



**General Certificate of Education
June 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

June 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 impact of the Civil War on the peasants in China. (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** claims that peasants were conscripted into the Communists' army, **Source A**, on the other hand, says that the peasant recruits were volunteers
- **Source B** claims that women and men unfit for military service were left to do the farm work in the villages. **Source A**, on the other hand, says that it was the able-bodied men who were left behind who were 'asked' to do the farm work

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- **Source B** says that the peasants' co-operation with the Communists' war effort was the result of 'intense terror'. **Source A**, on the other hand, talks of voluntary co-operation and persuasion by the Communist Party.

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

- Mao believed that the support of the peasants was vital to the success of the Communists in the Civil War
- the author of Source A was writing a first hand account of his observations, but his account is based on what he saw in one village for a limited time during the civil war. Jung Chang was born after the Civil War but was the daughter of a Communist official who participated in these events
- the Communists undoubtedly did use terror to enforce their will but their programme of land reform also won the support of many peasants.

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

- both sources say that the Communists' army (PLA) was rapidly expanding
- both sources say that the main source of recruits for the PLA was the peasants.

In making a judgement about the degree of difference, students may conclude that there are clear and significant differences between the sources concerning the means by which peasants were recruited into the Communist army. Both, however, share the view that Communist success in the Civil War depended on their ability to expand their army with peasant recruits.

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

How important was the support of the peasants for the Communists in their defeat of the Guomindang in the Chinese Civil War? (24 marks)

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

Levels Mark Scheme

Nothing written worthy of credit.

0

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

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

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

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

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

Indicative content

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

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

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A** states that the strengthening of the PLA was a major concern of the Communist Party and that it launched a recruiting drive to encourage peasants to volunteer for the army. There is a reference also to land reform as the peasant volunteers had 'won land at home and meant to hold onto it.'
- **Source B** says that the whole of the Communist-held territory became a 'giant war machine' which treated the peasants as a source of army recruits and labour as well as a source of food, fuel and building materials.
- **Source C** outlines a number of reasons why the Nationalist forces were defeated, including military superiority and the collapse of the Chinese economy under Chiang Kai Shek's government. The source emphasises the importance of popular support for the Communists and Mao's strategy of fighting to win in the countryside rather than concentrating, in the early stages of the war, on control of the cities. The source also suggests that land reform was a crucial factor in peasant support for the Communists.

From students' own knowledge:

Factors suggesting that peasant support was a key factor in the Communist victory might include:

- the peasants made up the majority of China's population and Mao had identified the peasants as the main revolutionary class in China, whose support was vital to the success of the Communist revolution
- the Communists had been forced to abandon the cities in the early stages of the Civil War and had been forced to concentrate their efforts on winning a strong base in the Chinese countryside.

Factors suggesting that the support of the peasants was not the vital factor in the Communist victory might include:

- the Communists had superior military leadership in the Civil War and adopted the tactic of guerrilla warfare in the early stages, which played to their strengths
- Chiang Kai Shek was a poor military commander who could not trust his subordinates and was unable to delegate responsibility
- the Nationalists relied heavily on American support, allowing Mao to present himself as the true patriot in the struggle. This enabled the Communists to construct a united front of anti-GMD forces which included large numbers of the 'national bourgeoisie'

- Chiang's political incompetence and his poor handling of the economy, leading to rampant inflation and serious shortages of food, also led many middle class people and students to support the Communists.

Good answers are likely to/may conclude that peasant support was indeed vital to Communist success. The PLA was largely a peasant army and land reform in the 'liberated areas' was a key factor in winning peasant support for the Communists. The Communist victory, however, was the result of a combination of factors, especially their superior military and political leadership.

Question 2**03** Explain why Mao collectivised agriculture in China. (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 collectivised agriculture in the years 1952 to 1957.

Students might include some of the following factors:

- collectivisation was an integral part of Mao's communist ideology. By grouping peasant lands together into larger, collective farms, peasants would be encouraged to work co-operatively for the common good rather than privately for their own profit
- Mao was influenced, to some extent, by the experience of collectivisation in the USSR in the 1930s
- China had a large and growing population and food shortages had been a regular feature in China's past. Mao was convinced that larger, collective farms would be more efficient and productive than small, private peasant farms and that yields from farming could be improved dramatically
- an increase in food production, and the freeing of many peasants from the need to work in the fields, would provide the necessary pre-conditions for large-scale industrial

development in China. Collectivisation, therefore, was an essential precondition for the success of the First Five Year Plan in 1953.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that although collectivisation was always part of Mao's long-term plan, because of his ideological beliefs, the timing of the change was dictated by political and economic factors.

Question 2

- 04** 'The Great Leap Forward was no more than a continuation of the First Five-Year Plan.'
Explain why you agree or disagree with this view. (24 marks)

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

Levels Mark Scheme

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

Indicative content

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

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

Evidence which agree(s) might include:

- the First Five-Year Plan had succeeded in meeting its targets for increasing the production of key industrial commodities
- the First Five-Year Plan was the beginning of a process of economic planning which would lead to an industrialised economy in China. It was always intended to be the first of many Five Year Plans and the Great Leap Forward was the second of these plans
- Mao had been impressed by the speed with which many of the targets of the First Five-Year Plan had been achieved and he became convinced that even more ambitious targets could be achieved in an even faster time if the correct ideological approach was adopted. The slogan for the Great Leap Forward was 'more, faster, better, cheaper'.

Evidence which disagree(s) might include:

- the Great Leap Forward was, in fact, a radical departure from the approach to planning adopted under the First Five-Year Plan, both quantitatively and qualitatively. Mao believed that Chinese communism should reject the bureaucratic, centralised approach to planning that was proposed by Soviet advisers and decentralise control to local Party cadres
- Mao believed that the key to success lay in mobilising the efforts of China's millions of peasants. He believed that political will and mass mobilisation could overcome the difficulties imposed by China's technological backwardness and allow China to become a leading economic power in a short time
- Mao also believed that the People's Communes were the means by which China could chart a new path towards industrial and agricultural growth and the building of socialism. Under the slogan 'Walking on Two Legs', the Communes were given responsibility for increasing agricultural and industrial production, creating a more egalitarian society and bolstering China's ability to defend itself against external attack.

Good answers are likely to/may conclude that although the Great Leap Forward was the second in a series of 5-Year Plans, it was in fact a more ambitious and more radical approach to economic planning than the First Five-Year Plan. For Mao, ideological considerations were always paramount and the Great Leap Forward was, for him, a way of demonstrating that his own ideological beliefs were correct. That way he could also consolidate his own political position within the Communist Party.

Question 3

05 Explain why Mao had difficulties in finding a successor after 1969. (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 had difficulties in finding a successor in the years 1969 to 1976.

Students might include some of the following factors:

- Mao was old and increasingly ill and infirm. He knew that he needed to settle the question of the succession before his death
- Mao was determined to ensure that whoever succeeded him should continue his ideological legacy. Having defeated the 'capitalist-roadsters' in the Cultural Revolution, Mao was worried that they might regain their influence after his death
- there was a lack of suitable candidates for the position, especially after the disgrace and betrayal of Mao's chosen successor, Lin Biao, in 1971
- despite Mao's victory in the Cultural Revolution, factionalism and a struggle for power were still the dominant features of Chinese politics in the early 1970s. Mao's choice of successor after the betrayal of Lin Biao was Wang Hongwen, who proved to be unsuitable because he was too closely associated with the ultra-left Gang of Four faction

- Mao's final choice of successor, made shortly before his death in 1976, was Hua Guofeng. Hua was neutral in terms of the factional rivalry but was unacceptable to the Gang of Four who regarded him as a political upstart.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might argue that the question of the succession had always involved difficult choices for Mao and in his eyes his first two choices (Liu Shaoqi and Lin Biao) had proved to be unreliable. In the early 1970s, however, the question of the succession became both more urgent and more difficult because of Mao's failing health and because of the intense power struggle that was going on in the Communist Party leadership.

Question 3

- 06** 'The Cultural Revolution severely weakened the Communist Party in China in the years 1966 to 1969.'

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 Communist Party was severely weakened by the Cultural Revolution against points which do not agree with the view.

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

- in 1966 Mao urged the Red Guards to ‘bombard the headquarters’, meaning attack the Communist Party leadership. He was thus calling on a revolutionary force which was not part of the Party to attack the very Party which had been the foundation of the political structure in China since 1949
- leading figures such as Liu Shaoqi and Deng Xiaoping, among others, were attacked and humiliated by the Red Guards and purged from their leading positions in the Party.
- There was an extensive purge of Communist Party officials at all levels. Over 70% of provincial and regional officials lost their jobs. Only 9 out of 23 Politburo members survived the purge. Three million lower-level cadres were sent to May 7th Cadre schools for ‘re-education’
- in January 1967, in Shanghai, radical elements in the Red Guards tried to take power from the Party bureaucracy and established a new ‘people’s commune’ in which the CPC would no longer have a vanguard role
- by 1969 veteran cadres in the Party had been replaced by members of the PLA at all levels in the Party hierarchy. The Politburo had ceased to play a leading role in Party affairs.

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

- at a critical point in 1967, when the Communist Party itself was threatened by the radical Red Guards, Mao came down firmly in favour of defending the CPC’s vanguard role in Chinese politics
- the new Revolutionary Committees which were established in 1967 and 1968 had representatives of the Red Guards and the PLA as well as the CPC, but Mao ensured that the Party had the leading role
- by 1969 the Communist Party was still the dominant force in Chinese society and the Red Guards had been disbanded and dispersed.

Good answers are likely to/may conclude that the Communist Party as it existed in 1966 was dramatically changed by the Cultural Revolution. New political structures such as the Revolutionary Committees had been created to carry the Cultural Revolution forward and the PLA had strengthened its position in Chinese political life. On the other hand, The Communist Party’s position as the vanguard party was still enshrined in the constitution of the PRC in 1969.

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