



## **General Certificate of Education**

# **AS History 1041**

### **Unit 2: HIS20**

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

## **Mark Scheme**

*2009 examination - June series*

**This mark scheme uses the [new numbering system](#) which is being introduced for examinations from June 2010**

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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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**Specimen Mark Scheme for examinations in June 2010 onwards**

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

**HIS2O: The Impact of Chairman Mao: China, 1946–1976**

**Question 1**

**01** Use **Sources 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 reasons why Lin Biao fell from power in 1971. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

- |  |              |
|--|--------------|
| Nothing written worthy of credit.  | <b>0</b>     |
| <b>L1:</b> Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.  | <b>1-2</b>   |
| <b>L2:</b> 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.  | <b>3-6</b>   |
| <b>L3:</b> Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                      | <b>7-9</b>   |
| <b>L4</b> 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. | <b>10-12</b> |

**Indicative content**

There are a number of differences in the way the two sources describe the circumstances surrounding Lin Biao's fall from power in 1971. In Source B the emphasis is solely on the division within the Chinese Communist leadership and the decision to purge Lin Biao. The source identifies a number of issues which led the Party leadership to question Lin's competence and his loyalty. In Source A, on the other hand, the emphasis is much more on the breakdown in the relationship between Mao Zedong and Lin Biao. This source emphasises Lin's failed attempt to persuade Mao to become Head of State and Mao's increasing suspicions of Lin Biao's motives.

There is also some overlap between the sources. Both sources make reference to the political role of the PLA after the Cultural Revolution and there is a hint in Source A, perhaps more fully developed in Source B, that this aroused suspicions of Lin's political ambitions. Candidates

might use their own knowledge here to show that some among the leadership feared that Lin Biao was a potential Chinese Bonaparte, i.e. that he was planning a military coup.

Candidates might usefully deploy their own knowledge to show that Lin Biao's son contemplated a *coup d'état* against Mao (and Lin must have been made aware of these plans) but they were forced to abandon their plans at short notice and attempt to flee the country. The aircraft which was used in the escape attempt crashed in Inner Mongolia on route to the Soviet Union and all on board were killed. Lin Biao had been Defence Minister since 1960 and Mao's chosen successor since 1969. The affair profoundly shocked Mao and the rest of the Party leadership and it was some time before it was officially explained why Lin Biao had disappeared from view. Source B was written in 1973 before the full story of Lin's attempted coup was made known; the author therefore adopts the official Chinese line at the time that Lin Biao had been purged.

### Question 1

**02** Use Sources A, B and C and your own knowledge.

How important was the fall of Lin Biao in bringing about changes in Mao's policies in the years 1971 to 1976? (24 marks)

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

### Levels Mark Scheme

Nothing written worthy of credit.

**0**

**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. **1-6**

**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 are useful when answering this question. Source A refers to the fact that Lin Biao was Mao's chosen successor and that his fall meant that Mao had to choose another successor. They can use their own knowledge here to outline the steps Mao took to choose a new successor; his first choice was Wang Hongwen but by 1975 Mao had decided that Wang was too closely linked to the Gang of Four to command widespread support and the succession was thrown open once again; finally in 1976 Mao settled on Hua Guofeng to succeed him. These increasingly desperate manoeuvres by Mao to secure his succession show just how destabilising the Lin Biao affair had been for Mao himself and for the Chinese political system.

Source B specifically mentions the reduction in the political role of the People's Liberation Army and the rebuilding of the Communist Party organisation as being directly linked to the fall of Lin Biao.

Source C refers to Mao thinking through a new political strategy which resulted in him seeking a reconciliation with the men he had purged during the Cultural Revolution. Candidates may use their own knowledge here to identify Deng Xiaoping as being one of the main political leaders to benefit from Mao's change of strategy since he was returned to power as a Vice-Premier and member of the Politburo in 1973.

Candidates may also use their own knowledge to show that the fall of Lin Biao was not the only factor which was leading to changes in policies in these years. Mao was old and in failing health; both Sources A and C refer to the fact that the Lin Biao affair was a serious blow to Mao and seriously undermined his health. In this context a power struggle developed to control the succession to Mao between the pragmatists led by Zhou Enlai and Deng Xiaoping and the radicals led by Jiang Qing and the 'Gang of Four'. Lin Biao had been one of the protagonists in the power struggle before 1971; after his death the power struggle continued, with each side attempting to lay the blame on the other for Lin's betrayal. As always Mao played the factions off against each other; Deng Xiaoping was restored to the Politburo and given responsibility for economic planning, including the policy of 'technology transfer' from the west; at the same time, the Gang of Four retained their control over the media and were able to promote their radical agenda in education and economic development in opposition to the pragmatic approach being pursued by Deng and Zhou. The tensions between the two sides enabled Mao to retain his freedom of manoeuvre and prevented either from gaining the upper hand. In these circumstances, however, consistency and clear direction in policy was lacking.

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**Question 2**

- 03** Explain why the Communists used a guerrilla warfare strategy at the beginning of the Civil War in 1946. (12 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- 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. **1-2**
- 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 Communists had successfully developed their guerrilla warfare strategy during the struggles against Nationalist forces and against the Japanese during the 1930s and 1940s. They continued with this strategy in the early stages of the Civil War, 1946–1949, for a number of reasons:

- they lacked the weapons (artillery, tanks, aircraft) with which to fight conventional battles
- the Communists' main strength was in isolated rural areas. Guerrilla warfare enabled them to build up their support among the local peasants and only fight battles that they could win
- Guerrilla attacks on the supply lines and on isolated units of their enemies enabled them to tie down large numbers of Nationalist troops, wear down the Nationalists' fighting capability and isolate Nationalist forces in the main cities
- the main battleground in the early stages of the war was Manchuria where the mountainous terrain was well-suited to guerrilla warfare.



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## Question 2

- 04** 'Mao's consolidation of power in the years 1949 to 1953 was achieved by encouraging the mass participation of the Chinese people in political campaigns.'  
Explain why you agree or disagree with this view. (24 marks)

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

### Levels Mark Scheme

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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

Mass participation was a key element in Mao's ideology and therefore played an important role in gaining popular endorsement for the Communists consolidation of power. There were a number of examples of mass participation during these years:

- the peasants were mobilised to participate in land reform, especially in the denunciation of landlords and the redistribution of land
- peasants were also mobilised in public health campaigns to eradicate pests and clean up living conditions

- the Communist Party itself had a restricted membership but Party cadres took leading roles in 'mass autonomous organisations' which encouraged mass participation under the direction of the Party. These included trade unions, the All-China Federation of Youth and the All-China Federation of Women. They also included Urban Neighbourhood Committees, Public Security Committees and People's Mediation Committees through which the Party pressed down on crime and maintained surveillance over the population
- mass participation was a key ingredient in various campaigns launched by the Party during these years to eradicate corruption in the Party itself and in business, and to eradicate counter-revolutionaries. These include the Three Antis and Five Antis campaigns and the Suppression of Counter-Revolutionaries campaign.

On the other hand, there were a number of other factors which contributed to the success of the Communists in holding on to power:

- repression was a key element in enforcing control over the population. The campaigns to eradicate corruption, the setting up of a system of surveillance over the population and the repression of political opponents were all controlled and directed by the Communist Party and were designed to reinforce political control
- although the Communists had a dominant position in the political structure of the People's Republic of China, Mao continued with the 'united front' strategy adopted during the Yan'an years of inviting progressive elements among the national bourgeoisie and patriotically-minded Chinese to support the Communists in building a new China. Some democratic political parties were tolerated as long as they endorsed the leading role of the Communist Party
- economic policies were generally moderate in these years to avoid alienating the peasants and the national bourgeoisie
- the Communists' reforms of education, public health and women's rights were generally well-received.

There is scope here for debate about the extent to which mass participation was the most important factor in helping the Communists to consolidate power. Answers should be assessed according to the quality of the evidence offered in support of conclusions, and the ability of candidates to balance this factor against a range of other factors.

### Question 3

**05** Explain why the people's communes were set up in 1958. (12 marks)

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

#### Levels Mark Scheme

Nothing written worthy of credit.

**0**

**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. **1-2**

**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

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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**

Communes were groupings of collective farms into larger units consisting of about 20 000 people. They were the centres of production for both agriculture and industry during the Great Leap Forward. They were also the basic administrative units in rural society, taking over the functions of local government, and they functioned as military units. Private ownership of land within the communes was eliminated and all work was organised on a communal basis. The private, family sphere of life was replaced by communal living; members ate in communal canteens, children were cared for in communal kindergartens and old people placed in communal 'happiness homes'.

There were ideological and political reasons behind the decision to establish communes:

- Mao believed that the communes offered a specifically Chinese solution to the problem of achieving rapid industrialisation in an overwhelmingly rural society. He promoted the policy of 'walking on two legs' whereby rural communes would become the vehicles for delivering unprecedented increases in food production and in the production of iron and steel, using so-called 'backyard furnaces'
- this approach fitted with Mao's ideological conviction that the peasants were the most revolutionary class in Chinese society and that the introduction of communes, together with the mass mobilisation of the peasants in agricultural and industrial production, would unleash the untapped potential of China's people
- Mao had been engaged in an ideological struggle with the Party's economic planners. He believed that the centralised, bureaucratic approach to economic planning was, in fact, acting as a brake on China's economic development. This also had the political advantage for Mao that he could out-manoeuvre the more cautious, pragmatic members of the Party hierarchy
- communes involved organising rural labour on military lines. With communes under the political leadership of Communist Party cadres, Party control in the countryside was strengthened.

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**Question 3**

- 06** 'The most significant result of the failure of the Great Leap Forward was that it divided the Communist Party leadership.'  
Explain why you agree or disagree with this view. (24 marks)

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

**Levels Mark Scheme**

- Nothing written worthy of credit. **0**
- 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. **1-6**
- 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 failure of the Great Leap Forward had serious political, economic and social consequences for China. In 1959 the Defence Minister Peng Dehuai openly criticised the implementation of the GLF – he argued that it was correct in theory but flawed in practice – and did not exempt Mao from his share of the blame. For this he was purged from the Party leadership. The silencing of Peng Dehuai, however, did not bring an end to the debates within the Party leadership over economic policy. Mao was determined to press on with the radical agenda which had been adopted during the GLF – the grouping of collective farms into larger communes, the banning of private plots and private trade for peasant farmers and the abandonment of financial incentives for peasants to work harder. Mao, however, did not control

the day-to-day conduct of government business. The pragmatists who were responsible for implementing the Third Five Year Plan from 1962 – Liu Shaoqi and Deng Xiaoping – successfully steered China towards economic recovery by adopting the very policies which Mao had abandoned in 1958; they re-established centralised control over planning, rehabilitated experts, allowed many communes to disband and re-introduced private plots and financial incentives. Mao's role in these years was that of the Party's chief ideologist and he used this role to mount a sustained campaign against the 'revisionism' and 'capitalist-roadism' of Liu and Deng. These divisions within the leadership resulted in a power struggle which culminated in the Cultural Revolution in 1966.

The failure of the GLF had other consequences for China, not least of which were the deaths of many millions of Chinese. Many conflicting estimates have been put forward for the number of people who died as a result of the failure of the GLF and the subsequent famine; a figure of twenty million deaths seems credible, although other estimates put the figure at nearer forty million.

Economically, the GLF was a disaster for China. Production targets were not met and millions of tons of poor quality pig iron were left to rust. By the early 1960s China was forced to import grain from western countries, thereby undermining the self-reliance which Mao considered to be a cardinal principle of Chinese communism. The economy did recover under the Third Five Year Plan after 1962 and in many villages peasant families reverted to traditional patterns of life.

There is scope here for debate about the relative importance of the economic, social and political consequences of the failure of the GLF. Candidates may argue either way. Answers should be assessed on the extent to which the argument is balanced and the quality of the evidence offered in support of conclusions.