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# AS History

7041/2P-The Transformation of China, 1936–1997

Component 2P The emergence of the People's Republic of China, 1936–1962

Mark scheme

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Version/Stage: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**The Transformation of China, 1936–1997****Component 2P The emergence of the People's Republic of China, 1936–1962****Section A**

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the freedoms allowed by the Hundred Flowers campaign? **[25 marks]**

*Target: AO2*

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

**Generic Mark Scheme**

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **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.**

**Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.**

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

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

### Provenance and tone

- this is an official speech given to launch the campaign and therefore will say exactly what Mao wants it to say as it is declaring his announcement at the Supreme State Conference as stated in the source
- it was in May 1956, at the time when Khrushchev was denouncing the cult of Stalin and his repressive policies and later in the year Mao's position was diminished by the omission of reference to Mao Zedong thought in the Party Constitution. It wasn't initially supported by other members of the Politburo which meant it took nearly a year before it was properly launched
- the use of imagery of flowers blossoming is suggestive of creativity and overall the tone is a positive one which seems to genuinely invite ideas and constructive criticism.

### Content and argument

- it is directed at writers, artists and scientists and its stated aim is to encourage them to voice their opinions and ideas, whether critical of the Party or not, in order to strengthen the country
- this is despite the fact that intellectuals had previously been viewed negatively by the Party and that only recently Hu Feng had been imprisoned for giving his honest opinion. As a result intellectuals were very wary about responding
- it is possible that Mao hoped that this would be helpful at this stage of China's industrial and agricultural development, envisaging that any criticism would be moderate and aimed at Party officials who had been obstructing him, so allowing him to continue with his ideas without opposition and therefore to make the country 'prosperous and strong'
- it could be argued, though, that this was always intended as a trick to root out enemies, given how brief the period of criticism was before the anti-Rightist campaign was launched and that the apparent 'freedom to criticise' was not normally part of CCP policy.

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

#### **Provenance and tone**

- this is an official record of a confession presented to the People's Congress in July 1957 and is typical of forced confessions which required public self-criticism
- it is made just over a year after the official launching of the campaign, although in reality the period of criticism was even shorter than that, given that it took a long time for the campaign to get underway. It therefore raises questions about the intent of the campaign given its brevity
- use of the imagery 'spread the poisons' links back to the imagery of the Hundred Flowers campaign and suggests the orchestrated nature of the confession rather than spontaneity. The language is one of extremes, describing his actions as 'wickedness' and 'detestable'. This is because such confessions had to be as self-abasing as possible.

#### **Content and argument**

- having been encouraged to voice criticism, Chang Po-Chun, like thousands of others, became a victim of the anti-Rightist campaign in 1957 after the Hundred Flowers campaign produced far more criticism than Mao had anticipated
- he repents of his 'reactionary political program' which is fairly vague but typical of the accusations made against those who had, in any way, joined in the criticism and such accusations were sometimes even falsified if convenient or necessary to fulfil the quota of 'rightists' set by Mao
- this suggests that the purpose of the Hundred Flowers campaign was not to hear everyone's ideas in order to develop the country or that perhaps Mao was simply unable to stomach what he heard, resulting in forced confessions such as this one
- here he talks about wanting 'to kill the old and reactionary self'. Although he is speaking metaphorically here, the reality is that some were executed and others committed suicide because of their persecution.

In arriving at a judgement as to which source might be of greater value, students might argue that Source A is more valuable in explaining what Mao wanted people to think the purpose of the campaign was, and that indeed to an extent, it might accurately reflect what he hoped it would be. Equally it could be argued that Source B is more valuable in revealing the outcome of that campaign especially if it is thought that Mao's intention was simply to expose intellectuals in which case Source B is evidence of that outcome. Either is acceptable according to the argument which is made.

**Section B**

**02** 'Jiang Jieshi had a firm control over China in 1936.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

**Generic Mark Scheme**

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments suggesting that Jiang Jieshi had a firm control over China in 1936 might include:**

- he controlled appointments to military, party and government positions and used tactics of 'divide and rule' which helped prevent opposition
- control was established over many areas of life, such as the media and education, in an attempt to increase support for his ideas and suppress those of communism and he established bodies, such as the Military Bureau of Statistics and the Bandit Suppression Headquarters to ruthlessly root out opposition and reduce crime
- he successfully used the military to drive the CCP out of their bases in the large cities, thus increasing geographically the area over which the GMD had control
- some progress was made in reducing the influence of foreign powers, with Chinese law having a greater role in the concessions and the reestablishment of control over its customs revenues.

**Arguments challenging the view that Jiang Jieshi had a firm control over China in 1936 might include:**

- he did not succeed in imposing his will throughout China and was unable to remove the influence of powerful warlords or to remove the Communists from their base in Yan'an. This also made attempts at land reform ineffective
- he did not succeed in changing Chinese people through the New Life Movement, despite the use of controls over the media and education. He was also unable to exercise real control over gangsters as he benefitted financially from them
- at the local level, the government were not able to enforce control and, for example, were unable to carry out land reform despite it being their policy or even to collect taxes
- the Japanese occupation of China from 1931 emphasised his inability to reduce foreign influence, and therefore, control China as a whole.

Jiang's government never controlled more than one-third of China or two-thirds of its population. Although still a large amount, even in those areas it 'controlled' it was not able to fully exercise its policies in all areas and attempts to control the way people thought and behaved in the New Life Movement were a complete failure. Even so, Jiang certainly extended his control in the years up to 1936 even if it was far from complete.



- 03** 'The breakdown in personal relations between Mao and Khrushchev was the most important reason for the Sino-Soviet split.'

Explain why you agree or disagree with this view.

**[25 marks]**

*Target: AO1*

*Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.*

### Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

**Indicative content**

**Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

**Arguments suggesting that the breakdown in personal relations between Mao and Khrushchev was the most important reason for the Sino-Soviet split might include:**

- although Mao hadn't particularly liked Stalin, he objected to Khrushchev's attack on the Stalin's leadership style, seeing it as an attack also on him and it alienated him from Khrushchev right from the start
- Mao personally set out to alienate Khrushchev when he visited China, partly in revenge for the poor treatment which he felt he had received during his visits to Moscow, suggesting that Mao had no interest in trying to improve relations with Khrushchev. Inevitably the talks were a failure as a result
- although there had been some disagreements regarding ideology under Stalin, this was much more pronounced under Khrushchev who preached peaceful co-existence with Western nations, something which Mao felt was a betrayal of communism. He also felt Khrushchev was responsible for failing to prevent the uprisings in Hungary, Poland and East Germany
- when Mao criticised the Soviet Union for its failure to offer China support in a potential attack on Taiwan, Khrushchev retorted by arguing that Mao was a Trotskyist and had lost all sense of political reality. Soon after this in 1959, the Soviet Union withdrew its economic advisers from China and to cancel its commercial contracts there.

**Arguments challenging the view that the breakdown in personal relations between Mao and Khrushchev was the most important reason for the Sino-Soviet split might include:**

- although Mao needed Stalin's help, he didn't like the way he was treated personally when he visited Moscow, as he demonstrated in 1958 when Khrushchev came to China, showing that he harboured resentment which contributed to the later split
- the 1950 treaty between the USSR and China gave the USSR the right to exploit mineral reserves in parts of China, echoing the unequal treaties forced on China by Western nations in the past. Mao had little choice but to accept these terms as he needed Soviet help but it contributed to the later split when Mao was no longer as reliant on the USSR
- the Soviet Union and China were in competition as world leaders both vying for power on the world stage. This inevitably led to conflict between the two, which can be seen even in China's readiness to exploit the opportunity of a split between Albania and the USSR by giving them financial aid
- related to this were also differences in ideology. According to the Soviet Union, China could not be a fully developed Communist state because it was a rural peasant society. This inevitably angered the CCP and did not contribute to good relations between the two. Furthermore, the move from the Five Year Plan to the GLF was a rejection of the Soviet economic model.

Although the relationship between Khrushchev and Mao was certainly not very good, it was partly because of the past dealings between the countries under Stalin and their tendency to treat the Chinese as being inferior, which made any such relationship likely to be difficult. Nonetheless, it is true to say that Khrushchev's attack on Stalin's cult of leadership and his policy of peaceful co-existence, contributed to the worsening of relations and the split.