



**General Certificate of Education
January 2012**

AS History 1041

HIS20

Unit 20

The Impact of Chairman Mao:

China, 1946–1976

Final

Mark Scheme

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

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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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

January 2012

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 land reform in China in the years 1950 to 1952. (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 emphasises the violent nature of the land reform process, whereas Source A describes land reform in Yibin as ‘on the whole’ non-violent
- Source B states that by the end of 1952 the landlords ‘as a class’ had ceased to exist whereas Source A says that the ‘worst the landlords suffered was the loss of most of their land and their homes’

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

- land reform was a key feature of communist policies in rural areas both before and after the Communist regime was established in 1949
- land reform was designed to win the support of the peasants and to transform Chinese society
- the agrarian reform law of 1950 provided the legal basis for the expropriation of land belonging to the landlords.

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

- both agree that 1950 was a key turning point in the land reform process
- Source A acknowledges that there 'was some violence' and also suggests that there had already been violence against the 'fiercer' landlords during the civil war period.

In making a judgement about the degree of difference, students may conclude that there are clear differences between the sources on the subject of the degree of violence used in the land reform process, but that these differences are partially ones of emphasis. Source A refers to there being some violence and hints that many landlords had already been killed before the land reform process began. Source A, moreover, is describing the situation in one specific area whereas Source B talks about land reform at a national level.

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How important was land reform in helping the Chinese Communist Party 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 land reform as being the key to the Communists' 'programme for transforming China'
- **Source B** refers to the elimination of the landlords as a class in Chinese society and also highlights Mao's view that the peasants themselves should carry out the executions of the landlords since those who 'killed with their bare hands the landlords who oppressed them were tied to the new revolutionary order in a way that passive spectators could never be'
- **Source C** agrees with Source B about the landlord class being eliminated and its power in rural areas being destroyed. There is a clear reference in Source C to the state replacing the landlords' power over rural areas and to the Communists exercising control in order to transform the rural areas.

From students' own knowledge:

Factors suggesting that land reform was important in the consolidation of power might include:

- the vast majority of China's population were peasants and control over the rural areas was therefore vital to the Communists in consolidating their control over China as a whole
- land reform was a key policy for the Communists in winning the support of the peasants, both before 1949 in areas under Communist control and after 1949 in the rest of the country
- land reform involved both repression and terror against 'class enemies' and reform of the landholding system. Repression and reform were equally important to the Communists in their efforts to consolidate power
- land reform was also part of a long term strategy to transform agriculture to make it more productive in order to create the conditions necessary for large scale industrialisation.

Factors suggesting that land reform was just one of a number of ways in which the Communists consolidated power might include:

- the Communist regime used repression against a number of groups to eliminate threats to its position. These included supporters of the former nationalist regime, foreign elements, the bourgeoisie and criminal elements
- mass campaigns were instigated to involve China's population in this repression and also to improve public health
- a New Marriage Law in 1950 improved women's rights
- there were reforms in the education system and in health care.

Good answers may conclude that land reform was a very important aspect of the Communists' programme for transforming China and securing the support of the peasants. Without land reform it is unlikely that the Communists could have consolidated their power so successfully, but land reform alone was not sufficient.

Question 2

03 Explain why the Great Leap Forward was launched in 1958. (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 Great Leap Forward was launched in 1958.

Students might include some of the following factors:

- the Great Leap Forward was the second Five Year Plan and was therefore introduced as part of an on-going process of economic planning designed to achieve industrialisation
- following the success of the first Five Year Plan in achieving its targets ahead of schedule Mao became convinced that mass mobilisation of the Chinese population through the setting up of Communes could unlock China's vast economic potential and achieve rapid economic growth
- Mao had become frustrated at the cautious approach to economic planning shown by the state bureaucracy during the First Five Year Plan. The Great Leap Forward reflected his ideological belief that Communism could be achieved in China within a very short time by mobilising the revolutionary enthusiasm of the peasants and by over-riding the objections of the economic planners that the economic conditions in China were not

sufficiently developed for such a rapid transformation. The GLF, therefore, reflected Mao's victory in both an ideological and a political struggle against members of his own Party

- Mao wanted China to become a great power to rival the USA and the USSR and he believed that rapid industrialisation through the GLF would enable China to achieve this.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example they might argue that, although the GLF was part of an on-going process of economic planning, the scale and the direction of the plans for the GLF reflected Mao's own ideological beliefs and that the GLF therefore represented a victory for Mao over the more cautious elements within the state bureaucracy.

Question 2

- 04** 'The failure of the Great Leap Forward was due to lack of scientific understanding.'
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 agrees might include:

- The agricultural methods Mao promoted during the GLF were based on the flawed theories of the Soviet scientist Lysenko. In particular, the practices of close planting and deep ploughing, which were supposed to increase yields, actually damaged and depleted the soil and led to reduced crop yields
- Mao's 'Four Noes' campaign, in which peasants were encouraged to eradicate sparrows in the erroneous belief that birds consumed large quantities of grain, actually interfered with the natural food chain and led to an increase in caterpillars and other pests on which the birds fed
- The 'backyard furnaces' method of producing steel was designed to be used by untrained peasants but ignored the scientific complexities of producing high quality steel. Much of the steel produced in the furnaces was of very poor quality and unfit for use.

Evidence which disagrees might include:

- weather conditions in 1959 contributed to the bad harvests of 1959 and 1960. There were floods in the south of China and a severe drought in the north. Over half of all cultivated land in China was hit by floods, drought or both. The harvest of 1959 was the worst for many years and this led to severe food shortages
- after successive purges of intellectuals and of Party cadres during the 1950s Mao had established an ideological and political dominance over the Chinese Communist Party. At all levels within the Party people were unwilling to oppose Mao and had learned that their own survival depended on telling Mao what he wanted to hear. Production figures from the Communes were seriously inflated which encouraged Mao to believe that the GLF was a success even after food shortages began to appear
- there was a serious waste of labour and resources in the Communes. Frequent military training took peasants away from their work. The making of steel in 'backyard furnaces' prevented peasants from working in the fields. Farm tools were melted down to make steel, whilst land was left uncultivated in the mistaken belief that so much food would be produced that there would not be enough space to store it
- the break with the USSR in 1960 led to the withdrawal of thousands of technical experts
- Mao over-estimated the revolutionary enthusiasm of the peasants. In fact, in many areas there was peasant resistance to the GLF and the Communes and especially to the policy of forcible requisitioning of grain.

Good answers may conclude that lack of scientific understanding was a contributing factor to the failure of the GLF. There were, however, a range of other factors which led to the failure, including the poor weather conditions in 1959, the fact that it was driven by ideological rather than practical considerations and was implemented by a political system in which the will of one man could override the collective wisdom of more rational leaders at all levels.

Question 3

- 05** Explain why Mao instructed the Red Guards to attack 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 instructed the Red Guards to attack the Party leadership in 1966.

Students might include some of the following factors:

- Mao had been unhappy with the direction of economic policy being pursued by Liu Shaoqi and Deng Xiaoping since the early 1960s. He had accused them of 'following the capitalist road' and of building an independent kingdom. The attack on the Party leadership, part of the Cultural Revolution, was designed to reassert Mao's political and ideological dominance over China. Mao wished to purge Liu and Deng and their allies from the Party leadership because he did not believe that they could be trusted to defend and carry forward the Communist revolution in China
- although Mao was officially Chairman of the Party he had withdrawn from the day to day business of running the Party and the country. He increasingly saw himself as an

outsider who needed to correct the ideological deviations of the Party leadership and in 1966 he effectively declared war on them

- the Red Guards were groups of young Chinese whom Mao enlisted as allies in his struggle with the Party leadership. He believed that young people would be untainted by 'old thinking' and could be unleashed as a revolutionary force against Mao's opponents
- the attack on the Party leadership was part of the wider Cultural Revolution in which Mao sought to eradicate old thoughts, habits and customs and remould Chinese culture. Mao saw the Party leadership as standing in the way of this revolutionary change.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might differentiate between Mao's long term aim of reasserting his ideological dominance over the Party leadership and his short term need to enlist the support of groups from outside the Party structure in order to achieve this aim.

Question 3

06 'Jiang Qing and her allies gained complete control over Chinese politics in the years 1969 to 1976.'

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 Jiang Qing and her allies had gained control over Chinese politics after the Cultural Revolution.

Points/factors/evidence which agree might include:

- The Cultural Revolution had increased divisions and factional rivalry in Chinese politics and this unstable situation persisted until after Mao's death in 1976. The fact that Mao was ageing and sick contributed to the underlying instability in Chinese politics
- Jiang Qing was Mao's wife and was one of the chief of main beneficiaries of the Cultural Revolution because she and her allies had wholeheartedly backed Mao during this period. She had also made alliances with a group of radical politicians from Shanghai and with Lin Biao, the Defence Minister and leader of the PLA. By 1969 Jiang Qing and some of her Shanghai allies had been promoted to the Politburo in recognition of their enhanced political status
- Jiang Qing was a leading figure in the so-called 'Gang of Four' which was involved in a bitter power struggle during the period 1969–1976 with Zhou Enlai and the state bureaucracy and, later, with the rehabilitated Deng Xiao-ping
- in 1970 Mao gave Jiang Qing and her allies control over the Party Central Committee's Organisation and Propaganda Group, through which she was able to direct propaganda, the media and also to have a powerful influence over Party affairs
- in 1973 Mao chose Wang Hongwen, one of the Gang of Four, as his successor. This appeared to confirm the dominant position of this group within the Party hierarchy
- in 1973 Jiang Qing and her allies launched the anti-Confucius campaign, ostensibly to complete the work of the Cultural Revolution and root out the final vestiges of old thoughts, habits and customs in China. In reality this was an attack on Zhou Enlai and Deng Xiao-ping and was a vehicle for the Gang of Four to conduct their power struggle. In the early stages at least Mao supported the campaign.

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

- despite his age and infirmity, Mao was still very much involved in political affairs and the final decisions were always his
- Mao grew increasingly irritated by Jiang Qing and her allies and was always careful to ensure that they never gained unfettered power. His rehabilitation of Deng Xiaoping, support for Zhou's and Deng's policy of the 'Four Modernisations and increasing contact with the west, were indications that he did not totally support the agenda of the Gang of Four
- the blatant factionalism of Jiang Qing and her allies led to Mao changing his mind over the succession and Wang Hongwen fell from favour
- in 1975 the Gang of Four were forced to make self-criticisms to the Politburo and it appeared, at this stage, that Deng Xiaoping had consolidated his position and was in the ascendant in the power struggle
- by the summer of 1976, however, Deng had been stripped of his positions and had been forced to go into hiding. When Mao died it appeared that the Gang of Four were poised to take control of China.

Good answers may conclude that Jiang Qing and her allies were a very powerful political group in China in the period between the end of the Cultural Revolution and Mao's death. Their control over the media and propaganda gave them control over the flow of information. On the other hand Mao was still the dominant figure in Chinese politics and was careful not to allow one faction in the power struggle to become more powerful than himself. He played a classic game of divide and rule in order to keep the factions in check.

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