

A-LEVEL

History

Paper 2P The Transformation of China, 1936–1997
Additional Specimen Mark scheme

Version/Stage: Stage 0.1

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.

Further copies of this Mark Scheme are available from aqa.org.uk

A-level History Paper 2 Specimen Mark Scheme

2P The Transformation of China, 1936–1997

Section A

- | | | | |
|----------|----------|---|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the reasons for the defeat of the Nationalists in the Chinese Civil War. | [30 marks] |
|----------|----------|---|-------------------|

Target: AO2

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

Generic Mark Scheme

- | | | |
|------------|---|--------------|
| L5: | Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. | 25-30 |
| L4: | Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. | 19-24 |
| L3: | Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. | 13-18 |
| L2: | The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. | 7-12 |
| L1: | The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. | 1-6 |
| | 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 respond to each source in turn, or to adopt a more comparative approach. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Source A: In assessing the value of this source, students may refer to the following:

Provenance

- This source is from the US government which had funded the GMD.
- This was written by the Secretary of State with a particular purpose in mind and immediately after the victory of the Communists in the Civil War. This will affect its objectivity.

Content and argument

- Clear attempt to remove any potential blame from the US.
- Failure was not due to military resources or tactics, in fact the Nationalist army was winning. This may be supported, certainly for the early to mid-part of the conflict by reference to the rapid geographical gains made by the GMD.
- Reasons for failure can be found from the very beginning of the war. The suggestion that the GMD lacked effective leadership can be illustrated by tactical errors made as the war became more protracted.
- Leaders of the GMD were incapable.
- GMD had lost popular support; which may be supported by reference to the recruiting crisis of the GMD or indeed, the effect that the peasant campaigns had had.
- The CCP was more cohesive with common objectives.

Tone and Emphasis

- It is defensive, shifting any blame from the USA.
- The tone is plainly attempting to argue a point in a factual manner.
- Words such as 'decay' are used to emphasise decline and to locate the reasons for defeat irrespective of the US.

Source B: In assessing the value of this source, students may refer to the following:

Provenance

- A report with the specific purpose of finding reasons for the failure of the GMD and the success of the communists.
- The report was given to the Third Congress of the Fourth International and so presents a pro-communist / CCP interpretation.

Content and argument

- Jiang's regime was doomed from the outset, this was largely due to an ideological weakness and a failure to engage with the masses. The extent to which there was a single ideological focus to the regime might be challenged.
- Jiang's government only represented the bourgeoisie which further limited the base of its appeal. A popular charge, but hardly one that might be supported by the evidence.
- The Nationalists were dependent on aid from the US. This remains an area of historical debate. The withdrawal of this aid was central to reasons for losing the war.
- A key turning point was Truman's 1948 election victory. Whilst the public expressed refusal of aid was significant, it is far from clear that this reflected the reality on the ground.

Tone and Emphasis

- Boastful and forceful piece purporting to present facts, but relying to a large degree on supposition.
- Language lacks precision. The language is full of Communist clichés e.g. 'exploitation of the masses'.
- Clearly attempting to argue a subjective point.

Source C: In assessing the value of this source, students may refer to the following:

Provenance

- It is given by the leader of the Nationalists at the time of war.
- This is a speech with a particular purpose in mind. Much is about proving the strength of the GMD.
- There is little factual detail, as might be expected from a speech with a clear purpose in mind; shifting blame for failures.

Content and argument

- The Nationalists were superior in almost every area. This might be challenged.
- The Communists were much weaker militarily at the beginning of the war. However this might be challenged as the Nationalists had larger numbers.
- The nationalists have better supply lines.
- Failure was rooted in the inadequacies of the officer class. This might be corroborated by reference to corruption.

Tone and Emphasis

- Emotive and assertive speech designed to challenge the apathy of the GMD.
- Boastful in tone, despite their lack of decisive victory.

Section B

- 0 2** 'Mao's desire to consolidate his own power was the only objective of the Anti-Rightist movement in the aftermath of the Hundred Flowers Campaign.'

[25 marks]

Assess the validity of this view.

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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 Mao's desire to consolidate his rule was the only objective of the Anti-Rightist movement, might include:

- Mao seemed to genuinely believe that some of the trouble stemming from the 5 year plan and the Great Leap had originated from those opposed to him
- intellectuals, if allowed to criticise Mao's opponents in the party, might serve Mao's ambitions of removing obstacles to his consolidation of power
- Mao lacked confidence in his position, especially from within the party, in the immediate aftermath of the Hundred Flowers. The Anti-Rightists campaign was as much against the party as intellectuals
- Mao had been shocked by the extent of wider dissidence after the Hundred Flowers Campaign
- initially fuelled by a desire to consolidate power, Mao seemed to believe the notion of a subversive intellectual class in its own right
- Mao considered the movement an opportunity to remove the excessive bureaucracy of the party, a bureaucracy he felt increasingly developing a direction of its own
- Mao's 're-education through labour' endeavoured to reinforce Mao's own position
- the Movement served to weld party and Mao as one.

Arguments challenging the view that Mao's desire to consolidate his rule was the only objective of the Anti-Rightist movement, might include:

- this was a much about dealing with intellectuals that had always had an uneasy relationship with the communists. As such the movement sprung from a deeper groundswell of opinion than simply the objectives of one man
- the attempt to re-educate intellectuals did not begin suddenly, in fact from the outset of the communist regime, intellectuals had been placed in revolutionary colleges
- intellectuals were viewed in numerous speeches and literature as holding back China's progression away from a feudal society. In this sense there were economic objectives
- the movement came about because the regime felt strong, not the other way around
- Mao himself suggested the objective was to reduce the gap between the party and the people
- 're-education through labour' did extend some elements of basic education to the masses.

Most students may agree that the desire to cement Mao's authority was a key reason for the movement. However, more sophisticated responses may well suggest that the original motivation was more of an immediate concern to deal with the ramifications of the Hundred Flowers Campaign rather than any explicit desire to purge the party. The initial movement was more of a reaction than a planned event.

0 3 'The situation for the peasants and workers changed little before 1966.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 situation for the peasants and workers changed little, might include:

- poorer women, and especially those in rural areas, saw very little change beyond that already initiated in the original tranche of social reform in the 1950s
- the New Marriage Law had apparently given new freedoms for women, but by the early 1960s there was a clear fear that moral laxity was damaging China. They remained poor and marginalised as independent members of society
- the continued drive for economic success tended to counter any advances made in social conditions. Working conditions struggled to make advances in a number of key industries
- there was little coherent focus on the needs of peasants. It was still true that a heavy focus on urban workers proved detrimental to those in the countryside.

Arguments challenging the view that the situation for the peasants and workers changed little, might include:

- education, at least at primary level, was a clear change. By the end of the period over 75% of primary aged students had enrolled in school, up from a statistic of less than 50% in 1956
- Collectivisation in the countryside helped improve food supplies for many. However, the famine and the consequent need to import food had profoundly affected society in rural areas
- Liu's work teams and purging of local leadership can only be counted as a further substantial change
- the establishment of the Socialist Education Movement in 1964 designed to preach the virtues of collectivisation and of socialism became a body for rooting out corruption of local cadres
- the Socialist Education Movement, however probably worsened the intellectual life of the poor. The mobilisation of the poor into Struggle Meetings did little to develop an independent, free thinking class
- this was a period of heightened destruction of native local custom.

Students might conclude that despite ideological imperatives and structural changes, the situation of peasants and workers had changed little by 1966.

0 4 'By 1976, Deng Xiaoping had completely secured his position in power.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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 by 1976 Deng Xiaoping had completely secured his position, might include:

- Zhou Enlai was suffering from terminal cancer and Deng therefore assumed control of the day-to-day administration, meaning he had simply assumed a position rather than won it. This meant there was much less opposition than might otherwise have been the case
- Deng was a leading exponent of the policy of the 'Four Modernisations' under which China drew upon foreign technology and expertise to stimulate its economic development. As such, he was readily associated with the type of progress that many desired to see. His consolidation of power by 1976 was thus popular and swift
- in 1974 Deng was chosen by Mao to lead China's delegation to the United Nations
- by 1976 Deng was effectively in charge of China's foreign affairs and thus had not far to go to secure his position anyway
- in October 1974 Deng was appointed as First Deputy Premier, making him the automatic choice to succeed Zhou Enlai. Following this Mao appointed Deng as Vice-Chairman of the Party and a member of Military Affairs Commission. Hence his rise to power was swift, naturally progressive and complete.

Arguments challenging the view that by 1976 Deng Xiaoping had completely secured his position, might include:

- Mao had rehabilitated Deng to work alongside his chosen successor, Wang Hongwen. Deng had the experience which the young Wang lacked, but Wang was regarded by Mao as being more ideologically reliable. Wang remained a potential destabilising element
- the 'Gang of Four' kept up a relentless campaign to undermine Deng in Mao's eyes. The anti-Confucius campaign of 1974 was directed primarily against Zhou Enlai, Deng and the moderates within the leadership. Mao rejected the factionalism of the radicals and, by the summer of 1975, their influence was in decline
- Deng remained tainted by suspicions about his role in the Cultural Revolution. Much of this was engineered by Mao, but nevertheless the charge against Deng stuck. Although he retained his positions within the government and the Party, he had lost his power by the opening of 1976. This suspicion was never going to disappear in the course of one year
- after the death of Zhou Enlai in January 1976 and the outpouring of public support for him in the following months, Mao and the Party appeared to be losing control of events. Deng was blamed for this and dismissed from all of his posts. Indeed, fearing for his safety, he went into hiding in southern China. This is hardly the course for someone secure in his position
- contextually Deng was weak. Deng was recalled to the Central Committee by Mao in 1973 and given the position of Vice-Premier, working under Premier Zhou Enlai. Deng's power, therefore, was within the state bureaucracy rather than the Party. By 1976 Deng was thus limited in his authority.

Good answers may conclude that Deng had been rehabilitated to a position of considerable power and influence by the autumn of 1975 but that his power was stripped from him by the beginning of 1976. Despite his age and infirmity Mao still had the ultimate authority to dispense power within China whilst he remained alive.