

A-LEVEL HISTORY

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

1041
June 2014

Version 1.0: Final

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

June 2014

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 the Campaign for the Suppression of Counter-Revolutionaries. **[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 Mao ordered his provincial officials to execute more and more people and that Mao criticised officials for being ‘too soft’. In **Source A**, on the other hand, Mao states that the ‘number of counter-revolutionaries to be killed must be kept within certain limits.’ He goes on to say that ‘in cases where the decision to execute is marginal, under no circumstances should there be an execution’. **Source B**, therefore, suggests that the

campaign was indiscriminate in its approach to executions, whereas **Source A** clearly states that officials should base decisions on whether to execute on the seriousness of the crimes committed

- **Source B** states that Mao's aim was to 'scare and brutalise the entire population. In **Source A**, on the other hand, Mao says that the executions must be carried out to 'satisfy the people's anger' and that the mass of the people must be involved in the campaign through elections to public security committees.

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

- the provenance of **source A**. It was characteristic of Mao to change tack during the course of his campaigns, alternately urging officials to be more, then less, zealous in their efforts to root out enemies of the regime
- the Campaign for the Suppression of Counter-Revolutionaries was the first of a series of mass campaigns, during the years 1950 to 1953, which were designed to remove opposition and consolidate the power of the Communist regime
- the involvement of the people in the campaign, through the public security committees, reflected Mao's belief in the importance of mass mobilisation in a revolutionary struggle.

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

- both sources agree that executions of 'counter-revolutionaries' was a vital element in the campaign
- both sources agree that the campaign was of major importance to the regime.

In making a judgement about the degree of difference, students may conclude that there are significant differences between the sources about the policy towards executing counter-revolutionaries. It is possible to argue that **Source A** reflects Mao's view at one specific point in the campaign, whereas **Source B** is presenting more of an overview of the whole campaign, although Chang and Halliday were also selective in their interpretation of the evidence.

Question 1

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

How important was the Campaign for the Suppression of Counter-Revolutionaries in helping the Communist regime to consolidate its power in the years 1949 to 1953?

[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** refers to the campaign as a 'great and complex struggle', therefore showing its importance in Mao's eyes
- **Source B** says that the campaign was the 'first major campaign' since the Communists took power. It also goes on to say that the targets of the campaign were 'what remained of the old Nationalist regime'. The source further states that the aim of the campaign was to 'scare and brutalise the entire population'
- **Source C** says that the campaign was introduced to 'stamp out opposition and to tighten their control over the population'.

From students' own knowledge:

Factors suggesting that the Campaign for the Suppression of Counter-Revolutionaries was important in the consolidation of power might include:

- violence, terror and repression were key methods used by the Communists to eradicate opposition and to consolidate their power after 1949
- the campaign was launched in October 1950, after the outbreak of the Korean War. This war engendered a heightened atmosphere of suspicion towards foreigners and internal enemies of the revolution
- the definition of 'counter-revolutionary' included those who had links with the old Nationalist regime, together with criminals and members of religious sects
- Mao exercised close control over the campaign, receiving regular reports from his police chief on the level of executions.

Factors suggesting that the importance of the Campaign to Suppress Counter-Revolutionaries should not be exaggerated might include:

- the Campaign to Suppress Counter-Revolutionaries was one of a number of campaigns launched by Mao during the early years of the Communist regime. The others included the Resist America and Aid Korea campaign, the Three-Antis and the Five-Antis campaigns
- land reform, which involved the beating, execution and expropriation of landlords, was also a key means by which the Communist regime advanced the revolution and won the support of the peasants
- terror and repression were not the only methods used by the Communists to win support. Reforms of education, health and women's rights were key parts of their strategy to consolidate power
- many of the campaigns, both repressive and reforming, were based on mass participation. This was also a key element in Mao's approach to consolidating power.

Good answers are likely to/may conclude that the Campaign to Suppress Counter-Revolutionaries was important because it was one of the first attempts to eradicate opposition and impose Communist rule. It was, however, only one element in a wide-ranging strategy to eradicate opposition and to win the support of the majority of the Chinese people.

Question 2

03 Explain why Mao began an ‘anti-rightist’ campaign in 1957. **[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 Mao began the anti-rightist campaign in 1957

Students may refer to some of the following long-term factors:

- The Communist Party had a history of being suspicious of intellectuals and their belief in intellectual freedom. The skills of intellectuals were needed by the Party in its efforts to industrialise and modernise China, but they were treated with suspicion because of their perceived bourgeois origins
- There had been previous campaigns to persecute intellectuals and the anti-rightist campaign of 1957 was another in a series.

And some of the following short-term/immediate factors

- Mao had launched the Hundred Flowers campaign in 1956 to encourage intellectuals to openly criticise the Party and its policies. After some initial reluctance by intellectuals to speak out, the campaign led to a flood of criticism of the Party which took Mao by surprise and led to growing pressure from within the Party to clamp down on the intellectuals. The anti-rightist campaign which Mao launched could, therefore, be viewed, as an attempt by Mao to recover his authority after the miscalculation of the Hundred Flowers campaign
- Students may debate whether the anti-rightist campaign had always been part of Mao's plan. Mao later claimed that the Hundred Flowers campaign had always been intended to flush out opposition elements among the intellectuals and the anti-rightist campaign, therefore, had always been part of his overall plan.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the most important reason why Mao launched the campaign was to recover his authority after the serious miscalculation of the Hundred Flowers campaign.

Question 2

- 04** 'In the years 1959 to 1965, the failure of the Great Leap Forward destroyed Mao's authority'.
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:

- The Great Leap Forward was very much Mao's personal policy and its failure reflected badly on him
- in December 1958 Mao stepped down as Chairman of the People's Republic of China (Head of State) and retired, as he described it, to the 'second front'
- there was opposition to the GLF from within the Politburo in 1958 but no leading figure was prepared to openly challenge him. In 1959, however, there was a challenge from the Defence Minister, Peng Dehuai, who raised questions in a letter to Mao about the reasons for the failure. Although Peng did not intend this to be an open challenge to Mao, Mao himself decided to portray Peng as a 'rightist' and purge him from the leadership
- in 1962, at the 7000 cadre conference, Liu Shaoqi made a speech criticising the 'Party Centre' for the errors which led to the failure of the GLF. The phrase 'Party centre' was a euphemism for Mao himself. Mao's aura of infallibility had been damaged and Mao made a form of self-criticism to the conference, accepting responsibility for the failings. Following this conference Mao withdrew more and more from public life, leaving Liu, Deng Xiaoping and Zhou Enlai in charge of the day to day affairs of Party and state
- increasingly, from 1961, Mao behaved as if his authority had been undermined and he adopted an increasingly oppositionist stance to the pragmatic policies of Liu, Deng and Zhou. He launched the Socialist Education Movement in 1964 to challenge what he perceived to be a drift towards revisionism.

Evidence which disagree(s) might include:

- Mao's decision to step down as Head of State had been made before he launched the GLF. He still retained his positions as Chairman of the Communist Party and of the Military Affairs Commission
- Mao retained his authority over ideological matters and, despite the shift towards a more pragmatic approach to economic policy by Liu and Deng, no-one in the Party leadership dared to openly challenge Mao's authority
- the purge of Peng Dehuai was a decisive stage in the stifling of open debate within the Party leadership. It was followed by a wider purge of lower-level Party officials. There was a further purge during the Socialist Education Movement in 1964.

Good answers are likely to/may conclude that Mao's authority had not been destroyed. He continued to exercise enormous authority as the Chairman of the Party and he purged those who openly opposed him. The personality cult surrounding Mao was growing in the years before 1965 and Mao showed, through the Socialist Education Movement, that he was prepared to re-assert his authority over the Party.

Question 3

05 Explain why Mao purged the Communist Party leadership in 1966. **[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 Mao purged the Communist Party leadership in 1966.

Students might include some of the following factors:

- there had been a growing power struggle within the Communist Party leadership since the early 1960s, following the failure of the Great Leap Forward. Since 1959, Mao had left the conduct of day-to-day policy making in the hands of Liu Shaoqi (Head of State and Mao's chosen successor) and Deng Xiaoping (Party General Secretary). Under their direction many of the collectivist policies of the GLF had been dropped in favour of a more pragmatic approach to economic policy e.g. dismantling of many larger communes, the reintroduction of incentives for peasants to produce more and allowing peasants to cultivate their own private plots. In Mao's eyes, these policies amounted to revisionism and a 'capitalist road' to economic growth. He accused Liu and Deng of running an independent kingdom and decided that they must be purged

- the purge of the top leadership was part of the Cultural Revolution, a struggle to remould Chinese culture and eradicate old modes of thought and expression. Mao regarded the Communist Party leadership as an obstacle in the way of the socialist transformation of Chinese society and the purge was an essential pre-requisite for the success of the Cultural Revolution
- Mao believed in continuing revolution as an essential means of preventing the Party from becoming corrupt and losing touch with its revolutionary ideals. Periodic rectification campaigns were needed to remove corrupt officials and revitalise the Party. The Cultural Revolution was one of a number of rectification campaigns launched by Mao, albeit the most far-reaching of all
- since the early 1960s Mao had increasingly come to regard himself as an 'outsider' within the Party structure and the Cultural Revolution, with its associated purge, was an attempt by Mao to regain control with the help of various allies – the Shanghai radicals, the PLA and the Red Guards.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the purge was an attempt by Mao to regain control over the ideological direction of the Party but that this was subsumed within a wider Cultural Revolution which aimed to complete the socialist transformation of Chinese society and remould Chinese culture. The purge was an essential pre-requisite to the overall success of the Cultural Revolution.

Question 3

- 06** 'By 1971, the Cultural Revolution had successfully achieved Mao's aim of changing Chinese culture.'
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 the Cultural Revolution had succeeded in achieving Mao's aims by 1971.

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

- the involvement of millions of Red Guards in the Cultural Revolution had radicalised a large proportion of China's youth. Mao's belief in continuing revolution had been put into practice.
- the attack on Confucianism meant that it had become a counter-revolutionary act for the young to show respect for the aged or for those in authority e.g. schoolteachers.
- there had been widespread destruction of cultural artefacts and historical monuments. Libraries and museums had been closed and their collections either dispersed or destroyed.
- Mao and his radical allies had established complete control over Chinese politics and over the cultural life of the nation. Only 'revolutionary' plays, operas and films were allowed
- much of 'old thought' and 'old culture' had been eradicated in the campaign against the 'Four Olds. Outward manifestations of bourgeois lifestyles had been outlawed and any signs of western influences on dress, hairstyles, etc. had been eradicated
- religious buildings had been turned over to other uses
- the closing of schools and universities for two years between 1966 and 1968 had an adverse effect on the education of the young. The 'rustication' programme for the young, which was made compulsory in 1968, did break down some of the barriers between town and country.

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

- although outward manifestations of old thought, old customs etc. were no longer permitted, these traditional forms of thought were never completely eradicated. Some traditional Chinese festivals, such as the Festival of the Dead and the Chinese New Year, continued to be celebrated
- Mao did not succeed in entrenching the revolutionary enthusiasm of the young. Confronted with the realities of rural poverty, backwardness and the lack of proper health care and education in the countryside, many city-born students became disillusioned
- the Cultural Revolution did not bring greater equality to Chinese society. Showcase communes, such that at Dazhai, were held up as examples of what could be achieved through hard work, self-reliance and collective labour, but Dazhai was not typical of life in the communes. Most peasants remained poor compared to city dwellers
- in remote rural communities, life for the peasants continued much as it had done before the Cultural Revolution.

Good answers are likely to/may conclude that many of Mao's aims had been successfully achieved by the Cultural Revolution but the Revolution created as many problems as it resolved and it proved ultimately impossible to completely eradicate the Four Olds and create a new socialist man in China.

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