



Pearson

## Mark Scheme

Summer 2018

Pearson Edexcel  
GCE In History (9HI0/38)  
Advanced

Unit 3: Themes in breadth with aspects in depth

Option 38.1: The making of modern Russia, 1855-1991

Option 38.2: The making of modern China, 1860-1997

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Generic Level Descriptors: Section A

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two enquiries may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"><li>• Interrogates the evidence of the source in relation to both enquiries with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion,</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li></ul>

## Sections B and C

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"><li data-bbox="395 136 1337 197">• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## Section A: Indicative content

### Option 38.1: The making of modern Russia, 1855–1991

Question	Indicative content
1.	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for revealing the reasons for discontent among industrial workers in Russia in 1905 and their attitude to the Tsar. Bloody Sunday is named in the specification and candidates can be expected to be aware both of its causes and significance as part of the events of 1905.</p> <p>The following points could be made about the origin and nature of the source and applied when giving weight to information and inference:</p> <ul style="list-style-type: none"><li>• Written by a leader of a union of factory workers in St Petersburg in 1905, it should be fully informed of their condition and attitudes though, in a petition hoping to persuade, there may be a tendency to exaggeration</li><li>• As an Orthodox priest, Gapon is likely to be portraying the condition of the people accurately, though the close links between Church and the autocracy may lead him to moderate his criticisms</li><li>• The tone is clearly reformist and therefore does not represent the views of the revolutionaries who, although outlawed, had significant support among the industrial workers at this time</li><li>• While this represents the views of many in St Petersburg, it may not reflect the position in the rest of industrial Russia – likewise, dated in January 1905, it may not reflect the mood of workers throughout the year.</li></ul> <p>The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>Reasons for discontent among the industrial workers in Russia in 1905:</b></p> <ul style="list-style-type: none"><li>• The source suggests their dissatisfaction with working conditions ('eight-hour day', 'workers' wages', 'working conditions...death')</li><li>• It suggests an air of desperation amongst the workers ('impoverished and oppressed...in silence', 'no strength left...death is better', 'die here...nowhere else to go')</li><li>• It provides evidence that their employers refuse to recognise their unions ('Our request...refused', 'right to discuss...illegal', 'condemned...a crime') thus a direct approach to the Tsar is their only hope of improvement</li><li>• It implies, through their demands for union representation and political rights, that discontent has been amplified by their lack of a say in the laws that affect them ('representatives...shall meet', 'universal suffrage').</li></ul> <p><b>Their attitude towards the Tsar:</b></p> <ul style="list-style-type: none"><li>• The pleading tone of the petition and the repetitions of 'Sire', 'O Tsar' and 'O Emperor' do not suggest any threat to Nicholas's position and hint that, if fully appraised of their situation, he would intervene to help them</li><li>• Though they demand elections and, by implication, an end to autocracy, their tone suggests respect ('rule the country with you', 'we speak...our father', 'keep your name...our hearts')</li><li>• The desperation of the pleas and the size of the crowd may suggest a greater threat to come should Nicholas refuse to consider reform.</li></ul>



Question	Indicative content
	<p>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source for an enquiry into the discontent of industrial workers in Russia in 1905 and their attitude towards the Tsar. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Russia's industrial revolution created an impoverished and unprotected proletariat subject to low wages, working hours of up to 15 per day, dangerous working conditions and dirty and cramped housing</li><li>• Trade unions were illegal, however the St Petersburg Okhrana had begun to encourage them as a means of controlling revolutionary activity and, as an informer as well as an organiser, Gapon was part of this process</li><li>• The Bloody Sunday protest took place during a wave of unrest in St Petersburg ignited by the Russo-Japanese War and the victimisation of union members – over 150,000 workers were on strike at the time</li><li>• The death of around 200 unarmed protesters on Bloody Sunday destroyed the faith of many in Nicholas and Tsardom, triggered prolonged unrest and led to major political concessions.</li></ul> <p>Other relevant material must be credited.</p>

## Option 38.2: The making of modern China, 1860–1997

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the arguments of those in favour of adopting Western ideas in China during the 1860s and the nature of the opposition they faced. Opening Up China to Foreigners is named in the specification and candidates can be expected to be aware of the debate among the elite over the extent of foreign influence in China.</p> <p>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:</p> <ul style="list-style-type: none"><li>• The reports come from the 1860s at a time when the debate between those accepting of greater Western influence and their opponents was made more acute by China's defeat in the second Opium War</li><li>• Prince Gong was central to the most important decisions taken in China at the time – an uncle to the Emperor and a central figure in the coup of 1861 as well as head of the Grand Council</li><li>• Ostensibly progress reports, the tone of some of the comments makes clear the philosophical differences within the Chinese court and are more accurately read as an argument or manifesto for change.</li></ul> <p>The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The arguments of those in favour of adopting Western ideas in China during the 1860s:</b></p> <ul style="list-style-type: none"><li>• The source states that a better knowledge of the languages and customs of foreign nations is essential to prevent China being taken advantage of by foreign powers ('protect ourselves...tricks and deceit')</li><li>• It provides evidence that knowledge of Western science is essential to preserve and enhance China's power status ('the machinery of the West...mathematical science', 'assure the growth...empire')</li><li>• It implies that should China reject Western ideas it may fall prey to near neighbours that it has traditionally looked down upon ('Japan has recently...language and science').</li></ul> <p><b>The nature of the opposition they faced:</b></p> <ul style="list-style-type: none"><li>• The source identifies senior bureaucrats at court as a centre of opposition to the modernisers ('mandarins of the old school')</li><li>• The source suggests that resistance was based on China's long-standing belief in its own superiority, hence the need to protect her 'old traditions' ('national bigotry', 'disgraceful...pupil of the West')</li><li>• The fact that the call for teachers has yielded such poor results may suggest a wider obstruction of the modernisers outside the capital ('governor of Canton...fully knowledgeable', 'long delay...our plans')</li><li>• The fact that Gong has to argue his point of view so forcefully, despite his elevated position, suggests that there may be considerable opposition to the adoption of Western ideas elsewhere at court.</li></ul>

Question	Indicative content
	<p data-bbox="320 136 1361 264">Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the arguments of those in favour of adopting Western ideas in China during the 1860s and of the nature of the opposition they faced. Relevant points may include:</p> <ul data-bbox="368 320 1350 734" style="list-style-type: none"><li data-bbox="368 320 1350 416">• Defeat in the second Opium War forced China to open further to Western influence and sharpened the debate in elite circles about the country's relationship with the rest of the world</li><li data-bbox="368 427 1350 524">• To some, defeat meant that it was vital to adopt some foreign ideas – the Self-strengthening Movement, which emerged in the 1860s, argued for the use of Western military technology at the very least</li><li data-bbox="368 535 1350 631">• As a leading moderniser, Gong was a key figure in the establishment of the <i>Zongli Yamen</i> and the <i>Tong Wen Guan</i>, the purpose of which was to 'learn all the good things possible' from the West</li><li data-bbox="368 642 1350 734">• To many, including the Dowager Empress and key figures such as Wo Ran, modernisation risked betrayal of China's Confucian traditions – their opposition ensured modernisation was very slow in the 1860s.</li></ul> <p data-bbox="320 790 879 822">Other relevant material must be credited.</p>

## Section B: Indicative content

### Option 38.1: The making of modern Russia, 1855–1991

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far they agree with the statement that Alexander II's reforms, in the years 1855–70, were inspired largely by Russia's defeat in the Crimean War.</p> <p>Arguments and evidence supporting the statement that Alexander II's reforms, in the years 1855–70, were inspired by Russia's defeat in the Crimean War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Alexander, whose first major action as Tsar was to sign the Treaty of Paris, realised that autocracy's future depended on avoiding another such humiliating defeat – the price of this was a programme of limited reform</li><li>• Defeat clearly implied the need for change in the military, which had performed poorly during the war, thus Dmitri Milyutin was able to push through his reforms against aristocratic opposition</li><li>• The war highlighted Russia's vulnerability in comparison with its Great Power rivals – this boosted the position of the 'westernisers' at court</li><li>• The loss of over 400,000 men, who died mostly off, rather than on, the battlefield, led to condemnation of Russia's general disorganisation and corruption and to calls for promotion of the more able and qualified.</li></ul> <p>Arguments and evidence that Alexander II's reforms in the years 1855–1870 were inspired by factors other than Russia's defeat in the Crimean War should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The demand for western-style reform in Russia was of long-standing and certainly preceded the Crimean War, e.g. the aims of the Decembrists in 1825</li><li>• Tutored by liberals and more widely travelled than his predecessors, Alexander may have been expected to embrace reform regardless of defeat in the war – a reaction to his father's conservatism was also a factor</li><li>• An intellectual climate favouring reform was present in mid-century Russia thanks to 'westernisers' such as Kavelin and Chicherin – though semi-legal, Herzen's Russian Free Press was also influential</li><li>• Alexander was heavily influenced by liberal ministers around him notably the Milyutin brothers, Zamyatnin and Golovnin – even his aunt, Grand Duchess Elena, held reformist discussion parties at the Mikhailovsky Palace</li><li>• The emancipation of the serfs, which destroyed the feudal nature of Russian society, created the need to reform the operation of the army, legal system and local government.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the Bolsheviks very successfully consolidated their control over Russia in the years 1917–18.</p> <p>Arguments and evidence supporting the view that the Bolsheviks very successfully consolidated their control over Russia in the years 1917–18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Armed force was not only used against the Constituent Assembly but against dissent in the army, the central bank and strikers in the months after the Revolution – this sent a powerful example to others</li> <li>• The establishment of the Cheka in December 1917 was indicative of Lenin's priorities and followed by the use of terror against any individual or group thought to be a threat to the new regime, including the royal family</li> <li>• The Decree on Land postponed a communist solution to the problem of Russian agriculture in the interests of pacifying the peasantry – other concessions were aimed at the nationalities, industrial workers and soldiers</li> <li>• The decision to end the war immediately gave the regime vital breathing space and satisfied Lenin's promises made in April 1917</li> <li>• By the close of 1918, the Bolsheviks had not only survived, but established a government totally under their own control, which issued laws by decree and could back these up with the support of the Red Army.</li> </ul> <p>Arguments and evidence against the view that the Bolsheviks very successfully consolidated their control over Russia in the years 1917–18 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Bolshevik rule in these years barely existed outside the major cities – large parts of the former Empire such as Ukraine were yet to be brought under communist control and anarchy prevailed in many areas</li> <li>• The concessions granted by the decrees of 1917 created immediate problems, e.g. the abolition of officer status proved disastrous for army discipline while the granting of land to the peasantry saw food production collapse</li> <li>• The Treaty of Brest-Litovsk was opposed by many even within the regime, and strengthened opposition at home and abroad</li> <li>• Civil War broke out with a wide spectrum of opposition (liberals, monarchists and revolutionaries) in 1918 demonstrating how far the Bolsheviks were from consolidating their power</li> <li>• The rapid deterioration in the economy following the Revolution necessitated the use of terror to guarantee food and fuel distribution, industrial discipline and prices.</li> </ul> <p>Other relevant material must be credited.</p>

**Option 38.1: The making of modern China, 1860–1997**

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far they agree with the statement that the Boxer Rebellion was caused mainly by the mistakes of China's leaders in the years 1898–1900.</p> <p>Arguments and evidence supporting the statement that the Boxer Rebellion was caused by the mistakes of China's leaders in the years 1898–1900 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Attempts by the Emperor in 1898 to assert himself over the Dowager Empress created a serious power struggle at the centre of Imperial power between traditionalists and modernisers before the Rebellion began</li><li>• The reforms encouraged by the Emperor during the Hundred Days were overambitious – they created powerful opposition, notably in the bureaucracy, so destabilising the throne at a crucial time</li><li>• The conservative fightback led by the Dowager Empress encouraged conservatives, at court and in the provinces, to support the Boxers' cause</li><li>• The response of the authorities to the early unrest was confused – some regional officials, used to protecting Westerners against such disorder, suppressed the Boxers while others openly encouraged them</li><li>• Empress Cixi's eventual decision to sanction the rebellion escalated the spread of violence though could not guarantee sufficient support throughout China for it to be successful.</li></ul> <p>Arguments and evidence that there were other causes of the Boxer Rebellion should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Poverty encouraged the rebellion – drought and famine in the northern provinces plus unemployment caused by reorganisation of the army contributed to the unrest</li><li>• The longer-term failures of the Qing dynasty, emphasised by the defeat by Japan, caused discontent – Boxer banners originally called for its overthrow before then calling for the defence of the Qing against foreigners</li><li>• The activities of Christian preachers were a key irritant for the Boxers – the reprisals taken by Germans in Shandong for the murder of two missionaries in 1897 were an immediate trigger for revolt</li><li>• The long-term exploitation and humiliation of China by foreign powers, emphasised by their attempts to use the defeat by Japan for further advantage, encouraged opposition at court and in the country.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that China's relationship with the rest of the world improved massively in the years 1978–97.</p> <p>Arguments and evidence supporting the statement that China's relationship with the rest of the world improved massively in the years 1978–97 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As China's priorities switched from defending national security to economic development, its desire for western technological knowledge made it necessary to have better relationships with the rest of the world</li> <li>• Key to improvement was the peace treaty and long-term trade deal signed with Japan in 1978 and China's official recognition by the US in 1979</li> <li>• China joined the IMF and World Bank in 1980 and played an increasingly prominent role as a member of the UN Security Council, notably not opposing the Gulf War in 1991</li> <li>• The more outward-looking approach during the 1980s heralded bilateral visits to improve international relations and bolster trade – this included Deng Xiaoping and Jiang Zemin visiting the US</li> <li>• China's growing acceptance can be illustrated by President Clinton's confirmation of Most Favoured Nation Status in 1994 and the smooth handover of Hong Kong by Britain in 1997</li> <li>• China's closer relationships with its east Asian neighbours, including Japan and South Korea, is illustrated by the formation of ASEAN Plus Three in 1997 – it also built closer ties with the international Non-Aligned Movement.</li> </ul> <p>Arguments and evidence countering the accuracy of the statement that China's relationship with the rest of the world improved massively in the years 1978–1997 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• China's rapprochement with the US was driven by its deteriorating relationship with the USSR rather than a general desire to bring decades of mistrust and conflict to a close</li> <li>• China's relationship with the US did not improve massively during the Reagan and Bush presidencies – the status of Taiwan and the suppression of the Tiananmen protests in 1989 were particular stumbling blocks</li> <li>• Relations with Japan were threatened by disputes over the Senkaku Islands and the interpretation of the Sino-Japanese War given in Japanese school textbooks so did not improve massively</li> <li>• China's entry into international organisations did not necessarily improve its standing massively – e.g. criticism for selling nuclear technology despite non-proliferation treaties and for refusing to sign up to free trade agreements.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: Indicative content

### Option 38.1: The making of modern Russia, 1855–1991

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that Russian leaders did little to encourage the peasantry to remain on the land in the years 1855–1991.</p> <p>Arguments and evidence supporting the statement that Russian leaders did little to encourage the peasantry to remain on the land in the years 1855–1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The burden of redemption payments after 1861 was so onerous that the peasantry was encouraged to leave the land for the industrial cities in large numbers</li><li>• Emancipation resulted in smaller plots and the best land being reserved to the nobility – 'land hunger' was a major feature of peasant life which the Tsars and Provisional Government did little to address</li><li>• War Communism and collectivisation led to the deaths of millions – Stalin's ideological desire to create an industrial proletariat and the demand for industrial labour during the Five Year Plans further weakened the peasantry</li><li>• The trend to the <i>sovkhoz</i>, especially after 1945, turned the peasantry into waged labourers directly employed by the state, further eroding their independence and status</li><li>• Prices paid to the collectives ensured that rural living standards remained low in comparison with the industrial workers and did not encourage peasants to remain – by the 1960s, 75 per cent of peasants were defined as living in poverty.</li></ul> <p>Arguments and evidence disagreeing with the statement that Russian leaders did little to encourage the peasantry to remain on the land in the years 1855–1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• That many started to benefit from a profit-driven agriculture encouraged by emancipation can be seen in the emergence of the <i>kulaks</i> during the late nineteenth century</li><li>• The establishment of the Peasant Land Bank, the eventual abolition of redemption payments and Stolypin's reforms, all sought to encourage the peasantry to remain on the land in the last decades of Tsardom</li><li>• The Land Decree and New Economic Policy are both examples of policies that attracted peasants back to the land in the early revolutionary years</li><li>• The concession of peasant plots in 1932 and Khrushchev's reforms to agriculture in the mid-1950s, which reduced taxation on farming profits, were attempts to incentivise the peasantry to remain</li><li>• The increased size of the peasant plots allowed by Brezhnev and Gorbachev's decision to allow again the private ownership of land are later examples of government attempts to encourage the peasantry.</li></ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which Russia took advantage of modern inventions and ideas to improve agricultural production in the years 1861–1991.</p> <p>Arguments and evidence that Russia did take advantage of modern inventions and ideas to improve agricultural production in the years 1861–1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The establishment of the Ministry of Agriculture in 1891 sought to encourage modernisation, e.g. tractor and fertiliser use grew in the years before 1914</li> <li>• Stolypin's attempts to encourage the consolidation of peasant land holdings to make production more efficient laid a promising foundation for a modernised agriculture in Russia</li> <li>• The development of the railway network in the late nineteenth century enabled the fast and cheap movement of agricultural produce to markets whether internal or external</li> <li>• Collectivisation was intended, at least in part, to overcome backwardness and introduce modern inventions and ideas to Russian agriculture – it saw the increased use of American tractors as well as those domestically produced</li> <li>• Khrushchev's agricultural reforms included heavy investment in tools, tractors and fertilisers during the Virgin Lands scheme and the introduction of strains of corn thought suitable to the USSR during 'Maize Mania'</li> <li>• Brezhnev imported western fertiliser technology in an effort to boost production and also invested in modern storage and refrigeration facilities.</li> </ul> <p>Arguments and evidence disagreeing with the statement that Russia took advantage of modern inventions and ideas to improve agricultural production in the years 1861–1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Controlled by the conservatism of the <i>mir</i>, peasant agriculture remained very largely medieval throughout the Tsarist period</li> <li>• The destruction of the <i>kulaks</i> by the communists removed the most entrepreneurial of the peasantry, those most likely to experiment with modern ideas and techniques</li> <li>• The much-promised modernisation during collectivisation during the 1930s was patchy and superficial – Stalin was obsessed with tractor production at the expense of other improvements but many were of poor quality</li> <li>• Soviet agriculture was subject to the whims of leaders whose knowledge was imperfect, hence Stalin's faith in Lysenkoism or the grand plans of Khrushchev that often operated counter to modern scientific norms</li> <li>• Investment in agriculture under communism remained low and what was spent was often not spent wisely, e.g. the opening of the Virgin Lands failed partly because of the lack of modern storage facilities and all-weather roads.</li> </ul> <p>Other relevant material must be credited.</p>

**Option 38.2: The making of modern China, 1860–1997**

Question	Indicative content
<b>9</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that transport improvements were the most important factor in the growth of Chinese industry in the years 1860–1997.</p> <p>Arguments and evidence supporting the statement that the transport improvements were the most important factor in the growth of Chinese industry in the years 1860–1997 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• China's vast size made the improvement of transport essential to the efficient movement of both raw materials and labour on the one hand, and for easy access to internal and external markets on the other</li><li>• Good communication links were especially necessary for the transport of food from the countryside to enable industrial cities to develop and grow</li><li>• River and coastal navigation was improved, e.g. the creation of the Chinese Merchants Steam Navigation Company in 1872 and improvements made to the Grand Canal in the 1930s and the 1950s</li><li>• The railway network was expanded from 9000 km in 1911 to over 70,000 km by 1997 – significant investment was undertaken by the Japanese and by Chiang Kai-shek before the communists hugely developed the network</li><li>• The road system was developed after 1949 from roughly 80,000 km to over 800,000 km by the later 1980s with all villages connected to the national network</li><li>• The number of internal air routes expanded in the 1980s with freight traffic growing massively – by 1986 China had over 100 airports that could accommodate the largest transport planes.</li></ul> <p>Arguments and evidence supporting the statement that the improvement of internal communication was not important to the growth of Chinese industry in the years 1860–1997 and/or that there were other significant factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Improvements were slow and patchy for much of the period, e.g. no major railway or road building took place before 1900 and the significance of rivers and canals was largely ignored by all governments until the 1980s</li><li>• Even though the rail and road networks were gradually developed, older technology stymied their effectiveness, e.g. steam locomotives remained in the 1990s while the domestic truck industry grew only slowly from the 1950s</li><li>• Significant industrial development took place when internal communications were still largely undeveloped, notably the porcelain and textiles industries during the nineteenth century</li><li>• Other developments were as important as transport in the growth of Chinese industry, e.g. the foundation of modern banking and commerce in the early 1900s and the introduction of a unified currency in the 1930s</li><li>• Government policy initiatives greatly boosted industrial development, e.g. the boost to heavy industry given by the Five Year Plans in the 1950s and 60s and the introduction of Special Economic Zones in the 1980s.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
<b>10</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that Mao Zedong was the most successful individual in promoting economic growth in China in the years 1860–1997.</p> <p>Arguments and evidence supporting the statement that Mao Zedong was successful in promoting economic growth in China in the years 1860–1997 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As leader of China from 1949–76, Mao was largely responsible for the attempted economic transformation of the country</li> <li>• Mao presided over a massive fall in inflation in the years 1949–51 through expenditure cuts, tax rises and currency reform – this boosted economic growth</li> <li>• Mao's initial determination to modernise China on the Soviet model through the First Five Year Plan gave an enormous boost to industry in China – the economy grew annually by 9 per cent in the years 1953–57</li> <li>• The Great Leap Forward mobilised the whole of the country in an effort to modernise – some sectors saw impressive initial growth while works to control flooding and encourage irrigation had long-term economic benefits</li> <li>• Mao's encouragement of locally-led, commune-based production during the Great Leap, although not initially successful, helped inform the model on which the growth of the economy after his death was based.</li> </ul> <p>Arguments and evidence supporting the statement that Mao was not successful in promoting economic growth and/or that other individuals were more successful should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mao can be criticised for putting idealism and ideology before practical economic considerations, e.g. the speed and manner of collectivisation led to a fall in agricultural production and contributed to eventual famine</li> <li>• The first Five Year Plan made China over-reliant on expensive Soviet support while the gross inefficiencies of the Great Leap Forward actually led to a decline in industrial production across most sectors by the early 1960s</li> <li>• The Cultural Revolution, largely Mao's attempt to restore his position following the economic failures of the Great Leap, stymied the renewed economic growth encouraged by the reforms of Deng Xiaoping and Liu Shaoqi in the early 1960s</li> <li>• Self-strengtheners, such as Li Hongzhang and Sheng Xuanhuai, were important to the modernisation of the Chinese economy in the later imperial years, notably the establishment of a commercial and financial infrastructure</li> <li>• TV Soong contributed significantly to development during the republic as Finance Minister and founder of the China Development Finance Corporation</li> <li>• Following Mao's death, the Chinese economy grew enormously under the influence of Deng Xiaoping's 'Four Modernisations'.</li> </ul> <p>Other relevant material must be credited.</p>

