
A-level HISTORY

Paper 2P The Transformation of China, 1936–1997

Mark scheme

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 Cultural Revolution. | [30 marks] |
|---|---|---|------------|

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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|------------|---|--------------|
| 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: for example, they may divide the rule into various aspects such as the ambitions of the Communist Party; the leadership cult of Mao or factional rivalry. Either approach could be equally valid, or 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 was an official Party announcement
- the source is published in 1966 at the beginning of the Cultural Revolution.

Content and argument

- the source argues that elections of bourgeois ideology and habits continue and that the task of the Communist Party is to crush the bourgeois with the workers, peasants and young people at the forefront
- there is particular attack on old ideas.

Tone and emphasis

- the tone is typical of Communist rhetoric and is ideological.

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

Provenance

- this is from the Newspaper of the PLA
- the source is written at the beginning of the Cultural Revolution, except it emphasises Mao.

Content and argument

- the source argues that there is a need to eliminate old ideology and that central to this is to study and apply Mao's thought and follow Mao's example.

Tone and emphasis

- the tone is sycophantic and uses overblown descriptions of Mao.

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

Provenance

- this is an official document to the Party Congress, written by a leading Communist
- it is written towards during the Cultural Revolution.

Content and argument

- the source demonstrates the various ways in which opponents of the regime were to be treated
- the source puts forward a moderate approach to opponents, particularly for those willing to confess.

Tone and emphasis

- the tone is moderate, seeking to persuade and explain.

Section B

- | | |
|---|---|
| 0 | 2 |
|---|---|
- 'The successful consolidation of communist power in China in the years 1949 to 1953 was through the use of terror.'

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

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|------------|---|--------------|
| 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.

Factors that may be referred to in support of the premise:

- it was very quickly clear after 1949 that China would be turned into a one-party state. The Korean War added further urgency to political change encouraging the view that the revolution was in some way under threat
- severity of terror did vary according to region and was particularly evident in Guangzhou
- religion was seen as a particular threat to communism – however, the extent to which its suppression actually established communist power might be questioned
- the Suppression of Counter-revolutionaries campaign saw an increasingly diluted definition of counter-revolutionary throughout the year of its operation
- the closing of youth organisations by the CCP and using the same to instigate a period of bloodletting might well be used as indication of Terror
- politically the antis campaign and the use of group criticism sessions may be considered significant, as will the purges of the CPC and especially of Gao Gang and Rao Sushi in 1953
- the establishment of the Lao-gai and the removal of political dissent were swift and effective
- the use of residence permits for those over 15 years of age was a further level of effective central control and increased the extent to which the police and local communal bodies were part of the sense of unease.

Factors that may be referred to in order to challenge the premise:

- mass mobilisation and its use to build roads and dams and the cultivation of areas otherwise unused, provided economic benefit which fed support, but also provided a ready means to prove and to show loyalty
- to this end there was an effort to build the new regime on a broad basis of loyalty across the classes
- propaganda was used effectively. Loudspeakers, radio and the press were the most obvious forms of dissemination, but slogan writing and the use of chants should not be dismissed
- greater equality for women, land reform and improvements in education all encouraged the Chinese to see the CCP as a force for good
- Communism also became a mass movement very rapidly, largely because the CCP involved so many disparate groups at an early stage.

0 3 'The Great Leap Forward failed because its aims were completely unrealistic.'

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

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| 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 |
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| 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

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There may be some reasonable effort to challenge the notion of failure, perhaps suggesting that as a method to secure Mao's position the Great Leap had its successes. However, focus should not be lost on the fact that the Great Leap's professed objectives were economic and in this sense there was clear evidence of failure. The disastrous harvests of 1959 and 1960, combined with the gross underperformance of steel production can serve as evidence of this.

Factors that may be referred to in support of the premise:

- failure was inevitable considering the actual capacity of China's agricultural and industrial base
- there was little recognition of the economic realities of vast swathes of China that had failed to embrace new technologies, or indeed agricultural areas that had not advanced much beyond subsistence production
- peasants were unlikely to prove enthusiastic in achieving targets they knew to be entirely unobtainable
- the Great Leap Forward was motivated more by political considerations than economic ones and this showed in the unrealistic economic expectations
- there was a colossal over estimate of the extent of support for such change, especially from those in the regions where the communes had been set up too hastily with the local CCP cadre forcing the pace of change
- previous targets had been introduced slowly and in consultation with local representatives. The Great Leap Forward was imposed from above, rather than representing a ground swell of local and therefore realistic objectives
- Mao was the key force behind the Great Leap, and he proved his impetuous and unrealistic nature by imposing targets that he had failed to consult upon
- Mao himself had little experience or even knowledge of the local conditions and seemed genuinely surprised that the targets were not being met. He personally drove this unrealistic policy on.

Factors that may be used to challenge the premise of the question:

- the break with the USSR in 1960 led to the withdrawal of thousands of technical experts
- perhaps more tellingly, loans to the PRC stopped and this had a clear impact on the ability of China to finance further economic growth
- the continued export of grain to the USSR in order to pay for machinery and to service previous loans did little to make the situation any better
- the bad harvests of 1959 and 1960 and the misfortune of droughts and floods had nothing to do with the Great Leap but resulted in a dramatic fall in yields
- the anti-rightist campaign had purged many of the very experts from China that may have materially assisted in the plan
- the inflation of production figures from the communes and the unrealistic targets which are often blamed for failure, was in part due to the purging of experts in the earlier period.

0 4 'By 1997 China was a global 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.

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Factors that may be used in support of the premise:

- economic concerns that had been present in the early 1990s, especially inflationary pressures, had evaporated and led to greater desire to establish a world presence
- GDP grew by an average of 3% to 1993, but thereafter at a rate of 8% to 1997
- China had begun to emerge from the international isolation that had occurred as a result of Tiananmen Square. In 1995 the USA announced that there would no longer be a desire to force human rights issues on the back of commercial treaties, granting China most favoured nation status
- China's population not only provided a ready market for foreign investors but also a tempting goal for foreign powers. China's vast supply of cheap labour also helped to guarantee massive industrial development in a relatively short space of time
- the Taiwan Crisis led to a further realignment of China's position on the world stage
- China's membership of the United Nations Security Council might be considered clear evidence of maintained world power status.

Factors that may be used to challenge the premise:

- the apparently successful economic experiments, especially of the SOEs, proved to lack sustainability with unemployment rising rapidly towards the end of the period. This put a hold on China's world aspirations
- many state owned enterprises were closed down and as a consequence China looked a less enticing investment opportunity
- China began to re-focus on agricultural development
- the position of the CCP looked increasingly anachronistic throughout the 1990s and it was unclear how a one-party-state might position itself in a competitive economic or increasingly liberal world.

