
AS HISTORY

Paper 2P The Transformation of China, 1936–1962

Mark scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

AS History Paper 2 Specimen Mark Scheme

2P The Transformation of China, 1936–1962

Section A

0	1	With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the strength of the Communist Regime in China in 1957?	[25 marks]
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Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

L5:	Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context.	21-25
L4:	Answers will provide a range of relevant of well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context.	16-20
L3:	The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context.	11-15
L2:	The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context.	6-10
L1:	The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context.	1-5
	Nothing worthy of credit.	0

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 must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- there may be some general commentary about the nature of a newspaper as a historical source, and how this is an article designed to elicit a particular response rather than to report news
- there may be more detailed commentary about a paper aimed at youth. Contextual support suggesting the role of the youth and how important they were as an ideological centre to the Hundred Flowers Campaign, might be appropriate.

Content and argument

- the direction of argument here is class based and suggests that the focus was an anti-rightist campaign as this is where most of the opposition was seen to have come from
- the source refers to the Party having led the workers against the illegal activities of the bourgeoisie
- the source emphasises the repressed position of workers in the past

Contextual knowledge should be used to assess the validity of these points, for example:

- to corroborate and/or challenge the origins of opposition and the nature of the anti-rightist campaign
- to assess how typical a view is represented and the extent to which it can be seen as a valid representation of the strength of the communist regime in this period
- to corroborate and/or challenge the stated position of workers in the past

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the speech is to the Congress by Mao and should be seen in this light
- students may comment on the fact that this may not be an accurate transcript of the actual speech, being subsequently vetted by Mao some time after

Content and argument

- there is a clear indication of the suppression of counter revolutionaries and the subsequent security of the communist regime
- there is obvious reference to the re-education of the intellectuals – a direct indication of the events of 1956–1957
- the attempt to shift the focus away from suppression of counter revolutionaries, as possibly intended by the Hundred Flowers Campaign, is an indication of the degree of its success as viewed by Mao

Contextual knowledge should be used to assess the validity of these points, for example:

- to assess the extent to which counter-revolutionaries were repressed and how secure the regime was as a result
- to challenge the extent to which some intellectuals expressed loyalty to the regime as indicated in the source
- to corroborate and/or challenge the other successes that Mao lays claims to in the source

In arriving at a judgement as to the relative value of each source, students may conclude that (e.g.) as 'official' sources from the ruling elite, both are limited in terms of objectivity. Source B may be seen to have a broader perspective than Source A, and therefore be judged to be of greater value. Any supported argument as to relative value should be fully rewarded.

Section B

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- 'Jiang Jieshi's (Chiang Kai-Shek) only success in the years 1936 to 1945 was the establishment of Nationalist authority.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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| L5: | Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. | 21-25 |
| L4: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. | 16-20 |
| L3: | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. | 11-15 |
| L2: | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

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.

Factors in support of the premise:

- improvements in the economy by 1936, although transitory, were crucial in confirming Chiang's position, and indeed Nationalist authority
- the establishment of a Nationalist state at Nanking may well feature prominently in students' responses as evidence of nationalist authority
- Chiang's control of the army and the influence over the Military Bureau of Statistics is evidence of continuing authority
- Chiang's ability at least initially to control the factionalism inherent in localities plus the challenge from the CCP confirmed his position in power.

Factors that may be used to challenge the premise:

- in 1936 Chiang found himself under house arrest with demands that he end the war with the CCP, although this might equally be seen as a feature of a power struggle with Zhang rather than a collapse in nationalist authority
- by 1945 this authority had however obviously slipped (or at least the memory of it had)
- the forced action against the Japanese might well indicate a growing sense of weakness and also indicate the growing influence of the communists
- the New Life Movement and also the improvement of education and also the role of women amongst other significant social reforms cannot be dismissed as inconsequential achievements
- improvements in infrastructure may be linked, although not exclusively so, to a growing military urgency, but is certainly another area of significant development
- whilst National authority plainly remained at the core of Chiang's policies, it is far from clear that this was achieved, indeed the outbreak of civil war might be used as simply indication to the contrary
- the Rape of Nanking consequent on the withdrawal of the defeated Chinese army, might be evidence of further failure and lack of achievement.

0 3 'The communist victory in the Civil War of 1946 to 1949 was due to the effective leadership of Mao.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

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| L4: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. | 16-20 |
| L3: | The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. | 11-15 |
| L2: | The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

Indicative content

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In support students might suggest:

- Mao proved an effective political leader and also very effective at delegating responsibility to others
- Mao proved a useful and effective figurehead around whom communists were able to rally
- Mao had been instrumental in ensuring that the Party was well-established in peasant areas. As most of the Party's main bases were in the countryside, this proved a highly effective means of garnering a wide base of support
- Mao's suggestion that the people and army are one continued to prove an effective rallying cry. In addition, Mao very effectively portrayed the PLA as a patriotic as well as an ideological media.

In balance, students may suggest:

- the victory was a military one and as such was more the consequence of good leadership from Lin Biao and his offensive strategy
- the use of guerrilla warfare was well suited to both the terrain but also to the broadly rural basis of support for the Party
- Chiang Kai-Shek made a number of errors, especially in spreading his forces too thinly in Manchuria. In addition, he was a notoriously poor judge of character and promoted too many based on flawed assessments of talent
- the GMD was widely infiltrated by communist moles who undermined the efforts of the Nationalists and indeed created an atmosphere of distrust and suspicion that failed to instil a sense of common purpose amongst the nationalists
- the Nationalist government mismanaged a range of responsibilities, but most obviously the economy.

