

# IGCSE HISTORY

## Syllabus 0416

### APPROVED COURSEWORK TASKS for 2000 and thereafter

#### Depth Study D: China, 1945-c.1990

PLEASE NOTE: in order to achieve the prescribed mark weightings for each piece of coursework, the procedures below must be followed.

- i) Marks for Assignment A are given out of a total of 30. These must be reduced after marking to a total out of 20, i.e. multiplied by two and divided by three;
- ii) Marks for Assignment B are given out of a total of 60. These must be reduced after marking to a total out of 20, i.e. divided by three.

Either one or both of these assignments may be used in a centre's coursework scheme. If both assignments are used, then the syllabus coursework requirements have been satisfied in full.

**DEPTH STUDY D: CHINA, 1945-C.1990**

**ASSIGNMENT A: OBJECTIVES 1 and 2**

Some people have seen Mao's death as a turning point in Chinese history.

1. What impact did Mao have on the lives of the Chinese people since 1949 in the following areas: economic, social and political? (10)
2. Have the Chinese people been better off in each of these areas since the death of Mao? Explain your answer. (10)
3. How much of Mao's China is left today? Explain your answer. (10)

**ASSIGNMENT B: OBJECTIVE 3**

**THE CULTURAL REVOLUTION: SUCCESS OR FAILURE?**

**INTRODUCTION**

In 1966 Mao launched the Cultural Revolution. People in authority like teachers, doctors, civil servants and even top officials in the Communist Party were attacked as was anyone suspected of being anti-communist. No one was safe from the Mao's Red Guards.

Opinions about the effects of the the Cultural Revolution are divided. It is seen by some historians as a disaster for China, while others claim that it did bring benefits. One problem facing historians is that no one is sure why Mao launched the Revolution.

The sources which follow provide you with evidence about the effects of the Cultural Revolution. Towards the end of this piece of coursework you will be asked to make up your mind about the Cultural Revolution.

**INSTRUCTIONS**

Answer all the questions. You must base your answers on the evidence in the sources. Where they are helpful you can use sources other than those mentioned in the question. It is important that you also use, where relevant, your knowledge and understanding of Chinese history in your answers.

**SOURCE A**

Chairman Mao, our most respected and beloved great leader, reviewed more than 2 million revolutionary students and Red Guards from all over China in Tien An Men Square. The review lasted six hours. Six thousand lorries carried the young fighters through the Square. Each lorry carried in front a coloured portrait of Chairman Mao. The young fighters kept singing. ' People said that there is nothing

as bright as the sun in the sky, but it is not as bright as the brilliance of Mao Tse-tung's thought. Oh Chairman Mao, people of all nationalities love you strongly; you are the red sun in our hearts!

To leading comrades on the rostrum with him Chairman Mao said, 'You should go to the masses and be one with them and carry on the great proletarian cultural revolution ever better.'

Among those reviewed were many who had walked out of their classrooms and taken the worker and the peasant masses for their teachers. They said, 'We get the best education by asking those people who have themselves endured the hardships of the old society to give us lessons in the class struggle.'

*A description of Mao reviewing a march past of Red Guards in Peking in November 1966. This account was published a week later in a Chinese newspaper.*

**SOURCE B**



*A poster displayed in China during the Cultural Revolution*

**SOURCE C**

It was a time of terror because every night we heard loud knocks, things breaking and children crying. We knew the Red Guards would soon come to our house. At 11 o'clock one night they finally came.

There were seven or eight of them. They were all wearing dark clothes and white cloths over their mouths and noses. Their leader had a whip. He struck it against the table with a loud crack.

'Liang Shan,' he said to my father, 'Is there anything capitalist or anti-communist in your house?'

Father stammered: 'No'.

'Pig! What you must understand is that this is a revolutionary action. Right?' said the man.

'Yes, yes, a revolutionary action'. I had never seen my father plead with anyone before.

Two Red Guards took him by each arm and grabbed his head, pushing it so that he was forced to kneel down.

The others were already starting to go through our things. One of them shouted that he had found two western-style ties.

'What's the meaning of this?' they asked.

'Ties', my father mumbled. They kicked him.

'Ties! Do you think we are children? These are capitalist ties!'

From the other room came two Guards with armfuls of books. They dumped them on the floor. They burned the books where they were. The next day we found they had taken all of father's money.

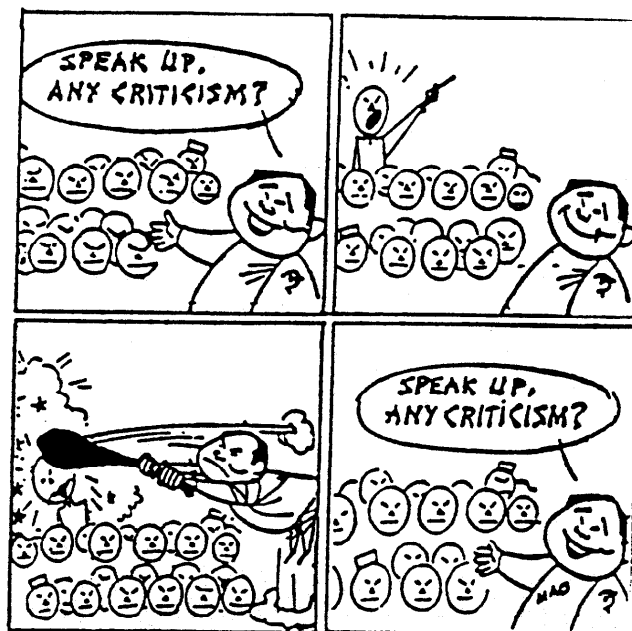
*An account by Liang Heng describing events which took place in 1966 when he was 12 years old. Soon after these events he became a Red Guard. He wrote this account after the end of the Cultural Revolution.*

#### SOURCE D



*This Chinese poster issued during the Cultural Revolution shows Red Guards smashing opponents of Mao.*

### SOURCE E



*An American cartoon published at the beginning of the Cultural Revolution in 1966.*

### SOURCE F

The Cultural Revolution was a really good thing. In the 1950s the Chinese were very simple. They believed in the Communists - like my mother. She's a teacher. Whatever the Communists said she thought was true. Then in the Cultural Revolution they locked her up for a year because father was a well known scholar whom they said was a 'capitalist'. Some Red Guards in her school made her kneel on broken glass in front of all the students. For an intelligent person it was the worst thing that could have happened - to be made to feel small. Her eyes were opened by the Cultural Revolution. She now hated the Communists.

*A view of the Cultural Revolution given to a reporter in 1980 by a sixteen-year-old Chinese girl.*

### SOURCE G

I followed some people into a school and peered into rooms where a rival group of Red Guards were being beaten with leather belts. Some of them seemed nearly dead and were bleeding badly. That summer things got worse. Those who had been friends became deadly enemies and the streets ran with blood. The Cultural Revolution no longer had anything to do with the crack-down on people who were against Communism. A civil war was going on with each side claiming to love Chairman Mao more than the other.

*A former Red Guard describes events in 1967.*

**SOURCE H**



*A photograph showing a government official being paraded through the streets of Peking by Red Guards in 1967.*

**SOURCE I**

Between June and November 1966 we locked up almost every university professor and lecturer. Every day we read them quotations from the works of Chairman Mao. Every day they had to clean the lavatories.

Chairman Mao was right when he warned us always to be on our guard against intellectuals. They resist the Communist Party, become arrogant, develop a bourgeois way of thinking. Professor Wang's home was full of foreign coins and books, leather shoes, fancy clothes and junk like that.

How can a socialist society tolerate people like that teaching the young? True, he was a leading specialist in physics and we needed his skills, but was it worth the cost, to keep this stinking bourgeois alive to infect students with his rotten way of life?

*A former Red Guard writing in 1975.*

**SOURCE J**

For two years I had to clean the toilets and do other manual work. Then the Red Guards said I could teach again. By now the students were completely unprepared. Some could barely write or do the simplest mathematics.

It takes a long time to find the right teachers, but we are beginning to get back to normal. There are examinations for entrance to university again. But the Cultural

Revolution set us back twenty years.

*A Professor of Physics talking to an American about his experiences in the Cultural Revolution.*

## QUESTIONS

1 Study Source A.

What do you think was the purpose of the newspaper in publishing this description? Use the source and your knowledge of the period to explain your answer. (6)

2 Study Source B.

What impression is the artist trying to give of the Cultural Revolution? Explain your answer. (5)

3 Study Source C.

Do you think this is a reliable account of the activities of the Red Guards? Explain your answer. (8)

4 Study Sources D and E.

Do you agree that the message of these two cartoons is the same? Explain your answer. (6)

5 Study Sources F and G.

Do the authors of these two sources support the Cultural Revolution? Explain your answer. (6)

6 Study Sources H and I.

Which of these two sources is the more useful as evidence about the Cultural Revolution? Explain your answer. (7)

7 Study Sources I and J.

Do Sources I and J agree or disagree about the Cultural Revolution? Explain your answer. (6)

8 Study the following interpretations of the effects of the Cultural Revolution:

- (i) The Cultural Revolution was an attempt by Mao to get rid of his rivals and establish himself in total power. It got out of control and ended in chaos.

- (ii) The Cultural Revolution brought China and the Chinese people back to true Communism and stopped them from being corrupted by western ideas.

Which interpretation is best supported by the evidence in the sources and your knowledge of the period? Explain your answer. (9)

- 9 Do you agree that it is impossible to say whether or not the Cultural Revolution was a success without first being sure what Mao's aims were? Use the sources and your knowledge of the period to explain your answer. (7)



DEPTH STUDY D: CHINA, 1945-c.1990

**Assignment A**

**1 What impact did Mao have on the lives of Chinese people after 1949 in the following areas: economic, social,, political? (10)**

Level 1 Describes developments in China after 1949 (1-3)  
No specific reference to Mao's role or significance.

Level 2 Identifies role of Mao after 1949 (4-7)  
Answer based on what he did, but no attempt to judge significance.

Level 3 Explicit arguments about Mao's significance in events after 1949 (8-10)  
This must be based on explicit arguments about Mao as a causal factor in bringing about change.

[Within each level award higher marks for coverage of each of the areas: economic, social, political.]

**2 Have the Chinese people been better off in each of these areas since the death of Mao? Explain your answer. (10)**

Level 1 Describes what happened after Mao's death (1-2)

Level 2 Identifies changes which occurred after Mao's death  
OR  
Identifies continuities after Mao's death (3-6)

Level 3 Both elements of L2 (7-8)

Level 4 As L3, with consideration of changes/continuities in reaching an explicit judgement on better off or not (9-10)

**3 How much of Mao's China is left today? Explain your answer. (10)**

Level 1 Describes China now (1-2)

Level 2 Compares China now with China pre-1976, identifies similarities OR differences (3-7)

Level 3 Compares China now with China pre-1976, identifies similarities AND differences (8-10)

## Assignment B

**1 Study Source A. What do you think was the purpose of the newspaper in publishing this description? Use the source and your own knowledge of the period to explain your answer. (6)**

Level 1      Answers based on the idea that it is a newspaper and that it reports what happens (1-2)

Level 2      Assertions that it has a propaganda purpose. (3)  
No support from text or from background knowledge.  
e.g. 'It's just trying to get people to support Mao.'

Level 3      Uses content of source or specific context of 1966 to explain the propaganda purpose (4-5)

Level 4      Both aspects of L3 (6)

**2 Study Source B. What impression is the artist trying to give of the Cultural Revolution? Explain your answer. (5)**

Level 1      Makes a valid inference (1)  
e.g. 'The artist was trying to show that Mao was the leader of the Cultural Revolution.'

Level 2      Supports valid inference(s) using details of the picture (2-3)  
e.g. 'The artist wanted to show that the Cultural Revolution was popular, so he shows all the people happy and united.'

Level 3      Supports valid inference(s) about Mao's role in the Cultural Revolution (4-5)  
e.g. 'The artist wanted to show that Mao was loved by all the people and that they would follow him in the Cultural Revolution, which is why they are carrying a huge banner with his portrait.'

**3 Study Source C. Do you think this is a reliable account of the activities of the Red Guards? Explain your answer. (8)**

Level 1      Answers based on simple provenance (1-2)  
He was there, he would know/ he was writing after the events, so would have forgotten details etc.

Level 2 Cross-reference to other sources/ background knowledge (3-5)  
e.g. 'This is the kind of thing that was going on at the time, as I know from.....etc'  
Higher mark for using both.

Level 3 Answers based on the idea that the fact he later became a Red Guard makes this more plausible (6)  
He was a Red Guard, but he's prepared to say bad things about them.

Level 4 Context in which the statement is made (7-8)  
Explains in context why, after the Cultural Revolution was finished, people might want to make statements critical of it. Shows how this might affect reliability.

**4 Study Sources D and E. Do you agree that the message of these two cartoons is the same? Explain your answer. (6)**

Level 1 Yes or no, with support from surface features (1-2)  
e.g. 'Yes, they both show China was violent'

Level 2 Yes, they both give the message that opposition was crushed (2-3)  
Higher mark for support from cartoons.

Level 3 Yes, they both give the message that opposition was crushed, with implications of this (4)  
e.g. that the Party was in charge/that you had to support Communism etc.

Level 4 No, the messages are different (5)  
e.g. 'Source D is concerned to show that the Communists will triumph over their enemies, but Source E portrays the Communists as repressive and cruel.'

Level 5 No, these cartoons have different propaganda purposes (6)  
Explanations which perceive that Source D is being used by the Communist regime, and Source E is being used against it.

**5 Study Sources F and G. Do the authors of these two sources support the Cultural Revolution? Explain your answer. (6)**

Level 1 Yes, they support it (1-2)  
Source F says it was a good thing, Source G must support it because the author was a Red Guard etc.

- Level 2      No, they oppose it      (3-4)  
                  Supported by details of nastiness in the sources
- Level 3      There's some doubt about it      (5-6)  
                  Source F hints that it was good in that it opened people's eyes to the true nature of the regime, Source G seems to condemn the way the Cultural Revolution developed, rather than the original idea of cracking down on those who were against Communism.

**6      Study Sources H and I. Which of these two sources is the more useful as evidence about the Cultural Revolution? Explain your answer.      (7)**

- Level 1      Undeveloped statements      (1)  
                  e.g. they both give us information/all sources are useful etc.
- Level 2      Useful for the information they provide      (2-4)  
                  Must say what information this is.
- Level 3      Useful if they are reliable      (5-6)  
                  Tries to check reliability, e.g. by cross-reference.
- Level 4      If reliable, then useful for what?      (7)  
                  Demonstrates that, if reliable, then sources can be useful in different ways/in relation to different aspects of the Cultural Revolution.

**7      Study Sources I and J. Do Sources I and J agree or disagree about the Cultural Revolution? Explain your answer.      (6)**

- Level 1      One says something, the other does not      (1)  
                  e.g. Source I says all professors were locked up, but Source J doesn't mention this.'
- Level 2      Finds agreements in surface details      (2)  
                  e.g. 'They agree that university professors were made to clean toilets as a punishment.'
- Level 3      Shows how they disagree over the role of intellectuals      (3-4)
- Level 4      Shows how they disagree about the effects of the Cultural Revolution      (5-6)

- 8 Study the following interpretations of the effects of the Cultural Revolution:  
 (i) The Cult. Revn. was an attempt by Mao to get rid of his rivals and establish himself in total power. It got out of control and ended in chaos.  
 (ii) The Cult.Revn. brought China and the Chinese people back to true Communism and stopped them being corrupted by western ideas.  
 Which interpretation is best supported by the evidence in the sources and your knowledge of the period? Explain your answer. (9)

- Level 1 Unsupported assertions or answers which fail to use the sources (1-2)
- Level 2 Answers based on collecting information in support of one interp. but fails to compare this with the other statement (3-5)
- Level 3 Answers compare both statements but answer still based on information, i.e. the amount of face-value support for each (5-7)
- Level 4 Evaluates sources and/or uses contextual knowledge to support one statement (7-8)
- Level 5 Evaluates sources and/or uses contextual knowledge to compare the merits/weaknesses of the two statements (8-9)

- 9 Do you agree that it is impossible to say whether or not the Cult.Revn. was a success without first being sure what Mao's aims were? Use the sources and your own knowledge of the period to explain your answer. (7)

- Level 1 Assertions not backed by sources or background knowledge (1)
- Level 2 Answers from background knowledge alone (2)  
 i.e. no explicit source reference
- Level 3 Looks for evidence of success OR failure in sources (3-4)  
 Sources treated at face value.  
 Award higher mark if supported also from knowledge
- Level 4 Looks for evidence of success AND failure in sources (4-5)  
 Sources treated at face value  
 Award higher mark if also supported from knowledge
- Level 5 As L3 but sources evaluated (5-6)
- Level 6 As L4 but sources evaluated (6-7)

]At Levels 5-6 there must be consistent efforts to base the answer on sources NOT taken at face value. The odd weak evaluation will not suffice.]