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A-LEVEL

# History

Component 2P The Transformation of China, 1936–1997

Mark scheme

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7042

June 2017

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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.

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June 2017

A-level

**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 improved relations between the USA and China in the years 1971/72. **[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

- the President is in charge of foreign policy in the US so this is valuable for showing Nixon's aims with regard to China
- as a report to Congress, he is clearly setting out his aims; his purpose would be to make his arguments convincing as this was a big break with US policy
- this report was still a year before Nixon's visit to China so early on in the process of improving relations which could limit its value
- the tone is formal and rational as it sets out the case out for improved relations.

### Content and argument

- Nixon refers to the 22 year hostility between the USA and the PRC as being very serious. Indeed, since the Korean War, China and the USA had had no diplomatic or economic contact and the USA had blocked China from taking a seat on the Security Council
- Nixon argues that the international order would be more stable if China was part of it. Nixon's foreign policy was based on realpolitik; he and Kissinger believed that the US had to deal with China and that the US had spent too long focusing just on the USSR. He also, of course, wanted help in ending the war in Vietnam
- Nixon points out the conflict between the USSR and China and says that he does not want to aggravate this situation. In reality, Nixon was using this situation to his advantage using 'triangular diplomacy' – hoping that good relations with China would force the Soviets to do a deal with the USA
- Nixon stresses the fact that improved relations with China does not mean agreeing to its ideological views or territorial aims in Asia. Nixon continued to resist China's claims to Taiwan.

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

### Provenance, tone and emphasis

- as a joint statement made by both countries, this is valuable for showing how far relations have changed between the two countries
- as a statement which is designed for the world's media, its value is limited as it will contain only positive elements of the meetings that have taken place; both the USA and China would have wanted to emphasise how successful these meetings had been for domestic reasons

- the date is significant as it indicates that the statement was made following Nixon's visit to China so we can assume that these points were all discussed at the highest levels between the leaders of the two countries
- the tone is one of moderation with the emphasis on compromise and peaceful co-existence, reinforcing the value of this document for showing the diplomatic breakthroughs that have taken place.

### **Content and argument**

- despite fundamental differences in political and social systems, the two countries agreed that they should respect each other and work together to maintain peace, avoiding force to solve international disputes; this emphasised the change in policy as there had been no diplomatic relations between the two countries after 1950 and there had been direct confrontations over Taiwan
- neither side should try to get control over the Pacific Asia region; this was an important caveat to reassure domestic opinion in both countries
- they should not get into agreements aimed at other states; this was a reference to the on-going dispute between the USSR and China, but in fact America did give China secret information on Soviet troop movements (see below)
- there should be no dividing up of the world into spheres of interest.

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

### **Provenance, tone and emphasis**

- as this is a statement from Brezhnev it is valuable for giving a high-level Soviet viewpoint on the US-China improved relations
- as it is published in Pravda it was a public statement – intended for the Soviet people but also for the American and Chinese leaders; again this makes it valuable to show what Brezhnev wanted the US and China to hear
- it was published two months after the meeting in Beijing so is valuable for showing the Soviet's immediate perspective on the agreements
- its tone is suspicious and accusatory. Its emphasis is on the secrecy of the meeting and the implication that the USSR has been excluded.

### **Content and argument**

- much of what the American and Chinese agreed upon is secret. There were indeed secret agreements regarding the USA supplying China with intelligence on Soviet troop movements; the CIA also ended its support for Tibetan rebels
- the true significance of the talks will be revealed by the actions of the two sides. In fact the significance of the talks for the USA was that they hoped they would put pressure on the Soviets to come to the negotiating table, which in fact they did
- the talks are more than just about relations between the Chinese and the Americans and imply that they are anti-Soviet in their pronouncements. This reveals the suspicions that Brezhnev has concerning the talks; the USSR also could not afford to be isolated given the existing conflict with China
- the USA and China referred to the fact that they held in their hand 'the future of the whole world'. Again, Brezhnev would be very unhappy with this fact. The USSR and China were enemies at this point and he would not want China to be seen to be the leader of the Communist world.

**Section B**

- 02** How significant was foreign intervention to the outcome of the Chinese Civil War in the years 1945 to 1949? **[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**

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## 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 foreign intervention was significant to the outcome of the Chinese Civil War in the years 1945 to 1949 might include:**

- the financial and military support given by the US to the GMD meant that the GMD was in a stronger position than it would otherwise have been to continue fighting after 1945; it also allowed it to carry on for longer than it might otherwise have done: US gave military and financial aid to the GMD in the range of \$3 billion. The GMD also had the benefit of the aid that had been given during the Second World War
- US diplomatic support also allowed the GMD to start the fighting in a stronger position regarding territory. The USA and USSR both recognised the GMD as the legal ruler of China in 1945, which enabled the GMD to start the civil war in an advantageous position regarding territory as, for example, the US transported GMD forces to north of China in 1945
- the support from the US also contributed to the defeat of the GMD as it allowed Mao to gain a propaganda advantage in claiming that the GMD were in the hands of the American imperialists
- the Soviet intervention had an impact in that the PLA was trained by the CCP while in Manchuria and this helped to transform it into a stronger fighting organisation.

**Arguments/factors challenging the view that foreign intervention was significant to the outcome of the Chinese Civil War in the years 1945 to 1949 might include:**

- despite the vast financial and military resources given by America to the GMD, they still did not win. The incompetence and inefficiency of the GMD meant that this aid had limited impact on their military and political actions
- in 1948, the USA suspended aid to the GMD; although some commentators at the time claimed that this contributed to the defeat of the GMD, in fact it was unlikely that more aid would have helped the GMD at this point
- Soviet Aid for the CCP was definitely not decisive; indeed, the Soviets always put the interests of the USSR above those of the CCP and attempted to limit Mao's successes in later stages of the war. In 1949 Stalin told Mao not to cross the Yangtze River into southern China but Mao ignored his advice.
- Other factors, such as the tactics and leadership of the CCP or the political and military weakness of the GMD.

Good answers are likely to argue that although the USA and the USSR showed great interest in the outcome of the civil war and, in the case of the USA, gave substantial economic and military aid, the outcome of the civil war was determined by the political and military weaknesses of the GMD and the military and political strengths of the CCP.

- 03** ‘The People’s Liberation Army (PLA) was responsible for the consolidation of Mao’s power in China in the years 1949 to 1953.’

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 the People's Liberation Army (PLA) was responsible for the consolidation of Mao's power in China in the years 1949 to 1953 might include:**

- the PLA played a key role in increasing Communist control via the reunification campaigns; e.g. in Tibet and Xinjiang the PLA was responsible for dealing with resistance and controlling the local populations
- the role of the PLA in the Korean War established China as a regional power
- the PLA played a significant role in spreading Communist ideology: a key campaign was 'Learn from the PLA'. The 'People's Soldiers' were held up as model Communists with their discipline, bravery and commitment to the Communist cause. This latter point was very important; they were put to work in the countryside in order to indoctrinate the peasants
- on a practical level, the PLA helped in the building of public work projects. They were also given the role of dealing with opposition within China which led to the deaths of over 100,000 people
- the PLA were an important part of the administration of China and had representatives in each of the country's regional bureaux.

**Arguments/factors challenging the view that the People's Liberation Army (PLA) was responsible for the consolidation of Mao's power in China in the years 1949 to 1953 might include:**

- the use of Terror via several campaigns substantially enhanced Mao's control; the 'Campaign to Suppress Counter-Revolutionaries' was launched in 1950, the Three Antis Campaign in August 1951, the Five Antis Campaigns in February 1951–1952 and the Thought Reform Campaign, 1951. These campaigns involved the intimidation, imprisonment and even execution of opponents of the regime
- the Korean War increased Mao's prestige. It also gave Mao an excuse to extend the use of Terror under the cover of looking for spies
- Land Reform played a key role in getting support of the peasants; the peasants themselves were involved in the attacks and denunciations of landlords in order to cement their commitment to the Communist cause. Peasants who had gained from the revolution through land redistribution were now committed to Mao's regime
- propaganda via cinema, newspapers, radio, posters helped Mao to consolidate his power. Cadres spread propaganda into the villages and workplaces; the aim was to spread fear and suspicion and to encourage people to join the campaigns to denounce others.

Good students may argue that the PLA was very important in the consolidation of Mao's power as it provided a strong military and propaganda force for spreading Communist ideology after 1949. However, this was just one of several factors that enabled Mao to consolidate his power; the key factor was perhaps the use of Terror via a series of repressive campaigns which created an atmosphere of fear and suspicion and effectively prevented anyone from challenging Mao's position.

**04** ‘Deng’s economic reforms were of considerable benefit to Chinese society.’

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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- 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**

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## 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 Deng's economic reforms were of considerable benefit to Chinese society might include:**

- reforms in agriculture benefitted rural farmers who were able to increase their incomes due to the right to cultivate their own farms and sell produce in rural markets
- the workers in the SOEs (state-owned enterprise), which were set up as part of Deng's economic reforms, also initially benefitted from free education and health care and secure jobs
- many in society benefitted from the new educational opportunities which opened up as Deng needed technical expertise to carry out the modernisations
- the reforms opened up opportunities for social mobility and many Chinese people became rich – even millionaires in the new economic climate. Many also became rich through corruption, e.g. Party cadres and their relatives were often able to benefit from insider knowledge re new economic deals/projects.

**Arguments/factors challenging the view that Deng's economic reforms were of considerable benefit to Chinese society might include:**

- some groups, such as farmers, which benefitted at the start of the reforms found that prices stagnated in the 1990s leading to falling living standards. In addition, under the 'household responsibility' system, peasant families now had to pay school and medical fees. Many peasant farmers emigrated to the towns to get higher wages which they could send home to their families
- the influx of people into the cities put pressure on living conditions and also led to serious problems of pollution. Working conditions for those in the cities was poor and very restrictive with few concerns for safety. Social problems developed in the cities
- unemployment became a feature in the 1990s (workers in the SOEs no longer had job security after privatisation took place in the 1990s). Inflation in the 1980s also hit those with fixed wages such as teachers
- students found that, although they had university education, there were not enough jobs, partly because many were reserved for party members and their children – this was to be a factor in the Tiananmen Square protests
- Chinese society became much more unequal, between rich and poor, urban and rural areas, coastal and inner areas. This inequality and the opportunities for corruption undermined the legitimacy of the CCP and made the lives of many Chinese much harder.

Good answers are likely to argue that although Deng's economic reforms brought benefits to Chinese society, there were many downsides to the new economic climate and changes. They will also highlight the differences between social groups and change over time during this period.