



**General Certificate of Education  
June 2012**

**AS History 1041**

**HIS20**

**Unit 20**

**The Impact of Chairman Mao:**

**China, 1946–1976**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of 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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## **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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student performing at the highest AS level is already well prepared for the demands of A2.

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**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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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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June 2012

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

**HIS20: 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 people's communes. (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**

**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 levels scheme.**

Students will need to identify differences between the views of the two sources. For example:

- **Source B** states that the initiative in setting up the communes came from the peasants themselves, that the peasants were supportive of the communes and that the Party's policy was that participation by the peasants in the communes must be voluntary
- **Source A**, on the other hand, talks of the peasants being 'under the control of the people's communes' and that the peasants saw them as an 'instrument of terror'
- **Source B** offers the view that the communalisation of life for the peasants was a positive move which freed women for productive work and led to improved living standards.

**Source A**, on the other hand, stresses the regimentation and militarization of the peasants in the communes, with phrases such as marching ‘to work behind a red flag’ and carrying rifles. It states that that this caused a great deal of resentment among the peasants.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the provenance of the sources. **Source A** is a western publication from 1996. **Source B** comes from an official Chinese publication which reflected the views of the Chinese Communist Party leadership
- the communes were a vital component in the Great Leap Forward which was launched by Mao in 1958 to make a decisive move towards the abolition of private property in China and to rapidly increase agricultural and industrial production
- communes were the result of Mao’s policy of ‘walking on two legs’ through which the peasants would not only farm in a collective/co-operative manner but would also be involved in the making of steel in the so-called ‘backyard furnaces’.

To address ‘how far’, students should also indicate some similarity between the sources. For example:

- both agree that the movement towards communes spread across the whole country
- they also agree that the process of change was very rapid.

In making a judgement about the degree of difference, students may conclude that there are clear and significant differences between the two sources which reflect their provenance. Although there are similarities in some details, the two sources offer very different perspectives on the manner in which the communes were established and the attitudes of the peasants towards them.

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**Question 1**

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

How far were the peasants responsible for the failure of the Great Leap Forward in the years 1958 to 1961? (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**

**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.**

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Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** states that the peasants resented the fact that they were forced to join communes and that they no longer had any incentive to work hard
- **Source B** states that the peasants welcomed the communes and took the initiative in setting them up. This would imply that there was no peasant resistance to the communes. Source B does, however, hint at other possible causes of the failure – the bad weather in 1959, and the misreporting of grain production figures for 1959
- **Source C** states clearly that there was peasant resistance to the communes in the form of hoarding grain and slaughtering livestock. The author argues that this was a fundamental reason for the failure but also links this to an argument about Mao's responsibility, since he 'over-estimated the revolutionary enthusiasm of the masses'.

From students' own knowledge:

Factors suggesting that peasant attitudes were a factor might include:

- in previous land reforms the Communist Party had been careful to gain the willing co-operation of the peasants. In the Great Leap Forward, despite the official line being that communes should only be established voluntarily by the peasants, there was enormous pressure from Party cadres at local level to rush the pace of reform. These cadres took their lead from Mao, although he was quick to distance himself from them when the GLF failed
- peasants were, indeed, reluctant to pool their resources and give up their private plots, although there were few instances of active peasant resistance.

Factors suggesting that peasant attitudes were not a major factor might include:

- the weather in the summer of 1959 was unusually bad and did affect the harvest. The effects of the weather then became the official Chinese explanation for the failure of the GLF
- the anti-rightist purge of intellectuals in 1957 had removed many experts from their jobs, particularly the statisticians who collected and analysed production figures. Party officials at local level reported vastly inflated production figures which gave the impression of a runaway success at a time when severe food shortages were appearing
- the waste of human and material resources. Peasants were often taken away from vital work in agriculture to make steel or participate in military training. Farm tools were melted down to make steel in backyard furnaces, resulting in a shortage of equipment
- much of the 'scientific' basis for the improvements in agriculture – close planting, deep ploughing etc. – was based on the flawed thinking of the Soviet scientist Lysenko
- the withdrawal of Soviet experts after the split with the USSR in 1959 added to the shortage of technical experts
- the GLF was based on Mao's belief that mass-mobilisation and the exercise of political will could overcome China's developmental backwardness in a very short time. The fact that Mao was able to drive the GLF through the political system and continue with the

failed policies, even after their failure was apparent, revealed the flaws in the Chinese Communist regime.

Good answers are likely to/may conclude that there were a range of factors which caused the failure of the GLF. Resistance from the peasants was certainly a contributing factor but this resistance did not deflect Mao from pushing through and persisting with his failed policies.

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**Question 2**

- 03** Explain why Manchuria was the main battleground of the Chinese Civil War in the years 1946 to 1948. (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**

**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.**

Answers should include a range of reasons as to why Manchuria was the key battleground at the start of the Civil War.

Students might include some of the following factors:

- at the end of the Second World War in China, Nationalist forces, with help from the Americans, moved quickly to occupy Communist base areas in central and southern China. The Communists were forced to abandon their main base area in Yan'an and retreat northwards into Manchuria
- Soviet forces had moved into Manchuria at the end of the Second World War and were broadly sympathetic to the Chinese Communists' cause. As Soviet forces withdrew, Communist forces were able to move into areas they had previously occupied. The Soviet Red Army also handed over to the Communists military equipment which they had captured from the Japanese. Manchuria shared a border with the USSR and so Communist forces could continue to receive support from the Soviets

- Chiang Kai-shek, like Mao, regarded Manchuria as a key battleground and moved his best troops into the province
- the mountainous terrain of Manchuria meant that it was ideal for the Communists to use their guerrilla warfare tactics which had previously proved so effective against the Japanese.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the Communist retreat into Manchuria at the start of the Civil War was made through necessity not choice. The fact that they were able to receive help from the USSR and mount an effective guerrilla campaign showed that they were able to adapt to their overall strategic situation and turn it to their advantage.

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**Question 2**

**04** 'The Communists won the Chinese Civil War because they used guerrilla warfare tactics.'

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**

**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 should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agrees might include:

- the Communists had developed their capacity for guerrilla warfare in the struggle against the Japanese during the Second World War. They were thus well placed to use this experience in the struggle against the Nationalists
- guerrilla warfare enabled the Communists firstly to survive and then to control the countryside in Manchuria and isolate the Nationalists forces in the cities. From this they were able to establish a strong base from which to launch more conventional attacks against the Nationalists
- the Nationalists suffered heavy losses of manpower and equipment as a result of the Communists' guerrilla campaign. They also suffered a serious loss of morale.

Evidence which disagrees might include:

- guerrilla warfare was only effective in the early stages of the war when the Communists needed to establish a strong base area and wear the Nationalist forces down. Once the Communists had established control over northern Manchuria, in the middle of 1947, they started to move to a more conventional strategy to extend the area under their control. In 1948 and 1949 it was a series of conventional offensives which enabled the Communists to defeat the Nationalists in Manchuria and then to drive on to capture northern, central and southern China
- the political leadership of the Communists, compared with the political weakness of the Guomindang, played a crucial role in the victory. Chiang did not command mass support, was unable to establish a united and strong government and was responsible for many of the key strategic mistakes of the Nationalist army. Mao, on the other hand, exercised undisputed control over the Communist Party and PLA but allowed his commanders in the field to use their initiative
- with their land reform policies and their insistence that PLA troops should treat the peasants with respect, the Communists were able to win the support of the peasants in areas under their control
- the reliance of the Nationalists on American support enabled the Communists to portray them as unpatriotic.

Good answers are likely to/may conclude that guerrilla warfare made an important contribution to Communist success in the Civil War but that, even in military terms, it was not sufficient to ensure final victory. There were also a range of political and economic factors which contributed to the Communist victory.

**Question 3**

- 05** Explain why Mao suppressed the activities of the Red Guards in the years 1967 to 1968.  
(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**

**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.**

Answers should include a range of reasons as to why Mao decided to suppress the activities of the Red Guards.

Students might include some of the following factors:

- by 1967 the Cultural Revolution had achieved many of Mao's aims. The Communist Party leadership had been extensively purged, including the key figures of Liu Shaoqi and Deng Xiaoping. The struggle to remould Chinese culture was well advanced, with Mao's radical allies in control over propaganda, culture and the armed forces
- factional rivalry had developed within the Red Guards and at times, as in the 'January storm' in Shanghai in 1967, Red Guard violence threatened the very foundations of Communist Party control. In Wuhan, in July 1967, Red Guard violence led to the deaths of c.600 people. Some Red Guards units were taking weapons from trains transporting weapons to North Vietnam. Parts of China were on the verge of civil war by the summer of 1967

- there were calls from some Red Guard units to extend the Cultural Revolution into the PLA through the purging of 'capitalist-roaders' among the officers. Mao realised that this risked undermining the PLA, on which he ultimately depended for maintaining internal political control
- by the summer of 1967 Mao had decided that the Red Guards had served their purpose and that the main focus for the rest of the Cultural Revolution should be on building new structures to replace those which had been destroyed by the Red Guards, e.g. the Revolutionary Committees. This led a widespread purge of the Red Guards and the beginnings of the rustication programme under which millions of young people were sent to the countryside to live and work among the peasants.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that Mao had depended on the Red Guards to achieve his ends in the early stages of the Cultural Revolution but that, by the summer of 1967, the Red Guards had become part of the problem rather than the solution. Mao, therefore, decided to crack down on the Red Guards to re-establish control over the political situation.

**Question 3**

**06** 'In the years 1966 to 1969, the Cultural Revolution had a limited impact on the lives of ordinary Chinese citizens.'

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**

**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 should be able to make a judgement by balancing points which agree with the view that the Cultural Revolution had a limited impact.

Points/factors/evidence which agree(s) might include:

- the peasants, who formed the majority of China's population, were largely untouched by the events of the Cultural Revolution. There was limited Red Guard activity in the countryside and peasants were not drawn into the power struggles
- there was some impact of the CR on agricultural production in the early stages, but this was partly due to poor weather in 1968. By 1969 grain production had recovered to the level of 1966. There was thus only a short-term effect on total food supplies
- the main impact of the CR on the countryside occurred after 1969 rather than before.

Points/factors/evidence which disagree(s) might include:

- even in the countryside, areas close to the big cities were affected by the CR. The areas around Beijing, Shanghai and Guangzhou were the rural areas that saw more revolutionary activity than remote areas
- peasants were, of course, affected by Mao's decision to 'rusticate' many thousands of Red Guards after 1968
- in the cities it was impossible for ordinary citizens to escape the impact of the CR. Struggles to eradicate 'capitalist-roaders' and the Four Olds were conducted in schools, universities, factories, shops and offices
- private homes of those suspected of counter-revolutionary crimes were invaded and their inhabitants attacked. Possessions were confiscated and many people were subjected to violence or put in prison
- in some cities such as Shanghai there was serious disruption to everyday lives by violence and strikes. In early 1967 there were serious food shortages in Shanghai
- schools and universities were disrupted and later closed, depriving millions of young Chinese of their education. Attacks on teachers and professors brought the CR directly into educational institutions and radicalised many of the young people
- libraries and museums were closed, theatres and cinemas were only allowed to put on 'revolutionary' plays, operas and films and the sale of traditional and foreign literature was banned. Cultural life was strictly controlled by Mao's radical allies.

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)