

**MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers**

9769 HISTORY

9769/74 Paper 74 (Special Subject – China under Mao Zedong, 1949–1976),
maximum raw mark 60

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

Special Subjects: Document Question

These banding definitions address Assessment Objectives 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

This question is designed largely 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.

Examiners should 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.

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 should be adopted with any doubt erring on the side of generosity.

In marking an answer examiners should 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 1: 8–10

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

The response will make good use of both documents and will pick up the main features of the thrust 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 3: 0–3

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.

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

Question (b)

Band 1: 16–20

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. English will be fluent, clear and virtually error-free.

Band 2: 11–15

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 well 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 and will be expressed in clear, accurate English.

Band 3: 6–10

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 well 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. Although use of English should be generally clear there may well be some errors.

Band 4: 0–5

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 well be slight, fragmentary or even unfinished. English will lack real clarity and fluency and there will be errors.

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

Special Subject Essays

These banding definitions address Assessment Objectives 1, 2, 3 and 4, and should be used in conjunction with the indicative content mark schemes for each question.

Introduction

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

Examiners should 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 should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b) Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c) It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d) Examiners are also asked to bear in mind, when reading the following, 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 well 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 2 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 should be adopted with any doubt erring on the side of generosity.
- (f) In marking an essay, examiners should 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 1: 25–30

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. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

Such answers may be expected, where appropriate, to make use of 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.

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

Band 2: 19–24

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. Use of English will be highly competent, clear, generally fluent and largely error-free.

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

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

Band 4: 7–12

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 well 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. Some errors of English will be present but written style should be clear although lacking in real fluency.

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

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

Band 5: 0–6

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; unsupported generalisations, vagueness and irrelevance are all likely to be on show. 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 is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

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

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

- 1 (a) How far is Mao's view of the success of his policies in Document D corroborated by the views expressed in Document A? [10]**

The answer should make full use of both documents and should be sharply aware of both similarities and differences. Real comparisons of themes and issues should 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. Candidates should make use of the content of the headings and attributions as well as the text of the documents. In terms of content, both quote agricultural success stories, both in poor areas – one in the desert area of Northern China, one in a poor region in Hebei. The latter has been improved by collective farms, the former more by a military operation in which the soldiers subsequently became farmers and settlers of the frontier area. In one there is a romantic description of trees, cotton, maize, fruits and babies. In the other a more prosaic reference to grain reserves. Both refer to hard struggle against tough odds – the reputation of poverty in D and the wolves, lack of shelter etc. in A. The impression of total success and unanimity in A is not supported in D, which refers to strikes, lack of ideological education and resentment and short-sightedness in agricultural areas. None of this is evident in the impression given to Johnson by the official in A. In terms of the evidence itself, both are based on information from communists – the local official and the national leader. Both are published with an eye to their effect on the public. China wanted favourable opinions from foreigners in 1961 and in what was presumably a carefully managed tour they impressed a leftist cleric. Mao was on the verge of his Hundred Flowers Campaign and whether out of genuine desire to let the people have a say or a wicked plot to identify dissidents is disputed. This is a rare and untypical acknowledgement that not everything was as perfect as it appears in A. It may be justifying political re-education and therefore has a different purpose to A, which is justifying the regime as it stands.

- (b) How convincing is the evidence provided by this set of documents that the benefits of Communist rule between 1949 and 1956 for the Chinese people outweighed the disadvantages? In making your evaluation you should refer to contextual knowledge as well as to all the documents in this set (A–E). [20]**

The answer should treat the documents as a set and should make effective use of each although, depending upon the exact form of the question, not necessarily in the same detail. It should be clear that the demands of the question have been fully understood and the material should be handled confidently with a strong sense of argument and analysis. Good use of supporting contextual knowledge should be demonstrated. The material deployed should be strong in both range and depth. Critical evaluation of the documents is to be expected. The argument should be well constructed. Historical concepts and vocabulary should be fully understood. Where appropriate an understanding and evaluation of differing historical interpretations is to be expected. From contextual knowledge candidates should be aware of context and broader issues, some of which are reflected in the documents. The debate here is whether, given the terrible conditions, a firm but fair regime offered progress and hope; or whether for all its achievements, the repression and violence of the regime set China on a disastrous path which outweighed any temporary advantages in the countryside. It is interesting that the foreign source acknowledges a higher level of achievement in B than Mao himself. There may be some implied criticism of the central control in B but Congress was told of considerable achievements which candidates may accept or challenge by reference to their own knowledge. High inflation, many war torn areas, a weakened infrastructure and problems of localism and law and order can be confirmed; the new regime controlled inflation; there was substantial land redistribution and some social improvements. However, there was also a high level of repression, wasteful use of resources on military spending and the pursuit of international power status and personal dictatorship. A might

Page 8	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

support B but it is from one small area and from an unreliable source, dependent on its information from a local official. D generally stresses achievements, but by 1957 Mao was not content with the pace of change, particularly the balance between industry and agriculture and the productivity of the farms. He gives a mixed picture, stressing the success of collectivization but identifying some discontents and having to admit that not all collectives achieved the success of the example he quotes. As in Russia, collectivization brought mixed results and Mao's stress on population growth (hinted at in A) was short-sighted. E suggests a more bitter local land redistribution with winners and losers and a great deal of Post QPEC violence, repression and class hatred. A lot depends on a view of the period beforehand – despite all this, many peasants were better off than under the landlords and despite the repression there was a genuine sense of participation. However, the human costs cannot be denied and they are brought home by the family memoir in C. The repression of loyal party workers is all too reminiscent of Russia – but the level of control here is chilling and accords with the view in E. Was China driven by a paranoid dictator towards excessive arms spending, war in Korea, violent class hatred in the villages, a vicious system of repression and control; or was a backward and ravaged country put on the road to progress and given more social justice and reform than ever before in its history by a genuinely ideologically motivated party, unfairly criticized by the west and given limited aid by Russia?

Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

2 How important was the leadership of Mao Zedong to the Communist victory of 1949? [30]

Candidates should:

AO1– present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates should be able to focus on what have been claimed as Mao's strong points as a leader – his ideological development of Marxist Leninism to fit a Chinese context; his part in the heroic image of the party going back to the Long March would not be irrelevant; his policies towards the peasants and his ability to supply effective propaganda and a vision for the future. Critics point to his limited role in key elements of party success, his in fighting and ambition and his jealousy and downplaying of the achievement of others. There are also factors beyond Mao's control, particularly the divisions of the Guomindang and the weaknesses of their government and military power; their treatment of their own men and of the peasants lost them support both within China and from western allies. The weaknesses of the GMD might include their military miscalculations; but beware of long accounts of the military history of the Civil War.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here, candidates should demonstrate an especially sharp evaluation of the relative importance of Mao and be aware of the gap between image and reality, given the importance placed on his leadership by some biographically-based sources and by Mao's own propaganda.

AO3 – [not applicable to Special Subjects]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 10	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

3 Was the Cultural Revolution merely a means for Mao Zedong to maintain his personal power? [30]

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates should be able to focus on what have been claimed as Mao's motives. Launched in 1966, this was an iconoclastic move to revitalize the Revolution, destroying Old Culture, Old Habits, Old Customs, Old Ideas and to use youth to destroy remnants of bourgeois culture. Was this part of a genuine desire to rejuvenate and look critically at the Party, or a response to the growing criticism of the failures of the Great Leap Forward and the emergence of potential rivals like Liu Shaoqi? Candidates might look at evidence of Mao's previous motivation when making initiatives and might relate the decision to the state of China by 1966. The official line taken by post-Mao party histories is that Jiang Qing and the so-called Gang of Four were more to blame than Mao. Certainly Mao's wife and Lin Biao pursued a bizarre cult of personality which led to the formation of the Red Guards and the elevating of Mao; Mao gave his support to purges, July 1966. The justification that the revolution was incomplete in that while there had been massive economic change and party control, the outlook of society, its education, literature and art, were not yet revolutionary needs to be considered and a judgement made about whether this was merely propaganda or higher level power politics, or did reflect a true perception. The great debates that followed were very circumscribed and in the end it did look as if political opposition was being targeted – Liu died and Deng Xiaoping was punished three times. There were local power struggles, such as the one in Shanghai and critical elements in the army were purged. By 1968 Mao worship was at a peak; but Mao was careful enough to move the Red Guards to the countryside and Lin Biao mysteriously died in a plane crash in 1971. Maintaining power possibly remained at the top of Mao's agenda.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here, candidates should demonstrate an especially sharp evaluation of the relative importance of Mao's own desire to protect his power and the way that events might well have overtaken him until he reasserted his authority even over those who used his God-like status for their own ends.

AO3 – [not applicable to Special Subjects]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	Pre-U – May/June 2010	9769	74

4 How important is the issue of Taiwan in explaining the relations between China and the USA between 1949 and 1976? [30]

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A sharp focus on the demands of the question is required. Candidates should be able to focus on what have been claimed as ideological elements. Some have seen an assumption that ideological conflict with capitalism was inevitable; that 'win over the many, oppose the few and crush our enemies one by one' was Mao's view of foreign policy and right up to the 1980s there was a belief in struggle. The US support for Taiwan was an issue with both ideological and practical considerations after 1954. The recognition of the 'rump' of Nationalist China was deeply resented and seemed to be a perpetuation of the older imperialism of foreign powers. The military support given to Chiang by the USA was galling. The occupation of Tibet and the border disputes with India and the USSR show the importance the Communist regime gave to territorial completeness. A key part of the rapprochement between Nixon and Mao was the US withdrawal of forces from Taiwan. In the Cold War era Taiwan became a sort of Far East equivalent to Berlin – a perpetual reminder of past conflicts. However, Taiwan was not the only source of conflict – Korea and its aftermath, the Chinese occupation of Tibet; increased Chinese influence in the Third World, fears generated by the war with India and general ideological conflicts can be set against the Taiwan issue. There was also US support for Japan.

AO2 – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations which are capable of weighing up the relevant and relative factors and approaches, and arriving at a well-considered set of judgements. Attempts to deal with historiography and with differing interpretations (although not required) may enhance responses. Here, candidates should demonstrate an especially sharp evaluation of the relative importance of an issue which brought western forces close to China and represented continuing western influence in China reminiscent of the imperial period and the West's pre-1949 support of the Guomindang. The emotional significance of Taiwan was huge, regardless of any real economic or strategic interests it represented; but Korea brought actual conflict. After 1976, up to the present day, Taiwan exercises the CCP and considerable pressure has been brought to bear on China's trading partners and recipients of Chinese aid not to recognize Taiwan.

AO3 – [not applicable to Special Subjects]

AO4 – write in a coherent, structured and effective way. The writing should show a sense both of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not explicitly penalised for specific deficiencies in spelling, punctuation and grammar. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.