



Cambridge Assessment International Education
Cambridge Pre-U Certificate

HISTORY

9769/71

Paper 5j China under Mao Zedong, 1949–1976

May/June 2018

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2018 series for most Cambridge IGCSE[®], Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

© IGCSE is a registered trademark.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

This document consists of **14** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Special Subject: Source-based Question

These banding definitions address Assessment Objectives (AOs) 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) This question is designed to test skills in the handling and evaluation of source material but it is axiomatic that answers should be informed by and firmly grounded in wider contextual knowledge.
- (b) Examiners will be aware that the topic on which this question has been based has been notified to candidates in advance who, therefore, have had the opportunity of studying, using and evaluating relevant documents.
- (c) The Band in which an answer is placed depends upon a range of criteria. As a result not all answers fall obviously into one particular Band. In such cases, a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (d) In marking an answer examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Question (a)**Band 3: 8–10 marks**

The answer will make full use of both documents and will be sharply aware of both similarities and differences. Real comparisons of themes and issues will be made across the documents rather than by separate treatment. There should be clear insights into how the documents corroborate each other or differ and possibly as to why. The answer should, where appropriate, demonstrate a strong sense of critical evaluation.

Band 2: 4–7 marks

The response will make good use of both documents and will pick up the main features of the focus of the argument (depending upon whether similarity or difference is asked) with some attention to the alternative. Direct comparison of content, themes and issues is to be expected although, at the lower end of the Band, there may be a tendency to treat the documents separately with most or all of the comparison and analysis being left to the end. Again, towards the lower end, there may be some paraphrasing. Clear explanation of how the documents agree or differ is to be expected but insights into why are less likely. A sound critical sense is to be expected especially at the upper end of the Band.

Band 1: 1–3 marks

Treatment of the documents will be partial, certainly incomplete and possibly fragmentary. Only the most obvious differences/similarities will be detected and there will be a considerable imbalance (differences may be picked up but not similarities and vice versa). Little is to be expected by way of explanation of how the documents show differences/similarities, and the work will be characterised by largely uncritical paraphrasing.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Question (b)**Band 4: 16–20 marks**

The answer will treat the documents as a set and will make very effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It will be clear that the demands of the question have been fully understood and the material will be handled confidently with strong sense of argument and analysis. Good use of supporting contextual knowledge will be demonstrated. The material deployed will be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument will be well structured. Historical concepts and vocabulary will be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected.

Band 3: 11–15 marks

The answer will treat the documents as a set and make good use of them although, depending on the form of the question, not necessarily in equal detail. There may, however, be some omissions and gaps. A good understanding of the question will be demonstrated. There will be a good sense of argument and analysis within a secure and planned structure. Supporting use of contextual knowledge is to be expected and will be deployed in appropriate range and depth. Some clear signs of a critical sense will be on show although critical evaluation of the documents may not always be especially well developed and may be absent at the lower end of the Band. Where appropriate an understanding and evaluation of differing historical interpretations may be expected. The answer will demonstrate a good understanding of historical concepts and vocabulary.

Band 2: 6–10 marks

There will be some regard to the documents as a set and a fair coverage, although there will be gaps and one or two documents may be unaccountably neglected, or especially at the lower end of the Band, ignored altogether. The demands of the question will be understood at least in good part and an argument will be attempted. This may be undeveloped and/or insufficiently supported in places. Analysis will be at a modest level and narrative is likely to take over in places with a consequent lack of focus. Some of the work will not go beyond paraphrasing. Supporting contextual knowledge will be deployed but unevenly. Any critical sense will be limited; formal critical evaluation is rarely to be expected; use of historical concepts will be unsophisticated.

Band 1: 1–5 marks

The answer will treat the documents as a set only to a limited extent. Coverage will be very uneven; there will be considerable omissions with whole sections left unconsidered. Some understanding of the question will be demonstrated but any argument will be undeveloped and poorly supported. Analysis will appear rarely, narrative will predominate and focus will be very blurred. In large part the answer will depend upon unadorned paraphrasing. Critical sense and evaluation, even at an elementary level, is unlikely whilst understanding of historical concepts will be at a low level. The answer may be slight, fragmentary or even unfinished.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Special Subject: Essay Question

These banding definitions address Assessment Objectives (AOs) 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question. Information about AOs can be found in the 2016–18 Cambridge Pre-U History syllabus.

Introduction

- (a) The banding definitions, which follow, reflect, and should be interpreted within the context of, the following general statement:

Examiners will give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They will be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit will be given for evidence of a good historical intelligence and for good use of material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners will use these banding definitions in combination with the paper-specific mark schemes.
- (c) It goes without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners will also bear in mind that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well-sustained and well-grounded account, to provide sufficient implicit analysis to justify a Band 4 mark.
- (e) The Band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular Band. In such cases a 'best-fit' approach will be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners will first place it in a Band and then fine-tune the mark in terms of how strongly/weakly the demands of the Band have been demonstrated.

Band 5: 25–30 marks

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this Band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well-developed and historical concepts fully understood. Where appropriate there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations.

Such answers may be expected, where appropriate, to make use of or refer to relevant primary sources. Nevertheless, where the answer is strong in all or most of the other criteria for this Band, limited or no use of such sources should not preclude it from being placed in this Band.

Band 4: 19–24 marks

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage, which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary.

Such answers may be expected, where appropriate, to make use of or refer to at least some relevant primary sources. Nevertheless, where the answer is strong in all or most of the criteria for this Band, very limited or no use of these sources should not preclude it from being placed in this Band.

Band 3: 13–18 marks

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

Use of or reference to relevant primary sources is a possibility. Candidates should be credited for having used such sources rather than penalised for not having done so.

Band 2: 7–12 marks

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated.

Use of or reference to relevant primary sources is unlikely at this level but credit should be given where it does appear.

Band 1: 1–6 marks

The answers will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; the answer is likely to include unsupported generalisations, and there will be some vagueness and irrelevance. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources are not to be expected. The answer may be fragmentary, slight and even unfinished. Use of or reference to relevant primary sources is highly unlikely at this level but credit should be given where it does appear.

Band 0: 0 marks

No evidence submitted or response does not address the question.

Section A

Question	Answer	Marks
1(a)	<p>How far does the evidence provided by Document B corroborate the evidence provided by Document D about the benefits brought about for women in Communist China after the Revolution?</p> <p>Similarities – Document B concerns the role of women in ‘economic reconstruction’ and Document D confirms the building of a ‘socialist industrial society’, which needed women as ‘half of the labour power’ came from women. In Document B, Liu Su-ying is being trained for industrial work, part of the work of economic reconstruction. Document D talks about changing traditional ways and Document B confirms that there was a big change with the daughter of poor peasants becoming a technician. The enthusiasm in Document A is mirrored by the view that many women welcomed change.</p> <p>Differences – There is an acceptance in Document B, which does not link with the pressures being put on traditional families in Document D; there seems to be little need to put pressure on the writer of Document B. The emotional disturbance talked of in Document D has no reflection in Document B where there is little to suggest a context of any difficulties experienced by women in traditional cultures; there is no suggestion that the family of the girl in Document B is concerned or has had to be pushed severely.</p> <p>Provenance – Document B is from a Chinese publication of 1952, relatively close to the revolution at a time of rapid change and may well be propaganda. Document D is from a study of 1959 written outside China and not intended for lauding the regime’s achievements but taking a broader view, which shows problems, as well as excitement and achievement.</p>	10

Question	Answer	Marks
1(b)	<p>How convincing is the evidence provided by this set of documents for the view that policy towards women in China in the period 1949 to 1956 was motivated by economic priorities, rather than the desire to improve their lives? In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E).</p> <p>Document A does not directly seem to show that there were economic motives, but more a desire to promote equality in keeping with Mao's dictum that 'women hold up half the sky', and the greater role of women in the party and its struggle – if not in his own personal life as far as women were concerned. There is reference to the need for joint efforts in the domestic sphere for the building of a new society, which was very much in the regime's mind after the recent success of the revolution. The 'free choice of occupation' may refer to economic pressures, but that is not the thrust of the argument. Candidates may describe restrictive traditions and the support gained by the CCP for espousing greater sexual equality. Document B does reflect far more the role of women in the economic progress of China – 'the economic construction of our nation'. The policy of encouraging more technical education for girls is seen as part of the transition from an 'agricultural county into an industrial country' and should be put into the context of economic policies of industrialisation and planning in this period.</p> <p>Economic change was essential for the justification of a communist society to be made in Marxist terms and female labour was essential. However, the document also supports the huge benefits in terms of social mobility and enabling girls like the writer to break free from restrictions. It does have to be seen as part of an official encouragement, though, and is obviously evidence which should not be taken at face value as entirely typical, as Document D points out. The prevalence of restrictive sexual attitudes and the on-going exposure of female children, and assumptions that women should be subservient, persisted well into the Maoist era and beyond. However, there may be more truth in Document B than Document C, which is obviously intended to give a roseate picture of prosperity and family harmony being the aim, which was often belied by reality. By 1954, the strains of totalitarian rule, the limited economic growth and the resentment about social change in many traditional areas, offered a different picture. Document D is more realistic in seeing a struggle between the Party, which was driven by economic considerations, and a desire to improve lives. The Great Leap Forward was the context in 1959 in which economic progress and changes in society were more motives than a general desire to improve women's lives. However, some may argue that the communes for all their economic failures did offer greater sexual equality and mutual support for childcare, and that the traditional family system did not benefit women. It may well be that the writer of Document E was looking for confirmation about the positive effects of revolution for women. Document E is not based on either impartial or widespread evidence, but it does accord with evidence such as that of Document A and Document B, and the stated aims of the CCP. The changes made – the ending of foot-binding and forced marriages – accord with social policy, though enforcement was less effective in the interior than in a developed urban centre like Shanghai with strong Western influence.</p>	20

Question	Answer	Marks
1(b)	<p>The laws were certainly written, and Mao was well known for espousing in theory the greater rights of women; though there was the risk of persecution after the Hundred Flowers Campaign and the Cultural Revolution, as seen in many memoirs of the period. However, there were leading posts open to women such as Mao's wife. Given the often very backward position of women before 1949, some of the implied positivity in the sources towards Mao's espousal of advancing women's rights may be justified in contrast, but some may point to changes in the Nationalist era as well with urban and economic growth and more links to the West.</p>	

Section B

Question	Answer	Marks
2	<p>'He adapted Marxist theory out of all recognition to fit the reality of the situation in China.' How far do you agree with this view of Mao's key political ideas in and after 1949?</p> <p>AO1/2 – Marxism made a considerable impression on Mao initially, but by the 1930s he had moved away from the Russian model. The key elements of distinction were Chinese traditions and the economic development of China. Mao's survival rested heavily on peasant support in the 1930s. One of his most significant comments was 'the target is the Chinese Revolution; the arrow is Marxism-Leninism'. Some key ideas were a distinct path between dogmatic adherence to Marxist theory and simply adapting theory to circumstance. The theory of New Democracy was akin to the Leninist belief in the party as the language of the revolution: a national, popular, anti-feudal movement run by the Communists but less akin to Marxism, which anticipated the end to feudalism in societies overturned by Communism, as only in developed bourgeois industrial societies would the proletariat be developed enough as a class to take power. The means, too, of revolution – political change brought about by armed revolution – was more akin to the development of Marxist theory after Marx's death. Marx assumed that social and economic change would reach a sort of nodal point of change that armed rebellion would merely bring about what was inevitable by his theory of historical change. A 'People's War' would indicate that the preconditions for revolution had not been met. Maoism stressed peasant-based global revolution in a way that Marxism did not. Mao's strictures against imperialism were more a reflection of Leninist analysis, which saw imperialism as a final phase of capitalism. The role of the party as an integral part of, often peasant, masses – not the politically aware vanguard of Leninism – may be closer to Marx, but the links between party and rural masses was not. The ideology of on-going revolution is similar to the idea that the first revolution would lead to a dictatorship of the proletariat which would give way to the classless society. It could be argued that this was followed by the establishment of the party in power and then by the changes of the Great Leap Forward and the Cultural Revolution, which attempted a more profound revolution based more on communities and the eradication of the remaining bourgeois links and party structure. However, the society which was aspired to did not really equate strongly to the withering away of the state and the ideal community of Marxist ideology. In broad terms, Mao's views on contradiction and struggle are Marxist in origin and were influenced by dialectical materialism. There were also similarities in philosophical method such as the importance of empirical observation and the belief in the scientific basis of political development. In other words, Maoism like Marxism had a tendency to be dynamic and developmental in character. The clearest divides probably occur in the Maoist belief in the inherent revolutionary potential of the Third World, which does not share in the development of the more developed worlds and, therefore, world economic development is riven with contradictions and will lead to revolution. As the Third World is predominantly agrarian, and Marx did not see the revolutionary potential in rural unrest, this is really a break from orthodoxy in the light of the on-going social and economic divide between the developed and 'developing world'.</p>	30

Question	Answer	Marks
2	There is no set answer expected. As the whole basis of class analysis was adapted, it could be argued that Maoist-thought is not truly Marxist; however, some key elements of method, such as analysis of society and political developments, could be seen to be quite closely linked with classic Marxism.	

Question	Answer	Marks
3	<p>‘A well-meaning experiment which went wrong.’ Assess the validity of this judgement on the Great Leap Forward.</p> <p>AO1/2 – Candidates may agree that the ‘experiment went wrong’ rather than it was ‘well-meaning’, but they should consider both aspects. The well-meaning aspects might be both in terms of improving the rather disappointing results of previous economic planning and realigning the revolution to close the gap between rural and economic development. On the one hand, the Great Leap Forward did aim to promote greater economic growth and to use China’s greatest resource, its manpower, and there was the sense of revolutionary aspiration for progress. On the other hand, it may be seen to have been motivated by a desire for power and control, and to manipulate the country into an ideological model regardless of the realities. In terms of outcome, the consensus is that: the disruption of traditional farming created a great and disastrous man-made famine; that poor planning and attempts to decentralise industry, especially in the backyard furnaces, resulted in progress being slowed rather than accelerated; and, that the social engineering largely failed, leading to an even worse national experiment in the Cultural Revolution. There are defenders who see the idealism of the revolution being rekindled and progress being made towards a more equal society. However, there may be more debate about the intentions than its success in purely economic terms.</p>	30

Question	Answer	Marks
4	<p>What best explains why, in the period from 1949 to 1976, China gave more support to North Korea than to North Vietnam?</p> <p>AO1/2 – Given the previous links with and the domination of Vietnam by China, it might have been expected that China's intervention in Vietnam would have been greater than in Korea. There were historical connections and only the French defeat of China in 1884 had broken Chinese control of Indo-China. There was a possibility that Vietnam might return to Chinese control in 1945, but Jiang rejected it. The communist regime did not send large forces to Vietnam during the struggle against France, or in the war between North Vietnam and the USA. However, in the war between North Korea, where there were fewer historical links, there was a much greater commitment. Mao encouraged the invasion of the South by Kim il Sung in 1950, and when the UN troops were likely to overwhelm North Korea, he sent large Chinese 'volunteer' forces, of whom 180000 died. China accepted North Korean refugees and sent a great deal of economic aid, not only during the war but also after the armistice of 1953. The Sino-North Korean Mutual Aid and Cooperation Treaty of 1961 confirmed the on-going relationship, which lasted through the period of Mao's rule. China offered a considerable amount of political, military and diplomatic support to North Korea, which developed along similar lines to China. With Vietnam, though there were arms, training and supplies given to the North, there was not the same level of military support and there was not a consistently warm relationship. After the end of the war, there were on-going territorial disputes, and the support of the USSR was resented. A condition of aid given to North Vietnam in the 1960s and 1970s was that this should not be sought from Russia. There was considerable concern about the links between Vietnam and the USSR. Whereas the decision to send troops in 1950 was taken with the approval of Stalin, who was happy to see the West distracted, Vietnam, conscious of previous domination, was less happy to see domination by China and more willing to play off Russia against China, so the level of support was less and less consistent. The intervention in Korea was soon after the takeover of power by the CCP, when armies remained strong and mobilisation of public opinion and revolutionary enthusiasm was high. The long border with Korea affected China's strategic concerns about a US-led advance into North Korea. The situation in Vietnam was different in that no US invasion of the North took place. The dangers of a war with the USA at a time when relations with the USSR were poor had to be considered. Also, the economy of China had been severely disrupted by the Great Leap Forward, then the Cultural Revolution. There were better relations with the USA too from 1972, which were valued as a counterpoise against Russia.</p>	30