

AS

# History

Paper 2P The Transformation of China, 1936–1962  
Additional Specimen Mark scheme

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Version: 1.0

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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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**AS History Paper 2 Specimen Mark Scheme****2P The Transformation of China, 1936–1962****Section A**

- |          |          |   |                   |
|----------|----------|---|-------------------|
| <b>0</b> | <b>1</b> | With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the impact of collectivisation? | <b>[25 marks]</b> |
|----------|----------|---|-------------------|

*Target: AO2*

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

**Generic Mark Scheme**

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|------------|---|--------------|
| <b>L5:</b> | 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.  | <b>21-25</b> |
| <b>L4:</b> | Answers will provide a range of relevant of 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 judgments will be limited. The response demonstrates a good understanding of context. | <b>16-20</b> |
| <b>L3:</b> | 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. Judgments will however, be partial and/or thinly supported. The response demonstrates an understanding of context.  | <b>11-15</b> |
| <b>L2:</b> | The answer will be partial. There may be <b>either</b> some relevant comments on the value of one source in relation to the issue identified in the question <b>or</b> 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. | <b>6-10</b>  |
| <b>L1:</b> | The answer will <b>either</b> describe source content <b>or</b> 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.                                      | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

## 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 source is from the CCP Central Committee, so it might be expected to offer a view that is broadly positive about collectivisation, especially since it was published at the time of developing collectivisation.
- This is a statement clearly designed for public consumption and so represents the image and message that the CCP wishes to project, not necessarily the accurate one.
- The tone is positive and much is factual, listing evidence of popular involvement in collectivisation and thereby attempting to convey validity. It is, nevertheless propagandist.

### Content and argument

- Collectivisation is not solely initiated by government, but is also a popular incentive.
- Collectivisation affected a broad range of different types of people.
- Collectivisation was entirely positive in outcome.
- There was a clearly developed and thought out reason for collectivisation, namely the speeding up of the impending socialist and then communist revolutions.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- collectivisation did affect a broad range of people, but much of the focus was rural which seems ignored in this extract
- it is doubtful if political consciousness was raised by the process as suggested in the source. More likely was a sense of fear and of marginalisation
- the sense of 500 million peasants supporting the process is quite fundamentally flawed
- collectivisation was largely imposed on an unwilling populace and in most cases the driving force was the CCP itself.

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

**Provenance and tone**

- A member of the communist party at the time of collectivisation and, indeed, someone very senior in its administrative structure, so it might be expected to be more knowledgeable.
- These are from his memoirs and his approach is based on hindsight and self-justification.
- The tone is emotional and designed to elicit a particular response.

**Content and argument**

- The CCP did not protect the peasants, and in fact ignored the potential dangers that they faced with collectivisation.
- Some peasants, although not all, were enthused but this was not enthusiasm for collectivisations as much as the perceived opportunity for personal gain.
- Those peasants that had been portrayed as capitalists for opposing the plans were actually well informed and often had the right idea about the dangers of the programme.

**Contextual knowledge should be used to assess the validity of these points, for example:**

- much can be made here on the actual impact of collectivisation. The suggestion that some peasants opposed is an understatement and students might use the evidence of the Great Famine alone to support this
- opposition to the requisitioning of goods referred to in this source, did not come simply from peasantry elite, but rather featured across the entire social scale
- if anything the peasants of the higher social standing suffered slightly more than the poorest of the poor thus reinforcing the point made by the extract.

In arriving at a judgement as to the relative value of each source, students may conclude, e.g. that Source A appears more in the manner of propaganda, seeking to convince communists of the advantages of collectivisation. Source B is perhaps more apologetic but also more balanced in its views. Whilst Source B might be accused of understatement and writing from hindsight, the essential message seems to be sound. In comparison, Source A seems to have distorted the events to suggest, falsely, that collectivisation was entirely positive.

**Section B**

**0 2** 'The Xi'an Incident was the key turning point in the development of the Communist Party in the years to 1946.'

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 supporting the view that the Xi'an Incident was the key turning point, might include:**

- the decision to arrest Jiang Jieshi was certainly a bold move, let alone the demand that he give up the war against the CCP and re direct his efforts against the Japanese. This in itself had the potential to be the turning point for the CCP
- Mao's authority would potentially increase if Jiang Jieshi was kept in prison
- before the incident, the CCP appears quite weak, encircled by the KMT
- the establishment of the United Front was plainly of benefit to the Chinese Communist Party, especially after the revival of the civil war
- Jiang Jieshi himself suggested that his actions saved the CCP from destruction
- Mao used the stability afforded by the incident and the years after to build up his power base
- the incident effectively promoted the party to a major opposition party.

**Arguments challenging the view that the Xi'an Incident was the key turning point, might include:**

- the early release of Jiang Jieshi might well be considered evidence that the event had little impact except for Mao's rage
- the incident provided a period of respite and ensured the survival of the CCP but little beyond this
- the Wannan Incident may be considered more significant. Certainly the conflict in authority between Jiang and the CCP over the Fourth Army resulted in a revigoration of the CCP, especially as it was cast as the defender against Japanese aggression
- the arrival of Wang Ming in 1937 and the attitude to Moscow might be considered a long term factor
- the Rectification Campaign was highly significant in orientating the party behind Mao
- the declaration of Mao as Chairman of the whole party at the Seventh Party Congress in 1945 is clearly important.

Students may conclude that the Xian Incident was a turning point, yet whether it deserves the position accorded to it as the moment in which Mao came to the fore, is doubtful. The conduct of the war was difficult with much that was uncertain. The Wannan Incident proves this. It is probably closer to see X'ian as a vital component of a gradual yet determined rise in conjunction with other factors. However, students should be careful in assuming some sort of inevitability to the process.

**0 3** 'The Great Leap Forward failed because of the purging of so many agricultural and industrial experts.'

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 supporting the view that the Great Leap Forward failed because of the purging of so many agricultural and industrial experts, might include:**

- the purging of experts removed many of those that had experience based on the previous Five Years Plan
- statisticians became a particular target of Mao, but they were vital in judging the effectiveness of the Leap. No commune wished to admit to producing less; now there was little way of controlling the exaggerated claims
- with fewer experts it was just more difficult to attract investment from foreign powers
- close planting as a consequence of the loss of agricultural experts, meant that the grain harvest was substantially lowered as the soil became exhausted.

**Arguments challenging the view that the Great Leap Forward failed because of the purging of so many agricultural and industrial experts, might include:**

- the GLF was unrealistic yet continued even when shown to be so
- Mao personally drove the Leap onwards. The Great Famine was largely man made
- objectives were unrealistic and/or unhelpful. The backyard furnaces achieved little of note
- the break with the USSR in 1960 removed a major source of loans and expertise to the PRC
- Winter of 1959/ 60 was especially bad in China which set back industrial development even further
- the drought of 1960 can hardly be blamed upon the loss of experts
- the objectives of the Leap encouraged embellishment
- the communist line was that the 'Right Opportunists' had deliberately set out to destroy the Leap
- the use of grain exports to the USSR in order pay for heavy machinery actually deepened the crisis.

Students may conclude that the purging of experts was one in a list of relevant factors, and it is probably these factors working together that doomed the GLF. Without the foreign expertise, loans from the USSR were unlikely, without the loans new machinery was not acquired which, combined with exaggerated objectives meant that the GLF would struggle from the outset. This is more of a web of causation.