than competition is the main driving force in economic activity.

Chinese communists, as followers of Marxist theory, believed that socialism could not be achieved until China became an advanced industrial economy and that this process would take at least 15-20 years after the start of economic planning. Note that the question refers to 'laying the foundations' rather than the final achievement of the objective of building a socialist society.

By 1957 considerable progress had been made towards achieving some of the communists' objectives:

- heavy industry had been expanded and developed during the First Five Year Plan, e.g. coal production was nearly doubled and electricity supply nearly tripled
- by the end of 1956 virtually all private businesses had been taken over by the state
- the process of centralised state planning of the economy had begun in 1953 and new ministries had been created to control the different industries
- during 1955 and 1956 the process of collectivising agriculture had been accelerated with the creation of Agricultural Producers' Co-operatives. By the end of 1956 88% of peasants were members of APCs and only 3% of peasants still farmed as private individuals.

On the other hand, when assessed against the classic Marxist model, China was still far from being a socialist society in 1957. Mao himself was far from satisfied with the achievements of his regime and, through 1957, was campaigning within the Communist Party for more radical and far-reaching policies to bring about economic and social change. Progress towards socialism had fallen short in a number of areas:

- China was still far from being an egalitarian society. There were still differentials in income between workers and peasants, and Mao was convinced the class struggle needed to continue
- despite progress towards industrialisation, China was still overwhelmingly an agrarian society. Farming methods remained very traditional and food production had increased slowly. This acted as a brake on further industrial development since it was difficult to feed a growing urban population
- there had been peasant resistance to the establishment of APCs. Although the structures of a co-operative farming system had been created, peasant participation had been achieved largely through coercion rather than willing co-operation.

There is scope here for debate about the extent to which the communists had laid the foundations for a socialist society. Candidates may argue either way. Answers should be assessed on the ability of candidates to evaluate progress vis-à-vis objectives, the quality of the evidence offered in support of conclusions, and the extent to which the argument is balanced.

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**Question 3**

- (a) Explain why Mao purged the Communist Party leadership in 1966. (12 marks)

*Target: AO1(a), AO1(b)*

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **0-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

The main victims of Mao's purge, which was one of the key elements in the Cultural Revolution, were Liu Shaoqi and Deng Xiaoping. There were other high profile victims such as Peng Zhen (mayor of Beijing) Zhu De (a former commander in chief of the PLA) and some party chiefs from the provinces. Candidates can be expected to identify Liu Shaoqi and Deng Xiaoping as the main targets of Mao's purge but should not be penalised if they fail to identify any other victims.

Liu Shaoqi was Mao's chosen successor and therefore occupied a senior position on the CPC hierarchy. Deng Xiaoping was the CPC's General Secretary. After the failure of the Great Leap Forward (1958–1961) Mao had left the conduct of day to day policy making in the hands of Liu, Deng and the party hierarchy whilst he himself concentrated on ideological matters. Liu and Deng became associated with a range of pragmatic economic policies which were designed to revive the Chinese economy but which involved a retreat from the collectivist ideals of the Great Leap Forward. This included the dismantling of a number of large communes, allowing peasants to sell some of their produce privately and offering peasants material incentives to work harder. By late 1964 Mao was accusing Liu and Deng of 'taking the capitalist road' and he charged Deng with running an independent kingdom. He therefore concluded that they could not be trusted with defending and extending the Chinese revolution and that they should be purged.

Candidates may offer an explanation as to why Mao waited until the summer of 1966 before launching his purge. Liu and Deng were careful not to openly challenge Mao, instead attempting to retain strict party control over the early stages of the Cultural Revolution when Mao's allies initiated a student protest movement in the universities. Mao sought to undermine them by attacking their allies before launching his assault directly on them. He also forged alliances

himself with the PLA, radical intellectuals and the Red Guards. It was not until August 1966 that he felt strong enough to challenge Liu and Deng directly.

- (b) 'By 1969 the Cultural Revolution had seriously weakened the Chinese Communist Party.'  
Explain why you agree or disagree with this view. (24 marks)

*Target: AO1(a), AO1(b), AO2(b)*

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **0-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Indicative content

The Cultural Revolution was launched by Mao to purge the Party Leadership and to rectify the Party, thereby preventing it from becoming too bureaucratic. By 1969, Liu Shaoqi and Deng Xiaoping, together with other leading figures in the Party, had been purged. Across the Party as a whole the purge had been far reaching. 70% of provincial and regional officials, and 60% of higher ranking national officials had lost their jobs. Many had lost their lives also. In Yunnan alone, 14 000 people, mainly Party members and officials, were executed. Those who survived had been sent to the countryside as part of the 're-education through labour' programme.

In 1969, however, the Communist Party was still the governing Party in China and would continue to be so throughout the period. Nevertheless it was a very different organisation from the party which governed China in 1966. The old Politburo had been extensively purged and

had far less power than before. Veteran Party cadres, those who had participated in the pre-1949 struggles, had been replaced with newer members who were largely younger, less well educated and less inclined to question Mao's judgement. Above all, the Cultural Revolution had resulted in a much greater role for the People's Liberation Army in Chinese politics. The party structures at local, regional and national levels and the new Revolutionary Committees which had been created by the Cultural Revolution were dominated by representatives from the PLA.

Mao had called on the Red Guards in 1966 to 'Bombard the Headquarters'. In January 1967, in an important turning point, Mao made it clear that the Communist Party must still retain its leading role in Chinese politics. It is possible for candidates to argue that, despite all the purges and damage done to party structures, the Communist Party was still very much in business in 1969. It is equally possible for candidates to argue that, since the Cultural Revolution had cut such deep swathes through the Party at all levels, and had removed any last vestiges of independent thought within the Party; the CCP had indeed been seriously weakened. Mao completely dominated the political agenda in ways that he had not been able to achieve before and had effectively sidelined the Party.

Answers should be assessed on the extent to which candidates address the issue raised in the question, the quality of the supporting evidence and the extent to which the argument is balanced.