

**MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers**

9769 HISTORY

9769/74

Paper 5 (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.

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

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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.

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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.

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Special Subject Essays

These banding definitions address Assessment Objectives 1, 2 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.

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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.

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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.

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- 1 (a) To what extent does Document C corroborate the evidence presented in Document B about attitudes to Mao in the 1960s? [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. B argues that Mao was becoming more popular and gaining prestige and C certainly seems to confirm this. C might show at local level that there was a cult of Mao. B refers to support for Mao in overcoming enemies and C agrees – with any opposition likely to be met with vehement anger – spitting etc. B is evidence for the supposed popularity and support on a national and ideological level, whereas C is evidence at village level and among a particular and impressionable age group who had not known any regime except that of Mao, so clearly may have been unrepresentative and in context of the Cultural Revolution we know that the young were particularly susceptible. The difference is in the way that Mao is seen. B because it is on a deeply political level stresses ideology – Mao is the ideological and political telescope and microscope and in support of his wisdom people should oppose revisionism under the cloak of Marxist-Leninism. In C he appears less of an ideological guide as a sort of village deity, able to help with the finding of lost chickens. Here the nature and origin of the passages must be taken into account, but they share a context of the development of a Mao cult by the 1960s, reflected in the Cultural Revolution and actively promoted by the leadership. The type of unqualified, emotional and even semi-erotic feeling for Mao may not have been typical of older generations more aware of the failures of the Great Leap Forward or the party members who had expressed more critical views in the Hundred Flowers, so the documents do have to be seen in context. B has a distinct purpose in encouraging political correctness and uniformity; C is merely a recollection without evident political intentions – but the author did do well under the regime.

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- (b) How convincing is the evidence provided by this set of documents that Communist ideas were the most important driving force in Mao's China? In making your evaluation, you should refer to contextual knowledge as well as 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. The debate is whether Maoist Communist China was indeed led by Communist ideas stemming from Mao's version of Marxism, or by struggles for power and the desire by Mao for personal dictatorship. A has the vision of the nation freely debating ideas. Ideology seems to predominate for the given aim is to build a new socialist China on the basis of materialism (i.e. Marxist dialectical materialism) rather than simply ideas for their own sake. There would not be freedom to abandon the ideological basis but freedom to discuss how best to achieve it. This is in the context of the failure of large scale ideologically driven social engineering in the Great Leap Forward and of course the freedom did not last as it had too many implications for the political control of Mao and the party. B confirms the centrality of ideology in that revisionism must be overcome and Mao's authority is seen in terms of his insights both on a micro and macro scale into the correct thinking. Power and authority are discussed in ideological terms. There are references to Mao's thought and an understanding that China was in the stage of the Dictatorship of the proletariat – a Marxist interim phase where enemies are destroyed prior to the establishment of a purer and less leader-driven Communism. Interestingly this comes from an army newspaper and could emphasise the importance of ideology for the armed forces. However, the expressions of support in D and C are somewhat less directly ideological. True the people are waving not portraits of Mao, but his Thoughts. In the propaganda picture the happy healthy people are holding the Word, but the reality is the personal dictatorship of Mao. E's view of Mao's priorities being less theoretical than depending on mass mobilisation is reinforced by C and D and somewhat contradicts the dialogical microscopes and telescopes of B. The early economic policy was driven by practicalities and the pragmatic need to follow a Russian model – something that candidates could confirm or challenge; this was ideologically-based after all. Mao as poet and philosopher rather than ideology could be discussed and set against less favourable views as Mao as personal dictator and 'Red Emperor', with ideology as more of a means to an end.

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2 How far did Communist rule in China fulfil the hopes of its supporters between 1949 and 1957?

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. The subject matter might include the land reforms, the reclassification of peasants and the destruction of the landlord class; the five-year plans and the rebuilding of industry on Soviet lines; the institutionalising of the power of the CCP at national and local level; the modernisation of society and changes in the role of women; the ending of foreign domination and the emergence of China in the Korean War as a potentially major world power. In the short term the stabilisation of the economy and the end of the corruption of the GMD regime, the greater emphasis on health and education and the communal efforts of the national campaigns could be considered. Alongside this, the recovery of the economy was impeded by the costs of the Korean war; foreign influence in terms of Stalin's influence on foreign policy, aid and the adoption of the Soviet economic model had continued. The Korean War increased China's isolation from the West and Asia did not succumb to Communism. Defence spending continued to be very large and the role of the army became crucial. The Dictatorship of the Proletariat showed little sign of withering away as party control and the power of Mao increased. In land distribution there was a great deal of violence not all directed to genuine class enemies and concentration of political power. Though industry was rebuilt there was some disappointment about progress by the mid-1950s. Against this has to be set the opportunities that greater literacy, social equality and economic growth offered.

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. What is required is a balanced judgement about whether all hopes had been met. Better answers will see that supporters of Mao in 1949 varied from committed ideologues in the party to those with long-standing grievances in the countryside who had suffered from the harsh policies of the GMD and welcomed the greater recognition of the importance and rights of the peasants offered in Communist propaganda. Industrial workers and those in urban cities concerned with out of control inflation and the suppression of workers' rights might have had expectations of better conditions and more immediately reform of the currency and economic stability. There were ideological opponents of Mao within the party who hoped for a more classic Marxist approach to the creation of a real proletariat. Different groups might have felt expectations had been met to differing degrees. Answers should really consider the situation in 1949, the level of problems and the hopes for the future and make a balanced assessment of the position by 1957. There might be some use made of the criticisms made during the Hundred Flowers Campaign as an indication of mixed views, but this is not to be expected. Where appropriate, attempts to deal with historiography, critical evaluation of source material and differing interpretations (although not required) may enhance responses, as will an ability to engage with controversy.

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 be 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.

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3 Compare the reasons for the Great Leap Forward and the Cultural Revolution.

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. By 1958 it was evident that the Soviet-style economic model was not delivering all the results that its supporters had expected. A faster rate of change in both industrial production and in agriculture was hoped for, but Mao also wanted to re-create the excitement of the revolution and launch a heroic struggle comparable to the days of the Civil War and mark him out from a Soviet Communism which he had come to see as stagnant. So the Great Leap Forward was partly a result of pressure from below and partly a result of Mao's own concern for a more Chinese solution to growth and one which would lead to greater social cohesion, use the sort of mass enthusiasm which he favoured and end the existing distinctions between town and countryside, revitalising the regime and his own position by a mass effort which would use China's greatest resource – population. The comparison with the Cultural Revolution might be that they both followed economic experiments which had met with elements of failure – the Great Leap Forward had certainly not produced the spectacular growth rates hoped for and explanations which did not touch on Mao's misguided enthusiasm and the party's ignorance of economic realities looked more to subversions and lingering bourgeois elements. More than the GLF it sought scapegoats but both followed disappointing periods of attempted growth and progress. A key feature of the Cultural Revolution was Mao's desire to regain the initiative and re-establish his position and some might argue that this was a common feature of both these phenomena. A common background to both was the feeling that Soviet Communism had disappointed and that the Chinese experience needed to be different. Also a key contextual similarity is the relative isolation of the regime and the feeling that it had to demonstrate to a hostile world its vitality and its ability to respond to pressures and reinvigorate a revolutionary enthusiasm that made China unique in the world.

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. The key task is comparison here and long sequential accounts of the origins of both these phenomena will not make up a strong answer. Better answers will offer some judgement about differences and similarities – putting different stresses on purely economic factors with the GLF, the threat to Mao's position; the ideological motivation; the different world contexts and the degree of internal division. Where appropriate, attempts to deal with historiography, critical evaluation of source material and differing interpretations (although not required) may enhance responses, as will an ability to engage with controversy.

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 be 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.

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4 What best explains the varying relations between China and the USSR from 1949 to 1975?

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. One long-term cause may be the distrust that Stalin had shown for the Chinese Communists and the tendency to favour alliance with the GMD, with whom Stalin was allied. The prospect of a largely peasant-supported Communism in China seemed to contradict Marxist theory and Stalin was aware that Mao had pursued an independent policy from the Comintern. Nevertheless, after a dispute with Jiang Jieshi Stalin did provide aid to Mao after 1946 and the Russians allowed Communist forces to take over Japanese arms supplies in Manchuria. Mao visited Stalin in 1950 and gained an aid package and a military alliance. In personal and political terms the alliance was fragile with neither side trusting the other, but the Korean War bound them together against a common ideological enemy. There could be a discussion about the extent of Soviet influence on Mao's decision to intervene. Mao largely followed Soviet models of economic development in the early 1950s in the sense of the development of heavy industry and state planning. However Mao was uneasy about this and also thought that his model of peasant communism would be the one to spread through Asia. The immediate post-Stalin era brought closer relationships with the cession of Port Arthur to China and diplomatic cooperation with Khrushchev over Vietnam in 1954; however, when Khrushchev moved away from the ideology of the Stalin era in 1956 there was a rift with Mao, who feared rapprochement with a very hostile West and had been committed to Marxist-Leninist ideas of revolution. Mao feared the US support of Japan and regarded himself as under threat from the west's nuclear power. Khrushchev's apparent wavering seemed close to betrayal and revived memories of Stalin's friendship with the Nationalists. The Soviets made little secret of their disapproval of the new economic course undertaken by Mao in the Great Leap Forward. They did not fulfil commitments to help the Chinese nuclear programme and did not help China in her war against India in 1962. The Chinese leadership distrusted the meeting between Khrushchev and Eisenhower in 1959 and did not share Russian fears of nuclear escalation. By the 1960s there was a major rift, with China denouncing Tito and the USSR hostile to the more orthodox pro-Chinese leadership in Albania a war of words broke out between Mao and Khrushchev and Russia withdrew technical aid from China. There were open quarrels at international party conferences in 1960 and 1961; Mao saw the failure of Khrushchev to pursue the quarrel with the US over Cuba as a weakness. Relations were formally broken off by 1964 and the fall of Khrushchev did not restore them. The onset of the Cultural Revolution seemed to confirm the different paths taken by Soviet and Chinese communism; Russia officially disapproved. There was still some cooperation in practice, with China permitting Soviet aid to North Vietnam to be taken through its territory. Asian communist parties which favoured Maoism were seen as a threat by the USSR and were alarmed at the first successful Chinese test of nuclear weapons in 1964. Fear of Chinese influence in Turkestan led to a massing of Soviet troops on the border in 1968 and border incidents in 1969 were seen as dangerous. There is a 4,000 km border between the two countries. The dangers from Russia were partly responsible for Mao agreeing to meet Nixon in 1972. Border claims continued to be an irritant in the early 1970s and there was also rivalry for influence in the 1970s. The end of the Cultural Revolution was a positive step in ending the instability in China that Russia feared, but by that time two nuclear powers had large forces facing each other along the border.

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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. Candidates could break the explanations down into personal fears and jealousies; ideological disagreements over the proper course of economic development and the way to deal with the western capitalists; fears of influence in the wider world and border disputes. Interestingly, at the height of China's ideological differences during the Cultural Revolution, there was a revival of interest in Russia's unequal treaties of the 1860s and the border disputes had echoes of the nineteenth century clashes between the two empires. Where genuine mutual interests of acting against the West predominated – as in Korea, the Geneva talks of 1954 and the Vietnam War – then the limits of antagonism were shown. When there was particular instability in China, especially during the Cultural Revolution, then relations worsened. Incidents such as the Cuban crisis and the build up of Soviet troops could have a temporary effect of intensifying underlying tensions. A broadly chronological analysis would be acceptable if it focused on the analysis and explanation of changing relations; a thematic explanation might reveal underlying factors more. Where appropriate, attempts to deal with historiography, critical evaluation of source material and differing interpretations (although not required) may enhance responses, as will an ability to engage with controversy.

AO3 [Not applicable to Outlines]

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 be 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.