

# CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

## MARK SCHEME for the May/June 2013 series

### 9769 HISTORY

**9769/74**

Paper 5m (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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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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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**Nominated topic: China and the World, 1949–1976**

- 1 (a) How far does Document C corroborate the view of China's attitudes to Korea expressed in Document B? [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. In B a military leader is looking back and recording his reactions to a meeting with Mao. His reasoning is based on defence considerations as well as ideology. In C Mao is in the middle of a major event – the first use of military power by an independent China against the West. He is encouraging his 'volunteer' troops rather than reflecting on motives. However, both see the Korean War as altruistic – C has the motive as supporting a war of 'liberation' and B agrees with Mao that it is right to help another nation in crisis and that Korea should be 'rescued'. Both have a strong ideological element – C is keen to resist US imperialism while B also refers to imperialism and the difficulties of building socialism in the face of the US threat. Both see the major concern as US aggression – mentioned in point 3 of C and developed in B with the US seen as keen to launch 'a war of aggression'. B is more explicit about the US threat through its control of Taiwan and the danger of a threat to North East China from a US dominated Korea. Both see the circumstances as favourable – B is more explicit in referring to the strength of national government and Soviet assistance – something naturally not mentioned in C. C refers back to previously successful tactics of keeping the people on side by showing respect and in a different way B agrees by reference to 'the kind of warfare used against the Japanese'. Broadly similar, the documents differ in their emphasis and in their origins and purpose.

- (b) How convincing is the evidence provided by this set of documents for the view that China became involved in the Korean War for ideological reasons?**

**In making your evaluation, you should refer to contextual knowledge as well as to all the documents in this set (A–E). [20]**

Candidates should make use of the content of the headings and attributions as well as the text of the documents. 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 most overtly ideological document is C – given its purpose to rally support or justify Chinese intervention as a popular response – unsurprisingly. The 'volunteers' are shown as caring for the people of Korea threatened by US imperialism. The war is seen as one of 'liberation'. It does refer to the interests of Korea, China and other Asian countries, but there is no suggestion that this is a war for economic or strategic concerns. There is a similar altruism in both Mao's own words in B and the reflections on them – and the source refers specifically to building socialism. However, there are strategic interests mentioned, but a war to defend China is a war to defend Chinese Communism. The origin of the document makes this type of justification likely, even at a distance. An entirely different type of document, A, sees 'the

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international Communist movement' being aggressive, with an alternative international morality to the UN being shown. The attack on 'freedom and peace' is shown in ideological terms. Like C this is an appeal for support for a war and stresses the issues of principle. It makes assumptions that there is such an ideological and political entity as 'international Communism' and that the issues are between conflicting values. Document D is less about ideology than strategic interest. Though it rejects the interpretation of China merely increasing its borders, it sees her as wishing to eliminate foreign influence – that of the USA and Japan. The key is 'international rivalry' not struggles for moral or political principles or ideology. There is a hint that Korea is a traditional battleground – 'The latest Korean War'. The secondary evidence in E sees ambition as the key not ideology. Mao wanted to 'claw out of Stalin' military equipment to build China as a global power on a par with the USSR. For this he was prepared to sacrifice his troops. Though B refers to assistance from Russia, it is in the context of China's responsibility to Korea not her global military ambition. The tone of D is very hostile to Mao and not supported by the other sources here – interestingly not by Truman in A who, though even more hostile, does not see the struggle in terms of China's military ambitions but in terms of ideas. Thus A is typical of Cold War thinking and E is more typical of post-Cold War analysis which stresses strategic interests. E challenges the spontaneous reaction of 'volunteers' in C and there is evidence that Chinese regular forces were employed. Both sides hid behind fictions – the US behind the idea that it was a UN operation and China behind the idea of ideological volunteers. Candidates could look at Mao's relations with Stalin and the elements of realpolitik behind the decisions of these leaders. Though US policy had not prioritised Asia in the Cold War before 1950 and saw limited strategic value in it, it might have been possible for Mao to see previous support of Chiang Kai-shek and their influence in South Korea and Vietnam as both ideologically and strategically threatening. Or it might have been a question as B suggests of saving face – it would have looked bad for China not to have been involved and it might have questioned her status as an important power, regardless of ideology. No set answer is required.



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- 2 'Mao's victory in 1949 was only achieved because of the weakness of his enemies.'**  
**Discuss.**

**[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. The protracted re-emergence of civil war after 1946 led to a victory for Mao. The type of guerrilla warfare that had allowed the CCP to survive since 1928 gave way to larger scale fighting and support ebbed away from the GMD under Chiang Kai-shek (Jiang Jieshi). The corruption of the nationalist regime, its failure to instate the modernisation that China needed; the widespread support in the countryside for land reform and the alienation of China's middle classes by inflation are key factors. However, the skills shown by Mao in maintaining good relations with the peasants in whose lands the Red Army lived and campaigned; the effective propaganda; the powerful personal image of Mao himself; the military tactics and the heroic myth created of the CCP all contributed. The weaknesses of Chiang both personally and politically reduced US aid and justified US policy, focused more on Europe. Even with the military aid offered Chiang could not turn the tide.

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. There should, in better answers, be a sense of discussion of the factors and an understanding of the links between them. There should be a discussion of the importance of the GMD weaknesses and the effects this had on undermining support at home and abroad. The CCP, though benefiting from arms taken from Japanese dumps in Manchuria, remained numerically inferior and Chiang had US aid – so the advantages lay with him. He had the greater international reputation and had done considerably more than the CCP to resist Japan. It could be argued that in failing to win the loyalty of his forces and relying on repression, by failing to institute any major reform policy that had much credibility; by exploiting rather than engaging with the mass of peasants and by making poor decisions even in military matters, then Chiang was, despite his paper strength, a relatively weak enemy. It could be argued that Mao's ability as a commander has been exaggerated, that his leadership of the CCP was fractious and caused divides and bitter internal struggles and that the ideology of Communism was not inherently attractive to China – so that with more effective opposition he could have been overcome. However, against that is the skilful handling of rural China, the deliberate promotion of himself as the infallible leader; the sense of inevitability that CCP propaganda encouraged; the effective military leadership of the Party's generals; the ability to attract disillusioned elements and GMD troops who had been mistreated and the sense of vision for the future. The Soviets established in CCP areas had been models for future peasant development and the ideological flexibility offered hope for a peasant based Communism. The context of the time with the spread of European Communism also may have helped and it distracted the USA.

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 What best explains the degree of control that Mao Zedong's regime established over Chinese society in the years 1949–1956? [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. Even after some reductions, the PLA remained a military force of 3.5 million men in the 1950s and with 800,000 recruits a year, this meant that control could be enforced and substantial numbers of people militarised and indoctrinated. The organisation of the party was thorough and impressive and it had 5 million members – political organisation reached to the village and workplace and, of course, to schools. Mass organisations were created. This exerted control, but it also built on Chinese traditions of community and support, guaranteeing employment and income for many. There was also repression and terror. Especially after the Korean War, the repression of suspected counter revolutionaries heightened party control. From 1951 there were residence permits and there was a network of surveillance and informing on 'enemies'. Mass campaigns encouraged conformity – the target was the bourgeoisie and class repression increased control by removing possible centres of opposition (e.g. the Five Antis campaign). The party itself was purged in 1953 and any opposition to a policy of rapid economic development removed. The Five-Year Plan increased economic control. Despite repression, denunciations and violence, the trend towards change gathered support – for instance, female emancipation, the reduction of illiteracy, the redistribution of land, and improvements in public health. All this was reinforced by effective propaganda and sustained by a myth of an all-knowing leader.

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. There should, in better answers, be a sense of discussion of the factors and an understanding of the links between them. A sense of judgement about the relative weight of propaganda and repression and the positive pull of rapid change, national solidarity, an end to foreign domination, attempts to deal with chronic problems of backwardness, dirt and illiteracy and the links with Confucian traditions and communal welfare should be made. The previous regimes had offered little sense of national solidarity, of movement towards progress, to greater international prestige, of greater prosperity and justice. If the price were greater control of all aspects of life, then many felt that it was a price worth paying. Centres of possible resistance both inside and outside the party were repressed and in the end a very large party membership and armed force could effectively enforce resistance. The isolation of China in the period reduced awareness of different models of development. Economic control was held up on the Russian model as an essential element of prosperity and progress and a powerful ideological element reinforced the need for control.

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 To what extent, if at all, was China stronger in 1962 than it had been in 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. China experienced the development of a strong party apparatus, the developing cult of a dominant national leader, greater military force, more regional influence and power. It saw campaigns against traditional elements which held back progress – illiteracy, female discrimination, rural ignorance. It saw campaigns to modernise the economy – collectivisation of land; the industrialisation of the Five-Year Plans; the attempts to mobilise China's vast population in economic development in the Great Leap Forward. It saw a campaign for ideological and personal renewal later on. In 1949 China had been devastated by war; it had weak and corrupt government which was still in some ways subservient to foreign influence; it had limited industrial development and a considerable amount of rural poverty and backwardness. In 1962 the situation had changed quite dramatically.

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. There should, in better answers, be a sense of discussion of the factors and an understanding of the links between them. The question is really 'stronger' in what sense? In terms of the economy, candidates would have to weigh the progress made in urban growth, industry, agricultural collectives, trade, with the disruption caused by experimentation – the huge famines that resulted from disruption of successful and traditional agricultural methods. The changes in education, political awareness, equality between classes have to be weighed against the damage done by indoctrination, by excessive veneration of political ideals and personal leadership, by party corruption and by suppression of productive elements in society not only in the initial campaigns against the middle classes but in the purges later in the period. Against the eradication of foreign influence is the isolation from China and the decline of its international reputation given the hostility of the West and the clashes with Russia together with territorial disputes with India. The destruction of traditional culture and values and the suppression of provincial independence, for example in the brutal occupation of Tibet, have to be set against the social advances and the greater equality between sexes and classes. This is an open-ended question and offers the chance for analysis and discussion of various issues.

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.