



**General Certificate of Education
January 2013**

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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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 2013

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 Red Guards. (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** states that the Red Guards were originally organised by Jiang Qing, who then pretended that it was the spontaneous idea of the students. **Source A**, on the other hand, says that the Red Guards 'first appeared spontaneously'.
- **Source B** says that the rapid spread of the Red Guard movement was due to the sponsorship of Jiang Qing, the wife of Chairman Mao. **Source A**, on the other hand, says that the movement spread because Mao called on young people to make revolution.

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

- The Cultural Revolution, which began in the summer of 1966, was an attempt by Mao to purge the Communist Party leadership of so-called ‘capitalist-roaders’ and to rectify the Party at all levels
- Mao’s wife, Jiang Qing, was a radical in the Chinese political struggle and a key figure in the Cultural Revolution Group
- The Red Guards were central to Mao’s thinking about the Cultural Revolution since they consisted of young people who, in Mao’s eyes, were untainted by old thinking and old culture.

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

- both sources agree that the Red Guards had Mao’s personal support
- both sources suggest that the Red Guard movement started in Beijing and then spread all over China
- both sources agree that Mao used the Red Guards to further the aims of the Cultural Revolution.

In making a judgement about the degree of difference, students may conclude that there is a clear difference between the sources about the origins of the Red Guards but that both sources agree that the Red Guards were a vital part of Mao’s plans for the Cultural Revolution.

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

How important was Mao's desire to 'remould' the Chinese people in his decision to launch the Cultural Revolution in 1966? (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 Mao's efforts to 'expose revisionism'. This reflects Mao's view that the Cultural Revolution was an ideological and political struggle for the leadership of the Communist Party.
- **Source A** also refers to Mao's call to China's youth to 'make revolution'. This reflects Mao's view that young people were essential allies for him in the Cultural Revolution because they were untainted by old thinking and old culture.
- **Source B** refers to the key role played by Mao's wife Jiang Qing in the Cultural Revolution. There is a suggestion here that she was manipulating events from behind the scenes.
- **Source C** refers specifically to the Communists' desire to 'remould' the people as part of their long-term revolutionary aims. It states that, in order to make the political and economic changes in China work, it was necessary for the Communists to change the 'hearts and minds of the people'.

From students' own knowledge:

Factors suggesting that the desire to remould the people was important to Mao might include:

- in August 1966 Mao declared war on the Four Olds and unleashed the Red Guards to attack buildings and people that were representative of old culture. Targets included Confucian temples, museums, libraries etc.
- Mao and his allies saw the Cultural Revolution as an ideological struggle to change the hearts and minds of the people and create a new Maoist man. Traditional opera was replaced by revolutionary operas which had to be personally approved by Mao's wife, Jiang Qing. These promoted socialist values and represented workers, peasants and soldiers as heroes of the revolutionary struggle.

Factors suggesting that the desire to remould the people was not the most important objective might include:

- for Mao, the Cultural Revolution was necessary to purge the 'capitalist roadsters' within the leadership of the Communist Party and ensure his complete ideological dominance of the Party. The main targets were Liu Shaoqi and Deng Xiaoping
- Mao also launched the Cultural Revolution as a rectification campaign to remove corrupt, bureaucratic and ineffective Party cadres at all levels. Mao ordered the Red Guards to 'Bombard the Headquarters', meaning the Communist Party itself
- Mao believed that it was essential for each succeeding generation to participate in revolutionary struggle in order to learn by experience and to adopt socialist values. This was the reason why he involved young people, through the Red Guards, in the Cultural Revolution.

Good answers may conclude that the desire to remould the people was central to Mao's aims for the Cultural Revolution but that it was not the only objective. The Cultural Revolution was also a power struggle and a rectification campaign within the Communist Party, but these

battles were fought primarily to remove the obstacles to Mao's long-term aim of establishing a revolutionary socialist culture in China.

Question 2

03 Explain why Mao launched mass campaigns in the years 1949 to 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 Mao launched several mass campaigns in the years 1949 to 1953.

Students might include some of the following factors:

- one of the key tenets of Maoist ideology was the belief in mass mobilisation as a means to achieve his revolutionary objectives. Mao believed that China's many millions, if mobilised and enthused with Maoist ideology, could achieve anything
- some of the campaigns (Resist America and Aid Korea campaign, Suppression of Counter-Revolutionaries Campaign, Three-Antis Campaign and Five-Antis Campaign) were launched to aid the Communist Party's consolidation of power in the crucial early years of the regime. The campaigns involved the use of terror and public humiliation against those identified as enemies of the people
- some campaigns were designed to achieve important social objectives such as the improvement in public health. e.g. the Patriotic Health campaign

- land reform, in which the masses of peasants were mobilised to identify and punish landlords and expropriate their property, was another form of mass campaign. This had an economic objective (freeing the land for more productive use) but also had a political motive. Involving the peasants in land confiscations tied them closely to the regime and therefore helped the Party to consolidate power.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that each of the campaigns had a specific focus and objective but that they were all the product of Maoist ideology and they were all designed to aid the Communist Party's consolidation of power.

Question 2

- 04** 'By 1953, the reforms introduced by the Communist regime had transformed the lives of the Chinese people.'

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:

- land reform was completed by 1953 and had resulted in a large-scale redistribution of land from the landlords and richer peasants to the poorer peasants. All classes of people in rural Chinese society, therefore, had been affected in some way by the Communists' programme of land reforms
- the rights of women had been extended by the New Marriage Law of 1950. This outlawed arranged marriages and the payment of dowries to husbands. Concubinage was banned and unmarried women were given the same rights to own property as men. Divorce was now available to both sexes on equal terms
- primary education was expanded, as was higher education
- public health campaigns began to educate people on how to improve their living conditions and reduce the incidence of infectious diseases. A three-tier system of health care was introduced into rural areas.

Evidence which disagree(s) might include:

- the Communists were very cautious in their approach to introducing co-operative methods of farming in the countryside and, by 1953, most farmers still cultivated their own private plots of land in the traditional way. There was very little progress towards mechanisation of agriculture before 1953
- although women gained equal rights in law and had greater access to education, attitudes towards women were slow to change and most remained confined to a domestic role
- although educational opportunities were improved, spending on schools and universities was a very low priority for the new regime. Inequalities in educational opportunity remained, not least because places at the better schools were reserved for the children of Party and government officials
- health campaigns did begin to reduce the incidence of infectious disease and death rates began to fall but, as with education, spending on health was not a high priority for the regime and rural areas, in particular, had very limited access to healthcare.

Good answers are likely to/may conclude that the Communist regime had introduced many changes which improved the lives of millions of Chinese people. However, changes in laws were only the beginning of a long-term process of reform and could not achieve dramatic results overnight.

Question 3

- 05** Explain why Mao purged Peng Dehuai from the Communist Party leadership in 1959. (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 Peng Dehuai from the Party leadership in 1959.

Students might include some of the following factors:

- Peng Dehuai, the Minister of Defence, had written a 'letter of opinion' to Mao criticising some aspects of the Great Leap Forward. Peng had witnessed at first hand, in a visit to his home province, the beginnings of the famine which was caused by the GLF. He also commented on the growing mood of rebellion among the peasants. In his letter, he voiced some criticisms of Mao himself
- Peng had a reputation for being independent-minded and had disagreed with Mao on a number of previous occasions
- many of Peng's criticisms echoed those being expressed by the Soviet leadership. At a time when Mao was in open dispute with the USSR, Peng was accused of 'objectively aiding China's enemies'. He was also accused of leading a 'right-opportunist anti-Party clique'. In other words, Mao accused Peng of factionalism, a serious crime in Mao's eyes

- Mao was becoming increasingly intolerant of criticism and open debate within the Party leadership. The purge of Peng was one in a series of purges in which Mao eliminated opposition to his ideological line from within the top leadership of the Party. It was a means by which Mao asserted his dominance over the Party's 'general line'.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might differentiate between the immediate, short-term reasons why Mao purged Peng (his criticism of Mao's policies in the GLF) and the more long-term, underlying factors such as Mao's determination to retain control over the ideological direction of the Communist Party.

Question 3

- 06** 'The Great Leap Forward failed because technical experts from the Soviet Union were withdrawn from China in 1960.'

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 Great Leap Forward failed because of the expulsion of Soviet technical experts against those which suggest other factors were involved.

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

- since 1949 many Soviet experts had been working in China, advising on agricultural and industrial change among other things. Their expertise had been very important in the successful completion of the First Five Year Plan
- since 1957 there had been a growing ideological divide between Communist China and the USSR and this was deepened when the Soviets criticised the Great Leap Forward. The final break came in 1960 and led to the withdrawal of Soviet experts from China
- the withdrawal of Soviet experts left China short of technical expertise since its own technical education was unable to produce enough technicians.

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

- the final break with the Soviet Union did not happen until 1960, by which time the Great Leap Forward was already failing and the famine was beginning to take a hold
- China's shortage of technical expertise was exacerbated by the anti-rightist purge of 1957, following the Hundred Flowers campaign, which resulted in the suppression of many thousands of intellectuals. During the Great Leap Forward China had insufficient numbers of statisticians who could have provided the leadership with accurate production figures
- Mao was over-optimistic about the revolutionary enthusiasm of the peasants. Many peasants were reluctant to join the new communes and adopt a more co-operative, collectivised style of agriculture. Many of the communes did not reach their production targets because they were formed in too much haste and without adequate preparation
- Mao also over-estimated the potential for mass-mobilisation to overcome the technical backwardness of China. The Great Leap Forward was driven by Mao's own ideological priorities and the policies were not based on a rational assessment of the situation
- weather conditions in 1959 and 1960 made the situation worse.

Good answers are likely to/may conclude that the withdrawal of Soviet experts was only a minor factor in the failure of the Great Leap Forward. Much more important was the fact that the Great Leap Forward was launched by Mao in total defiance of the political and economic realities of China at the time.

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