

AS-LEVEL HISTORY

Unit HIS20: The Impact of Chairman Mao: China, 1946–1976
Mark scheme

1041
June 2015

Version 1: Final 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

Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

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GCE AS History Unit 2: Historical Issues: Periods of Change

HIS20: The Impact of Chairman Mao; China, 1946–1976

Question 1

01 Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to China's youth during the Cultural Revolution. **[12 marks]**

Target: AO2(a)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will **either** briefly paraphrase/describe the content of the two sources **or** identify simple comparison(s) between the sources. Skills of written communication will be weak. **1-2**

L2: Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed. **3-6**

L3: Responses will compare the views expressed in the two sources, identifying differences **and** similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed. **7-9**

L4: Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. **10-12**

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 levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- **Source B** says that young people 'should have' graduated but instead had spent the previous two years roaming the country as Red Guards. **Source A**, on the other hand, says that a large number of students graduated that summer.
- **Source B** says that the 'rustication' programme was made compulsory in the autumn of 1968, whereas **Source A** says that students 'asked' to be allowed to go to the countryside.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the rustication programme for young people was Mao's response to the growing violence and factionalism of the Red Guards. It was part of his policy for restoring order after the chaos of the Cultural Revolution
- most schools and colleges had been closed in the years 1966 to 1968 as students joined the Red Guards and attacked their teachers. Millions of Chinese students had their formal education disrupted by the Cultural Revolution.

To address 'how far', students should also indicate some similarity between the sources. For example:

- there is an acknowledgement in **Source B** that there had been some voluntary participation in the rustication programme before the summer of 1968
- both sources refer to the need to break down the barriers between 'town and country', (**Source B**) and between 'educated youth' and 'workers and peasants' (**Source A**)
- **Source A's** reference to 'revolutionary youngsters...following the revolutionary direction pointed out by Chairman Mao' suggests an element of pressure was applied to young people to persuade them to go to the countryside.

In making a judgement about the degree of difference, students may conclude that there is a clear difference in the tone of the two sources. **Source A** comes from an official Chinese publication whereas **Source B** is written by a western historian. Although there are some similarities between the sources, **Source B** gives a largely negative view of the impact of the Cultural Revolution on youth, whereas **Source A** puts a very positive gloss on the experience of Chinese youth in these years.

Question 1

02 Use **Sources A, B and C** and your own knowledge.

How successful was Mao in developing a revolutionary spirit among China's youth during the Cultural Revolution? **[24 marks]**

Target: AO1(b), AO2(a), AO2(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**

L2: Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**

L3: Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**

L4: Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**

L5: Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** states that the actions of students in volunteering to experience the hardships of life in the countryside was a 'perfect expression of the revolutionary spirit of young intellectuals in the era of Mao'.
- **Source B** refers to the millions of young people who had been members of the Red Guards.
- **Source C**, written from a young person's perspective, talks of the exhilaration of ordinary people at being allowed to criticise their bosses. It also says that some positive ideas had come out of the Cultural Revolution, such as the 'barefoot doctor' and 'barefoot teacher' schemes. The students' stay in the countryside, it argues, had taught them the 'value of things'.

From students' own knowledge:

Factors suggesting that young people had developed a revolutionary spirit might include:

- millions of young people had responded to Mao's call to join the Red Guard and 'carry the Cultural Revolution through to the end'
- The Red Guards had attacked symbols of authority such as their teachers and party officials
- The Red Guards had also attacked museums, libraries, temples etc. which were manifestations of the Four Olds
- in Shanghai in 1967 Red Guards led the assault on the Communist Party leadership. Later they began to threaten military commanders.

Factors suggesting that the extent of the radicalisation of China's youth has been exaggerated might include:

- many of the most radical Red Guards were those who came from bourgeois backgrounds. Membership of the Red Guards, for those who were not classified as 'red by birth', was a way of gaining acceptance into the Chinese communist system through becoming 'red by action'. Career advancement, therefore, was at least as important a motive for involvement in the Red Guards as was ideological commitment
- there was no clear and consistent view among the Red Guards on what they were fighting for. Factionalism was rife as each Red Guard group vied with others to prove their revolutionary credentials through undying loyalty to Mao
- the suppression of the Red Guards and the subsequent rustication programme led many young people to become disillusioned and sceptical about Maoist ideology. Their

experience of rural poverty, hard physical labour and the lack of proper healthcare and education in the countryside undermined their faith in the ideal of a communist utopia.

Good answers are likely to/may conclude that there was a short period between 1966 and 1968 during which millions of young people were drawn into revolutionary action and absolute adherence to the teachings of Mao. In the longer term, however, the suppression of the Red Guards and the rustication programme undermined their revolutionary enthusiasm.

Question 2

- 03** Explain why the Nationalists (Guomindang) lost support during the Chinese Civil War in the years 1946 to 1949. **[12 marks]**

Target: AO1(a), AO1(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why the Nationalists lost support during the Civil War.

Students might include some of the following factors:

- the Nationalists relied heavily on American support which enabled the Communists to portray them as unpatriotic
- there was serious mismanagement of the economy, resulting in runaway inflation and economic insecurity
- Chiang Kai Shek's government became intolerant of dissent and increasingly adopted an authoritarian style. His secret police were ruthless in dealing with opponents
- Chiang himself was a poor leader who could not trust his subordinates and who was surrounded by a clique of wealthy and corrupt individuals. He was seen as the defender of the landlord class

- Nationalist troops were ill-disciplined and treated the civilian population with brutality.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the Nationalists lost support in the countryside because of their treatment of the peasants, whilst in the cities the main factors were the economic mismanagement, the lack of democracy and the corruption of Chiang's government. All sections of society, however, were alienated by the reliance on American support.

N.B. Students may approach the question from the perspective of the attractiveness of the CCP. e.g. they may refer to the CCP's land reform policies, or the discipline of PLA troops, as factors in winning peasant support. Such responses are acceptable as long as there is some recognition of the weaknesses/failures of the Guomindang.

Question 2

- 04** 'Mao was able to consolidate his power, in the years 1949 to 1953, because he involved the Chinese people in mass campaigns.'
Explain why you agree or disagree with this view. **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agree(s) might include:

- mass participation was a key element in Mao's ideology and therefore played an important role in gaining popular endorsement for the Communists
- the peasants were mobilised to take part in land reform campaigns, especially in the denunciation of landlords and the redistribution of land. Those peasants who gained land in this way were thus closely tied to the Communist Party
- peasants and city dwellers were mobilised to take part in public health campaigns which were directed towards the eradication of pests and the cleaning up of living conditions
- the Communist Party itself had a restricted membership but its cadres took leading roles in 'mass autonomous organisations' which encouraged mass participation under the direction of the Party. These included trade unions, the All-China Federation of Youth and the All-China Federation of Women. They also included Urban Neighbourhood Committees, Public Security Committees and People's Mediation Committees through which the Party maintained control over the population
- mass participation was a key ingredient of various campaigns launched in these years to eradicate corruption in the Party and in business and to get rid of counter-revolutionaries. These included the Three Antis and Five Antis campaigns and the Campaign for the Suppression of Counter-Revolutionaries.

Evidence which disagree(s) might include:

- repression was vitally important to the Party in enforcing its control. There was extreme violence at times and the Party's security apparatus was ruthless in its use of beatings, torture and executions
- although the Communist Party had a dominant position in political life, Mao continued the 'united front' strategy which had been adopted during the Yan'an years. Elements of 'national bourgeoisie' and patriotically-minded Chinese were invited to work with the Communists to build a new China. Some democratic political parties were tolerated as long as they accepted the leading role of the Communist Party
- economic policies were generally moderate to avoid alienating the peasants and 'national bourgeoisie'
- the Communists' reforms of education, public health and women's rights were generally well-received.

Good answers are likely to/may conclude that mass participation in campaigns played a vital role in the consolidation of power but that repression of opposition and the terrorising of the population ensured that no serious challenge to the Communists' hold on power could be mounted.

Question 3

05 Explain why Mao introduced the First Five Year Plan in 1953. **[12 marks]**

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

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.

Answers should include a range of reasons as to why the First Five Year Plan was introduced in 1953.

Students might include some of the following factors:

- economic planning was a key element in Marxist ideology. It had been introduced into the Soviet Union by Stalin in the late 1920s and Mao was influenced by the Soviet example to introduce similar policies in China
- Marxism also taught that socialism could only be fully achieved in an industrialised economy. China had enormous untapped potential in its natural resources and economic planning was seen as a way to unlock this potential and achieve industrialisation in the shortest possible time
- China had had only limited industrial development before 1949 and much of what had already been achieved had been under foreign control. Mao believed strongly in Chinese self-reliance which could only be achieved through a major programme of industrialisation

- by 1952 the Chinese economy had been stabilised and Communist control had been consolidated. This freed Mao to begin the task of planning for industrial growth.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might identify ideological, economic and political reasons behind the decision to begin economic planning in 1953. .

Question 3

- 06** 'Mao's economic policies, in the years 1953 to 1960, were a success.'
Explain why you agree or disagree with this view. **[24 marks]**

Target: AO1(a), AO1(b), AO2(b)

Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

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 should be able to make a judgement by balancing points which agree with the view that Mao's economic policies were successful in this period.

Points/factors/evidence which agree(s) might include:

- collectivisation of agriculture had been introduced by stages since the early 1950s. After 1953 Agricultural Producers' Co-operatives had been introduced to facilitate co-operative working on the land. In 1955 this process was taken a stage further through the 'higher stage APCs'. By 1956, only 3% of peasant households still farmed privately and Mao was able to claim that collectivisation had been achieved ahead of schedule
- the First Five-Year Plan had made a start on the industrialisation of China after 1953. The priority in the First FYP was to increase productive capacity in heavy industry. By 1956, according to official statistics, the targets for most industries had been achieved or exceeded
- Living standards for Chinese workers appear to have risen during the First FYP. Although the statistics are not reliable, there is some evidence that there was some improvement in cities such as Shanghai.

Points/factors/evidence which disagree(s) might include:

- the effect of the changes on peasant living standards before 1957 are a matter for debate. Requisitioning of food by the government, and the holding down of peasants' living standards in order to finance industrial development, caused hardship for peasants. Spence, however, has argued that peasants were better fed in 1956–1957 than they had been in the early 1950
- agricultural production grew slowly during the First FYP
- the increase in industrial production was achieved by sacrificing quality for quantity
- the Great Leap Forward (1958), involving the grouping of collective farms into large communes and the policy of 'walking on two legs', led to the setting of wildly unrealistic targets for grain and steel production
- grain production collapsed in 1959 and 1960, leading to a widespread famine which killed around 40 million people
- the policy of producing steel in backyard furnaces was disastrous. Much of the steel was of very poor quality and targets for steel production were never met.

Good answers are likely to/may conclude that the First FYP was a qualified success but the introduction of the GLF in 1958 was disastrous. The failures of the GLF were a direct result of Mao's misguided policies.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion