

Edexcel GCSE History A and B

Controlled Assessment

CA4: China 1945–1976

What are the changes to content from 2013?

The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- The triumph of communism and the creation of the communist state, 1945–57: **reasons for success in the Civil War; the consolidation of communist authority 1949–57 and the nature of communist rule.**
- **Economic and social changes 1958–76: the consequences of the Great Leap Forward and the Cultural Revolution.**
- Mao: hero or villain? **His reputation and achievements in China from 1945 and the impact of his rule.**

Has the representation focus changed from 2013?

Previously the representation focus for this option was: What was Mao's impact on the development of China (hero or villain)? The third bullet point above now forms the representation focus.

Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

There are no published resources written specifically for this GCSE controlled assessment topic.

Hodder Education have provided downloadable content on China at

www.hodderplus.co.uk/modernworldhistory.

There is a Longman Twentieth Century History Series book *China Since 1900* by Josh Brooman (ISBN 9780582223783) which teachers may find suitable for this topic. For more information please go to www.pearsonschoolsandfecolleges.co.uk.

Teachers may also wish to use AS Level text books to help plan their teaching, and students may find them a good source of additional reading. The following GCE texts are relevant:

Heinemann Advanced History: China 1900–76, by Geoff Stewart, ISBN 9780435327699 (Pearson). www.pearsonschoolsandfecolleges.co.uk

Access to History: The People's Republic of China, by Michael Lynch, ISBN 9780340929278 (Hodder Education). www.hoddereducation.co.uk

The Columbia Guide to Modern Chinese History, by Keith Schoppa, ISBN 9780231112765 (Columbia University Press).

China since 1919: Revolution and Reform A Sourcebook, by Alan Lawrance, ISBN 9780415251419 (Routledge).

The Impact of Chairman Mao: China, 1946–1976, by Robert Whitfield, ISBN 9780748782642 (Nelson Thornes). www.nelsonthornes.com

China Since 1949 (Seminar Studies In History), by Linda Benson, ISBN 9780582357228 (Longman). www.pearsonschoolsandfecolleges.co.uk

Mao (Routledge Historical Biographies), by Michael Lynch, ISBN 9780415215787 (Routledge). www.routledge.com

The following websites may be useful:

- www.casahistoria.net/mao_china.htm
- www.historylearningsite.co.uk/china_1900_to_1976.htm
- www.chinahistoryforum.com
- www.maopost.com
- www.iisg.nl/landsberger/index.html
- <http://chineseposters.net/gallery/index.php>
- www.ibiblio.org/chinesehistory
- www.sacu.org/modernhistory.html
- <http://lcweb2.loc.gov/frd/cs/cntoc.html>

Topic timeline

We have provided the timeline below as an additional resource for students.

- 1945 Japan defeated in Second World War.
- 1945 The communists (CCP) had driven the Japanese out of large areas of China.
- 1947 Communist Red Army renamed itself the People's Liberation Army (PLA).
- 1948 Many of the eastern provinces of China were under CCP control.
- 1949 CCP took control of Shanghai.
- 1949 Chiang Kai-Shek (also known as Jiang Jieshi) fled to the island of Formosa (Taiwan).
- 1949 Communists (CCP) took control of China and declared it a Communist People's Republic.
- 1950 Agrarian Reform Law introduced.
- 1950 'People's Courts' began to put former 'landlords' on trial.
- 1951 1.5 million 'propagandists' spread the communist message.
- 1951 'Mutual Aid Teams' were set up.
- 1953 CCP encouraged peasants to form 'co-operatives'.
- 1953 The First Five Year Plan.
- 1953 All businesses were taken over by the state.
- 1953 Thousands of Chinese students were sent to USSR universities for training.
- 1956 Hundred Flowers Campaign began.
- 1957 Hundred Flowers Campaign ended.
- 1957 Over 90% of China's peasants belonged to 'co-operatives'.
- 1958 The Great Leap Forward. Backyard steel furnaces introduced.
- 1959 Mao resigned as President of China but remained chairman of the CCP.
- 1964 Publication of Mao's 'Little Red' book.
- 1965 Mao's swim in the Yangtze demonstrated his physical fitness.

- 1966 The Cultural Revolution began.
- 1967 The Cultural Revolution was out of control.
- 1971 Lin Biao disgraced and killed. Power struggle between Deng Xiaoping/Chou Enlai and the 'Gang of Four'.
- 1976 Mao and Chou died.

Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p>Context, concepts and application</p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p>Overview (Parts A and B):</p> <p>The Triumph of communism and the creation of the communist state.</p> <ul style="list-style-type: none"> • The struggle between the CCP and the GMD 1945-49 and the reasons for the success of the CCP. • The consolidation of communist authority 1949-57 and the nature of communist rule: policies on land, agriculture and industry 1949-57; changes in society and politics; dealing with opposition and the 'Hundred Flowers' campaign. <p>Economic and social changes 1958-76</p> <ul style="list-style-type: none"> • Changes in industry, agriculture and the economy, and social changes brought about as a result of the Great Leap Forward and the Cultural Revolution. <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> • Part A will require analysis with a focus on explanation of change, causation or consequence. • Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how. <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> • Part B will always require some sort of judgement. • Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different. 	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

Generic scheme of work	Subject content	15-week programme
<p>Part B Enquiry</p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> • how to find, select and use sources of information • supporting candidates in the process of their research • includes write-up. 	<p>Generic</p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> • Students to highlight key points of information or identify key views using a source that is not related to the enquiry. • Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use. • Students to compare different ways of recording it, for example, bullet points, charts, diagrams. <p>Practise write-up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as homework while teaching the content for this bullet point or the bullet point for Part C.</p>
<p>Part C Context</p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>Background</p> <p>Mao: hero or villain?</p> <p>Mao's achievements in China and the impact of his rule.</p> <p>Mao's reputation: his loss of influence following the failure of the Great Leap Forward and return to power in the Cultural revolution, the role of propaganda and the cult of the individual.</p>	<p>Weeks 11-12</p>

Generic scheme of work	Subject content	15-week programme
<p>Part C Skills and concepts</p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p>Generic</p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write-up of Part C, 1 hour.</p>