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# A-level History

7042/2P-Component 2P The Transformation of China, 1936–1997  
Mark scheme

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June 2018

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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.

**Component 2P The Transformation of China, 1936–1997****Section A**

- 01** With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Great Leap Forward. **[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.**

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

### Provenance, tone and emphasis

- taken from the People's Daily which was under the direct control of the Communist Party leadership, its views represent those of Mao
- it is propaganda to convince people of the success of the communes at this early stage of the GLF
- its emphasis is that the Great Leap Forward will be of enormous benefit to China as has already been displayed by the recent development of cooperatives and communes
- the tone is optimistic and triumphant.

### Content and argument

- it says that the peasants are incredibly enthusiastic about the establishment of the communes, seeing them as 'the realisation of a long-cherished dream', something which was often proclaimed in propaganda. In reality many peasants were not so enthusiastic about the far-reaching changes to their lives and collectivisation, far from being spontaneous, was imposed on them
- it claims that cooperatives have led to a 'several-fold' increase in agricultural production. Initially there was a higher yield, though perhaps due to favourable weather conditions but such claims were to be made throughout the period despite actual yields often being much lower than claimed
- it argues that communes have helped contribute to the urbanisation and industrialisation of rural areas which was to some extent true given the number of backyard furnaces. However, they produced low quality iron and steel and it was often at the expense of food production
- Mao believed that peasants had a natural tendency towards capitalism and needed encouragement to develop communist ways of thinking. Despite the claims here that the peasants were becoming more enthusiastic about the party as a result of collectivisation, the reality is that their wishes were often ignored and peasants produced less when there was no incentive for working hard.

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

**Provenance, tone and emphasis**

- not clear what form this report took but the fact that the author worked in propaganda seems to give added credence, given that it's the opposite of what someone in propaganda might be expected to say
- it is from 1961 when the famine was at its height
- it is interesting that he is so shocked by what he sees despite the fact that by this time famine was widespread
- the tone is one of shock and dismay/horror. Emphasis is on the devastation facing the people in this area and the complete failure of their commune.

**Content and argument**

- the crops were not growing well, something which was a common problem during the GLF, partly as a result of poor weather but also because of other demands placed on peasants and being forced to plant unsuitable crops
- there was no work going on because large numbers of men had died and those that remained were too weak from hunger to work which made a bad situation only worse
- the source suggests that the people have largely given up, even leaving a dead child's body out rather than burying it, which clearly highlights how very devastating the impact of the GLF was in this area
- the failure to bury the child might also be indicative of the weakening of the family unit brought about by the GLF where communal living quarters had loosened family bonds.

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

**Provenance, tone and emphasis**

- this was a speech given to the county party committee of Anhui by its secretary general so it is interesting that it is so outspoken and suggests the depth of his feelings
- it was given during the early days of the Lushan Conference (July/August 1959) and after rectification measures had been taken to deal with some of the worst fanaticism so it is possible that he felt that it was safe to comment in this way
- the emphasis of the source is summed up in the line 'What matters more, your face or ensuring the peasants get enough to eat!?'
- the use of the above punctuation emphasises his anger as does his declaration 'I Zhang Kaifan, will have no part in it!'

**Content and argument**

- it reports that officials have falsified yields in order to save face, something which was a problem throughout China as officials tried to make it look as though they were reaching the unrealistic targets being set
- he argues that this failure to report the numbers accurately itself led to peasants having too little to eat as appropriate action was not taken and targets were just raised further
- the source argues that officials have been more concerned with saving face than with the health and well-being of the people in Anhui which is clearly suffering as a result of their policies
- he is outspoken in his attack and proclaims that he will not allow the peasants to be impoverished in this way, demonstrating the fact that there were a number of officials willing to speak out at this stage, although in fact they ended up suffering for it.

**Section B**

**02** 'Jiang Jieshi's government was strengthened by its handling of the Sino-Japanese war.'

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/factors suggesting that Jiang Jieshi's government was strengthened by its handling of the Sino-Japanese War might include:**

- ultimately he had been recognised as China's leader and attended the Cairo Conference in 1943 alongside the USA and Britain. This increased his prestige
- his government benefited from a considerable amount of military equipment that should have been of great help in the struggle with the Communists
- Japan had been defeated under his leadership and by the end of the war the vast majority of China was under GMD control
- the Soviet-GMD friendship treaty recognised Jiang's government as the only legitimate authority in China, again boosting Jiang and weakening the CCP.

**Arguments/factors challenging the view that Jiang Jieshi's government was strengthened by its handling of the Sino-Japanese War might include:**

- Jiang believed that the Communists were a greater danger to China than the Japanese and therefore opened himself to claims that he was unpatriotic when he failed to prioritise attacking Japan and his unwillingness to engage in offensive operations, although for some sound reasons, enabled the CCP to portray him as weak and cowardly
- despite the announcement of the Second United Front, Jiang ordered attacks on CCP forces and often continued to prioritise attacks against the Communists. In 1944 this led to the complete breakdown of the United Front and forced the US to deal directly with the CCP as they became increasingly frustrated with Jiang
- the use of conscription by the NRA and the treatment of conscripts did nothing to win support for the GMD
- although he benefited from his wartime relationship with the US, in the form of financial help during the civil war, their lack of respect for his leadership meant that their support was half-hearted, and although he was fighting against communists, the US ended the aid completely in 1948
- Jiang's weaknesses were exposed, for example his preference for loyal rather than necessarily able men, and his tendency to give contradictory orders. This caused him to lose credibility and support. His failure to promote the most able people also weakened his government.

Despite the advantages which Jiang appeared to enjoy, such as recognition of his leadership by both the USA and USSR, the reality is that the war exposed his weaknesses and he lost respect and support both overseas and at home.



**03** How significant was the role of the PLA in the Cultural Revolution? **[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/factors suggesting that the role of the PLA was significant in the Cultural Revolution might include:**

- when Mao launched the Cultural Revolution he wore the uniform of the PLA to emphasise his closeness to the army and Lin Biao stood at his side and addressed the crowd with him
- the PLA re-established control where it was deemed necessary, such as in Shanghai in 1967, and in February 1967 they were given then job of restoring order when it was thought that the Red Guards had gone beyond the Sixteen Points
- PLA troops helped to crush the violence at Qinghua University
- in some areas, 98% of county-level revolutionary committees were drawn from the army demonstrating their dominance
- when the Party Congress met in 1969, two-thirds were members of the PLA and the PLA made up 45% of the membership of the new Central Committee.

**Arguments/factors challenging the view that the role of the PLA was significant in the Cultural Revolution might include:**

- PLA officers who cracked down on Red Guard units were denounced as ultra-rightists and the PLA was ordered to refrain from using armed force against Red Guards, suggesting that their position was no more certain than any other group at this time
- for much of the period it was the Red Guards whose actions had most impact
- Mao was in charge and the PLA only had as much freedom to act as he chose to give them. For example, it was Mao who issued the statement on 11 August 1967 announcing that attacks on the PLA were unstrategic and it was Mao who ordered the PLA troops to disarm Red Guards at Qinghua University
- although it wasn't entirely straightforward, Mao was able to overcome Lin's attempts to increase his power so that in the end Lin was forced into trying to flee suggesting that even at the height of Lin's power, Mao was ultimately in control.

Students might conclude that the PLA did play a very significant role in the events of the Cultural Revolution and their power was reflected in their dominance on revolutionary committees and the Party Congress in 1969. Even so, they were only able to act in line with Mao's wishes and they too were subject to attack when Mao allowed it.

- 04** ‘The Tiananmen Square demonstrations of 1989 were the result of Deng Xiaoping’s economic policies.’

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**
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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**

**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/factors suggesting that the Tiananmen Square demonstrations of 1989 were the result of Deng Xiaoping's economic policies might include:**

- the Open Door policy on trade and investment, introduced by Deng, exposed China to foreign ideas and pressures and contributed to demands that Chinese people should be able to enjoy more democracy
- economic reforms led to social unrest as price and rent raises, along with unemployment, led to demands from workers for improved living conditions. There was also a move from rural to urban areas which increased begging and crime, fuelling dissatisfaction with the Party
- the economic reforms provided opportunities for corrupt officials to enrich themselves by taking bribes, misusing state funds or using contacts to benefit family and friends. This suggested that the CCP could not be trusted to rule for the benefit of its people and fuelled demands for democracy which would bring greater accountability
- poor job prospects were a factor in student unrest as employment opportunities had failed to keep pace with the rising number of graduates which had come about with the Four Modernisations programme.

**Arguments/factors challenging the view that the Tiananmen Square demonstrations of 1989 were the result of Deng Xiaoping's economic policies might include:**

- even before Deng's economic programme, there were similar calls for democracy which also led to a severe crackdown in January 1979. In this case, protestors had been inspired by Deng's call for people to 'emancipate their minds'
- in the short-term the demonstrations were a response to the removal of Hu Yaobang from government in 1987. The harsh treatment he received for supporting student protests had contributed to his death and in his death he became a symbol of resistance around which students rallied
- students were also encouraged to keep up their protest because of the visit of Gorbachev who was introducing the very reforms for which they were protesting in his own country. They were hopeful that his presence would limit their government's freedom of action and that his example might persuade them to be more amenable to their demands
- intellectuals had often been perceived as the enemy of the CCP by Mao so the fact that intellectuals were influential in the protests in 1987 was nothing new. For example, one of the leading figures challenging the CCP was Fang Lizhi, an astrophysicist who called on people to 'break all barriers' and demand democratic rights and freedoms.

Students might argue that although protests in favour of democracy were nothing new, they had been exacerbated by the economic reforms introduced by Deng. Not only did these reforms open up China to the world, they also created a degree of social unrest and dissatisfaction with the CCP at a time when major change was occurring in the USSR.