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

The Transformation of China, 1936–1997

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

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**Mark scheme**

June 2019

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 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](http://aqa.org.uk)

## 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.

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

**The Transformation of China, 1936–1997****Component 2P The emergence of the People's Republic of China, 1936–1962****Section A**

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining the impact of the Great Leap Forward? **[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 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

- the report was published by a regional Communist official who would have a vested interest in demonstrating success and enthusiasm in order to impress his superiors
- by late 1958, the Great Leap Forward was in full swing and initial targets for iron and steel production had been revised upwards several times. Many of the realities of the Great Leap were unknown at this point
- the tone of the source is triumphant and euphoric, using language such as ‘remarkable’ and ‘enthusiasm’ to reflect the sense of hubris.

### Content and argument

- the Great Leap was making tremendous progress in Hunan Province where industry was ‘rapidly developing’. In fact, Hunan had long been a CCP stronghold and was used as a ‘model region’ for other provinces during the Great Leap and so progress made there might not have been typical
- wild claims were being made about production figures of iron and steel during the Great Leap. Reports like these encouraged the regime to raise targets yet further. Due to the recent anti-Rightist movement, many cadres knew that their careers depended on demonstrating loyalty and so were under pressure to claim that targets were met. They also had little experience of economic planning and so their figures were highly unreliable
- the reference to many thousands of furnaces in one region alone shows that small-scale industries and mobilising peasants in the communes was the backbone of the Great Leap. This was supposed to allow China to ‘walk on two legs’, by using the vast peasant workforce to develop industry. The reality was that much of the iron produced this way was brittle and useless
- this clear focus on rural industry caused disaster by 1959, with enthusiastic or coerced peasants even melting down agricultural tools to make tiny amounts of iron. This meant that the ‘bumper harvest’ of 1958 was often neglected and famine followed in 1959.

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

#### **Provenance and tone**

- being a private letter from a powerful and well-respected member of the CCP it is highly likely to be an honest opinion as Peng intended it to be for Mao and the Politburo's eyes only
- it was written at a point that many of the failures of the Great Leap had become known, and the preceding December, Mao had resigned as Chairman of the PRC and had accepted responsibility for some of the Great Leap's failures. Mao was vulnerable and Peng may have felt he was 'knocking on an open door'
- the tone of the letter is critical – not just of others but of Peng himself – and expresses clear regret about the 'mistakes' that have been made.

#### **Content and argument**

- the Great Leap has suffered many failures, not least because of the flawed statistics submitted by Party cadres. Key to the Great Leap was a move away from central planning, and the central planners who challenged statistics had all but disappeared. Targets were set on a false premise
- there were clear differences of opinion among CCP leadership about how radical economic reform should be. Peng, Liu Shaoqi and Deng Xiaoping favoured a more centralised and planned economy and the letter dismisses the 'passion' produced by the strategy of mobilising local peasants as 'being too fanatical' and criticises the attempt to 'jump straight to communism in one great bound'
- Peng was in a position to make well-informed opinions; he had visited Hunan in 1958 and was so shocked by the hardship he saw that he wrote a poem about it. As Defence Minister he knew the extent military trucks were being used to transport emergency supplies to famine areas and had met with Soviet leader, Khrushchev, who was deeply critical of the policy
- in fact Mao chose to publish Peng's private 'letter of opinion' at a Party meeting at Lushan, criticised Peng for 'rightism' and association with the USSR, and had him removed as Defence Minister, replacing him with the loyalist Lin Biao. The letter is good evidence of the damage the Great Leap caused to the Party leadership, since Mao himself also admitted responsibility for some of the problems it caused at Lushan.

In arriving at a judgement as to which source might be of greater value, students might argue that Source A is more valuable in explaining the impact of the Great Leap Forward, since the atmosphere of wild enthusiasm and exaggerations were the key reason why it ultimately failed and caused the issues Source B is reflecting upon. Equally, it could be argued that Source B is of more value as it shows the reality of the issues the CCP had to face as a consequence of the Great Leap, rather than the falsifications and propaganda of Source A. Either is acceptable according to the argument which is made.

**Section B**

- 02** ‘Support for the Chinese Communist Party (CCP) in 1946 was due to the leadership of Mao Zedong.’

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 suggesting that support for the Chinese Communist Party (CCP) in 1946 was due to the leadership of Mao Zedong might include:**

- Mao had emerged as unopposed leader through the Yan'an Rectification Campaign; this meant that the Party had greater direction under strong leadership and so its popularity increased
- a cult of personality had developed around Mao drawing from past events like the Long March, and this popularised both Mao and the CCP in the eyes of many Chinese people, increasing the Party's support
- it was Mao's beliefs that directed the Party and its increasing popularity. Mao Zedong Thought was the official ideology of the CCP by 1946. His belief in 'national self-reliance' struck a chord with patriotic Chinese people, especially at a time when they were fighting the Japanese. Mao's ideas made the CCP more popular
- at the heart of Mao's ideology was the belief that the peasants had the potential to be a revolutionary class and by 1946 the CCP was working closely with the peasants in order to learn from them and improve their conditions. Party cadres were encouraged to work with villages to improve peasant life. This led to a great deal of support from the peasants, who made up the vast majority of the Chinese people.

**Arguments challenging the view that support for the Chinese Communist Party (CCP) in 1946 was due to the leadership of Mao Zedong might include:**

- the CCP were popular in 1946 due to their aggressive actions towards Japan during the Sino-Japanese War. Their guerrilla war against Japan contrasted with GMD retreats and claims that Jiang was stockpiling weapons for use against the CCP in an upcoming Civil War. The Communists appeared more patriotic than the GMD
- the CCP gained support because of the Red Army's attitude towards the Chinese people. They treated them well and with respect. This contrasted with the cruelty the people had previously experienced at the hands of the GMD and the Japanese and made the Party more popular among them
- in 1946 the CCP were reliant on the peasants as their major source of support, given their position in Yan'an and other 'border regions' and so their policies – such as land reform – had to focus on the peasants. In 1946 CCP areas contained around 90 million people, but these were almost all agricultural areas, showing that peasant-driven policies were crucial to CCP popularity
- the CCP sought to appeal to a wide range of groups across Chinese society. For example, in 1946 there was a drive to incorporate the 'national bourgeoisie' based on creating policy from the Chinese people as a whole, through the 'mass line'. This contributed to Party membership growing beyond a million members.

Students might argue that whilst there were a number of reasons beyond Mao's leadership policies that contributed to the CCP's popularity in 1946, it is hard to see this popularity being possible without the leadership of Mao. As Mao's position in charge of the CCP in 1946 was so secure, he had a key role in determining all CCP policies. Any supported argument which offers a balanced assessment of the importance of a range of factors should be fully rewarded.

- 03** ‘The consolidation of Communist power, in the years 1950 to 1953, was due to the impact of mass mobilisation campaigns.’

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 suggesting that Communist power was consolidated in the years 1950 to 1953 due to the impact of mass mobilisation campaigns might include:**

- after the start of the Korean War, mass campaigns were a constant feature in Chinese cities until 1953 and their attempts to involve the working classes more closely with the CCP can be seen as successful, for example the thousands of ‘tiger-beating’ letters received each week during the Five-Antis campaign
- Western influence in China was almost wiped out in this period. The ‘Resist America, Aid Korea’ campaign exploited anti-Western sentiment in the context of the Korean War and resulted in almost all Western influence being removed from China
- the Suppression of Counter-Revolutionaries and Withdrawal from the Sects campaigns were highly successful in identifying and removing the remaining GMD ‘bandits’ and sympathisers in China
- the Three-Antis campaign targeted corruption among Party cadres and industrialists in the cities who did not possess the ‘correct revolutionary consciousness’. Large numbers of urban cadres were found guilty and sent for re-education.

**Arguments challenging the view that Communist power was consolidated in the years 1950 to 1953 due to the impact of mass mobilisation campaigns might include:**

- the People’s Liberation Army indoctrinated millions, both through propaganda that praised their efforts during the Civil War and as positive role models rebuilding and modernising China. Hundreds of thousands of young men were directly indoctrinated each year as they passed through the ranks of the PLA as conscripts
- a massive programme of land reform under the Agrarian Reform Law of 1950 saw 200 million acres of land redistributed to the peasants and China’s two million landlords destroyed as a class. This tied the peasants more closely to the CCP, since they both gained directly from it and were complicit in the brutal attacks on, and execution of, landlords as a result of ‘speak bitterness’ meetings
- widespread terror was also a key factor in consolidating CCP power. The establishment of the *laogai* system and arbitrary executions created fear among many Chinese people and cowed them into submission.

Mass mobilisation campaigns were effective in helping the CCP consolidate its power but they were mainly focused in the cities; it was land reform in the countryside, where the vast majority of Chinese people lived, that was the crucial strategy, and anti-landlord rhetoric had been used by Mao for decades. The landlords and peasants were the crucial targets. Any supported argument which offers a balanced assessment of the importance of a range of factors should be fully rewarded.