Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In 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 or 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.

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

Summer 2024
Question Paper P74286A
Publications Code 9HI0_38_2406_MS
All the material in this publication is copyright
© Pearson Education Ltd 2024

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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**	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • 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.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	**8–12**	• 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 • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	**13–16**	• 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. • 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. • 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.
5	**17–20**	• 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, • 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. • 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.

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.
1	**1–3**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**4–7**	• 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. • 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. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**8–12**	• 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**13–16**	• 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 38.1: The making of modern Russia, 1855-91

Question	Indicative content
1.	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. Candidates must analyse and evaluate the source to consider its value for revealing Khrushchev's criticisms of Stalin at the Twentieth Party Congress in 1956 and the aims of de-Stalinisation. The Twentieth Party Congress and de-Stalinisation are named in the specification and candidates can be expected to be aware of the significance of both. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • As a speech made by Khrushchev, it should give an accurate view of his opinions on Stalin and the future of the USSR • As a speech made in an attempt to persuade his audience of high-ranking communists of the need for momentous change, there may be an element of exaggeration in the claims made • The fact that the 'secret' speech was ordered to be read in party meetings soon after it was given indicates that Khrushchev wanted its contents to be known more widely, both within the USSR and in the rest of the world. 2. The following inferences and significant points of information could be drawn and supported from the source: **Khrushchev's criticisms of Stalin made at the Twentieth Party Congress :** • The speech suggests that Stalin abused his position as leader of the USSR by concentrating power in his own hands ('accumulation…one person.', 'absolute submission...opinion', 'Stalin's despotism'.) • The source indicates that Stalin used violent and illegal means to rid the Soviet Union of his opponents ('Whoever opposed him…doomed.', 'cruellest repression', 'physical and mental torture.') • It claims that Stalin's methods contravened the ethics of Soviet communism ('against the spirit of Marxism-Leninism', 'destroyed the principle of collective leadership') • It suggests that Stalin's leadership stymied the progress of the USSR by creating an all-pervasive culture of fear ('distorted party work...economic activity.', 'an unproductive administration...less initiative'). **The aims of de-Stalinisation:** • The speech indicates that an aim of de-Stalinisation was to destroy the harmful 'cult of the individual' and restore a more collegiate leadership style ('restore Leninist principles of leadership') • The source claims that, by removing the fear of arbitrary arrest and imprisonment from the people, de-Stalinisation can reinvigorate the fortunes of the USSR ('free ourselves…creative activity') • It suggests that de-Stalinisation will restore proper legal process both within the Communist Party ('follow the written rules of our Party.') and in the USSR more generally ('fight individuals abusing their power.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing Khrushchev's criticisms of Stalin at the Twentieth Party Congress in 1956 and the aims of de-Stalinisation. Relevant points may include: • The speech was based largely on the Pospelov Report, commissioned by the Central Committee following major unrest in the prison camps – it confirmed many serious breaches of 'revolutionary legality' under Stalin

Question	Indicative content
	• Though deeply implicated in Stalin's 'despotism' himself, Khrushchev calculated that the speech would help him outmanoeuvre his rivals in the struggle for pre-eminence, especially Molotov and Malenkov • While there was some backlash to the speech within the party, Khrushchev gained significant support from many members, especially the young, who embraced fully the need for a fresh, de-Stalinised start • The process of de-Stalinisation, energised by the speech, sparked internal economic reform, a major reduction in the apparatus of the police state, and the start of the so-called 'Khrushchev thaw' in cultural life.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the source to consider its value for revealing China's position in international affairs in the early 1980s and the aims of its foreign policy. Deng Xiaoping and China's growing importance in world organisations are named in the specification and candidates can be expected to have knowledge of them. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • As comments made by Deng Xiaoping, the *de facto* head of the Chinese government, the source will reflect Chinese policy at the highest level • The comments were made in a meeting with the Secretary-General of the United Nations and reported widely in subsequent weeks, indicating that Deng wished his views to be known and discussed • The tone and language of the comments are generally modest and measured, suggesting that Deng wished China to be viewed as a reasonable force in international affairs. 2. The following inferences and significant points of information could be drawn and supported from the source: **China's position in international affairs in the early 1980s:** • The source suggests that, as a member of the UN Security Council, China will act independently of the influence of the USA and USSR, and their allies ('Opposition….Soviet Union.') • The source indicates that China sees itself as a force for peace in international affairs ('safeguard world peace', 'China hopes for peace', 'war would hinder our plan') • The source suggests that as yet, China lacks the economic clout to act as a leading player in international affairs ('our strength is limited as is our role.', 'just another member…look after its own interests.'). **The aims of its foreign policy:** • The source suggests that an aim of China's foreign policy is to project an image of probity ('China means what it says…has principles.') and strength to the world ('impose war on us…not afraid') • It claims that an aim of foreign policy is to provide a peaceful context for China's economic development ('hopes for peace…backwardness', 'War would hinder our plan') • The source suggests that, as a prominent member of the Third World, China is seeking to play a role in an emerging alternative to the hegemony of the superpowers ('eager to...countries.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing China's position in international affairs in the early 1980s and the aims of its foreign policy. Relevant points may include: • Deng was the architect of an increasingly outward-looking China in the early 1980s, seeking to raise its profile in international affairs, e.g. greater diplomatic ties with the west • China's more assertive role was indicated by its part in UN attempts to isolate the USSR over the invasion of Afghanistan and its refusal to endorse the US-sponsored Kurt Waldheim as UN Secretary-General

Question	Indicative content
	• China's foreign policy in the early 1980s was particularly attuned to the interests of the developing nations, e.g. Malaysia, Indonesia, which were less clearly aligned with the USA and USSR.

Section B: indicative content

Option 38.1: The making of modern Russia, 1855-91

Question	Indicative content
3	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. Candidates are expected to reach a judgement the accuracy of the view that the reform of the army was the most significant of all the political reforms undertaken by Alexander II in the years 1855-70. Arguments and evidence supporting the view that the reform of the army was the most significant of all the political reforms undertaken by Alexander II in the years 1855-70, should be analysed and evaluated. Relevant points may include: • The army reforms were significant in starting to repair Russia's reputation as a European power following the morale-sapping military setbacks of the Crimean War, e.g. the Alma, the fall of Sevastopol • The reforms were significant for creating a better-trained conscript army with a reserve of over 500 000 men, vital in the protection of Russia's borders and the maintenance of internal order • The army reforms were significant for encouraging professionalism (e.g. the replacement of the cadet corps) and for creating greater organisational clarity (e.g. the creation of local military districts) • The reforms were significant for promoting greater fairness and humaneness in Russian life, e.g. the length of conscription was reduced, corporal punishment was restricted • The reforms were significant for encouraging the spread of education in Russia, e.g. the modern curriculum adopted in the new military gymnasiums, the reduction of time in service for those at university. Arguments and evidence opposing the view that the reform of the army was the most significant of all the political reforms undertaken by Alexander II in the years 1855-70, should be analysed and evaluated. Relevant points may include: • The reforms did not tackle fundamental weaknesses of the Russian army, e.g. aristocratic officers still prevailed over their more professional juniors, corruption and inefficiency were still rife in procuring equipment • The reform of the legal system was far-reaching, introducing western judicial norms into Russia for the first time, e.g. jury trials, an educated and meritocratic magistracy • The *zemstvo* statute (1864) and municipal statute (1870) were significant for helping to modernise local administration in Russia, and for introducing an element of accountability to elected officials • The reforms made to universities in 1863, together with the new press regulations introduced in 1865, helped foster a climate of freer expression in Russia, and encouraged the possibility of greater democratic reforms. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on the extent to which the collapse of Soviet communism in 1991 was due to factors beyond Gorbachev's control. Arguments and evidence supporting the view that the collapse of Soviet communism in 1991 was due to factors beyond Gorbachev's control should be analysed and evaluated. Relevant points may include: • In 1985, Gorbachev inherited a stagnant and inefficient economy, unfit to support the vast historic burdens of social and military spending – it would have been almost impossible for anyone to turn this around by 1991 • The political system prevailing in the USSR in 1985 was ideologically-bankrupt, e.g. those behind the 1991 coup - it was fanciful to expect Gorbachev's reforms to overcome this easily • Nationalism in the SSRs, which had been growing for decades before 1985, created a momentum for dissolution of the USSR in the late 1980s that would have been difficult for any Soviet leader to resist • The Afghanistan war, which Gorbachev ended as soon as he was able, was ruinously expensive, accelerated Cold War pressures and weakened belief in the Soviet system still further, helping lead to its collapse • The nuclear accident at Chernobyl in 1986 cost the USSR over £10b to contain and opened up the Soviet system to international scrutiny and ridicule, so further damaging Gorbachev's attempts to save it • Soviet society had become used to full employment and cheap food and housing, which the command economy could increasingly not sustain – alcoholism was another enormous problem almost impossible to solve. Arguments and evidence opposing the view that the collapse of Soviet communism in 1991 was due to factors beyond Gorbachev's control should be analysed and evaluated. Relevant points may include: • Gorbachev's belief that he could reform the Soviet economy and society within the existing Soviet system was naïve at best, a product of personal arrogance and inexperience that quickly undermined him • His own decision to undertake far-reaching structural reform, at the same time as encouraging greater freedom and democracy, triggered economic meltdown and unprecedented criticism simultaneously • Gorbachev's foreign policy appeared off-the-cuff and ill-thought out – his abandonment of the Brezhnev Doctrine gained him popularity abroad but fuelled separatism in the SSRs • Gorbachev's thin-skinned response to more radical reformers, like Sakharov and Yeltsin, made it appear that he was defending the discredited communist system and lost him credibility and support • Gorbachev's anti-alcohol campaign compounded his unpopularity, cost the Soviet treasury 17% of its annual revenue and accomplished little • His insistence that *perestroika* and *glasnost* should continue to expand in scope despite mounting difficulties, e.g. the creation of the Congress of People's Deputies, merely sparked the conservatives into the fateful coup. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement on the statement that foreign language schools had little impact in China in the years 1860-70. Arguments and evidence supporting the view that foreign language schools had little impact in China in the years 1860-70 should be analysed and evaluated. Relevant points may include: • The School of Combined Learning (*Tongwen Guan*) was only established in 1862, and taught no more than 200 students every year by the end of the decade • The further schools established in Shanghai and Guangzhou from 1863 taught less than 250 students annually between them, a tiny number in a country as big as China • The impact of the schools in the 1860s was limited by the refusal of leading Manchu families to embrace western-style learning, preferring to prepare their sons for the traditional civil service exams instead • Throughout the 1860s, there remained enormous divisions at court between those convinced of the need for foreign-language education in China, and those deeply opposed – this stymied its spread and impact • The impact of foreign language schools in China during the 1860s remained confined to major, western-influenced cities, and had little or no effect in the rest of China. Arguments and evidence opposing the view that foreign language schools had little impact in China in the years 1860-70 should be analysed and evaluated. Relevant points may include: • The need for greater knowledge of foreign languages in China, notably English and French, was acknowledged at the very top of Chinese government and driven by key figures such as Prince Gong • Following the establishment of the *Tongwen Guan* in Beijing in 1862, further schools were established in Shanghai, Guangzhou and Fuzhou, widening their impact • The introduction of foreign language education at schools at the Jiangnan Arsenal and Fuzhou Dockyard during the 1860s, enabled vital western military technology to be introduced into China • The schools helped open up China to the merits of a broadly-based western education, e.g. subjects such as chemistry and international law were added to the curriculum of the *Tongwen Guan* in the 1860s • The foreign language schools attracted high-calibre foreign teachers, e.g. Hosea Morse, and Chinese scholars, e.g. Li Shanlan, both of whom had prominent roles in China's later development. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement on the extent to which the breakdown in relations between China and the USSR, in the years 1958-69, was due to the personality of Chairman Mao. Arguments and evidence supporting the view that the breakdown in relations between China and the USSR, in the years 1958-69, was due to the personality of Chairman Mao should be analysed and evaluated. Relevant points may include: • Mao's arrogance in his condemnation of the USSR, following Khrushchev's decision to 'de-Stalinise' in the mid-1950s, fuelled the breakdown in Sino-Soviet relations • Mao's chauvinistic dismissal of Khrushchev as an intellectual lightweight and as a poor Marxist-Leninist, contributed to the decline, e.g. Mao's behaviour during the Soviet leader's ill-fated visit to China in 1958 • Mao's rash and hot-headed prosecution of Cold War tensions, e.g. his apparent support of a nuclear attack on the USA, put him at odds with Khrushchev's 'peaceful coexistence' and deepened the Sino-Soviet schism • Mao's sense of nationalism regarded the Russo-centric USSR as one of the exploiting powers of the late Qing period – consequently, he chafed at Soviet demands, e.g. over joint naval action in the Pacific, causing friction • Mao arrogantly over-played his hand with his demands on the USSR during the late 1950s and early 1960s, contributing to bad feeling and a decline in relations, e.g. his call for nuclear bomb technology was refused • Mao's ideological over-confidence led to his abandonment of the Soviet economic model in 1958, putting further distance in Sino-Soviet relations – Soviet economic support was ended in the following year. Arguments and evidence countering the view that the breakdown in relations between China and the USSR, in the years 1958-69, was due to the personality of Chairman Mao should be analysed and evaluated. Relevant points may include: • Khrushchev was as a capable as Mao of issuing high-handed insults that contributed to the breakdown, e.g. he publicly accused Mao of ideological errors and of naivety in international relations • The USSR contributed to the schism in the late 1950s by insensitivity in its requests made of China, e.g. for radio listening devices on Chinese soil, and for promising, then withholding, nuclear secrets • Events in the early 1960s justifiably heightened fears in China of Soviet hostility, e.g. the USSR's succour of refugees from Xinjiang, its failure to support China unconditionally in its war with India • The Brezhnev Doctrine (1968), which promised Soviet intervention in the domestic affairs in any country where communism was deemed at risk, appeared a direct threat to China in the midst of the Cultural Revolution • The outbreak of the Sino-Soviet War in 1969 was a result more of historic border issues between the two countries than to the personality of Chairman Mao. Other relevant material must be credited.

Section C: indicative content

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

Question	Indicative content
7	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. Candidates are expected to reach a judgement about the statement that, in the years 1855-1979, the introduction of the NEP was the most significant action taken by government to improve the status and condition of the Russian peasantry. Arguments and evidence supporting the view that in the years 1855-1979, the introduction of the NEP was the most significant action taken by government to improve the status and condition of the Russian peasantry should be analysed and evaluated. Relevant points may include: • The communist government boosted the status of the peasantry by ending requisitioning, allowing the peasantry to regain their standing as free agents, and make their own choices on what to grow and what to market • The NEP allowed peasants to sell surplus food on the open market, encouraging them to produce more and, after paying the government's new taxes, to prosper by their own efforts • The NEP abolished food rationing and controls on the movement of agricultural goods between the countryside and cities – this boosted the market for peasant produce and allowed them to become richer • The NEP encouraged the growth of small businesses, shops in particular, giving peasants an incentive to grow more, to make cash profits and to spend on goods that raised both their condition and status. Arguments and evidence countering the view that, in the years 1855-1979, the introduction of the NEP was the most significant action taken by government to improve the status and condition of the Russian peasantry should be analysed and evaluated. Relevant points may include: • By boosting agricultural production, the NEP resulted in a fall in farm prices in the mid-1920s, affecting peasants' incomes – a simultaneous rise in the price of consumer goods also stymied their condition and status • Falling prices encouraged many peasants to withhold their goods from the market, or sell to middlemen, incurring the wrath of some Bolsheviks and hastening the end of the NEP after only five years • Despite the introduction of the NEP, the vast majority of Russian farms were still dominated by the *mir*, using strip-farming and archaic methods – consequently, its ability to boost peasant conditions and status was limited • The Emancipation Decree (1861) was significant in improving the condition and status of the peasantry, abolishing controls over their lives and enabling many to become prosperous, independent farmers • By attempting to break the power of the *mir* and encourage the growth of consolidated farms, Stolypin's reforms (1906-11) helped boost the condition and status of the peasantry • The concession of peasant plots (1932), their expansion during the Second World War and their further encouragement under Khrushchev and Brezhnev, helped improve the condition and status of the peasantry • Changes under Brezhnev, e.g. allowing the peasants access to social security and pensions, helped improve the condition of the peasantry. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement on the extent to which food shortages in Russia, in the years 1861-1979, were a consequence of the failure of government agricultural policy. Arguments and evidence supporting the view that food shortages in Russia, in the years 1861-1979, were a consequence of the failure of government agricultural policy should be analysed and evaluated. Relevant points may include: • The Emancipation Decree and Stolypin's reforms failed to modernise Russian agriculture sufficiently to avert major food shortages, e.g. the famine of 1891-92, the shortages of 1916-17 • Collectivisation, and the speed with which the process was undertaken, massively decreased Russia's agricultural production and triggered the famine of 1932-33, during which millions perished • The failure of Stalin's agricultural policies (e.g. his attachment to Lysenkoism, the shortages of fertilisers and technology) contributed to the continued prevalence of queues outside food stores especially in towns • Khrushchev's taste for large, inefficient state farms (the *sovkhozy*) and his costly but failed schemes to improve agricultural production (e.g. the Virgin Lands Scheme) led to the need to import western grain in the early 1960s • Brezhnev's inability to question the efficacy of collectivisation and the wasting of record levels of agricultural investment in the 1960s, led to the need to import western grain regularly in the years 1972-79. Arguments and evidence countering the view that food shortages in Russia, in the years 1861-1979, were a consequence of the failure of government agricultural policy should be analysed and evaluated. Relevant points may include: • Regular food shortages were a consequence of many hundreds of years of backwardness in Russian agriculture (e.g. strip farming, outdated technology), which prevailed in much of Russia before collectivisation • Food shortages during this period were a consequence of difficult climate conditions and weather in many parts of Russia, e.g. a short growing season and regular droughts led to frequent poor harvests • The massive increase in Russia's population during these years (e.g. a rise of over 50% in the second half of the nineteenth century) outstripped the many productivity improvements made by government policy • Food shortages were often a consequence of political decisions rather than agricultural, e.g. selling grain abroad to pay for industrialisation, joining the First World War, 'War Communism', collectivising at breakneck speed • Some agricultural policies during these years were notable successes in combating food shortages, e.g. the improvements made as a consequence of increased rail investment under the Tsars • During some of this period Russia was self-sufficient in food, even if the range and quality was limited, and shortages were averted, e.g. during the early 1950s. Other relevant material must be credited.

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

Question	Indicative content
9	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. Candidates are expected to reach a judgement on the accuracy of the view that, in the years 1860-1978, Chinese governments largely failed to develop mining and manufacturing. Arguments and evidence supporting the view that, accuracy of the view that, in the years 1860-1978, Chinese governments largely failed to develop mining and manufacturing should be analysed and evaluated. Relevant points may include: • Despite the efforts of the Self-Strengthening Movement, governments in the late nineteenth century largely ignored the need for large-scale mining and manufacturing, preferring small-scale, traditional enterprises • While some attempts were made under the Qing to develop favourable conditions for mining and manufacturing, e.g. the encouragement of textile production in Shanghai, success was patchy until at least the 1890s • Much of the industrial development that took place in the late nineteenth century was fostered by foreign investors and governments, e.g. the British in Hong Kong, the Germans in Shandong • In the 1930s, large-scale mineral extraction in north-eastern China was undertaken by the occupying Japanese army rather than the Chinese government, and for the benefit of Japan rather than China • The Great Leap Forward, launched by Mao in 1958, was a major failure in developing Chinese industry and led to an enormous waste of resources, e.g. the futility of the back-yard furnaces • The Cultural Revolution shifted the focus of the Chinese government from economic development until the mid-1970s, and the progress of mining and manufacturing was badly neglected. Arguments and evidence opposing the view that, accuracy of the view that, in the years 1860-1978, Chinese governments largely failed to develop mining and manufacturing should be analysed and evaluated. Relevant points may include: • The development of the rail and road network by governments in the early twentieth century gave encouragement to the development of mining, metallurgy and manufacturing in China • By the 1930s, thanks to the Republican government's development of a financial and commercial infrastructure, Shanghai had become a major centre of manufacturing and there was growth in other eastern cities • Agreements with Germany during the 1930s allowed Jiang Jieshi's government to exchange technology for raw materials, e.g. tungsten, so boosting Chinese industry • The communist government's links with the USSR led to the launch of the First Five-year Plan (1953), which was hugely successful in developing China's heavy industrial base • Large-scale infrastructure projects undertaken by the communists in the 1950s and 60s, e.g. electrification and hydro-electric projects, boosted domestic mining and manufacturing. Other relevant material must be credited.

Question	Indicative content
10	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. Candidates are expected to reach a judgement about the statement that Deng Xiaoping was by far the most successful individual in the promotion of economic growth in China in the years 1860-1997. Arguments and evidence supporting the statement that Deng Xiaoping was by far the most successful individual in the promotion of economic growth in China in the years 1860-1997 should be analysed and evaluated. Relevant points may include: • Inspired by the native idea of *xiaokang*, Deng unleashed enormous economic growth in China and a fundamental western-style modernisation of large swathes of the country in the 1980s and 1990s • Agriculturally, Deng broke up the communes established under Mao, returning most of the land to family units by 1983 – the result was a massive increase in production and greater peasant prosperity • The Town and Village Enterprises encouraged small-scale manufacturing in rural areas, partly funded by the state and partly through private investors – this facilitated economic growth throughout China • Deng's Special Economic Zones allowed foreign technology companies to produce microchips and mobile phones through Chinese companies – they generated huge growth and employed many thousands • Deng's governments placed great emphasis on the development of heavy industry as well as the high-tech and consumer industries – mining and heavy manufacturing both grew significantly • Between 1978 and 1997, economic growth in China averaged 10% per annum, enabling many Chinese people to embrace a lifestyle unthinkable during the previous one hundred years. Arguments and evidence countering the statement that Deng Xiaoping was by far the most successful individual in the promotion of economic growth in China in the years 1860-1997 should be analysed and evaluated. Relevant points may include: • Deng's adoption of 'capitalism with Chinese characteristics' had serious downsides, e.g. economic inequality between individuals and regions increased, the exploitation of cheap labour by foreign companies • From the 1860s, both Li Hongzhang and Shen Xuanhuai had some success in developing economic growth within the constraints of late Imperial China, e.g. the encouragement of textile and arms production • The reforms of TV Soong during the Republican era had some success, e.g. the establishment of a financial and commercial infrastructure conducive to a capitalist economy • Mao's relationship with the USSR enabled the launch of the First Five-year Plan in 1953, which was hugely successful in establishing a heavy industrial base in China • Mao's adaption of the Soviet economic model to Chinese circumstances during the Great Leap Forward had some successes, e.g. commune-based initiatives helped inspire Deng's Town and Village Enterprises of the 1980s. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom