

**AS**  
**HISTORY**  
**7041/2P**

The Transformation of China, 1936–1997

Component 2P The emergence of the People’s Republic of China, 1936–1962

---

**Mark scheme**

June 2020

Version: 1.0 Final



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 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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2020 AQA and its licensors. All rights reserved.

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**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 position of both the Chinese Communist Party (CCP) and the Guomindang (GMD) in 1945?

**[25 marks]***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 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 having 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

- as a 'secret document', Source A was intended only for distribution among the GMD leadership and, as it did not have to take public opinion or sensitivities into account, the source has value in being more candid in terms of the Party's fears
- by May 1945, Japan's defeat at the hands of the USA seemed inevitable but over a million Japanese troops remained on Chinese soil and relations between the GMD and the USA had soured, which might affect the pessimism of the report
- the tone is accusatorial towards the CCP, valuable in showing how the GMD sought to attribute its misfortunes to the actions of the CCP.

### Content and argument

- the GMD view the CCP as having violated the Second United Front, owing to the 'mutiny' of the New Fourth Army, which occurred when Ye refused to move Communist forces from southern China. In fact, it was Jiang who attacked the New Fourth Army and maintained a blockade around Yan'an for most of the Sino-Japanese War
- the CCP have extended their control over part of China, having taken steps to 'expand and fortify their territories'. It is fair to say that by 1945 the CCP had expanded out of Shaanxi province and by mid-1945 controlled areas of around 90 million people, though there was no 'deal with the Japanese' and these were rural areas, so Source A is exaggerating out of paranoia
- the reference to 'violate laws' relates to the early CCP land reforms in the areas they controlled. As a party whose support came largely from the middle and landlord classes, it is not surprising that the GMD report considers this a 'violation'
- that the GMD are losing support from the people and this has been attributed to 'CCP propaganda has exposed the dark side of our Party'. Whilst Communists did criticise the GMD, in fact their own war record is a better explanation for the GMD's loss of support, abandoning cities in the retreat westward, deliberately flooding areas round the Yellow River to slow the Japanese and brutally treating conscript soldiers.

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

**Provenance and tone**

- as a skilled diplomat, Petrov's role is to accurately report to his superiors in Moscow and so the source will have value in being an accurate account of the meeting. Mao would have been at pains to be optimistic in such a meeting given he would be seeking Soviet support
- by October 1945, Japan had surrendered and the Civil War had not yet formally begun. The Red Army was occupying Manchuria, giving the source more value as the USSR was now an important power broker in China
- the tone reported in the source is hostile towards the GMD; valuable, since it shows how the Communist leadership's criticism of Jiang was intended to reduce Soviet support for the Nationalists in the developing Civil War.

**Content and argument**

- the CCP have gained credibility by the end of 1945, as they are meeting directly with the USSR who had previously recognised the GMD as China's legitimate government. The CCP's guerrilla war against the Japanese had gained not only Russian respect, but also that of the USA, who in frustration at Jiang's weak leadership had also established direct relations with the CCP with the Dixie Mission
- the CCP consider themselves a military match for the GMD, who do not 'have the strength to break' them. This is an exaggeration as Mao is doubtless trying to persuade the Soviets that the CCP has a good chance of defeating the Nationalists in order to gain Soviet support. In fact, Jiang had received significant military support from the USA and outnumbered the CCP significantly in both men and materiel in 1945
- Jiang is an ineffective leader, since he 'does not know in which direction to take'. Whilst Mao is bound to say this to discredit his rival, Jiang's weakness as a military leader was exposed during the Sino-Japanese War (for example during the Japanese Ichi-Go offensive) and was indeed reliant on coercion (the reference to 'industrialists' groups and military force' being a reminder of the importance of the CC clique and the Whampoa Academy) in order to maintain control
- despite American efforts from August 1945 and the October agreement, open conflict between the GMD and CCP is highly likely. Mao believes that Jiang 'is preparing for a military advance' and indeed the GMD had stockpiled significant American and Japanese military resources to use against the Communists, and despite the October ceasefire there was sporadic conflict between the CCP and the GMD ever since Japan surrendered.

In arriving at a judgement as to which source might be of greater value, students might argue that the pessimism of the GMD in Source A helps understand why the CCP in Source B are so optimistic. Alternatively, they might conclude that holistically the sources show the mutual suspicions of both and therefore are equally valuable in showing how inevitable civil war was by late 1945. Either is acceptable according to the arguments made.

**Section B**

- 0 2** 'Mao's power in China, in the years 1949 to 1952, was entirely dependent upon the use of violence and intimidation.'

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**

- 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.**

**Arguments supporting the view that Mao's power in China, in the years 1949 to 1952, was entirely dependent upon the use of violence and intimidation might include:**

- a brutal programme of land reform broke the power of the landlords in this period and consolidated the CCP's control in the countryside. The violent nature of 'Speak Bitterness' meetings shows how the CCP relied on brute force to exert Mao's influence in rural China, almost eradicating the landlord class
- the CCP made use of extensive terror, especially after 1950, with executions by quota across China and the establishment of a network of *laogai* that subjected its inmates to brutal hard labour and the fear this violence created was a key factor in explaining Mao's power in China in this period
- the Suppression of Counter-Revolutionaries Campaign of 1950–51 was accompanied by brutal action against those associated with the GMD regime, criminal gangs and religious sects. Public executions were frequently undertaken and these violent acts both removed opponents of the regime and coerced many of the Chinese population into accepting Mao's power
- the Three-Antis and Thought Reform Campaigns of 1951–52 subjected party members and intellectuals to humiliating 'struggle sessions' at which they were forced to make self-criticisms and many committed suicide as a result of the immense pressure they were placed under. This intimidation allowed Mao to exercise his power in China.

**Arguments challenging the view that Mao's power in China, in the years 1949 to 1952, was entirely dependent upon the use of violence and intimidation might include:**

- the positive image of Mao Zedong in China between 1949 and 1952 was also a reason for his power in this period and so violence and intimidation was not the only factor. Mao held key roles in government and had been the dominant Communist figure for over a decade. The positive image of Mao that grew up around his personality cult, elevated both his own and the CCP's position in China
- in addition to violence and intimidation, the 'soft power' of the People's Liberation Army was also responsible for Mao's power in this period. Millions of young men passed through its ranks receiving political indoctrination, and propaganda elevated the PLA to heroic status making much of its role in rebuilding Chinese infrastructure after the Civil War
- through democratic centralism, Mao claimed to listen to the views of the Chinese people and attempted to involve both in party membership and in the national life of the Chinese people. Organisations like the All-China Federation of Women and workers' denunciations of their employers during the Five-Antis Campaign appeared to involve Chinese people in government policy, gaining Mao support and consolidating his powerful position
- Mao also had power in China by directing the resent of the Chinese people towards foreign influence in China. The Resist America, Aid Korea Campaign of 1950 involved the Chinese people in anti-Western demonstrations and rallies and projected Mao as defending China's interests on behalf of the people. Whilst violence and intimidation played a part on this campaign, Mao's power was not entirely dependent upon it.

Mao's power basically stemmed from his position as Chairman of the Communist Party of China and the success of his Red Army in the Civil War. However, his maintenance of power, in the years 1949 to 1952, depended on various factors, of which violence was one. Violence – or the threat of it – was certainly important. However, Mao initially favoured a softer more conciliatory approach and it was only after the Korean War broke out that attitudes began to harden. Positive propaganda was Mao's preferred method in winning the hearts and minds of the Chinese people, but for those who could not be won over in this way he was only too willing to use violence.



**0 3** 'Communist social policies improved the lives of the Chinese people in the years 1952 to 1962.'

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

- 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.**

**Arguments supporting the view that Communist social policies improved the lives of the Chinese people in the years 1952 to 1962 might include:**

- women gained at many levels from Communist social policies, which sought to tackle the traditional inferiority of women. The Marriage Law banned arranged marriages and gave women the same rights of divorce as a man, and in the mid-1950s the ACWF conducted a campaign to raise awareness of and enforce the policy. Women gained more independence, with large numbers entering the workplace. The lives of women improved because of their increased social status
- children benefited; infanticide was banned, and there was significant education reform. By the mid-1950s, a system of primary education had been introduced across China and the greatly increasing literacy rates gave young people greater opportunities, showing their lives improved as a result of Communist social policies
- Communist mass campaigns brought benefits to many in Chinese society, for example in improvements to public health and healthcare. By 1953, the Patriotic Health Campaign had introduced vaccination programmes and initiatives to improve conditions in towns and cities, and provision of healthcare in the long neglected countryside improved significantly
- the poorest farmers in Chinese society saw benefits from the communal living introduced as part of the policy of collectivisation, such as the mess halls and care for the elderly.

**Arguments challenging the view that Communist social policies improved the lives of the Chinese people in the years 1952 to 1962 might include:**

- many of the wealthier groups in Chinese society suffered from Communist social policies as they were frequently their target; by 1953, land reform had seen landlords almost wiped out as a class and the middle class were the target of the anti-Rightist campaign later in the decade. These groups were persecuted, and by no means benefited
- although women made significant social gains on the face of it, they also suffered from Communist policies. They often faced a 'dual burden' of equal expectations at work whilst continuing with family responsibilities. Pregnant women struggled to earn enough work points when they were introduced in the mid-1950s
- the policy of collectivisation undermined the family unit and loosened the bonds between people as they were encouraged to see their loyalty as lying with the state and not with family members. This meant there was less support available beyond that which the state offered, and this was limited
- later stages of collectivisation caused a social disaster in rural China; millions died in famine after the methods of farming implemented in the communes failed and society in parts of China all but disintegrated.

The Communists made genuine attempts at social engineering and undermined many traditional Chinese values. No doubt several groups gained from this, though there were also losers, and the consequences of the famines from 1958 destroyed most of those gains, so on balance any short-term benefits were wiped out by the end of the period.