



General Certificate of Education

AS History

Unit 2: HIS20

The Impact of Chairman Mao: China, 1946–1976

Specimen Mark Scheme

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 first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: 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)**

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

Specimen Mark Scheme**GCE AS History Unit 2: Historical Issues: Periods of Change****HIS20: The Impact of Chairman Mao: China, 1946–1976****Question 1**

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

Explain how far the views in **Source A** differ from those in **Source B** in relation to the motives for 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

Superficially there is a clear difference between the two sources. Source A claims that the establishment of the communes was the result of a spontaneous movement among the peasants themselves. This move towards a more collective way of life is held up as the 'fundamental policy', enabling China to 'complete the building of socialism ahead of time' and make the 'gradual transition to communism'. In Source B the author is emphasising Mao's role in launching the Great Leap Forward and his determination that China should outstrip the industrial production of advanced western economies; the aim was to demonstrate China's strength and gain the respect and recognition of the western powers. Source B thus emphasises nationalistic rather than ideological motives, although there is reference to China reaching 'communism ahead of schedule'. There is scope here for candidates to identify both the differences and the similarities between the two sources.

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

How important was the withdrawal of Soviet experts in 1960 in explaining why the Great Leap Forward ended in failure? (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

The withdrawal of Soviet experts in 1960 was undoubtedly a blow to China's economic development. Since the Communist takeover in 1949 and the country's subsequent isolation from the West, the Soviet Union had been China's main source of the technical assistance and equipment that was needed to develop its industry. The loss of this expertise, however, came in 1960, two years after the launch of the Great Leap Forward, by which time clear signs of failure were already apparent.

The Great Leap Forward had been built on very shaky foundations from the beginning. In agriculture, the policies of close planting and deep ploughing led to soil exhaustion and declining crop yields. In industry, the 'back-yard furnaces' produced very poor quality iron and

steel, and the lack of fuel and raw materials (due to prior economic under-development) severely hampered the achievement of production targets. In the communes, endless military training and work on industrial production kept peasants away from the fields and further reduced agricultural output.

China's political system, with its lack of open debate, contributed to the disaster. Purges of intellectuals and 'rightists' in 1957–1958 had consolidated Mao's hold over the party. Mao's power to set increasingly unrealistic targets, and the inability of the party leadership to stand up to him, contributed to an atmosphere in which informed criticism was impossible. Officials resorted to exaggerating the production figures rather than admit to failure. The removal of many statisticians during the anti-rightist campaign of 1957 left the state unable to collect reliable statistics about what was actually going on.

Natural disasters such as drought in the north of China and floods in the south contributed to the disaster, but the failure of the Great Leap Forward and the consequent famine were essentially man-made. Candidates may infer from the sources that the targets were unrealistic, that the driving force behind the Great Leap Forward was Mao, and that the communes were overburdened with too many demands. It is also possible to infer from the sources that the Great Leap Forward was based on a simple but false premise – that mass human effort substitute for technology in order to achieve quick results.

Question 2

- (a) Explain why the Chinese Communist Party achieved victory in the civil war 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

In 1945, at the end of the war against the Japanese, the Nationalist (GMD) forces in China were in a strong position. Although the Communists (CCP) had a strong base in Yanan and controlled much of the north of China, the GMD controlled more territory, had a larger army and an airforce. The GMD also benefited from American support whilst Russian support for the CCP (the Red Army occupied Manchuria at the end of the war) was, at best, inconsistent.

After efforts to secure peace between CCP and GMD broke down in the summer of 1946, all-out civil war began with a GMD offensive against Communist forces (PLA) in the north. During the first year of the war the PLA was forced onto the defensive, withdrawing from most of the cities it controlled in the north (except Harbin) and being forced to abandon its base in Yanan. The PLA, however, used its base in the countryside to conduct a guerrilla war against GMD supply lines and succeeded in isolating the Nationalists in their city strongholds.

1948 saw a series of key turning points in the war. From the spring the PLA moved on to the offensive and engaged in a series of conventional, set-piece battles. Yanan was recaptured in March and the PLA used this as a base from which to launch a (initially unsuccessful) push southwards into Sichuan. Luoyang (central China) was captured in April 1948 and Jinan (also central China) in September.

A decisive defeat for the GMD occurred at Mukden in November 1948, as a result of which the PLA controlled the whole of China north of Beijing and the GMD lost half a million troops.

Another key victory was achieved after a 65-day battle in December 1948 at Hsuechow, an important railway junction. Its capture gave the PLA control of the central provinces. After the capture of Beijing in January 1949, the defeat of the GMD was inevitable.

The last months of the war saw the GMD engaged in a desperate but unsuccessful attempt to hold on to China south of the Yangzi River. The PLA capture of Nanjing, Shanghai and Guangzhou in April/May 1949 enabled the Communists to extend their control over the whole of the Chinese mainland. In the summer of 1949 Chiang Kai Shek and his Nationalist government retreated to the island of Taiwan. In October 1949 Mao Zedong declared the establishment of the People's Republic of China at the gates to the Forbidden City in Beijing.

- (b) 'Mao's consolidation of power between 1949 and 1953 was entirely dependent upon terror and repression.'
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
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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

Terror and repression were key factors in helping the CCP to consolidate its power in China after 1953. The execution of landlords during the land reform campaign and of 'counter-revolutionaries' were the most extreme examples of terror being used to eliminate 'class enemies' and opponents of the regime. There were also the Three-Antis and Five-Antis campaigns which targeted party members, state officials and businessmen. Although less violent than the campaigns against landlords and counter-revolutionaries, taken together these campaigns created a climate of fear, suspicion and intimidation which enabled the CCP to establish a firm grip on Chinese society. It was Mao's clear policy to hold executions in public and to involve peasants and workers in many of the killings, a policy designed to create a climate of terror, stoke up class conflict and tie the peasants and workers closely to the revolution.

Mass participation was a vital ingredient in the CCP's consolidation of power. Street and neighbourhood committees, works units and peasants' associations were all involved in the denunciation and punishment of 'counter-revolutionaries', in the surveillance of their workmates and neighbours, and in the implementation of many of the reforms which were introduced by the Communists, such as sanitation campaigns. Through mass participation people became more committed to the revolution and also made aware that their lives were under constant scrutiny.

Through its control over the system of government at all levels, the CCP established a one-party dictatorship. Although some other parties continued to exist, the CCP controlled decision-making at national, regional and local levels and membership of the CCP was vital for career advancement. The party also controlled the armed forces. CCP cadres played leading roles in trade unions, youth and women's organisations. The loyalty of CCP members to Mao and the party leadership was assured through political indoctrination, regular group criticism meetings and the privileged position they enjoyed in Chinese society.

The Communist regime also introduced a number of reforms which gained the support of peasants and workers. Redistribution of land to the peasants, better educational opportunities, public health campaigns and more rights for women brought tangible benefits to various groups.

Question 3

- (a) Explain why the Cultural Revolution in China was accompanied by so much violence in the years 1966 to 1969. (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 'Great Proletarian Cultural Revolution' is generally considered to have begun with a mass demonstration of over one million people, all waving their copies of Mao's *Little Red Book*, in Tiananmen Square in August 1966. This was followed by a wall poster campaign by radical students and university teachers, encouraged by Mao, attacking the education system in general and conservative teachers in particular. Students began wearing red arm bands to signify their allegiance to Mao – the Red Guards – and instituted a reign of terror on university and school campuses.

Before the Cultural Revolution was launched there had been a growing power struggle within the upper ranks of the CCP in which Mao and his allies, including his wife Jiang Qing and the PLA commander Lin Biao, had battled against 'conservative' elements within the party leadership. A purge of Mao's rivals in early 1966 was followed by a carefully stage-managed publicity stunt in July in which Mao was shown swimming the Yangzi River, symbolizing that, although quite elderly, he still fit and strong and in charge of events.

In October 1966 Deng Xiaoping and Liu Shaoqi, both leading members of the party, were denounced as 'bourgeois reactionaries' and a campaign of humiliation and violence against them was unleashed by the Red Guards. This was followed by continuing purges of 'rightist' ministers and officials. The Red Guards began to take over public transport, television and radio stations and stepped up their campaign of violence and humiliation against teachers, writers and intellectuals. During 1967 China increasingly descended into chaos as Red Guards became ever more violent and clashes occurred between different groups of Red Guards, e.g. factory worker units fighting with students. In Wuhan, for example, full scale fighting between

rival Red Guard factions led to hundreds of deaths. Violence reached a climax in January 1967 when Shanghai was paralysed by strikes and the city was torn apart by faction fighting. At this point Mao gave his first hint that the Cultural Revolution had gone too far. By 1968 the Cultural Revolution had degenerated into a virtual civil war. At this point the PLA moved to restore order and by the spring of 1969 the most violent phase of the Cultural Revolution was over. At the end of it all the real winners had been Lin Biao and the PLA. Lin Biao had been nominated as Mao's chosen successor and the PLA had asserted its role as the true guardian of the Chinese revolution.

There was no official end to the Cultural Revolution and in many respects the process continued into the 1970s. Millions of young people continued to be sent for compulsory re-education in the countryside. Jiang Qing continued to exercise her control over the arts and the media to try to eradicate all Western and traditional Chinese influences over culture.

- (b) 'The Cultural Revolution succeeded in achieving its political objectives.'
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

Candidates will need to identify the political objectives which lay behind Mao's decision to launch the Cultural Revolution. These include:

- The Cultural Revolution grew out of the power struggle within the CCP in which Mao was trying to reassert his control over the party and the country (damaged in the aftermath of the failures of the Great Leap Forward). Mao's objectives were to remove all potential rivals to his position
- Other leading figures, including Lin Biao and Jiang Qing, were using the Cultural Revolution as a means to secure their positions, particularly in light of the fact that Mao was elderly and the question of the succession was not yet settled
- Mao believed in permanent revolution and he was concerned that, having been in power for 17 years, the CCP was becoming more bureaucratic and losing sight of its revolutionary idealism. He believed that the way to keep the revolution alive was to declare war on the CCP leadership; out of the anarchy and chaos which resulted, a revitalised CCP would emerge
- Mao believed that the younger members of the CCP needed to be tested in struggle just as the older communists had been involved in the Long March and the resistance against the Japanese occupation. Young people needed to be hardened to be able to face a military attack from the West, which Mao believed was inevitable
- The Chinese Revolution had been primarily a peasant movement and Mao wished to keep the revolution rooted in the countryside. Hence the sending of young people to live and work in the countryside. Hence also the attacks on intellectuals, whom Mao regarded as elitist

By 1969, some of these objectives had been achieved:

- Mao emerged victorious in the power struggle and his most prominent critic, Liu Shaoqi, was removed from office
- By purging the CCP from top to bottom, Mao was able to firmly entrench his position as the undisputed 'red emperor'
- The CCP's control over Chinese society had been further strengthened and consolidated
- Millions of party officials had been sent to the countryside for re-education
- Lin Biao and Jiang Qing had strengthened their positions within the CCP hierarchy and were well placed to control the succession to Mao after his death

On the other hand, the results of the Cultural Revolution were not entirely as Mao had intended:

- Far from reinvigorating the CCP, the Cultural Revolution had reinforced the pressures on party members and officials to conform
- The main beneficiaries of the Cultural Revolution were the People's Liberation Army. By 1969, PLA officers dominated the CCP's Central Committee and other leading bodies within the party. China had become a much more militarised society
- Lin Biao's success was short-lived. In 1971 he fell from grace and was killed in an air crash while trying to flee to the Soviet Union
- In the long term, Jiang Qing and the 'gang of four' were not able to control the succession after Mao's death. Instead, Deng Xiao Ping, a leading figure who had been one of the victims of the Cultural Revolution, emerged as the new leader out of the power struggle that followed Mao's death