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AS

# History

The Transformation of China, 1936–1997

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

Mark scheme

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June 2017

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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.

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June 2017

**The Transformation of China, 1936–1997**

**AS History 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 China’s dealings with Tibet in the years 1950 to 1952? **[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

- this is a speech by the Dalai Lama who is the representative of Tibet to the UN. The date is significant as it is one month after the invasion of Tibet by China
- as a high profile and very public speech it is likely to be of value in showing China's actions; however, as the Dalai Lama is using the speech to try to get help, he is stressing the aggressive nature of China's actions
- the tone is condemnatory towards China with the use of words such as 'hurled', 'aggression', 'disruption', 'jungle', 'intimidate and undermine'.

### Content and argument

- China is threatening Tibet and undermining its government. In October 1950, the PLA invaded Tibet and set up a government which was superficially Tibetan but in reality was dominated by Beijing
- Tibet is in no position to resist. With soldiers positioned in the capital of Tibet the Tibetans did not have any way of resisting demands from China
- China claims Tibet as part of China which is untrue. Tibet had a different culture and language. The Buddhist leaders held great influence. Tibet had been part of the Chinese empire up until the collapse of the Qing Empire in 1911, but had been independent since then.

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

### Provenance and tone

- this comes from the preamble to the Treaty signed between Tibet and the PRC; as the treaty has been drawn up by the PRC it is most likely to explain this country's views and its actions rather than those of Tibet
- the date is significant, coming after the invasion of Tibet and thus indicating that the Tibetans would have no choice but to sign

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- the tone is positive, stressing the benefits of the Treaty for the people of Tibet with language such as ‘peaceful’, ‘freed’, ‘rights’ and ‘liberation’. It is also paternal in tone with his reference to returning Tibet to ‘the big family...’.

### **Content and argument**

- the Treaty will lead to the successful elimination of imperialist forces. In fact, there were no imperialist forces in Tibet; Tibet had been nominally independent from China since 1911
- the people of Tibet will enjoy the same rights as other Chinese and develop their own political, educational and cultural systems. In reality, the Chinese aimed to wipe out traces of separate Tibetan identity, e.g. Mandarin Chinese was enforced as the official language
- the talks have been friendly and agreed on. The Tibetans had no choice but to sign as the PLA was in Tibet already.

In arriving at a judgement as to which source might be of greater value, students are likely to conclude that, as a public appeal by the leader of Tibet, Source A is more valuable for explaining China’s actions with regard to Tibet. However, Source B is valuable for showing Chinese justifications regarding its actions in Tibet.

Any argument as to relative value should be fully rewarded.

**Section B**

- 02** 'In 1945 the Guomindang (GMD) was in a strong position to continue the civil war against the Chinese Communist Party (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**

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### 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 in 1945 the Guomindang (GMD) was in a strong position to continue the civil war against the Chinese Communist Party (CCP) might include:**

- the Guomindang had control of the central government and controlled a large area of southern and western China from their capital city in Chongqing. At the end of the war, they were able to take over more territory as they were given the right to take the surrender of the Japanese forces still based in China
- the GMD had a large well-equipped force with aircraft and heavy artillery; they continued to have military support of the Americans who transported 500,000 Nationalist troops to the North and also took control of Beijing and Tianjin
- the GMD had international recognition as the government of China; USA and Britain had given up extra-territorial rights over China and Jiang Jieshi had been invited to a conference in Cairo, with Churchill and Roosevelt, where it was agreed that Taiwan and Manchuria would be returned to China. The USSR recognised the GMD as the legitimate government of China.

**Arguments challenging the view in 1945 the Guomindang (GMD) was in a strong position to continue the civil war against the Chinese Communist Party (CCP) might include:**

- the war had undermined the credibility of Jiang Jieshi; his reluctance to engage the Japanese had frustrated the Americans, damaged his reputation amongst his own supporters and also allowed the CCP to put itself forward as the true patriotic party
- by 1945, Jiang Jieshi's army was still ill-disciplined. This was in stark comparison to the CCP forces which were highly disciplined and an effective fighting force with a strong motive to keep fighting
- the GMD had lost support from key population groups, such as the peasantry and bourgeoisie, due to its failure to address the needs of these groups, and its failure to maintain economic stability
- the GMD was notorious for its corruption and it was divided by factional rivalry; these factors further weakened its position.

Good answers are likely to argue that although the Nationalists finished the war in 1945 in a strong position regarding territory and international support, their basic weaknesses in terms of ill-discipline in the military and corruption and inefficiency in the government would in the long-term undermine and destroy this position.

**03** ‘The Chinese Communist Party (CCP) brought radical change to the lives of women.’

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 the Chinese Communist Party (CCP) brought radical change to the lives of women might include:**

- Mao believed that women should be treated equally and should take part in productive labour, which was a radical change in attitude towards women, and this underpinned the legislation aimed at women in these years
- the position and rights of women in marriage were radically changed with the introduction of the New Marriage Law which outlawed arranged marriages, payments of dowries and keeping of concubines. Unmarried, divorced and widowed women were given the same rights to own property as men and divorce was made available to men and women on equal terms. Population control became the official policy of the CCP after 1955; women were given access to contraception
- the ACFW was established to encourage women to go to work and to implement the Marriage Law, improve women's health and education
- women were given equal voting rights in the 1953 Electoral Law and the ACFW had, as one of its aims, to encourage women to take on leadership roles; this was particularly successful at local level where women played a role in neighbourhood committees in towns and cities and peasant associations and co-operatives. Women were also appointed to the new government of 1949
- collectives had an impact on the role of women in the household. Kindergartens and communal canteens meant that many women now took on work in the fields. This also meant that they spent less time on spinning and weaving which had traditionally been done by women in the family to supplement incomes.

**Arguments challenging the view that the Chinese Communist Party (CCP) brought radical change to the lives of women might include:**

- there was much resistance in rural areas to the Marriage Law and many of the banned practices continued. Divorce also remained difficult to obtain and women who were divorced were often ostracised. There was also resistance to birth control. Mao and Party cadres were unwilling to openly challenge peasant resistance
- involvement in politics was also resisted by both men and women – who feared it might damage their reputations. No women succeeded in gaining prominent positions in the CCP hierarchy
- although women now did new jobs – entering the rural labour force, in fact they still ended up also taking responsibility for domestic chores such as childcare and cleaning. During the Great Famine the burdens of women in trying to care for their families became acute; many were forced into prostitution
- despite commitment to equal pay for equal work, women still received fewer 'work points' than men regardless of their productivity or skill.

Good students may argue that there were indeed radical changes in the position for women in this period which were often positive, as indicated by changing attitudes towards divorce and infanticide, and improvements in educational and political opportunities. However, attitudes and practices were slow to change in rural areas, and the emphasis of the regime on maximising

economic productivity, by encouraging women into the workplace, created changes that were not always positive.