

AS

History

The Transformation of China, 1936–1997

7041/2P The emergence of the People's Republic of China, 1936–1962

Mark scheme

7041
June 2016

Version: 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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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June 2016

The Transformation of China, 1936–1997

AS History Component 2P The emergence of the People’s Republic of China, 1936–1962

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why co-operation between the Guomindang and the Communists in the war against Japan was difficult to achieve?

[25 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the account comes from the diary of Jiang Jieshi; as a private document it has value as it can be assumed to offer a realistic account of the discussion between Zhou and Jiang
- however Jiang may be remembering the conversation inaccurately or in a way that puts him in a positive light despite his captivity (this is supported by the tone of the source). This could be a limitation.
- the tone of the account is quite matter-of-fact, with both Zhou and Jiang giving a clear statement of their positions – though the tone on Jiang’s part of the conversation is more emotive stressing his authority and power.

Content and argument

- Zhou sets out his position by saying that the Communists want to preserve national strength and that they want the Nationalists to join the Communists in fighting Japan. This is because the Japanese had begun their invasion of China in 1931 with an attack on Manchuria; instead of dealing with this situation, Jiang had ignored calls for a 2nd United Front and had continued in his attempt to eradicate the Communists
- Jiang agrees to work with the Communists and not to seek to destroy them. He was at this point being held captive by the Young Marshal, Zhang Xueling and so this conversation was one in which he had been forced to have
- according to this diary extract, Zhou agreed to accept Jiang’s command in a united army. Despite the agreement here to follow Jiang’s command, the CCP continued to work independently in the war against the Japanese and there was minimal co-operation between the two sides.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- this is a statement by Mao for public consumption, issued after Jiang Jieshi had been released. It seeks to justify the Communists' position and to undermine that of Jiang; it has value for showing the distrust between the two sides which made co-operation difficult
- however, as a public statement, Mao's purpose is to put the CCP in a positive light as the true patriots who are focused on saving China from Japan, and this limits its value
- Mao's tone is threatening and aggressive towards Jiang. It is also patriotic in tone with expressions such as 'interests of national survival' and 'saving the nation.'

Content and argument

- Mao implies that Jiang cannot be trusted to keep his word. Indeed, Jiang remained suspicious of working with the Communists even after the full-scale invasion of China by the Japanese in 1937 and continued to put more effort into fighting the Communists than resisting the Japanese
- Mao portrays the CCP as the party that stands for a peaceful settlement and national survival. In fact the CCP's call for a united front was partly a tactical device to force Jiang Jieshi to relieve the pressure on the weakened Communists, to attract patriotic Chinese to the Communist cause and thus portray Jiang Jieshi as being unpatriotic (which Mao is doing here)
- Mao claims that if Jiang goes against the agreement, that he will be swept away by a 'revolutionary tide'. However, this was a rather hollow threat at this stage as the Communists only controlled the area around Yan'an.

In arriving at a judgement as to the relative value of each source, students may conclude that the sources highlight entrenched, opposing views and are therefore valuable in explaining the difficulties of co-operating and forming a united front. Both have limitations regarding provenance though students may argue that Source A is more valuable as it sets out the viewpoint of both sides. However, any supported argument as to relative value should be fully rewarded.

Section B

- 02** ‘The Communist Party had successfully consolidated its power in China by 1953 because it won the support of the peasants.’

Explain why you agree or disagree with this view.

[25 marks]

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that the Communist Party had successfully consolidated its power in China by 1953 because it won the support of the peasants might include:

- the peasants comprised the majority of the Chinese population and their support was vital in any struggle for power. Mao had identified the peasants as the main revolutionary class in China and made winning their support a priority for the CCP
- during the Civil War and its immediate aftermath, the CCP established a strong organisational base in rural areas
- land reform was a priority for the new Communist regime after its victory in 1949. By involving the peasants in denunciations and violence against landlords, and redistributing land to the poorer peasants, Mao ensured that they had a stake in the survival of the regime.

Arguments challenging the view that the Communist Party had successfully consolidated its power in China by 1953 because it won the support of the peasants might include:

- the Communists also had to secure their control in the cities, which involved gaining the support of the working class and the 'national bourgeoisie'
- the CCP instituted a series of mass campaigns (e.g. Resist America and Aid Korea, Three Antis, Five Antis) to terrorise potential opponents of the regime and involve a broad swathe of the population in the violence
- the CCP also introduced reforms to improve the position of women, education and public health
- the regime concentrated on stabilising the economy in the years 1949 to 1953. There were no radical socialist economic reforms which might have alienated the peasants or the 'national bourgeoisie'.

Peasant support was vital to the CCP in winning the Civil War and consolidating power thereafter. The consolidation of power, however, depended upon a range of factors. Any supported argument which offers a balanced assessment of the importance of a range of factors should be fully rewarded.

- 03** ‘The failure of the Great Leap Forward was disastrous for Mao’s authority over the Chinese Communist Party in the years 1958 to 1962.’

Explain why you agree or disagree with this view.

[25 marks]

Target: 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.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that the failure of the Great Leap Forward was disastrous for Mao's authority over the Chinese Communist Party in the years 1958 to 1962 might include:

- the Great Leap Forward was very much Mao's policy and its failure reflected badly on him. The famine which hit China in 1959–1960, with the loss of tens of millions of lives, was largely due to the failure of policies promoted by Mao
- Mao faced increased criticism from within the Politburo, albeit in terms which did not directly challenge his authority, e.g. Peng Dehuai's 'letter of opinion' in 1959 and Liu Shaoqi's criticism at the 7000 cadre conference in 1962. Mao had to perform an act of self-criticism at the conference
- by 1961 the Party began to retreat from some of the GLF policies. Peasants were again allowed to cultivate private plots and communal canteens in the communes were abandoned. The Third Five Year Plan, largely the work of Chen Yun, took a much more pragmatic and gradualist approach to economic development than Mao had done in the GLF
- Mao had stepped down as Head of State in December 1958 but he retained his position as Chairman of the CCP.

Arguments challenging the view that the failure of the Great Leap Forward was disastrous for Mao's authority over the Chinese Communist Party in the years 1958 to 1962 might include:

- Mao never took personal responsibility for the failure of the GLF and purged Peng Dehuai from the Party leadership after his criticisms
- in the wake of the Peng Dehuai affair, Mao launched a purge of the CCP which involved some 6 million Party officials having to make self-criticisms or being dismissed from the Party
- Mao had planned to step down as Head of State before the GLF was launched. It was a largely ceremonial role. Real power was vested in the Party and its Politburo, of which Mao was still Chairman.

Mao's authority was damaged in the aftermath of the GLF as he found himself marginalised in the key decisions about the economy. However, he retained his position as Chairman of the CCP, he still had strong support within the Party and he was able to purge those who challenged him. Any supported argument which contains balance should be fully rewarded.