



Mark Scheme

Summer 2017

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

Unit 3: Themes in breadth with aspects in depth

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

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

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General Marking Guidance

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

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

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

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

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none">• 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.

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 an enquiry into reasons for the launch of Gorbachev's reform programme in 1985 and for the problems it encountered. Gorbachev is named in the specification and candidates can be expected to be aware of his ideas upon becoming leader of the USSR and of the impact of perestroika and glasnost.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to information and inference:</p> <ul style="list-style-type: none"> • As the chief architect of the reforms made in the USSR after 1985, Gorbachev is well placed to comment • This speech was made in January 1987, almost 2 years after the programme was announced but before the major economic and political reforms had been enacted • Gorbachev is addressing opponents of his reforms as well as supporters – this speech may be seen as an attempt to assert his authority over the Party • The speech was printed fully in the two major news organs of the Soviet State, suggesting that Gorbachev still had control over the Party and government. <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p>Reasons for the launch of Gorbachev's reform programme in 1985:</p> <ul style="list-style-type: none"> • The source suggests that perestroika was necessary because of economic failure ('overcoming stagnation') and because the Soviet economic model had failed (the need 'to realise the potential of socialism') • It suggests that a reason for Gorbachev's reforms is because the Soviet Union has failed to provide an adequate standard of living for the Russian people as he is seeking improvements in all areas ('ever fuller satisfaction...standards') • It states that glasnost is necessary to encourage innovation and initiative as well as more modern managerial, scientific and technological practices – this suggests that a rigid interpretation of Leninism has contributed to economic failure. <p>The problems it encountered:</p> <ul style="list-style-type: none"> • The fact that Gorbachev had to restate so fully the purposes of the reform programme, two years after it was first announced, implies that there was some resistance to it • The speech indicates that that the Central Committee has had to intervene to protect supporters of reform, demonstrating opposition to Gorbachev's intentions • The source may suggest that Gorbachev is likely to encounter problems given the scale and ambition of the programme described here and the historic failure of the Soviet system to embrace reform • The source implies, by Gorbachev's need to emphasise that his reforms are entirely consistent with Leninism, that opposition is likely to have arisen from those who believe that such reforms were contrary to communist ideology. • <p>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 launch of Gorbachev's reform programme in 1985 and of the problems it encountered. Relevant points may include:</p> <ul style="list-style-type: none"> • Gorbachev's reforms were introduced as a consequence of the USSR's long-standing failure to match the living standards of the west • They involved the introduction of market reforms into the economy and a loosening of state control over the media and political representation • The reform programme had many unintended consequences which Gorbachev and his allies struggled to control, e.g. the need to support failing state enterprises exposed to the market, increasing criticism of one-party rule from the media and the demand for independence from the nationalities • Gorbachev encountered consistent opposition from within the Party, partly ideological and partly due to self-interest, culminating in Yanayev's attempted coup in August 1991.
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Question	Indicative Content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the nature of relations between China and the United States in the years 1979-97 and the reasons for closer co-operation between them. Jiang Zemin is named in the specification and candidates can be expected to be aware of the nature of Chinese-American relations in the years 1979-97 and of the significance of his visit to the USA in 1997.</p> <ol style="list-style-type: none"> 1. 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"> • As President of China and General Secretary of the Chinese Communist Party, Jiang is clearly central to the development of Chinese-US relations • This is a public speech to a university audience rather than private negotiations with politicians, and so he may wish to accentuate the positives in order to appeal to the American public • The speech was made in November 1997, right at the end of the period in question, 18 years after the establishment of formal diplomatic relations between the two • Jiang's visit to the US followed tensions – perhaps both sides had bridges to rebuild. 2. The following inferences and significant points of information could be drawn and supported from the source: <p>The nature of relations between China and the US in the years 1979-97:</p> <ul style="list-style-type: none"> • The source implies the desire for good relations on both sides - Jiang has been invited to America and he states on several occasions his belief that America and China can complement each other rather than be rivals • It indicates the apparent admiration of the Chinese for America and constantly to the desire for dialogue, co-operation and understanding on what are stated to be matters of mutual interest • The source implies throughout that relations are cordial between the two in 1997 though says little about the 22-year period leading up to this • The source states that there remain matters of difference but it does not elaborate on what these are or how serious they might be. <p>The reasons for closer co-operation between them:</p> <ul style="list-style-type: none"> • The source states that co-operation would be mutually beneficial for a range of both political and economic reasons • It indicates that China is anxious to encourage technological investment from the US which will benefit them both • It indicates that the US will gain strategically from having a more friendly relationship with such a dominant power in the Asia-Pacific region • It implies that they have a duty to co-operate to the world more widely as two of the most important powers in global politics. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source in revealing nature of relations between China and the US in the years 1979-97 and the reasons for closer co-operation. Relevant points may include: <ul style="list-style-type: none"> • The US did not formally recognize communist China officially until 1979, instead declaring Taiwan to be the Republic of China • Whatever their ideological differences and America's concerns over human rights in China, both were anxious to build relations given China's increasing strategic importance in the Far East and their mutual distrust of the USSR • Despite closer political and economic co-operation during the 1980s, tensions remained over China's claim to Taiwan (especially during the Reagan and Bush presidencies) • Given the benefits to both nations, relations continued to develop culminating in Clinton's subsequent visit to China in 1998.

Section B: indicative content

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 the position of Tsar Nicholas II was seriously threatened during the 1905 Revolution.</p> <p>Arguments and evidence that the position of Tsar Nicholas II was seriously threatened should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Defeat in the Russo-Japanese war was a major national humiliation and focused critical attention on the failings of autocracy• Bloody Sunday led to widespread outrage from many sections of Russian society and reflected especially badly on Nicholas personally• The absence of the armed forces in the Far East at the start of 1905 left Nicholas exposed and vulnerable• The scale of unrest was massive and prolonged - serious opposition occurred amongst the middle classes, peasants, industrial workers, elements of the armed forces and national minorities well into 1906• The severity of Nicholas' position is indicated by the fact he was forced, belatedly and unwillingly, into the major concessions suggested by Witte, notably the October Manifesto. <p>Arguments and evidence that the position of Tsar Nicholas II was not seriously threatened in 1905 should be analysed and evaluated. Relevant points may include</p> <ul style="list-style-type: none">• Though unrest was serious, there was little attempt to co-ordinate the actions of those in revolt or to focus discontent on the demand to end Tsardom• The influence of revolutionary groups on events was slight thanks partly to the repressive policies of the previous 25 years• Disunity among those groups opposing the Tsar can be seen following the issue of the October Manifesto – this generally satisfied liberals who then supported the suppression of the industrial workers by military force• Concessions to the peasants, e.g. over redemption payments, were successful in lessening opposition in the countryside• The loyalty of the armed forces, itself guaranteed by pay increases and a reduction in the period of military service, eventually allowed the government to regain control. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the mistakes of the Provisional Government were largely responsible for the triumph of the Bolsheviks in October 1917.</p> <p>Arguments and evidence that the mistakes of the Provisional Government were largely responsible for the triumph of the Bolsheviks in October 1917 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The decision to continue the war and then differences over the war's conduct weakened the Provisional Government • The Provisional Government alienated many by its limited reforms (notably failing to enact the redistribution of land demanded by the peasants) and by its inability to deal with shortages and falling living standards • Kerensky's mishandling of Kornilov badly damaged the revolutionary credentials of the Provisional Government and allowed the Bolsheviks to re-establish their position following the July Days • Kerensky's attempts to recover the situation in October, by calling elections to legitimise the Provisional Government's rule and acting to suppress the Bolsheviks, came too late and merely helped precipitate their seizure of power. <p>Arguments and evidence that there are reasons for the triumph of the Bolsheviks in October 1917 other than the mistakes of the Provisional Government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The fall of the Tsar bequeathed a host of serious military and economic problems to the Provisional Government which may have proved insurmountable for whoever took over • The Provisional Government lacked legitimacy due to the circumstances of its creation – challenged from the start by the St Petersburg Soviet, it struggled to assert its authority perhaps through no fault of its own • The weaknesses and mistakes of the revolutionary alternatives to the Bolsheviks, e.g the Mensheviks, played into their hands • The skillful and determined leadership of Lenin enabled the Bolsheviks to profit from the growing unpopularity of the Provisional Government • Trotsky's organisational abilities and his control over the Red Guards were similarly crucial to the success of the Bolshevik coup. <p>Other relevant material must be credited.</p>

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 the extent to which increasing foreign intervention benefited China in the years 1860-70.</p> <p>Arguments and evidence that increasing foreign intervention did benefit China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The increased intervention of foreign powers following the Treaty of Tianjin certainly boosted the economy – exports rose and there were attempts to build up the cloth and steel industries • The establishment of the Maritime Customs Service in 1861 ensured an increasing revenue stream for the Chinese government from tariffs on foreign trade, used at least partly to fund improvements to communications • Foreign military strength helped the Chinese in the suppression of the Taiping Rebellion and the presence of British, French and German forces was also important in deterring Russian advances in the north and west • Foreign ideas also encouraged those who sought Chinese modernisation, e.g. the leading figures in the Self-Strengthening Movement like Li Hongzhang. <p>Arguments and evidence that foreign intervention did not benefit China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Foreign intervention remained unwelcome to China's leaders having been forced on them by defeat in the Opium Wars - there remained enormous philosophical and cultural barriers and a reluctance by many to embrace foreign influence • Hostility towards Christian missionaries throughout the 60s, culminating in the Tianjin massacre in 1870, illustrates the fact that many Chinese people did not believe foreign intervention was beneficial to China • Foreign economic influence was mostly confined to the Treaty Ports and along the Yangtze – elsewhere, thanks to the reluctance of Cixi's government to embrace change, life went on as normal • Even in areas open to foreign influence, such as Shanghai, economic progress was slow, conducted largely for the benefit of outsiders who took their profits elsewhere and was dwarfed by that in contemporary Japan for example • Intervention by foreign powers was largely exploitative and in their own colonial interests – the interests of the Chinese, whether economic, political, religious or cultural, were of much less importance. <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 on the statement that China's defeat in the Sino-Japanese War of 1894-95 was largely due to the complacency of its political and military leaders.</p> <p>Arguments and evidence that China's defeat was due largely to the complacency of its political and military leaders should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A deeply-held belief in Chinese superiority over the Japanese 'dwarves' led to the complacency of the Imperial government, as seen in the failure to deter decades of Japanese designs on Korea • The defeat at Pyongyang in 1894 demonstrates the complacency of the military in not preparing adequately for a Japanese attack • Though modernisation had been urged on the Chinese government by reformers for over 30 years, e.g. the self-strengtheners, it had largely ignored them despite the evident designs of foreign powers • The Chinese army was poorly organised (along ethnic lines), badly led by princely and regional rather than professional commanders, included regiments which still used bows and arrows and suffered from high opium use • The navy suffered from lack of investment and the embezzlement of what funds were available – some shell cases were packed with sand rather than explosives, which contributed to defeat at the Yalu River for example. <p>Arguments and evidence that China's defeat was not largely due to the complacency of its political and military leaders and/or that there were other reasons for the Chinese defeat, should also be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Chinese had prepared defensive lines in Korea indicating that they appreciated the threat of invasion and weren't complacent • A third of China's army of over 1 million men were trained Green Standard troops, a number larger than the entire size of the Japanese army of 270,000 • The navy had benefitted from modernisation under Li Hongzhang and had a force of 30 ships bought from Europe to defend Korea – this indicates that at least some of the criticisms of the self-strengtheners had been heeded • China's defeat could be said to have arisen not so much from complacency than its leaders' deeply-held Confucian worldview which was ill-suited to the imperial politics of the nineteenth century • Japan had embraced thirty years of western-led reform, invested thoroughly in both industry and the military, and had a navy trained by Britain and a conscript army modelled on the French and German • China expected support from foreign governments which had acted hitherto to maintain her geographical integrity, notably Britain and the US – on this occasion they allowed China's defeat. <p>Other relevant material must be credited</p>

Section C: indicative content

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 on how far the Emancipation Decree of 1861 was the most significant change in the lives of the Russian peasantry in the years 1855-1964.</p> <p>Arguments and evidence that the Emancipation Decree of 1861 was the most significant change in the lives of the Russian peasantry in the years 1855-1964 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Decree gave full citizenship rights to over 20 million serfs on private estates and allowed them, for example, to marry without consent for the first time• The Decree allowed peasants to buy the land they cultivated from landowners on long-term loans facilitated by the government• It encouraged the development of a market economy in contrast to the largely subsistence agriculture that prevailed before• In the following decades there was a rise in the volume of grain sold at market, an increase in rural employment and investment, and peasant holdings rose to over a fifth of the land in Russia. <p>Arguments and evidence that the Emancipation Decree was not the most significant change in the lives of the Russian peasantry and/or that other developments were more important in this period should also be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Decree did not change the fundamental mindset of the peasantry or break the power of the <i>mir</i> which continued to exercise a conservative influence over free movement, organisation and production• The size of the redemption payments also prevented the widespread emergence of the market economy – plots remained small, cultivation techniques backwards and efficiency low• Stolypin's attempts to break the power of the <i>mir</i> in the years 1906-11 could be argued to have had a greater effect in changing the lives of the peasantry• The policies of the communists before 1941 including the Land Decree, the effects of war communism and the NEP, and enforced collectivisation (the 'second serfdom') saw the lives of most peasants fundamentally altered• The various attempts to improve Soviet agriculture after the end of the Patriotic War, including the reduction of taxes on private plots and peasant households. <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 on the statement that the Tsars and the communists were unsuccessful in their attempts to improve agricultural production in Russia in the years 1861-1991.</p> <p>Arguments and evidence that the Tsars and communism were unsuccessful in improving agricultural production under should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Emancipation under Alexander II was supposed to help boost production by the creation of a market economy for food but the conservatism of the <i>mir</i> and the size of redemption payments limited its effectiveness • Agricultural policy under Alexander III and Nicholas II was stymied by their concerns for a quiescent and loyal peasantry rather than for modern and efficient production • The failure of Russian agriculture to produce sufficiently under the Tsars is demonstrated by the periodic famines before 1914 and the shortages encountered during the War which contributed to the February Revolution • The effects of the civil war and war communism badly affected production while the policy of collectivisation, primarily ideologically-inspired, led to a further collapse and the famine which killed over 10 million • Khrushchev conceded in 1953 that collectivisation had failed – attempts to colonise the 'Virgin Lands' to boost output failed due to poor technical knowledge and the 'maize mania' which contributed little • By the 1980s, the USSR was dependent on imports of grain from the USA and Australia and the most productive sector of agriculture was still individual peasant plots rather than the collective farms. <p>Arguments and evidence that attempts to improve agricultural production under the Tsars and communism were successful should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Production did rise following the Emancipation Decree, if slowly and inadequately for the needs of the country, and the foundations of a functioning market were established • Stolypin's reforms of 1906-11 were a genuine attempt to overcome the weaknesses of Russian agriculture, notably backwards technology and the conservatism of the <i>mir</i>, and helped boost the creation of a kulak class • The NEP temporarily reversed the collapse which had occurred during the Civil War and following an initial fall, collectivisation did at least see production recover to pre-1913 levels before the outbreak of war • The concession of peasant plots outside the collective system was successful in encouraging production. <p>Other relevant material must be credited.</p>

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 on how far the First Five-Year Plan (1953-57) was the most successful initiative taken to improve industry in China in the years 1860-1997.</p> <p>Arguments and evidence that the First Five-Year Plan (1953-57) was the most successful initiative taken to improve industry in China in the years 1860-1997 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Though its contents were not published until 1955, the Plan appeared to exceed the majority of its targets by 1957 • Almost 600 new industrial plants were constructed, enabling electric power production to triple and steel to quadruple – China's annual growth rate grew to over 9% • Emphasis was placed on the development of cities in the interior, like Wuhan and Xi'an, which were transformed into industrial centres and so encouraged the transfer of the population from the countryside to the towns • Large-scale projects like the Nanjing Bridge portrayed a new and modern image to the rest of the world. <p>Arguments and evidence that the First Five-Year Plan was not the most successful initiative taken to improve industry in China in the years 1860-1997 and/or other initiatives were more successful should also be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Plan made China dangerously dependent on the USSR – over 150 factories and 10,000 Soviet experts had to be paid for by raiding peasant savings and requisitioning food • Though the Plan was officially deemed a success, the centralised Soviet model was abandoned during the Great Leap Forward • It may be considered that developments in the later Qing Empire as part of the Self-Strengthening Movement, or the establishment of the National Resources Commission under Chiang Kaishek, were as successful • The reforms introduced under Deng Xiaoping, for example the introduction of Special Economic Zones in 1980 and the Town and Village Enterprises in 1984, were very successful in boosting China's industrial growth. <p>Other relevant material must be credited.</p>

Question	Indicative content
10	<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 development of the Chinese economy in the years 1897-1997 was entirely dependent on influences and ideas introduced from abroad.</p> <p>Arguments and evidence that the development of the Chinese economy did entirely depend on ideas and influences introduced from abroad should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Later Imperial economic reforms owed a great deal to foreign influence, e.g. the establishment of an Imperial Bank in 1897 and the Ministry of Commerce in 1903 • Though primarily cultural in orientation, the May 4th Movement encouraged the adoption of western scientific ideas and the rejection of traditional Chinese thought • China's communist leaders imported Marxist-Leninist ideas of economic development as demonstrated by the Soviet influence over the First Five-Year Plan and the collectivisation of agriculture • The reforms of Deng Xiaoping after 1978 (the 'Four Modernisations') were heavily influenced by western ideas and relied on scientific and technological knowledge imported from abroad. <p>Arguments and evidence that the development of the Chinese economy was not entirely dependent on influences and ideas introduced from abroad should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Chinese manufacturing was already well-established by the time foreign intervention accelerated during the late nineteenth century e.g. the silk and porcelain industries • There were attempts to limit foreign influence, notably Chiang Kai-shek's repatriation of 17 foreign concessions and the recovery of Chinese customs duties in the 1930s and the money used to improve communications • The economics of the Great Leap Forward were Chinese in origin and a rejection of the Soviet model used in the First Five-Year Plan, e.g. the idea of 'backyard furnaces' • 'Dengism' was claimed to be an adaptation of western capitalist thought to suit Chinese conditions – 'socialism with Chinese characteristics.' <p>Other relevant material must be credited.</p>

