



A-level HISTORY 7042/2P

Component 2P The Transformation of China, 1936–1997

Mark scheme

June 2025

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.

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

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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

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, assess the value of these three sources to an historian studying political developments in China in the years 1956/57.

[30 marks]

Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

- L5:** Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. **25–30**
- L4:** Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. **19–24**
- L3:** Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. **13–18**
- L2:** The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. **7–12**
- L1:** The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. **1–6**
- 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.

Source A: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- as the director of Mao's Propaganda Department, Lu Dingyi can be considered a representative of Mao's view, showing us how Mao was presenting the reasons for the Hundred Flowers campaign to the wider party. As it is propaganda, it is not completely candid. It could be said that the Hundred Flowers campaign was not really about promoting free speech to rectify the party, but about luring enemies into criticising the CCP so they could then be purged
- the source dates from May 1956, a full 9 months before the campaign was finally launched by the party. This shows the resistance within the party to launching this campaign – many leading members within the CCP were afraid it would undermine the power of the party
- Lu Dingyi's audience is the CCP, again showing that they needed to be persuaded that this campaign was necessary
- the tone is measured in order to persuade the party to go ahead with the campaign – it is arguing that open debate is valuable, but also assures them that there will be clear limits to what comments would be acceptable.

Content and argument

- Source A shows Mao's motivations for launching the Hundred Flowers Campaign. We see that the target of the campaign was the intellectuals ('artists', 'writers' and 'scientists') who were told to feel free to voice criticisms in order to improve Communist China. This source showed it was initially about academic matters, but the intention was for it to be much wider and for them to voice criticism of the entire Communist Party
- this suggests that Mao launched the Hundred Flowers in order to rectify the party and make it more responsive to the people. Mao felt the CCP had become too bureaucratised with their cautious approach to the First Five Year Plan. He therefore expected intellectuals to criticise the party as a whole and endorse his own, more radical, record
- the source shows that Mao was responding to international political events – it was believed that the Hungarian Revolution had occurred because the party had become too divorced from the people, and Khrushchev's denunciation of Stalinism had echoed a similar theme
- the reference to Hu Feng suggests that Mao did not expect the criticism from the intellectuals to reach the stage that they would criticise the whole system or Mao himself – it suggests that they had learnt their lesson from the 1955 purge
- the warning for potential critics to be careful can be interpreted in various ways – it could be seen as a clause inserted by Mao in order to justify his later purge, suggesting that the Anti-Rightist campaign had long been planned, or it could be interpreted as suggesting that Mao genuinely did not think the criticisms would go too far and therefore suggests he had miscalculated.

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

Provenance, tone and emphasis

- as a university professor, Chang Po-sheng's criticisms would be able to influence students in China, which would have been very worrying for Mao due to the similarity to the Hungarian Uprising, where students were a key part of the uprising
- his role as head of the propaganda department of the Communist Youth League would be equally worrying, as his radical criticisms could turn younger party members against Mao
- the date is quite late in the Hundred Flowers campaign and shows the furthest reach of the criticism. It shows how far the criticisms went, but is also untypical of most criticisms, which were more moderate. Initially there were no criticisms at all from cautious intellectuals and then most was fairly timid, due to the earlier Hu Feng Affair
- the tone is highly critical of many elements of the political system in the PRC, including many of Mao's decisions.

Content and argument

- this source shows why Mao changed the course of the Hundred Flowers campaign and launched the Anti-Rightist campaign. It shows that Mao may have miscalculated and that dissatisfaction with him and the party had been much deeper than he had anticipated
- the reference to excessive terror would have damaged Mao as it was his desire for permanent revolution and constant vigilance against counter-revolutionaries that was behind many of the mass campaigns, such as the Suppress Counter-revolutionaries campaign referenced here. This was dangerous to Mao as Khrushchev had denounced Stalin's excessive use of terror and Mao was paranoid that something similar could happen to him
- the reference to collectivisation would also have worried Mao as it was his policy for socialism to be achieved as quickly as possible while the more moderate Party leaders wanted a more cautious approach. The criticisms seem to be siding with his enemies rather than with him, which is not what Mao had expected
- the call for general elections and genuinely free parties was worrying for Mao because it could lead to the CCP being toppled from power.

Source C: in assessing the value of this source, students may refer to the following:

Provenance, tone and emphasis

- the source shows the perspective of a victim of the Anti-Rightist campaign. It is one individual account, but it brings alive the unfairness of the quota system
- this extract does not reveal what criticisms he had made, only that he feels that the accusations against him had been fabricated. As a memoir, he may seek to absolve himself of any wrongdoing. As someone who had been jailed in a labour camp and later escaped, he would have held a grievance against the CCP
- the memoir was published in 2008 so it was written much later than the events described. Nevertheless, this was such a key and traumatic moment of his life that recollection is likely to be fairly reliable
- the tone is very critical of the unfairness and arbitrary nature of the Anti-Rightist campaign.

Content and argument

- the source shows the impact of the Anti-Rightist campaign on its victims. Many people were branded as 'rightists' during this campaign and were forced to endure a humiliating series of public struggle meetings where terrible accusations were made against them. Many were sent to labour camps, others to re-education in the countryside, whilst others were driven to suicide
- it shows the arbitrariness of who would be branded a rightist. In this extract, Xu Hongci insists that the accusations against him were made up and many do sound very far-fetched. Mao had set a quota for the number of rightists to be exposed and every Party unit had to meet this, so unfounded accusations were common
- it shows the mass public outcry caused by the Anti-Rightist campaign – we see the use of newspapers, and accusations by Communist Party officials seemed to create a mass hysteria which was believed by many
- it shows the impact the Anti-Rightist campaign would have on Communist Party members. It is said that this campaign silenced a generation and contributed to the failure of the Great Leap Forward and the treatment of Xu Hongci shows us why this was the case.

Section B

- 0 2** 'Popular support was more important than military factors in bringing about the Communist victory in the Civil War by 1949.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 popular support was more important than military factors in bringing about the Communist victory in the Civil War by 1949 might include:

- Mao won popular support from the peasants through the policies implemented in areas liberated by the CCP, such as land reform, the creation of peasants' associations and the liberation of women. Poorer peasants made up the majority of the Chinese population, so this was important for the CCP in gaining support. In contrast, the Nationalists failed to win the support of the peasants due to their support of the hated landlord class and their failure to implement any kind of land reform
- Mao's propaganda skills also won over patriots and intellectuals who believed that the CCP had taken a stronger stand against the Japanese during the Sino-Japanese war. He also depicted the Nationalists as running dogs of the imperialists because of the help they received from the Americans during the Civil War
- the Nationalists' mismanagement of government, especially the economy, finally lost them the support of their base in the cities. The hyperinflation meant many thought it could not get worse under the Communists. Their corruption also led many to decide to give the Communists a chance
- this all caused much higher discipline and morale amongst communist troops, whilst conscripted Nationalist forces had low morale and often deserted. The support of the population was also crucial in executing the guerrilla tactics and preventing the Nationalists from responding to it, for example by not revealing the location of the Communists
- this was crucial because the Nationalists had many military advantages over the Communists, including a larger army, air force and artillery so the Communists were able to defeat a militarily superior force by gaining widespread popular support.

Arguments challenging the view that popular support was more important than military factors in bringing about the Communist victory in the Civil War by 1949 might include:

- the Communists had superior military strategy and it could be argued this is what won them the war. This includes their use of guerrilla warfare in Manchuria to isolate Nationalist troops in the cities and cut off their supply route; their use of tactical retreats, most notably in Yan'an, to overextend the Nationalists; and the change to using conventional warfare to advance through the rest of China. In contrast, the Nationalists had poor military strategy and made a series of errors, especially over-committing in Manchuria and then refusing to retreat. This meant they lost their initial advantage of superior weaponry and manpower
- the PLA had excellent military leadership – not just Mao, but also Lin Biao, Peng Dehuai and Zhu De. In contrast, the Nationalists had weaker military leadership – Jiang Jieshi refused to delegate to subordinates who could see what was happening on the ground and he promoted officers on the basis of loyalty rather than competence. Many of these generals and officers were deeply corrupt
- the PLA instilled more discipline in their troops – political indoctrination meant they were united and highly motivated, while the rules on correct conduct compiled by Mao ensured that PLA troops gained the support of the people, especially the peasants. In contrast, the Nationalists had poor discipline and morale as it was a mainly conscript army that was treated very badly. As such, many deserted to the Communists, taking their weapons with them
- popular support could be considered less important because the PLA victories in Manchuria, which depended on their military strategy, were the key turning point in the Civil War.

Students could argue that popular support enabled the CCP to win over a larger and better equipped army. Alternatively, students could argue that although the Communists won greater political support, this was more help for them in establishing power after the victory and that the Civil War itself was won due to more effective military strategy. Others may argue that military and political factors intertwined seamlessly in the war and that it is impossible to separate them.

- 0 3** To what extent did the Chinese people benefit from the social policies of the Chinese Communist Party (CCP) in the years 1962 to 1966?

[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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21–25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16–20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11–15**
- L2:** The answer is 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 the Chinese people benefited from the social policies of the Chinese Communist Party (CCP) in the years 1962 to 1966 might include:

- women benefited as birth control was reprioritised in 1964 as China's economy recovered from the Great Leap Forward. There was considerable success here. This made life easier for women as it was not an endless cycle of pregnancies
- young people benefited because once the economy began to recover after the GLF, education began to expand again as Mao wanted a literate population that could contribute to China's economic development and be susceptible to political indoctrination. There was considerable expansion of primary school and university education
- although culture continued to be heavily censored, it could be argued that it became more accessible to ordinary people, especially peasants, as dance, theatre and opera troupes toured the villages for propaganda purposes. More films than ever were produced by the Shanghai film industry and mobile cinemas toured the villages
- by this period, outright attacks on religion had been replaced by state control. Daoism was now more tolerated and had even grown during the chaos of the Great Leap Forward. Islam was also recognised and officially tolerated, as was Christianity through the patriotic churches
- living standards in general improved as the famine ended and Liu Shaoqi's economic policies took effect.

Arguments challenging the view that the Chinese people benefited from the social policies of the Chinese Communist Party (CCP) in the years 1962 to 1966 might include:

- it could be argued that women did not benefit as the aftermath of the famine was still being felt in this period. The famine had a huge negative impact on women's health, fertility and infant mortality. In addition, as the CCP tried to get the population size to recover, birth control was dropped as a policy in the first half of this period, and propaganda emphasised a more traditional role for women. This could be disillusioning to the women who had rallied to the initial aim of getting women out of the home
- it could be argued that young people did not benefit because the aftermath of the GLF was also affecting education in rural areas – the famine was still ongoing in 1962; many rural schools had been abandoned during this and there was a lack of resources. For university students, there were no longer any opportunities to study in the USSR after the Sino-Soviet split. The 'Learning from the Peasants' scheme was launched to tackle youth unemployment in this period, so many city youths were forced to go and live in harsh conditions in the countryside
- although censorship had been in place since 1949, it became increasingly oppressive towards the end of this period due to the growing influence of Jiang Qing and the Shanghai Radicals. In 1964, she had set up a Five-Man Group to coordinate work on cultural reform and so she suppressed many loved features of Chinese culture, most notably the Beijing operas. They were replaced by revolutionary operas approved by her. Some could find this level of censorship suffocating
- religious activity continued to be heavily controlled by various state agencies, such as the Chinese Daoist Association. Tibetan Buddhists particularly suffered during this period due to the aftermath of the 1959 uprising
- living standards at the start of this period continued to be low in rural areas due to the continued impact of the famine.

Students may either focus on the lingering impact of the famine and the continued repression of religion and culture to argue that people in China did not generally benefit from the social policies of the PRC during this period. Alternatively, they may view it as a time of recovery, with more official recognition of religion and recovery of education. Students who evaluate social policies that are in place throughout the Maoist period should be rewarded for this, as long as they remain true to the period 1962 to 1966. Answers should focus on the distinctive features of 1962 to 1966.

0 4 'Deng Xiaoping transformed agriculture and industry in the years 1978 to 1984.'

Assess the validity of 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.

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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 supporting the view that Deng Xiaoping transformed agriculture and industry in the years 1978 to 1984 might include:

- China's industrial and agricultural policies became pragmatic rather than ideological. Deng abandoned Mao's emphasis on class struggle and mass mobilisation in the Third Plenum in December 1978. He recalled experts and called on them to 'seek truth from facts' and 'emancipate their minds' and come up with solutions that worked, even if they contained elements of capitalism
- Mao's agricultural and industrial policies had been based on cooperation and equality. Deng introduced competition and this meant the reintroduction of economic inequality, as illustrated by the phrase 'To get rich is glorious'
- before Deng, China had sought self-sufficiency in industry, whereas Deng adopted an Open Door Policy which welcomed foreign investment and trade and learning from foreign countries through the 'technology transfer' programme. This was achieved through the creation of Special Economic Zones in 1979, where foreign capitalists could invest in joint enterprises. The scheme was expanded in 1984, and export trade began to grow drastically
- the People's Communes were at the heart of Mao's agricultural policies – this entailed all land being farmed collectively with only very small private plots allowed for personal use. Deng transformed this to create the household responsibility system, where families could lease land from the collective and farm it as a household. They could farm it as a private farm, choosing themselves what to grow and being allowed to sell anything that was left after the state quota for a profit
- the transformation in methods led to a transformation and increase in productivity.

Arguments challenging the view that Deng Xiaoping transformed agriculture and industry in the years 1978 to 1984 might include:

- ideology was not completely abandoned. Deng continued to insist that his industrial and agricultural policies were socialist, as seen in the term 'socialism with Chinese characteristics' because he believed the ultimate aim of socialism was increasing living standards for all
- prior to 1976, industry was based on central state planning and large state-owned enterprises (SOEs) which supplied their employees with jobs for life, education and health. This remained the case well beyond 1984 – they were such an embedded part of life in China that Deng did not even begin to try and reform the SOEs until later
- while industrial growth and foreign trade grew rapidly in the SEZs, these were concentrated along the eastern seaboard – the vast inland areas of China remained unchanged
- the full effects of opening Chinese industry up to the global capitalist system had not been felt up to 1984
- within agriculture, the commune as the basic unit of organisation remained – the *xiangs* were smaller than the People's Communes, but they were still collective farms who were still required to hand over a set quota of their produce to the state. The farmers still did not privately own the land – it was leased from the xiang for a period of 15 years.

Students may argue that the Third Plenum of December 1978, and its adoption of 'socialism with Chinese characteristics' marked a real turning-point in China's industrial and agricultural development both in terms of real growth and in abandoning ideological policies for pragmatic policies with many capitalist features. Alternatively, they may argue that although there were dramatic changes during this period, they were mainly isolated in the main eastern cities, and that for most of China, the key features of collective farms and SOEs remained the bedrock of the economy.