



# Cambridge Pre-U

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**HISTORY**

**9769/71**

Paper 5j Special Subject: China under Mao Zedong, 1949–1976

**For examination from 2022**

MARK SCHEME

Maximum Mark: 40

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**Specimen**

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

This document has **10** pages. Blank pages are indicated.

**Generic Marking Principles**

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

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

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

**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

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

**GENERIC MARKING PRINCIPLE 4:**

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

**GENERIC MARKING PRINCIPLE 5:**

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

**GENERIC MARKING PRINCIPLE 6:**

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

## Introduction

This assessment is designed to test skills in the handling and evaluation of source material.

## Generic guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range.
- If the candidate's work **just** meets the level statement, award the lowest mark.

## Assessment Objectives

### AO1

Recall, select and deploy historical knowledge appropriately.

### AO2

Showing understanding of appropriate concepts, investigate and respond to historical questions clearly and persuasively using an appropriate coherent structure to reach a substantiated and sustained judgement.

### AO3

Analyse, interpret and evaluate source material and/or interpretations of the historical events studied.

## Levels-based mark schemes

The levels-based mark schemes address Assessment Objectives (AOs) 2 and 3, and should be used in conjunction with the indicative content for each question in the mark scheme.

**Levels-based mark scheme for Question 1**

<b>Level</b>	<b>Level description</b>	<b>Mark</b>
<b>3</b>	<p>Analyses both similarities and differences. Compares and contrasts the documents, integrating comments on both documents by content, theme or issue.</p> <p>Makes clear and well-supported comparisons of the content of the documents, and explores their themes and issues.</p> <p>Focuses consistently on the matter under discussion in the question.</p> <p>Analyses the extent to which the documents agree or disagree, and explains why with reference to their provenance.</p> <p>Demonstrates supported critical evaluation of both documents as historical evidence.</p>	8–10
<b>2</b>	<p>Describes the main similarities or the main differences and includes some reference to the alternative viewpoint.</p> <p>There may be some imbalance between comparison and contrast. At the lower end of the level, may treat the documents separately.</p> <p>Makes clear and supported comparisons of content, themes and issues.</p> <p>Deals largely with the matter under discussion, but use of the documents in relation to the question may be uneven.</p> <p>Some analysis of how far the documents agree or disagree. At the higher end of the level, there may be some explanation of why they might agree or differ, though the consideration of provenance will not be well developed.</p> <p>At the higher end of the level, demonstrates some critical evaluation of the documents as historical evidence.</p>	4–7
<b>1</b>	<p>Refers to some differences or similarities. May be uneven, for example, differences may be covered but not similarities or vice versa.</p> <p>Makes some comparison or contrast of content, themes or issues, but may be largely description or paraphrase. Likely to treat the documents separately.</p> <p>Makes reference to the wider topic but with limited focus on the specific matter under discussion in the question.</p> <p>Limited analysis of the extent to which the documents agree or disagree, though this may be implicit or asserted. Limited reference to provenance of the documents.</p> <p>At the lower end of the level, there may be simply description or paraphrase of the documents.</p>	1–3
<b>0</b>	No creditable response	0

**Levels-based mark scheme for Question 2**

<b>Level</b>	<b>Analyse and interpret (AO3) 10 marks</b>	<b>Critically evaluate (AO3) and judgement in response to the question (AO2) 20 marks</b>
<b>5</b>	9–10 marks Full analysis of all the documents as a set, interpreting them in relation to the question.	17–20 marks Well-sustained critical evaluation of evidence from the documents. Critical evaluation is well explained and supported throughout. Has a precise focus on the question. Coherent and developed judgement on the interpretation in the question, based on clear and persuasive evidence from the documents in their historical context.
<b>4</b>	7–8 marks Analyses all the documents, interpreting them in relation to the question, but some unevenness in depth or coverage of the documents.	13–16 marks Generally sustains a critical evaluation of evidence from the documents. Critical evaluation is mostly well explained and supported throughout. Has a broad focus on the question. Coherent judgement on the interpretation in the question, based on evidence from the documents in their historical context which is mostly clear and persuasive, but unevenly developed.
<b>3</b>	5–6 marks Some analysis of all the documents, with some interpretation of them in relation to the question. Uneven in depth of coverage of the documents with some omissions, description or irrelevance.	9–12 marks Some critical evaluation of evidence from the documents, but unevenly supported and explained. Generally coherent and contains some argument applicable to the question. Undeveloped judgement based predominantly on evidence from the documents which is occasionally clear and persuasive.
<b>2</b>	3–4 marks Limited analysis of the documents, with little interpretation of them in relation to the question. The depth of coverage of the documents will be very uneven, with significant omissions or evidence of misinterpretation of some documents, and with much description or irrelevance.	5–8 marks Limited critical evaluation of the evidence from the documents. Generalised critical comments with limited support and uneven explanations. Generally coherent and introduces argument which is mostly relevant to the topic. Attempts a judgement but offers limited supporting evidence from the documents.
<b>1</b>	1–2 marks Describes or paraphrases the documents. Little or no analysis and there may be major omissions of documents and very limited reference to the question. Answers reveal serious misinterpretation of the documents.	1–4 marks Little critical evaluation of evidence from the documents. Has some coherence. Few parts of the response are relevant. It responds to some of the issues raised by the topic. No judgement beyond simple and unsupported assertions or relies on description of the documents.
<b>0</b>	0 marks No creditable response	0 marks No creditable response

Question	Answer	Marks
1	<p><b>Compare and contrast the evidence in Documents A and B about how the Chinese communists were viewed. You should analyse the content and provenance of both documents.</b></p> <p>Similarities:</p> <ul style="list-style-type: none"> <li>• Acheson’s view is that in comparison with the inadequacies of the Kuomintang (KMT), the Communist Party of China (CCP) offered effective and ruthless discipline and zeal. This zeal is also seen in Document B – ‘men who believed in something’ and were ‘dedicated to an ideal’.</li> <li>• Both documents see the popular appeal of the communists – Document A refers to their image as ‘guardians and liberators of the people’ and Document B to ‘a very attractive group’.</li> </ul> <p>Differences:</p> <ul style="list-style-type: none"> <li>• Document B is more concerned to show the genuine ideology of the communists as not being merely agrarian reformers but Marxists, and quotes Chou to that effect. This element is not as evident in Document A with the stress not so much on a political ideology as the People’s Liberation Army (PLA) having faith in itself and high morale.</li> <li>• The issue of whether the CCP were ‘real’ communists is not considered by Document A.</li> </ul> <p>Provenance:</p> <p>Document B is written by Melby who had actually visited Yen’an and had direct contact with the communists, whereas Document A is reliant on reports. There is some reluctance in Document A, given the official US opposition to communism by this time, to admire them – they ‘attempted to sell themselves’ – whereas the man who was on the spot in Document B is less reserved. Document A is from the actual Cold War period; Document B is a recollection from a time when animosity was less sharp.</p>	10

Question	Answer	Marks				
2	<p><b>How convincing is the evidence provided by this set of documents for the view that policy involving social change for women in China in the period 1949–1956 was motivated by economic priorities, rather than the desire to improve their lives? In evaluating the documents, you should refer to all the documents in this set (C–F).</b></p> <p>Main issue:</p> <p>The issue is whether the practical need for a better trained labour force in the context of economic growth and recovery drove policies, or whether ideology or idealism for a new and more equal society in which ‘women hold up half the sky’ was more dominant as a motive for change.</p> <table border="1" data-bbox="308 685 1326 1408"> <thead> <tr> <th data-bbox="308 685 817 770">Analysis of interpretation in documents (AO3)</th> <th data-bbox="817 685 1326 770">Critical evaluation of documents (AO3)</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 770 817 1408"> <p>Document C does not directly seem to show that there were economic motives, but more a desire to promote equality in keeping with Mao’s dictum that ‘women hold up half the sky’, and the greater role of women in the Party and its struggle – if not in his own personal life as far as women were concerned. There is reference to the need for joint efforts in the domestic sphere for the building of a new society, which was very much in the regime’s plan after the recent success of the revolution. The ‘free choice of occupation’ may refer to economic pressures, but that is not the thrust of the argument.</p> </td> <td data-bbox="817 770 1326 1408"> <p>Document C: Answers may describe restrictive traditions and the support gained by the Communist Party of China (CCP) for espousing greater sexual equality. This, however, is a law and expresses aspirations for the future early in the regime when Chinese society was being subject to major changes and during a period of idealism.</p> </td> </tr> </tbody> </table>	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	<p>Document C does not directly seem to show that there were economic motives, but more a desire to promote equality in keeping with Mao’s dictum that ‘women hold up half the sky’, and the greater role of women in the Party and its struggle – if not in his own personal life as far as women were concerned. There is reference to the need for joint efforts in the domestic sphere for the building of a new society, which was very much in the regime’s plan after the recent success of the revolution. The ‘free choice of occupation’ may refer to economic pressures, but that is not the thrust of the argument.</p>	<p>Document C: Answers may describe restrictive traditions and the support gained by the Communist Party of China (CCP) for espousing greater sexual equality. This, however, is a law and expresses aspirations for the future early in the regime when Chinese society was being subject to major changes and during a period of idealism.</p>	30
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Question	Answer		Marks
2	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	
	Document D reflects far more the role of women in the economic progress of China – ‘the economic construction of our nation’. The policy of encouraging more technical education for girls is seen as part of the transition from an ‘agricultural county into an industrial country’.	Document D should be put into the context of economic policies of industrialisation and planning in this period. Economic change was essential for the justification of a communist society to be made in Marxist terms and female labour was essential. However, the document also supports the huge benefits in terms of social mobility and enabling girls like the writer to break free from restrictions. The document should be seen as part of an official encouragement and, though it is obviously evidence, at face value it might not be taken as entirely typical as it is from an official publication and the tone is very favourable to the CCP. There might be comparison with Document F.	
	Document E could be interpreted as a policy intended to improve women’s lives as the happy-looking woman in the picture is in an obviously prosperous home, with plenty of food, in a well-furnished room and wearing modern clothes. Some may notice the traditional role of women being maintained by her bringing in the food.	Document E is obviously intended to give a roseate picture of prosperity and family harmony, which often belied the reality. By 1954, the strains of totalitarian rule, the limited economic growth and the resentment about social change in many traditional areas, offered a different picture.	



Question	Answer		Marks
2	Analysis of interpretation in documents (AO3)	Critical evaluation of documents (AO3)	
	Document F is firmly on the side of economic priorities with little care for traditional family life and a desire to ensure an effective female workforce.	Document F may be seen as more realistic in seeing a struggle between the Party, which was driven by economic considerations, and a desire to improve lives. The Great Leap Forward was the context in 1959 in which economic progress and changes in society were the main motives rather than a general desire to improve women's lives. However, answers may argue that the communes, for all their economic failures, offered greater sexual equality and mutual support for childcare, and that the traditional family system did not benefit women. Also, answers might note that this document was written by an academic in the USA in 1959.	
	<p>Possible judgements (AO2):</p> <p>The intentions of policy are set out in the actual laws (Document A) and in official propaganda (Document E), but there may be underlying motives that relate to the context of rapid economic development (Document F) and (Document D). The two processes may not be contradictory, in that a desire for an improvement in women's situation and a concern that women were needed for economic growth were compatible objectives.</p>		

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