



Cambridge Assessment International Education
Cambridge Pre-U Certificate

HISTORY (PRINCIPAL)

9769/71

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

May/June 2019

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer Question 1 in Section A.

Answer **one** question from Section B.

You are reminded of the need for analysis and critical evaluation in your answers to questions. You should also show, where appropriate, an awareness of links and comparisons between different countries and different periods.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.



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

This document consists of **5** printed pages and **3** blank pages.

Section A**Nominated topic: The Communist takeover of 1949**

- 1 Study all the following documents and answer the questions which follow. In evaluating and commenting on the documents, it is essential to set them alongside, and make use of, your own contextual knowledge.

A *An Italian priest working in China gives an account of life in a Communist-held area.*

The Communist schoolmaster who had been anxious to ensure that his pupils learnt to read and write now spoke to them about the rules for the protection of the district. Anyone not carrying out orders would be punished. The leader of these miserable little boys, none older than thirteen, was allocated responsibilities, and the boys went off in military formation. It seemed unbelievable that the secret and evil power, which manifested itself in deeds of terror, should have controlled the young. The district is under the surveillance of these young communists. The least suspicion, an indiscreet remark, an unwise smile will be dearly paid for. The prisoner is taken to the village for trial by these boys. If one says 'bury him alive', the unfortunate man is lost.

Father Carlo Suigo, *In the Land of Mao Tse-Tung*, published in 1953.

B *Mao speaks to the delegates of a Chinese Communist Party (CCP) conference about the need for popular support.*

We should fire the whole people with the conviction that China belongs not to the reactionaries but to the Chinese people. There is an ancient fable called 'The Foolish Old Man who Removed the Mountains'. An old man wanted to get rid of two great peaks, obstructing the way to his house. With great determination, he led his sons in digging up these mountains, hoe in hand. People said 'How silly of you to do this! It is quite impossible for you to dig up these two huge mountains.' He replied, 'When I die my sons will carry on; when they die, there will be my grandsons and then their sons, and so on to infinity'. God was moved by this, and he sent down two angels, who carried the mountains away on their backs. Today, two big mountains lie like a dead weight on the Chinese people. One is imperialism, the other is feudalism. The Chinese Communist Party has made up its mind to dig them up. Our God is none other than the masses of the Chinese people. If they stand up and dig with us, why can't these mountains be cleared away?

Mao, Speech, *The Foolish Old Man Who Removed the Mountains*, 11 June 1945.

- C *An American writer and academic whose father had served as a missionary in China describes the public mood in the Nationalist-held regions of southern China before the revolution.*

Political demoralisation is almost universal. Almost no spirit of resistance against the Communists remains, and faith in the Central Government seems to have vanished. I talked with all kinds of people – businessmen, educators, rickshaw coolies, civil servants, technicians, merchants. All were psychologically resigned to a change of regime. This low morale stems from the difficulty of ordinary living, a longing for peace and stability and a growing mistrust of the Central Government, as well as the ominous reports from the fighting fronts. Remarks such as ‘Any change will be for the better’ are accompanied by solemn head-shaking and dour expressions. The people with whom I talked faced the prospect of a Communist government, with emotions that mix resignation, relief, and apprehension.

Millions of people have no access to reliable information. They react emotionally to rumours, incomplete news, distorted reports – and the local price of rice. They feel, rather than understand, political trends. The people I met between Shanghai and Canton feel that the time is ripe for a major political change in China. Even those who fear change seem to accept its inevitability with helpless resignation.

A. Doak Barnett, *Chicago Daily News*, 1949.

- D *A western writer in China observes a Communist education project.*

The Communist approach to increasing literacy was simple in areas under their control. They combined education with life. Peasants were taught to read by showing them the Chinese written characters associated with daily life. School children were sent to the homes of housewives and pasted on the door, the kitchen table and the stove the characters in Mandarin of each of those objects. While working, the housewife would memorise the characters. The next day, the children would bring new characters and help the peasants with their learning. Literacy was the key to understanding the new ideas of the Communists and it showed that they had the welfare of the people at heart. Young and old were involved in learning.

Jack Belden, *China Shakes the World*, 1949.

- E A Chinese Communist Party poster of 1950 shows a traditional drum dance and also Mao's portrait being carried alongside that of China's first president, Sun Yat-sen (who died in 1925).



Su Guojing, *Celebrating the People's Republic of China's National Day*, December 1950.

- (a) To what extent does Document D challenge the evidence in Document A about the way the Communists treated the Chinese people? [10]
- (b) How convincing is the evidence provided by this set of documents for the view that the Chinese Communist Party succeeded in securing power because it won the battle for the hearts and minds of the people? In making your evaluation you should refer to contextual knowledge, as well as to all the documents in this set (A–E). [20]

Section B

Answer **one** of the following questions. Where appropriate, your essay should make use of any relevant documents you have studied as well as contextual knowledge.

- 2 How successful were the Chinese Communist Party's modernisation drives in agriculture and industry by 1962? [30]
- 3 'Any ideological successes of the Cultural Revolution were outweighed by the damage caused to the country.' How far do you agree? [30]
- 4 What best explains the changing relations between China and the USA, 1949–1976? [30]

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