

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 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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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, ie 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 land reform campaigns in China?
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[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

- the author worked alongside a CCP work team in 1948 and so had first-hand experience of implementing land reform. He was also able to interview CCP cadres who had been involved in the campaign even longer
- it was written in 1948, which was generally a moderate period in the land reform campaign, but it describes a very violent form of land reform. The reference to the Japanese occupation may suggest this comes from the earlier 'Land to the Tillers' phase of land reform
- Hinton is a Communist sympathiser and does perhaps rely excessively on the CCP perspective that the villagers just needed reassurance before getting involved in class struggle. However, the tone is surprisingly frank for someone working with the CCP and he is willing to show the initial reticence of the villagers and the level of violence.

Content and argument

- it describes the process by which land reform was typically accomplished – the arrival of the cadres, the struggle sessions, the violence
- the source suggests that land reform was very brutal and violent, with the landlord suffering a humiliating struggle session before being shot. It is estimated that 1.5–2m were killed during the campaign
- it suggests that the land reform campaign was led by CCP cadres rather than being a peasant-led movement. It suggests that the peasants were pushed, possibly against their will, into taking part in violent struggle sessions against the landlords. This somewhat challenges the view that land reform was genuinely popular with the peasants.

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

Provenance and tone

- the account was given by a peasant with first-hand experience of the land reform campaign, which is rare. They are describing events to a journalist who would be publishing the story in the West so there is little need for self-censorship. However, the fact they are recounting the event in 1969 could be problematic given that it happened a long time before
- the date is from the main land reform campaign launched in 1950 after the establishment of the PRC
- the tone is fairly moderate, and gives a positive account of land reform.

Content and argument

- the land reform campaign was fair and moderate and not always violent. In fact, not all landlords were treated violently. As long as they confessed and made amends, they would be treated like ordinary peasants. This was especially the case in late 1948 and 1949 when they were attempting to maintain support during the civil war but could happen throughout the campaign, as this source shows
- land reform led to a much more equitable disbursement of resources in both land and tools. This shows why it was so popular with the peasants
- the source implies that there was widespread peasant involvement. It says ‘we peasants agreed’ suggesting that the peasants took a full part in the campaign and there is no hint of force or pressure from CCP cadres. Peasants were finally allowed to run the villages in the place of the landlord, giving them more agency in their lives.

In arriving at a judgement as to which source might be of greater value, students might argue that Source B is more valuable in explaining land reform campaigns, since it is a direct account from a peasant from the period after the establishment of the PRC and challenges the traditional assumptions made about the violence of the campaign. Equally, it could be argued that Source A is more valuable as it shows the extremes of what could happen and comes from a surprisingly objective account by a sympathiser working with the CCP.

Section B

0 2 'Foreign intervention in China, in the years 1945 to 1949, benefited the GMD more than the CCP.'

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 foreign intervention in China, in the years 1945 to 1949, benefited the GMD more than the CCP might include:

- in August 1945, the US airlifted GMD troops to take the surrender of the Japanese forces in Manchuria, ensuring that this strategic territory was in the GMD's hands at the start of the Civil War
- in the context of the Cold War, the USA, the world's superpower, was always going to support Jiang Jieshi in the Civil War against the CCP. The USA provided financial aid to the GMD, who also kept all the weapons supplied by the US during the Second World War. This would give them a huge edge in a war against an under-funded and under-resourced CCP
- the USSR signed a Treaty of Friendship with Jiang Jieshi in 1945 promising to recognise him as the legitimate leader of China. This ensured that the CCP had no international allies and received no official help from any foreign countries. There was always an uneasy relationship between Stalin and Mao which was an obstacle to the CCP receiving aid.

Arguments challenging the view that foreign intervention in China, in the years 1945 to 1949, benefited the GMD more than the CCP might include:

- the GMD never fully benefited from the financial and military aid from the USA. A considerable amount was never used against the CCP due to corruption, and Mao was able to use the aid to portray the GMD as the running dogs of foreign imperialists, which increased support for the CCP. US aid was also never as generous as it could have been as they had concerns about the reliability and effectiveness of Jiang Jieshi as an ally – hence aid was suspended in 1948. The USA's main focus was on Stalin's expansion into eastern Europe
- the US airlift to Manchuria ended up being a strategic error – by concentrating his forces in an area where the CCP had a strong presence in the countryside, he allowed his best troops to be cut off and became vulnerable to the CCP's effective guerrilla tactics
- despite the 1945 Treaty of Friendship with Jiang Jieshi, the USSR gave the CCP plenty of unofficial aid – they delayed their retreat from Manchuria until they were firmly established in the countryside, handed over weapons taken from the Japanese and trained PLA officers and pilots
- the US attempt to mediate between the CCP and GMD during the early months of the civil war benefited the CCP more as they kept forcing Jiang Jieshi to agree to ceasefires when he was stronger than the CCP. This gave the CCP time to build up their strength and take their positions in the countryside in Manchuria, ultimately enabling them to survive the vulnerable early months of the Civil War.

Students might argue that the GMD did benefit more than the CCP during the Civil War – it is simply that they failed to take full advantage of the benefits handed to them. Alternatively, students might argue that although the GMD seemed to benefit more, in fact the CCP was always able to make propaganda or military capital out of this foreign intervention and therefore it actually benefited the CCP more.

0 3 'In 1956/57 Mao launched the Hundred Flowers Campaign in order to purge his opponents.'

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 in 1956/57 Mao launched the Hundred Flowers Campaign in order to purge his opponents might include:

- the idea that he was genuinely calling for constructive criticism from intellectuals does not fit his pattern of behaviour. Mao had always purged anyone who did not agree with Mao Zedong Thought as seen in previous campaigns, most pertinently, the Hu Feng Affair of 1955
- by 1956/57, Mao was becoming increasingly paranoid about growing opposition to him due to Khrushchev's 1956 destalinisation speech, the removal of Mao Zedong Thought from the constitution and the debate within the party about the pace of economic change. Hence, Mao wanted to reassert his authority and purge any opponents to him. He was especially worried about opposition from intellectuals
- the launch of the Anti-Rightist Campaign straight after the Hundred Flowers Campaign, where the people, especially intellectuals, who came forward with criticisms were arrested and purged, seems to prove the point
- during this purge, Mao indeed claimed that his intention all along had been to 'lure the snakes out of their lairs'.

Arguments challenging the view that in 1956/57 Mao launched the Hundred Flowers Campaign in order to purge his opponents might include:

- Mao may have launched the Hundred Flowers Campaign to ensure that the party did not become too removed from the people. It was an inherent part of Mao Zedong Thought that they needed to be vigilant to ensure that the party did not become too bureaucratic and become the new elite and that they should be rectified by the people. He was trying to ensure the CCP was in touch with what the people wanted
- when Mao launched the Hundred Flowers Campaign, he may well have expected an endorsement of his policies. He expected the intellectuals to support his view of rapid and ambitious change in order to defeat the argument of the moderates within the party that change should be slower and more gradual
- the Anti-Rightist Campaign was a spontaneous response to the fact that Mao had misjudged what the intellectuals would say. When the criticism of the party went too far and eventually he was personally criticised, he had to backtrack and launch the Anti-Rightist Campaign in order to secure his position
- Mao only claimed it had been a trap all along in order to save face – his reputation rested on him being all-knowing so he could not be seen to have made a mistake.

Students might argue that the Anti-Rightist Campaign, the circumstances of 1956/57 and Mao's pattern of behaviour before the Hundred Flowers Campaign are convincing evidence that he did indeed launch the Hundred Flowers campaign to purge his opponents. Alternatively, students may argue that the Hundred Flowers Campaign had actually been a misjudgement and that Mao was just claiming he had planned this purge in order to save face.