Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE
In 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

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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.

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 the significance of the changes introduced by the October Manifesto and the attitude of Nicholas II towards these changes. The October Manifesto is named in the specification and candidates can be expected to be aware of its significance and of Tsar Nicholas' attitude towards it. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • The source is an official minute of government meetings and ought to record accurately what was said in them • The meetings took place six months after the October Manifesto was issued and at the time that decisions about its implementation could no longer be delayed • The tone and language of the Tsar's ministers are firm yet restrained and tactful, as would be expected from those addressing one who was both an autocratic sovereign and a stubborn man. 2. The following inferences and significant points of information could be drawn and supported from the source: **The significance of the changes introduced by the October Manifesto:** • The source suggests that the changes introduced are extremely significant by limiting the Tsar's previously autocratic powers ('but plead…autocrat of all the Russias.', 'Until…unlimited right to issue laws') • The source provides evidence that the October Manifesto has promised to establish a parliament in Russia with which the Tsar must now share legislative responsibilities ('since October…without the *duma*.') • It suggests that the Manifesto is significant because it has stirred expectations among the Russian people that now must be satisfied ('To use the word…enemies in the *duma*.', 'The word…nationwide unrest.'). **The attitude of Tsar Nicholas towards these changes:** • The source claims that Nicholas is still committed to the Manifesto ('firmly resolved…into effect.') but provides evidence that he is unwilling to surrender his autocratic powers ('If I were convinced…gladly do it.') • The source indicates that Nicholas believes that the majority of the Russian people do not support the changes ('eighty percent') and that he believes the rest are merely troublemakers ('agitation…newspapers.') • The source suggests that Nicholas' attitude with regard to the autocracy is out-of-step not only with 'the educated élite' in Russia but with his own ministers, only one of whom supports him • The source suggests that Nicholas accepted the changes reluctantly ('I have decided to accept…Council of Ministers.') and with a heavy heart ('troubled…conflict within me').

Question	Indicative content
	3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the significance of the changes introduced by the October Manifesto and the attitude of Nicholas II towards these changes. Relevant points may include: • The October Manifesto promised Russians some civil rights (e.g. of conscience, speech and assembly) together with a state *duma* elected by universal manhood suffrage, all unprecedented in Russian history • The Manifesto was only agreed by the Tsar due to the scale of the unrest that threatened him during the 1905 Revolution, and at the urgings of his uncle, Grand Duke Nicholas, and Prime Minister Sergei Witte • Nicholas was deeply conservative in outlook and convinced that the people saw him as their 'father' – he could not believe, nor understand, that they would wish such sweeping reforms to the political system • Partly because of Nicholas' attitude, the changes promised in October were watered down in practice, e.g. he retained the right to call and dismiss the *duma* at will, and to veto its proposals.

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 the reasons for the actions of the Japanese army at Nanjing in 1937 and the scale of the violence committed by the Japanese in the city. The rape of Nanjing is named in the specification and candidates can be expected to have knowledge of its causes and its impact. 1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inferences: • Produced by an international body representing the major powers, the judgement would come under great scrutiny, and have considerable impact, throughout the world • The judgement was the culmination of over two years of judicial hearings, and based on the testimony of eyewitnesses in Nanjing • As a Tribunal representing those powers who fought against Japan, there may be a tendency to seek a punitive justice to satisfy the demands of public opinion. 2. The following inferences and significant points of information could be drawn and supported from the source: **The reasons for the actions of the Japanese army at Nanjing in 1937:** • The source indicates that the Japanese army had predetermined to act harshly in Nanjing to 'punish' the Chinese people ('all-conquering bayonets…unleashed!', 'determined to make it bad.') • The source suggests that the Japanese sought to make an example of Nanjing because of its political significance ('the capital…demonstrate Japan's military power to all of China.') • The source suggests that the Japanese army was seeking to make an impact outside China by its actions in Nanjing ('an event of international importance') • The source suggests that the actions of the Japanese were partly driven by religious belief ('Our divinely-inspired mission…'). **The scale of the violence committed by the Japanese in the city:** • The source indicates that the Japanese murdered massive numbers in Nanjing in a short period of time ('six weeks… over two hundred thousand', 'soldiers…in groups', 'streets were littered with bodies.') • It provides evidence of mass looting and the physical destruction of large parts of the city ('contents…in trucks', 'one third of Nanjing was completely destroyed.') • The source suggests that even Japanese diplomats in Nanjing were shocked by the scale of the violence ('publicise in…people of Japan') and that the Japanese would have been also ('would force…army.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing the reasons for the actions of the Japanese army at Nanjing in 1937 and the scale of the violence committed by the Japanese in the city. Relevant points may include: • The second Sino-Japanese war, which broke out in 1937, resulted from Japan's long-standing imperialist ambitions in China – it was termed a 'crusade' in Japan and given cultural and racial justification

Question	Indicative content
	• The Nanjing attack followed that on Shanghai, 'China's Stalingrad', in which Japan suffered 100 000 casualties – though deciding to abandon Nanjing, Jiang Jieshi publicly declared it too would fight to the death • Some Japanese officers encouraged their troops, many poorly-trained reservists, by promising that they could rape and loot at will – as many as 20 000 women were raped in Nanjing during the occupation.

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 on how far the failure of the Provisional government was a consequence of its decision to continue Russia's participation in the First World War. Arguments and evidence supporting the view that the failure of the Provisional government was a consequence of its decision to continue Russia's participation in the First World War should be analysed and evaluated. Relevant points may include: • As a consequence of the Provisional government's decision to continue the war, elections to a constituent assembly were postponed, fatally weakening its legitimacy in the eyes of many Russian people • In continuing the war, the Provisional government was forced to delay reforms that many Russians believed would quickly follow the February Revolution, e.g. land redistribution, so adding to the ranks of its opponents • The Provisional government's decision to continue the war ensured that the economic situation that had caused the February Revolution, e.g. food and fuel shortages, would continue to deteriorate, so contributing to its failure • As a consequence of the decision to continue the war, the Provisional government was closely associated with continued military defeats and their associated losses, e.g. the Kerensky Offensive of June-July 1917 • As a consequence of continuing with the war on the side of the Allies, the government became an easy target for opponents who successfully associated it with the narrative of an unjust and exploitative war • Because of its decision to continue the war, the Provisional government was increasingly unable to deal effectively with rising unrest and opposition at home, whether fomented by Kornilov or the Bolsheviks. Arguments and evidence opposing the view that the failure of the Provisional government was a consequence of its decision to continue Russia's participation in the First World War, and/or that it was a consequence of other factors, should be analysed and evaluated. Relevant points may include: • The continuation of the war gained considerable patriotic support for the Provisional government, while the consequence of simply pulling out, the imposition of a 'Carthaginian' peace by Germany, was widely feared • The failure of the Provisional government was the consequence of the disastrous position it inherited from the Romanovs, which any government would have struggled to manage • The failure of the Provisional government was a consequence of having to share authority with the Petrograd Soviet, which stymied its ability to take effective decisions and acted as a focus for increasing criticism • The failure of the Provisional government was a consequence of Kerensky's mistakes as leader, e.g. his misjudgement of Kornilov, his weak response to the gathering evidence of a Bolshevik coup in October • The failure of the Provisional government was a consequence of the acute tactical and organisational skills of Lenin and Trotsky, who were able to build left-wing opposition and then marshal sufficient force to overthrow it. 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 economic stagnation in the USSR was the reason for the introduction of Gorbachev's reform programme. Arguments and evidence supporting the view that economic stagnation in the USSR was the reason for the introduction of Gorbachev's reform programme should be analysed and evaluated. Relevant points may include: • By 1985, the annual growth of the Soviet economy had slipped below one percent – Gorbachev referred to an 'Era of Stagnation' when proposing his reforms • Reforms to the economy were introduced to address living standards that continued to lag well below those in the west and unease about the failure of the Soviet system to deliver on its ideological promises • Gorbachev introduced *perestroika* because, bound by the inflexibility of the command economy, the USSR was failing to maintain technological parity with the west, e.g. in computer science and nuclear technology • Economic reform was introduced because of the stagnating Soviet economy's dependence on oil exports to fund its spending – when oil prices fell, the USSR suffered significant fiscal problems • *Perestroika* and *glasnost* were introduced to address the persistent inefficiency and indiscipline of Soviet managers and workers, e.g. without accountability to the market, much of what was produced was useless • Reform was introduced because little attempt had been made to improve the performance of the economy since Khrushchev – Gorbachev argued that his reforms could breathe new life into the Soviet economic system. Arguments and evidence opposing the view that economic stagnation in the USSR was the reason for the introduction of Gorbachev's reform programme should be analysed and evaluated. Relevant points may include: • The reform programme was introduced because of a general feeling of decline in the USSR, political and social as well as economic, e.g. the alcohol problem – as Gorbachev said, 'we can't go on living like this' • *Glasnost* was introduced to address increasing unrest, e.g. over the effects of the war in Afghanistan, and Chernobyl, and convince the Soviet people that communism could embrace criticism and a degree of democracy • Gorbachev introduced *perestroika* and *glasnost* in response to the growth of nationalism in several SSRs in the hope of forestalling separatism, e.g. the growing anti-Soviet sentiment in the Baltic republics • *Glasnost* and *perestroika* were introduced with an eye to convincing the West that the USSR posed no immediate threat, hopefully enabling it to reduce its crippling military spending and commitments in eastern Europe • The reforms were introduced because of Gorbachev's background and personality - from the post-Stalin generation of leaders, he truly believed he could reform society and the economy within the Soviet system. 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 about the importance of the attitude of Empress Cixi in the development of the Boxer Rebellion in the years 1898-1900. Arguments and evidence supporting the view that the attitude of Empress Cixi was important in the development of the Boxer Rebellion in the years 1898-1900 should be analysed and evaluated. Relevant points may include: • Like many Chinese people, Cixi was genuinely appalled by the economic exploitation of China by foreigners in the late nineteenth century, and sympathised with those like the Boxers who sought to curtail it • Cixi strongly opposed the western-inspired modernisation of China as part of her power-struggle at court with the supporters of the Guangxu Emperor – this encouraged anti-western feeling to grow • In order to re-establish her position of influence following the Hundred Days Reform in 1898, Cixi re-iterated her support for the primacy of Chinese traditions, giving a significant boost to the Boxers • When the Boxers initially attacked the Qing for their failure to protect China from foreigners, Cixi felt she had to support the rebellion to save the dynasty • Cixi issued edicts in defence of the Boxers in 1900 - following the naval attack on Tianjin in June, she declared war on the foreign powers and ordered the Chinese army to act in support of the rebellion. Arguments and evidence countering the view that the attitude of Empress Cixi was important in the development of the Boxer Rebellion in the years 1898-1900, and/or that other factors were more important, should be analysed and evaluated. Relevant points may include: • Cixi's declaration of war was not supported by many civil servants and military officers who did not act in support of the Boxers, e.g. General Ronglu disobeyed her order and withheld it from other officers • The behaviour of foreign missionaries was deeply resented in the Chinese countryside and was central to the development of the rebellion, hence the murder of Christians by Boxers in 26 prefectures • A major reason for the development of the Boxer rebellion was resentment at the continuing economic exploitation of China by foreign powers, and their disdain for Chinese customs and traditions • The Boxer rebellion developed because of the divisions at court between those who were pro-reform and those who resisted it – this confused and weakened the government response • The rebellion developed because of poverty among peasants in the Chinese countryside, who became the backbone of Boxer support, e.g. the impact of unemployment and drought in Shandong where the rebellion originated • The rebellion developed because of the spiritual traditions that existed in parts of China, often allied to the practice of martial arts, which helped the anti-western movement to grow and become more militant. 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 about the extent to which China's relationship with the USA improved in the years 1979-97. Arguments and evidence supporting the view that China's relationship with the USA improved in the years 1979-97 should be analysed and evaluated. Relevant points may include: • Relations between China and the USA improved significantly from 1979 as mutual foreign policy aims drew them closer diplomatically, e.g. both sought the means to isolate the USSR and to reduce tensions in east Asia • China and the US greatly improved their relationship from 1979 thanks to their mutually-beneficial economic interests, e.g. Deng needed American computer technology while the USA sought to exploit new markets • The relationship improved significantly as a result of the vast increase in trade between the two, which broke down divisions, e.g. between 1979 and 1985 alone, the value of bilateral trade increased almost seven-fold • That the relationship improved is demonstrated by the cooling of Chinese rhetoric in condemnation of US values, and American support for China's membership of the Security Council and other international institutions • The improvement in the relationship was demonstrated by the success of Deng's visit to the USA in 1979 and Jiang's in 1997. Arguments and evidence countering the view that China's relationship with the USA improved in the years 1979-97 should be analysed and evaluated. Relevant points may include: • Because of their ideological differences, relations between China and the USA remained pragmatic rather than close, e.g. relations during the conservative Reagan and Bush presidencies (1980-92) were often difficult • The USA's obligations towards Taiwan were a constant source of friction in the relationship during this period, e.g. the USA continued to trade with, and supply arms to, Taiwan despite the strong objections of the PRC • The two continued to clash over geopolitical concerns in the 1980s and 90s, e.g. the USA objected to China's use of aid to gain influence in the developing world and the help given to those developing nuclear arms • Human rights concerns dogged relationships between China and the US throughout this period, e.g. the USA strongly condemned China's role in Tibet and China's continued support for regimes like that in North Korea • The brutal suppression of the Tiananmen protests (1989) was pivotal in the development of relationships in this period, e.g. rising opposition in the USA to continued co-operation forced partial trade and arms embargoes • Relations cooled in the 1990s when the original reasons for closer ties lessened in importance, e.g. the USSR collapsed, Chinese economic development became self-sustaining. 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 the most significant cause of peasants leaving the land, in the years 1855-1972, was action taken by Russian governments. Arguments and evidence supporting the statement that the most significant cause of peasants leaving the land, in the years 1855-1972, was action taken by Russian governments should be analysed and evaluated. Relevant points may include: • The Emancipation Decree (1861) had several unintended consequences that encouraged peasants to leave the land, e.g. the land allocated to many was often of poor quality or too little to live on • The size of the redemption payments introduced by the Emancipation Decree, and the overbearing influence of the *mir* enshrined by emancipation, were factors driving peasants from the land • The imposition by the Tsarist government of Land Captains from 1889, with powers to control and discipline peasants, was deeply resented and drove many into the cities • Stolypin's reforms, which encouraged the consolidation and modernisation of agriculture, released many from the land, especially the poorest who could not afford the costs associated with it • The punitive actions taken against the peasantry by the communists in the 1920s and 30s, e.g. during War Communism and collectivisation, encouraged millions of peasants to leave the land for industrial cities • The government's favouring of wage-paying *sovkhozy*, which intensified after 1945, together with the failure of initiatives to address rural poverty during the 1960s and 70s, continued to drive peasants from the land. Arguments and evidence countering the statement that the most significant cause of peasants leaving the land, in the years 1855-1972, was action taken by Russian governments should be analysed and evaluated. Relevant points may include: • Government actions sometimes prevented the peasantry from leaving the land, e.g. after Emancipation, the *mir* was given the power to control the numbers leaving, while the communists introduced internal passports • Actions taken by Russian governments sometimes encouraged peasants to remain or even attracted former peasants back to the land, e.g. the Land Decree of 1917 and the effects of the NEP • Rural over-population in the late nineteenth century (Russia's rural population more than doubled between 1860 and 1914) created a land hunger that drove many peasants from the land • The climate and soil conditions in many areas of Russia meant that farming was often a thankless occupation - climate events contributed to regular 'hungers', e.g. the famine of 1891-92, that drove peasants to leave • Improvements to internal communications throughout the period, e.g. the railways during the nineteenth century and roads during the post-war years, created means for the peasants to leave more easily

	• Russia's industrialisation throughout the period, e.g. in Moscow and the Donbas, attracted many peasants with the promises of higher wages, 'modernity' and freedom from rural constraints. 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 about the statement that of all the initiatives taken by Russian governments to improve agricultural production, in the years 1861-1991, collectivisation was the greatest failure. Arguments and evidence supporting the statement that of all the initiatives taken by Russian governments to improve agricultural production, in the years 1861-1991, collectivisation was the greatest failure should be analysed and evaluated. Relevant points may include: • By destroying the *kulak* class of peasant, forced collectivisation destroyed the most productive, efficient and entrepreneurial class of Russian farmer, contributing greatly to the USSR's inability to produce more food • In the process of collectivisation, many peasants slaughtered their livestock, and destroyed buildings, tools and machinery – this affected the productivity of Russian agriculture for years after • The concession of private plots in 1932, and the manner in which they consistently outperformed the collective farms in productivity, was a measure of collectivisation's failure • By the outbreak of war, grain production in the USSR had barely recovered to levels witnessed before collectivisation, while on many other counts, e.g. the production of meat and dairy goods, the situation was far worse • The import of western grain, which began in the 1960s and became annual in the 1970s, was an explicit admission of the failure of collectivisation to provide for the needs of the USSR • Gorbachev's decision to introduce market reforms into Russian agriculture in the late 1980s, which would have allowed the break-up of the collective farms, demonstrates the scale and longevity of collectivisation's failure. Arguments and evidence countering the statement that of all the initiatives taken by Russian governments to improve agricultural production, in the years 1861-1991, collectivisation was the greatest failure should be analysed and evaluated. Relevant points may include: • Collectivisation did help to accelerate the modernisation of Russian agricultural practice with the greater use of machinery and fertilisers, and more up-to-date scientific knowledge • Attempts to improve agricultural production under the Tsars, e.g. the extension of the railway network from the 1860s, largely failed and did not prevent crises such as the disastrous famine of 1891-92 • Stolypin's attempt to increase agricultural productivity stalled badly and had little serious impact – his 20-year 'wager on the strong' was effectively abandoned as a failure after less than 10 • Stalin's encouragement of Lysenkoism, in an attempt to increase agricultural production in Russia, was an embarrassing failure • Khrushchev's attempt to reform agriculture during the 1950s, e.g. by expanding into the Virgin Lands and experimenting with maize, cost a great deal and failed to make any lasting improvement to production. 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 in their attempts to improve internal communications. Arguments and evidence supporting the view that, in the years 1860-1978, Chinese governments largely failed in their attempts to improve internal communications should be analysed and evaluated. Relevant points may include: • While attempts were made under the Qing to improve river and coastal communications, e.g. the China Merchants' Steam Navigation Company (1872), they had little success • Attempts by governments in the early twentieth century to develop a railway network were unsuccessful, e.g. despite the ambitious plans drawn up under Sun Yat-sen, China still had fewer miles than Britain by 1925 • Jiang Jieshi entrusted the expansion of China's telegraph network to American companies during the 1920s – when they withdrew in the 1930s, the network declined significantly • Much of the road building that took place in the 1930s was to supply immediate military need rather than to improve internal communications, e.g. for soldiers fighting the communists in Jiangxi • The advantages of communication by air were neglected by republican and communist governments alike during this period – though commercial flights began in 1929, no internal air network had been developed by 1978 • Much of the improvement that occurred was due to foreign initiative rather than that of the Chinese government, e.g. river communication by the British in the 1860s and the expansion of railways in Manchuria by Japan. Arguments and evidence opposing the view that, in the years 1860-1978, Chinese governments largely failed in their attempts to improve internal communications should be analysed and evaluated. Relevant points may include: • The Qing government ordered the construction of China's telegraph system in the 1870s – by 1887, the Imperial Telegraph Administration had connected most of the larger cities • Road construction under Jiang's republican government was successful, with tens of thousands of miles built or improved during the 1930s • Jiang's plans to build a national railway network, the 'Five-Year Construction Plan', established a blueprint on which the communists built after 1949, e.g. domestic locomotive manufacture, a standard gauge • Before the Cultural Revolution, Mao's government laid down over ten thousand miles of railways, much of it in the west where communications were greatly improved • Mao's government undertook an extensive attempt to repair and restore the Grand Canal during the 1950s, which extended its capacity to carry both goods and passengers. 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, in the years 1860-1997, the most successful ideas promoting economic growth in China were Chinese adaptations of western ideologies. Arguments and evidence supporting the statement that, in the years 1860-1997, the most successful ideas promoting economic growth in China were Chinese adaptations of western ideologies should be analysed and evaluated. Relevant points may include: • From the 1860s, the Self-Strengtheners, who sought to influence the Imperial government to adopt western capitalism within Chinese traditions, helped stimulate economic growth • Both Li Hongzhang and Shen Xuanhuai had some success in developing the western-style business model within the constraints of late Imperial China, e.g. the establishment of the Imperial Bank of China in 1897 • 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 the Town and Village Enterprises of the 1980s • Deng's modernisation of the Chinese economy after 1978 was an unashamed adaptation of western capitalism within the political framework of Chinese communism, and was hugely successful • 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. Arguments and evidence countering the statement that, in the years 1860-1997, the most successful ideas promoting economic growth in China were Chinese adaptations of western ideologies should be analysed and evaluated. Relevant points may include: • The attempts of the Self-Strengthening movement to adapt western economic ideas to Chinese circumstances in the late nineteenth century, failed to promote sustained economic growth • The wholesale adoption of western capitalism during the Republican era had some success, e.g. the reforms of TV Soong • The successful first Five-Year plan (1953-57) entailed the imposition of a centralised planning model driven by heavy industry, wholly imported from, and directed by, the USSR according to Soviet principles • The attempts to adapt the Marxist model to Chinese circumstances under the second Five-year plan was a disaster, causing widespread famine and a collapse in industrial production, e.g. the back-yard furnaces • Deng's adoption of 'capitalism with Chinese characteristics' had serious downsides, e.g. the failure to address economic inequality, the dilution of Chinese culture with western norms. Other relevant material must be credited.

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