



**Pearson**  
**Edexcel**

## Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (9HI0/38)  
Advanced

Paper 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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2019

Publications Code 9HI0\_38\_1906\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

## 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.

## 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.
1	1–3	<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>
2	4–7	<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>
3	8–12	<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>
4	13–16	<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>
5	17–20	<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> <li>• 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 influence of Rasputin in Russia during the First World War and the reasons for the weakening of Tsar Nicholas II's position on the throne. Rasputin is named in the specification and candidates can be expected to be aware of his role in the deterioration of Nicholas's popularity.</p> <ol style="list-style-type: none"><li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inference:<ul style="list-style-type: none"><li>The speech was made by a committed Tsarist who is likely to have the interests of the monarchy firmly in mind</li><li>He may tend to exaggeration to make his point in such a public speech</li><li>It was made in November 1916 after over two years of a war, which had put enormous political and economic strain on Russia, and only three months before the February Revolution that overthrew Tsardom</li><li>The emotive language suggests an alarm that was clearly shared widely as indicated by the applause his speech received from all sides in the duma.</li></ul></li><li>The following inferences and significant points of information could be drawn and supported from the source:<p><b>The influence of Rasputin in Russia during the First World War:</b></p><ul style="list-style-type: none"><li>The source indicates that Rasputin played a very important role in internal affairs, directing the appointment and sacking of government ministers ('dark forces...Rasputin', 'orders...powerful men')</li><li>It indicates that Rasputin was highly influential in the direction of government policy ('dictates orders...one minister, then the next', 'director of Russia's internal affairs')</li><li>It suggests that Rasputin has a close relationship with the Tsarina ('puppets who are controlled by Rasputin...and by the Empress') and that he has many acolytes ('Rasputin and his followers, both great and small').</li></ul><p><b>The reasons for the weakening of Tsar Nicholas II's position on the throne:</b></p><ul style="list-style-type: none"><li>The tone of Purishkevich's speech ('emotional turmoil', 'ring the alarm bell', 'could not sleep') suggests that even the Tsar's strongest supporters were losing faith in his leadership by November 1916</li><li>The speech provides evidence of major political problems ('paralysis of the government', 'absolute uncertainty') and growing anger among the people ('thoughts of the Russian people....resentment...Russian army')</li><li>The source indicates the unpopularity of the Tsarina ('remained German...alien to the country') and suggests that Nicholas is detached from, or oblivious to, his situation ('beg...open his eyes...dreadful reality').</li></ul></li></ol> <p>3. 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 influence of Rasputin in Russia during the First World War and the reasons for the overthrow of Tsar Nicholas II in February 1917. Relevant points may include:</p> <ul style="list-style-type: none"><li>Rasputin's influence rose with Nicholas's decision to leave St. Petersburg for the front line, leaving the direction of internal affairs in the hands of the Tsarina</li></ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="312 138 1409 241">• He contributed to governmental instability by influencing Alexandra to appoint or sack ministers on the basis of their loyalty rather than ability, to the increasing frustration of the Duma</li><li data-bbox="312 250 1409 353">• Rasputin contributed enormously to the growing unpopularity of Nicholas and Tsardom, as evidenced by the Okhrana reports in the months before the Revolution</li><li data-bbox="312 362 1409 465">• By the end of 1916, with still no sign of an end to the war, mounting casualties and the deteriorating economy were causing rising discontent with Nicholas's leadership both among the elite and ordinary people.</li></ul>

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

Question	Indicative content
<b>2</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. 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 causes of the Marco Polo Bridge Incident and Jiang Jieshi's (Chiang Kai-shek's) response to it. The Marco Polo Bridge Incident is named in the specification and candidates can be expected to be aware of it.</p> <ol style="list-style-type: none"><li>The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences:<ul style="list-style-type: none"><li>As a speech by Jiang Jieshi, the head of the Chinese Republic, it can be expected to be well informed of events and reflect the response of a figure at the very centre of Chinese affairs</li><li>Made only 10 days after the incident, and as the crisis was escalating, its tone is resolute, seeking both to rally the Chinese people and send a clear message to Japan and the international community</li><li>Given the unpopularity of Jiang's policy towards Japan in previous years, the speech to Chinese leaders seeks to justify a strategy that has apparently failed and to ensure he remains head of government.</li></ul></li><li>The following inferences and significant points of information could be drawn and supported from the source:<p><b>The causes of the Marco Polo Bridge Incident:</b></p><ul style="list-style-type: none"><li>The speech indicates that China is the wronged party and firmly blames the Japanese ('tried hard...in spite of all the injustice and suffering')</li><li>The source states that the incident was deliberately planned by Japan ('something was imminent', 'not...sudden or accidental', 'careful in its plans against us')</li><li>It implies that the incident is being used by Japan as justification for further aggression against China ('abandon the Tanggu agreement').</li></ul><p><b>Jiang Jieshi's response to it:</b></p><ul style="list-style-type: none"><li>It states that China does not want war ('we are a weak nation,' 'we hope for peace') given its internal problems ('peace...national reconstruction')</li><li>It implies that China now has little choice but to resist or face the direst consequences ('limit of our endurance', 'struggle for national existence' 'annihilation of our race', 'an abyss...no hope of escape')</li><li>It suggests that Jiang's response may have been influenced by the strength of feeling in China caused by the incident ('Our nation...deep indignation')</li><li>It indicates that Jiang expects that China will now unite and fight hard ('throw every ounce...struggle', 'commit ourselves completely', 'prepare for war...united efforts').</li></ul></li></ol> <ol style="list-style-type: none"><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the causes of the Marco Polo Bridge Incident and for Jiang Jieshi's (Chiang Kai-shek's) response to it. Relevant points may include:<ul style="list-style-type: none"><li>Japanese aggression against China escalated throughout the 1930s, e.g. the invasion of Manchuria in 1931, the conflict in Shanghai in 1932 and the occupation of Rehe and Hopei provinces</li></ul></li></ol>



Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="316 136 1326 241">• Jiang's policy of appeasing the Japanese, both in the hope of defeating his communist opposition and attracting western support, was exemplified by the Treaty Of Tanggu in 1933</li><li data-bbox="316 248 1326 353">• Calls for a united front against Japan, from both GMD allies and the communists, increased steadily in the mid-30s – the Xi'an Incident of 1936 put massive pressure on Jiang to reconsider his strategy</li><li data-bbox="316 360 1326 465">• Though the origins of the Marco Polo Bridge Incident remain disputed, Jiang had little choice but to commit China to fight – this led to the outbreak of the second Sino-Japanese War.</li></ul>

## Section B: indicative content

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

Question	Indicative content
3	<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 Khrushchev significantly increased the freedom of the people of Soviet Russia in the years 1956-61.</p> <p>Arguments and evidence supporting the view that Khrushchev significantly increased the freedom of the people of Soviet Russia in the years 1956-61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• De-Stalinisation, which included the mass release of political prisoners and the exoneration of victims of the purges, opened a debate about the future direction of the USSR, at least within the Party and intelligentsia</li><li>• By not replicating Stalin's leadership style or use of the terror apparatus (which he reformed), Khrushchev signalled a loosening of state control and a relaxation of the use of fear as a form of mass control</li><li>• The 'thaw' extended to a relaxation of censorship – disgraced writers and musicians were rehabilitated, some criticism of the regime was tolerated and books by foreign writers were legally published, selling in large numbers</li><li>• <i>Samizdat</i> material, poetry and literature especially, spread among the young – unofficial street poetry readings began in Moscow and the works of 'bards' like Okudzhava sold widely</li><li>• Foreigners were allowed into the USSR in unparalleled numbers, e.g. the World Festival of Youth and Students, which opened Russian eyes to the lives enjoyed in the West and spread western music and fashion styles.</li></ul> <p>Arguments and evidence against the view that that Khrushchev significantly increased the freedom of the people of Soviet Russia in the years 1956-61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The reform of the security apparatus was inspired mostly by Khrushchev's desire to tame the KGB – it remained in place, as did imprisonment without trial and detention in mental hospitals for opposition to the system</li><li>• The relaxation of censorship only went so far – it was extended largely to critics or victims of Stalin, like Yevtushenko or Dudintsev, but not to those critical of the Soviet system generally, like Pasternak</li><li>• Criticism of communism remained illegal, dangerous and mostly underground – a crackdown escalated from the late 1950s, e.g. the arrest of those involved in the public poetry readings in Moscow for subversion</li><li>• Khrushchev's real attitude to free expression can be illustrated by his attack on the Orthodox Church, which culminated in 1961 with the closure of seminaries and monasteries.</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 the statement that the major cause of the downfall of Soviet communism by 1991 was the impact of the Afghanistan war.</p> <p>Arguments and evidence supporting the view that the major cause of the downfall of Soviet communism by 1991 was the impact of the Afghanistan war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The war was prolonged and costly and prevented leaders from paying attention to, and investing in, the sort of social and industrial investment that may have helped sustain support for the Soviet system</li> <li>• By bringing an end to détente and prompting the escalation of US military spending, the USSR was forced into an arms race that its stagnating economy could not support, so contributing to its downfall</li> <li>• The war stimulated internal criticism of the Soviet system from grieving families, war veterans and supporters of reform, e.g. funeral protests, street demonstrations and the popularity of <i>samizdat</i> publications</li> <li>• The withdrawal further highlighted the historic failures of communism leading to demands for change and greater openness – by seeking to respond to these demands, Gorbachev laid the foundations of the Soviet collapse</li> <li>• By demonstrating the weaknesses of the Red Army, the war encouraged those demanding independence from the USSR in other Soviet republics, prompting them to be bolder as <i>perestroika</i> developed.</li> </ul> <p>Arguments and evidence against the view that the major cause of the downfall of Soviet communism by 1991 was the impact of the Afghanistan war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A series of ineffective leaders who resisted reform created a demand for political change, which eventually proved impossible to control and led to a disintegration of the Soviet system</li> <li>• The long-term failures of industry and agriculture to produce efficiently and provide a decent standard of living for the Soviet population contributed enormously to the downfall of Soviet communism</li> <li>• Hostility towards Russian dominance within the USSR, and resentment at periodic crackdowns such as in the Baltic states, contributed to the rapidity with which the republics seceded from the Soviet bloc</li> <li>• Gorbachev's hope of being able to reform the USSR politically and economically within the communist system was, at best, unrealistic – the consequences of his programme accrued opposition from many quarters</li> <li>• The financial cost of the Chernobyl disaster had a major economic impact - this failure in the prestigious Soviet nuclear programme also focused attention on the general failings of the USSR.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 38.2: 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 significant the role of foreign missions and missionaries was in the growth of anti-western feeling in China in the years 1860-70.</p> <p>Arguments and evidence supporting the view that the role of foreign missions and missionaries was significant in the growth of anti-western feeling in China in the years 1860-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Treaty of Tianjin forced China to allow Christian missionaries freedom of travel throughout the country rather than only the treaty ports – as a result, their presence was inevitably associated with China's defeat and humiliation</li><li>• Anti-missionary activities by Chinese people were often met with a disproportionate response by foreign powers, e.g. the sending of British warships to Nanjing following an attack on missionaries in 1868</li><li>• The implication that the Christian religion was superior to native beliefs was offensive to many Chinese people, as was missionary condemnation of traditional practices such as concubinage and foot-binding</li><li>• Cultural insensitivity by some missionaries, e.g. dressing in the traditional clothes of the nobility, the church spires that interfered with <i>feng shui</i> or the presence of single women in isolated villages, contributed to Chinese anger</li><li>• Resentment can be evidenced by the spread of superstitions associating Christians with sexual abuse and murder, and the hundreds of violent attacks on them each year culminating in the Tianjin Massacre.</li></ul> <p>Arguments and evidence that the role of foreign missions and missionaries was not significant in the growth of anti-western feeling in China in the years 1860-70, and/or that there were other reasons for this, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Though a symbol of foreign influence, the impact of the missions was slight, less than 1000 missionaries with fewer than 0.5m converts by 1870 – most Chinese people never came into contact with them</li><li>• The social and educational impact of missionaries was welcomed by some Chinese people, e.g. famine relief, the provision of orphanages and improved literacy</li><li>• Anti-western feeling was created, above all, by China's defeat in the Opium Wars and her consequent economic and cultural humiliation by a number of foreign powers</li><li>• The economic exploitation of China exemplified by the treaty port system, extended in 1860, caused a great deal of anti-western feeling in China</li><li>• Anti-western feeling was stoked by leading figures at court surrounding Empress Cixi who opposed all attempts to modernise the Chinese economy and society, which were associated with western ideas.</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 the Sino-Soviet split, in the years 1958-69, was caused mainly by ideological differences.</p> <p>Arguments and evidence supporting the statement that the Sino-Soviet split, in the years 1958-69, was caused mainly by ideological differences should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Ideological differences between the leaders of China and the USSR emerged following Khrushchev's condemnation of Stalinism in 1956, e.g. with regard to the uses of terror and importance of cults of leadership</li> <li>• Mao disagreed strongly with Khrushchev's allowance for alternative interpretations of Marxist-Leninism believing in a single model and unified leadership</li> <li>• Mao differed from Khrushchev on the desirability of peaceful co-existence with capitalism taking a more belligerent approach towards western powers, e.g. his attitude to the USA over Taiwan in 1958 and Cuba in 1962</li> <li>• China's rejection of the Soviet model of economic development in the Great Leap Forward, e.g. the ditching of the heavy industrial approach in the First Five-Year Plan signified a major ideological split</li> <li>• The launch of the Cultural Revolution distanced China further from the USSR in ideology in its rejection of the bureaucratic, top-down model of revolution</li> <li>• The verbal spats between China and the USSR in the 1960s were laced with ideological insults, e.g. Khrushchev's labelling of Mao as a Trotskyist and Mao's accusations against him as a revisionist.</li> </ul> <p>Arguments and evidence countering the accuracy of the statement that the Sino-Soviet split, in the years 1958-69, was caused mainly by ideological differences should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Personal animosity between Mao and Khrushchev was a key reason for the split as epitomised in the latter's visit to China in 1958 – Mao was temperamentally unsuited to being a follower rather than a leader</li> <li>• The split was caused partly by a residual antipathy in China towards the foreign exploitation and condescension it had suffered in the previous century – as one of those foreign powers, Russia's interference was still resented</li> <li>• Relations suffered because of the USSR's reluctance to share its nuclear capabilities, by Khrushchev's failure to endorse China's actions against Taiwan and India, and the perceived threat to China of the Brezhnev Doctrine</li> <li>• The border dispute in Xinjiang, dating back to the nineteenth century, was a major cause of tension between the two in the 1960s and led to serious clashes, and the severance of diplomatic relations, in 1969.</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 Stolypin's reforms (1906-11) were more successful than all other attempts to improve the condition of the peasantry in the years 1861-1991.</p> <p>Arguments and evidence supporting the statement that Stolypin's reforms (1906-11) were more successful than all other attempts to improve the condition of the peasantry in the years 1861-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Stolypin's removal of the power of the <i>mir</i> over the peasantry allowed the enterprising to consolidate their strips, invest in modern farming techniques and bring more produce to market for profit</li><li>• Through the Land Bank he encouraged hundreds of thousands of peasants to buy their land while a programme of education and information helped increase the efficiency of their holdings</li><li>• Stolypin freed up more state-controlled land for purchase and encouraged settlement in areas opened by the Trans-Siberian Railway like Siberia, so addressing the long-standing land hunger of the peasantry</li><li>• Stolypin ensured that the cancellation of redemption payments, promised during the 1905 Revolution, was enacted in 1907 immediately boosting peasant spending and investment</li><li>• His success can be evidenced by the numbers leaving the <i>mir</i> and buying their own land, the decline in rural unrest, the increase in grain production, and the rising amounts the peasants both saved and paid in state taxes.</li></ul> <p>Arguments and evidence disagreeing with the statement that Stolypin's reforms (1906-11) were more successful than all other attempts to improve the condition of the peasantry in the years 1861-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The success of Stolypin's reforms was partial and short-lived – the numbers leaving the <i>mir</i> tailed off quickly, inefficient methods of cultivation remained predominant and the reforms languished with his death and the onset of war</li><li>• With its far-reaching social and economic effects, the Emancipation Decree of 1861 can be considered as a more successful attempt to improve the condition of the peasantry during the nineteenth century</li><li>• The Land Decree and New Economic Policy are both examples of policies which, at least temporarily, improved the condition of the peasantry in the early revolutionary years and rival Stolypin's reforms</li><li>• Collectivisation brought some improvements for some of the peasantry, e.g. greater social provision, while Khrushchev's reforms in the mid-1950s reduced taxation on farming profits and improved peasant incomes</li><li>• The concession of peasant plots in 1932, the increased size of the plots allowed by Brezhnev, and Gorbachev's decision to allow private ownership of land are other examples of improvements to rival Stolypin's reforms.</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 significance of policies introduced by Stalin in attempts to boost agricultural productivity in Russia in the years 1861-1991.</p> <p>Arguments and evidence that the policies introduced by Stalin were significant in attempts to boost agricultural productivity in Russia in the years 1861-1991 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mass collectivisation was a genuine attempt to modernise an historically-backward agricultural system of which previous attempts at reform had all failed</li> <li>• After an initial decline, grain output did recover by the time of Stalin's death while collectivisation remained central to agricultural production until the fall of communism in 1991</li> <li>• Stalin's policies saw concerted attempts to introduce mechanisation into Russian agricultural production, e.g. unprecedented resources were committed to 'tractorisisation' and the number of machines increased markedly</li> <li>• Stalin understood that science was a basis for increasing productivity in the light of Russia's climatic conditions and had some success, e.g. Vilyam's '<i>travopolye</i>' system helped improve soil recovery in some areas</li> <li>• The introduction of peasant plots in the 1930s helped improve agricultural production by incentivising agricultural workers – the idea was extended by Khrushchev and Brezhnev.</li> </ul> <p>Arguments and evidence that the policies introduced by Stalin were not significant in attempts to boost agricultural productivity in Russia in the years 1861-1991 and/or that there were other significant factors in its improvement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Collectivisation led to a collapse in agricultural production during the 1930s and extensive famine – it took decades for output to recover to pre-1914 levels and grain imports were necessary from the 1960s to the 1980s</li> <li>• Stalin's preference for pseudo-science did not improve production and deflected from other measures, such as increased fertiliser production or infrastructure improvements, which would have had greater effect</li> <li>• The Emancipation Decree, the development of the railway network and Stolypin's reforms in the years 1906-11, all had an effect on agricultural production in the Tsarist period</li> <li>• Brezhnev imported western fertiliser technology in an effort to boost production and also invested in modern storage and refrigeration facilities – agricultural investment increased massively in the 1960s</li> <li>• Gorbachev acknowledged Stalin's failure to improve agricultural output by his plans to reform the collective system in the 1980s.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
9	<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 the greatest encouragement given to Chinese industry, in the years 1860-1997, came under the communists.</p> <p>Arguments and evidence supporting the statement that the greatest encouragement given to Chinese industry, in the years 1860-1997, came under the communists should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The first Five Year-Plan appeared to exceed the majority of its targets by 1957 enabling the construction of hundreds of new industrial plants - steel production quadrupled and coal doubled</li><li>• Transport improvements and electrification under the communists benefitted the growth of industry, e.g. the extension of railways in the west during the 1960s and large-scale hydroelectric projects</li><li>• The market reforms introduced by Deng after 1978 significantly boosted industrial development - tax incentives and subsidies in the Special Economic Zones attracted high levels of foreign investment</li><li>• The Town and Village Enterprises scheme allowed for the reintroduction of private enterprise and proved particularly successful in encouraging light industry and the production of consumer goods by the 1990s.</li></ul> <p>Arguments and evidence countering the statement that the greatest encouragement given to Chinese industry, in the years 1860-1997, came under the communists should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The industrial record of the communists was inconsistent and prone to major shifts in policy, e.g. the move from centralised industrial planning under the Five Year-Plan to the commune-based model of the Great Leap Forward</li><li>• Communist policies during the Great Leap Forward significantly hindered industrial growth and took years to recover from, e.g. inefficient backyard furnaces</li><li>• Transport improvements under the communists were patchy until the 1980s whilst electrification was slow to reach large areas of the country and was hampered by inefficient vanity projects like the Yellow River Dam</li><li>• Industrial production grew in the later Qing Empire owing a great deal to foreign investment and the adoption of western technology in Treaty Ports like Shanghai</li><li>• The development of the railway network under the Guomindang and the introduction of a unified currency in the 1930s were significant encouragements given to Chinese industry before the communists</li><li>• The boost given to industry by the Japanese in the occupied north-west after 1931 was significant, e.g. the investment of over \$1b in mining and industry and the construction of the South Manchuria Railway.</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 significance of the ideas of the Self-Strengthening Movement of the 1860s and 1870s in promoting the growth of the Chinese economy in the years 1860-1961.</p> <p>Arguments and evidence supporting the view that the ideas of the Self-Strengthening Movement of the 1860s and 1870s were significant in promoting the growth of the Chinese economy in the years 1860-1961 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Self-Strengthening Movement of the 1860s and 70s promoted the importance of economic growth for the protection of China's international position following defeat in the Opium Wars</li> <li>• Reforms promoted by key Self-Strengtheners, like Li Hongzhang and Zhang Zhidong, strongly encouraged the growth of a modern financial and commercial infrastructure in China, essential to economic development</li> <li>• The movement encouraged the use of western scientific ideas and the employment of western technologists and engineers for the first time in China, all of which encouraged economic growth</li> <li>• Their achievements included the establishment of mines and factories, the formation of the first joint stock company in China, the building of railways and work to introduce a national telegraph and postal service</li> <li>• The legacy of the promotion of economic growth by the Self-Strengtheners in the 1860s and 70s continued to be felt in later decades, e.g. the work of Sheng Xuanhuai in founding a modern banking system in the 1890s.</li> </ul> <p>Arguments and evidence supporting the statement that the ideas of the Self-Strengthening Movement of the 1860s and 1870s were not significant in promoting the growth of the Chinese economy in the years 1860-1961 and/or that other individuals or movements were more successful should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The ideas of the Self-Strengthening Movement in the 1860s and 70s merely attempted to promote sufficient economic growth in order to defend the Confucian order rather than create a western-style economy</li> <li>• Their work was largely confined to the coastal cities and had little effect on Chinese thinking more generally – opposition at court, from the likes of the Empress, ensured their influence was challenged and limited</li> <li>• The May Fourth Movement was significant in the promotion of western-style economic growth in the early twentieth century</li> <li>• TV Soong contributed significantly to economic development during the republic as Finance Minister and founder of the China Development Finance Corporation</li> <li>• The Marxist models introduced by the communists in the 1950s, e.g. the first Five-Year Plan and the subsequent Great Leap Forward, were significant for China's economic growth.</li> </ul> <p>Other relevant material must be credited.</p>