



**General Certificate of Education
June 2011**

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 candidates' 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 candidates' 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 candidates' 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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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 2011

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 reasons for the Cultural Revolution. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication.	10-12

Indicative content

Note: This content is not prescriptive and candidates 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.

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

- Source A concentrates entirely on Mao's political motives for launching the Cultural Revolution, particularly his declaration of war on the Communist Party
- Source B, on the other hand, takes a broader approach and refers to other motives, particularly the need to radicalise China's youth
- Source B refers to the Cultural Revolution as a 'battle of ideas'

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- Source A makes clear that it was Mao's intention to 'get rid' of Liu Shaoqi and Deng Xiaoping. Source B refers to the power struggle in terms of Mao's need to re-establish his personal dominance.

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

- Mao launched the Cultural Revolution in the summer of 1966 in order to achieve a number of objectives, including removing leading Communist Party officials such as Liu Shaoqi and Deng Xiaoping from power
- the Cultural Revolution was a manifestation of Mao's 'continuing revolution' ideology in which the Chinese revolution and the Communist Party were subjected periodically to renewal and rectification
- the Cultural Revolution was also an attempt to change Chinese culture by attacking the 'Four Olds' and replacing it with a new proletarian, socialist culture.

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

- both sources refer to the Cultural Revolution as a 'power struggle'. Source A specifically mentions Liu Shaoqi and Deng Xiaoping as being the main targets for Mao in the power struggle, whilst Source B refers to 'other top leaders'
- Source A refers to Mao telling 'the crowd' that they should 'carry out the Great Cultural Revolution to the last'. Source B refers to Mao's belief that China's youth needed to 'participate in making revolution'.

In making a judgement about the degree of difference, candidates may conclude that the Cultural Revolution was a complex event that was launched by Mao to achieve many different objectives. As both sources make clear, the power struggle to remove 'capitalist roaders' from power was a central objective but this was seen by Mao as being an essential first step towards achieving a wholesale transformation of Chinese culture. The differences between the sources are therefore significant but both sources agree on the importance of the power struggle.

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

How successful was Mao in achieving his aims in the Cultural Revolution in the years 1966 to 1971?
(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 candidates 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.

Candidates 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.

Candidates should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** describes the Cultural Revolution as a power struggle in which Liu Shaoqi and Deng Xiaoping, together with the Communist Party, were Mao's main targets
- **Source B** agrees that the Cultural Revolution was a power struggle but refers to 'other top leaders' as the targets. In this source Mao's aim is identified as being to 're-establish his personal dominance in Chinese politics'. This source also refers to Mao's wish to radicalise the youth of China
- **Source C** can be used extensively in answer to this question. In stating that the 'doctrines of the Cultural Revolution have been translated into new Communist dogma' the author is implying that Mao had achieved his aim of re-establishing his dominance in Chinese politics. The author refers to the end of the 'great purge' but does not describe its outcome. The references to 'a new society' and a 'new Maoist Man' suggest that the Cultural Revolution had indeed changed Chinese culture. On the other hand, although the author quotes Mao in claiming that the Cultural Revolution had achieved a 'great victory', he goes on to say that 'we cannot speak of final victory'. Thus, even in Mao's estimation, the Cultural Revolution had not been an unqualified success.

From candidates' own knowledge:

Factors suggesting that Mao had achieved his aims in the Cultural Revolution might include:

- Liu Shaoqi and Deng Xiaoping had been removed from power and there had been an extensive purge of the Communist Party bureaucracy
- the involvement of the Red Guards in the Cultural Revolution had radicalised large numbers of Chinese young people by involving them in revolutionary struggle
- Mao and his radical allies had established complete dominance over Chinese politics and over Chinese culture.

Factors suggesting that Mao had not been entirely successful in achieving his aims might include:

- the violence of the Red Guards during the Cultural Revolution had spiralled out of control and Mao had been forced to call on the PLA to re-establish control and suppress the Red Guards. Many young people were forced to leave the cities to live and work among the peasants, leading to many of them becoming disillusioned by their experiences
- Mao had had to re-state his belief in the leading role of the Communist Party after Red Guards took his slogan 'Bombard the Headquarters' too literally and threatened to completely destroy it. The Communist Party which emerged from the Cultural Revolution however had been severely weakened by the purge of many experienced cadres
- Mao's personal dominance over Chinese politics was called into question by the betrayal of Lin Biao in 1971. Lin Biao was one of Mao's closest allies during the Cultural Revolution and had been promoted by Mao as his chosen successor.

Good answers are likely to/may conclude that the Cultural Revolution had achieved many of Mao's aims but that it was not an unqualified success. Mao himself, as shown by **Source C**, believed that the so-called gains of the Cultural Revolution were fragile and that continuing struggle was needed to protect the 'verdict of the Cultural Revolution'.

Question 2

03 Explain why Mao introduced the Five-Antis Campaign in 1952. (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 candidates 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 Five-Antis campaign was launched.

Candidates might include some of the following factors:

- the campaign was aimed at stamping out corruption in business. Bribery, tax evasion, theft, cheating on contracts and economic espionage had been endemic in Chinese business during the period of GMD rule
- the campaign was one of a series of campaigns launched by the Communist Party in the early 1950s (Resist America and Aid Korea, Suppression of Counter-Revolutionaries and the Three-Antis campaigns) which were used by the Communist Party to consolidate its control over China after taking power in 1949
- repression and terror were key weapons in the CPC's effort to consolidate its power. Those found guilty were subjected to heavy fines, the confiscation of their property and being sent to labour camps. Although not many of those denounced were executed, there were many suicides among those charged with corruption

- mass meetings at which employees denounced their employers were a key feature of the campaign. Mao's aim was to involve the masses in the process of denunciation, humiliation and repression of 'counter-revolutionary elements'. In this way ordinary people would become committed to the aims of the revolution.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might make a link between the short-term aim of consolidating power with the more long-term objective of extending and deepening the revolution.

Question 2

- 04** 'The Communist Party consolidated its control over China in the years 1949 to 1953 through the use of terror.'

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 candidates 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.

Candidates 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:

- repression and terror were key elements in the Communist Party's efforts to consolidate power. The outbreak of the Korean War in 1950 engendered a feeling that China's revolution was under threat from external forces and from internal enemies. This atmosphere was used to justify campaigns against 'counter-revolutionary elements' in the early 1950s (see 2 (a) above). Repression and terror were so effective that by 1953 all signs of political opposition to the Communists had been eradicated
- a network of forced labour camps (lao-gai) was established to accommodate the many political prisoners who were denounced during these campaigns
- terror against landlords was used extensively in the process of land reform whereby land was transferred to the peasants
- there were many thousands of executions of 'counter-revolutionary elements', including 'bandits', drug dealers and corrupt party officials. Properties belonging to Christian churches, Chinese with links to western businesses and criminals were confiscated. Many foreigners were expelled from China.

Evidence which disagrees might include:

- The Communist Party established complete control over the governmental system in China. Other parties were tolerated as long as they accepted the leading role of the Communist Party
- The Communist government introduced reforms to benefit ordinary Chinese and win their support. These included land reforms, greater equality for women, educational and health reforms
- The Communists involved ordinary Chinese people in mass campaigns, in 'mass autonomous organisations' such as trade unions and youth organisations, and in work units and neighbourhood committees.

Good answers are likely to/may conclude that terror was a key weapon in the Communist Party's successful consolidation of power but it was not the only method nor was it sufficient on its own. The mass campaigns involved millions of ordinary Chinese in revolutionary activity and gave them a stake in the survival of the Communist regime. Reforms also brought tangible benefits to the Chinese people.

Question 3

05 Explain why Mao introduced the First Five Year Plan in China in 1953. (12 marks)

Target: AO1(a), AO1(b)

Levels Mark Scheme

Nothing written worthy of credit. **0**

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

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

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

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

Indicative content

Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

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

Candidates might include some of the following factors:

- China was predominantly a rural society in which the majority of the population depended on agriculture for their livelihoods. Although there had been some industrial development in the previous half-century, China had imported many of the consumer goods on sale during the period of GMD rule. The Communists aimed for China to be self-sufficient economically and this depended on large-scale industrialisation. The First Five Year Plan was the first stage in the Communists' efforts to industrialise China
- economic planning was a central feature of Communist ideology and China was following in the footsteps of the Soviet Union where industrialisation through a series of Five Year Plans had begun in the 1920s. The priority in the early stages of this economic planning was to develop heavy industry

- although the Communists took power in 1949, it was not until 1953 that their control was sufficiently secure and the economy sufficiently stable to enable them to embark upon large scale economic planning.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given. For example, they might argue that economic planning and industrial development was central to Communist ideology but that the Chinese Communist government did not make this a priority when they first came to power in 1949. Only when the conditions were favourable, in 1953, did the Communists embark upon this radical policy.

Question 3

- 06** 'Mao's economic policies, in the years 1953 to 1960 were successful.'
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 candidates 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.

Candidates should be able to make a judgement by balancing points which agree with the view that Mao's economic policies were successful with others which do not agree.

Points which agree might include:

- collectivisation of agriculture had been introduced by the Communist regime in stages since the early 1950s. After 1953 Agricultural Producers' Co-operatives had been introduced to get peasant families working co-operatively on their land. This process had been taken a stage further in 1955 with the introduction of 'higher stage APCs' which grouped together some 2-300 peasant households. By the end of 1956 only 3% of peasant households still farmed as private individuals and Mao was able to claim that collectivisation had been achieved ahead of schedule
- The First Five Year Plan was introduced in 1953 with the aim of developing Chinese industry and making a start on achieving the long-term aim of self-sufficiency in manufactured goods. The priority in the First Five Year Plan was to increase China's productive capacity in heavy industry. By 1956, according to official statistics, the targets set for most industries had been achieved or exceeded
- living standards for Chinese workers appear to have risen during the period of the First Five Year Plan. Although the statistics are not entirely reliable and are at best only partial, there is some evidence that in cities such as Shanghai there was some improvement.

Points which disagree might include:

- the effect of the changes in agriculture on peasants' living standards (before 1957) are a matter for debate. Requisitioning of food by the government, and the holding down of peasants' living standards in order to finance industrial investment, did cause hardship for peasant farmers. The historian Spence, however, has argued that Chinese peasants were better fed in 1956–1957 than they had been in the early 1950s
- agricultural production grew only slowly during the period of the First Five Year Plan
- the increase in industrial production in order to meet targets in the First Five Year Plan was achieved at the expense of quality
- in 1958 Mao launched the 'Great Leap Forward' under which China was to achieve parity with leading Western industrial powers within a short space of time and lay the foundations for a socialist society. This involved grouping all peasant farmers into large Communes, the introduction of 'scientific' farming methods, and making communes the centres of industrial as well as agricultural production. Wildly unrealistic targets were set for grain production and for steel output
- grain production fell short of its target in 1958 and collapsed disastrously in 1959 and 1960. Food shortages began to appear and by 1960 there was a widespread famine in the Chinese countryside. Estimates of the numbers who died vary from 20 million to 40 million
- the policy of producing steel in backyard furnaces was disastrous. Much of the steel produced in this way was of poor quality and the targets for steel production were never met. In 1959 the experiment with backyard furnaces was abandoned
- the production of steel in backyard furnaces involved the melting down of household utensils and farming equipment which further reduced agricultural output.

Good answers may conclude that the period of the First Five Year Plan (1953–1957) was one of qualified success but that the introduction of the Great Leap Forward in 1958 was disastrous and that industry and agriculture in the years 1958–1960 suffered severe setbacks, a direct result of Mao's misguided economic policies.

Converting marks into UMS marks

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

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