



## Mark Scheme (Results)

October 2020

Pearson Edexcel  
in GCE History (9HI0/38)

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

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

### Sections B and C

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4-7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8-12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13-16</b>	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
<b>5</b>	<b>17-20</b>	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1.	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for revealing the scale of the alcohol problem in the 1980s and its impact on the USSR. Though the author is not named in the specification, the alcohol problem is and candidates can be expected to be aware of its impact in the USSR during the 1980s.</p> <ol style="list-style-type: none"> <li>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"> <li>• As the alcohol problem is being discussed by the Politburo, it is clear that it is considered an issue of major importance in the USSR</li> <li>• The fact that the person presenting the report was appointed to the Politburo by Gorbachev suggests that concerns about alcohol were shared by the leader of the USSR</li> <li>• The urgent tone and language of the report indicates the seriousness with which at least some of the Soviet leadership viewed the alcohol problem</li> <li>• As the person presenting the report of the commission, Solomentsev may be driven to exaggeration to ensure that its wide-reaching recommendations are agreed.</li> </ul> </li> <li>2. The following inferences and significant points of information could be drawn and supported from the source: <p><b>The scale of the alcohol problem in the 1980s:</b></p> <ul style="list-style-type: none"> <li>• The comprehensive range of measures proposed ('annual cuts...produced', 'increase alcohol prices...decrease demand', 'increase the age...to 21') suggests that alcohol was a major problem in the USSR</li> <li>• The major punishments being considered ('fines...strengthened', 'removal...bonuses and holiday vouchers', 'pushed further back...apartments') suggest that alcohol abuse was widespread</li> <li>• The responses to the commission, both geographically and by amount ('thousands of signatures', '74% of respondents'), suggest alcohol was considered a serious problem by the Soviet people.</li> </ul> <p><b>Its impact on the USSR:</b></p> <ul style="list-style-type: none"> <li>• The source indicates that alcohol was having a particularly damaging effect on the young ('improve the health...physical development', 'youth is decomposing', 'starting with our youth') and the army</li> <li>• It provides evidence that alcohol was causing significant economic ('enormous economic') and social damage to the USSR ('over 12 million punished for crimes...alcohol')</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• The source implies a more fundamental threat to the communist system if the USSR cannot deal with the alcohol problem ('essential in our struggle for Communism', 'we must show the world...these problems').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the value of the source for an enquiry into the scale of the alcohol problem in the 1980s and its impact on the USSR. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• As one of the few cheap and easily-available consumer goods on sale, the USSR had one of the highest per capita rates of consumption in the world – this was accompanied by widespread and increasing abuse</li> <li>• The impact of alcohol abuse on economic productivity, on crime and on the army in Afghanistan, helped convince Gorbachev that the whole Soviet system was failing and in need of fundamental reform</li> <li>• The Dry Law introduced by 'Comrade Orange Juice' in May 1985 was widely resented by those that drank moderately while having little impact on problem drinking – the production of illicit <i>samogon</i> remained high</li> <li>• The clampdown on alcohol from official sources led to a collapse in the government's revenues of up to a fifth, which contributed enormously to the financial difficulties suffered by the USSR in the late 1980s.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source to consider its value for revealing the nature of the Boxer Rebellion and the extent of the threat it posed to foreigners in China. Though the author is not named in the specification, the Boxer Rebellion is and candidates can be expected to be aware of its events and consequences.</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 inferences:</p> <ul style="list-style-type: none"> <li>• Written in diary form, it is a contemporary account published very soon after the events it describes, which may enhance its accuracy</li> <li>• As a Christian Missionary and an American, groups directly targeted by the violence of the rebellion, the author is unlikely to be sympathetic to the Boxers</li> <li>• The dramatic title, and the fact that it was published so soon after the siege, suggests that it may have been produced quickly in order to take advantage of public interest in these events</li> <li>• The language of the source is mostly matter-of-fact, though the underlying tone may have been framed to appear stoic to appeal to its likely audience of American Christians.</li> </ul> <p>2. The following inferences and significant points of information could be drawn and supported from the source:</p> <p><b>The nature of the Boxer Rebellion:</b></p> <ul style="list-style-type: none"> <li>• The source indicates that the Rebellion was large and well supported ('mass of Boxers...twenty to fifty thousand', 'vast number of Boxers')</li> <li>• It provides evidence that the Boxers specifically targeted foreigners ('Kill the foreign devils!') and Christians especially ('Kill the Christians!', 'cathedral...looting and murdering', 'Catholic refugees')</li> <li>• It provides evidence of the violence of the Boxers ('Kill! Kill! Kill!', 'ordering that the Legation Quarter be destroyed', 'wipe us out')</li> <li>• The source suggests the religious and mystical character of the Boxer societies ('going through their rituals, burning incense and chanting', 'went on for two or three hours').</li> </ul> <p><b>The extent of the threat it posed to foreigners in China:</b></p> <ul style="list-style-type: none"> <li>• It suggests it was a serious threat by the lengths to which those in the Foreign Legation had to go to defend themselves ('barricade within barricade', 'if only we had a machine gun...safe', 'almost incessant firing')</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• It indicates that the threat was significant as some of the most important foreigners in China were isolated for two months ('effectively cut off from the world'), as does the need for a 'relief army' to break the siege</li> <li>• It suggests, by the ease with which a small number ('ten Americans and twenty Russians') was able to kill larger numbers of Boxers, that once foreign firepower had been mustered, the threat would quickly subside.</li> </ul> <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 nature of the Boxer Rebellion and the extent of the threat it posed to foreigners in China. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Boxers were ancient peasant societies, which were re-invigorated in opposition to China's exploitation by foreigners under the unequal treaties</li> <li>• Boxer societies were quasi-religious, characterised by performance of the martial arts, rituals and incantations – many believed that through these, they would be unharmed by western guns</li> <li>• Empress Cixi decided to back the Boxers in their aims and committed the Chinese army to their support – it assisted the Boxers in consolidating the Peking siege and forced the retreat of a British relief force on 19 June</li> <li>• The Legation siege ended when soldiers of the Eight-Nation Alliance entered Peking in August – the resulting Boxer Protocol significantly weakened the Qing dynasty and strengthened foreign influence.</li> </ul>

## Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Tsar Alexander II did little to encourage greater freedom of expression in Russia in the years 1855-70.</p> <p>Arguments and evidence supporting the view that Tsar Alexander II did little to encourage greater freedom of expression in Russia in the years 1855-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Alexander remained an autocrat at heart, believing unlimited free expression to be dangerous – this was particularly seen in Poland following the rising of 1863 and more widely after the attempt on his life in 1866</li> <li>• The government clamped down on student criticism both before and after the University Statute, e.g. the banning of 'The Bell' in 1861 and the reaction following the assassination attempt by a former student in 1866</li> <li>• The new press regulations did not totally remove censorship and periodicals were still shut down for the barest criticism of the regime, or even just for helping to encourage a climate of criticism, e.g. 'The Russian Word' in 1866</li> <li>• Though the <i>zemstvo</i> statute was thought by many to encourage free expression, numbers were restricted to less than half of provinces and they were not allowed in areas thought to be problematic to the autocracy</li> <li>• Alexander's choice of a conservative education for his son and heir, personified by Pobedonostsev, helped ensure that any greater freedom of expression he had encouraged was strongly curtailed after his death.</li> </ul> <p>Arguments and evidence against the view that that Tsar Alexander II did little to encourage greater freedom of expression in Russia in the years 1855-70 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Alexander was significantly more relaxed about free expression than, for example, his father and his son - this, plus his numerous reforms, helped create the climate in which people could discuss Russia's future openly</li> <li>• The University Statute of 1863 freed higher education from censorship, building on his earlier abolition of restrictions introduced by his father, and gave encouragement to critics of the autocracy within the universities</li> <li>• The new press regulations of 1865 relaxed state censorship, which now came into effect after publication, giving the 'generation of the 1860s' scope to explore the boundaries of free expression</li> <li>• The introduction of the <i>zemstvo</i> statute in 1864 allowed former serfs to be represented on them and to speak freely – the schools and libraries set up by the <i>zemstvos</i> helped facilitate the growth of free expression</li> </ul>

	<ul style="list-style-type: none"> <li>Many, notably the <i>raznochintsy</i> created by the spread of <i>zemstvos</i>, hoped that this reform would lay the foundations of a system of representative democracy, perhaps leading to the institution of a national assembly.</li> </ul> <p>Other relevant material must be credited.</p>
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Question	Indicative content
<b>4</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that Khrushchev's reforms to the Soviet system, in the years 1956-61, were introduced largely to help secure his own position as leader of the USSR.</p> <p>Arguments and evidence supporting the view that Khrushchev's reforms to the Soviet system, in the years 1956-61, were introduced largely to help secure his own position as leader of the USSR should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>There was nothing before Stalin's death to suggest that Khrushchev was a reformer – his unequivocal backing for Stalin's repression suggests that his newfound support for reform was self-interested rather than principled</li> <li>Though Khrushchev initially opposed Malenkov's liberalisation to help eliminate a rival for power, he then adopted those policies to broaden his support base</li> <li>It was not sympathy for reform but the threat from Beria as a contender for power, and from the security apparatus Beria had headed, that led Khrushchev to dismantle the gulag system and rein in the secret police</li> <li>Khrushchev's condemnation of Stalin in 1956 helped secure his pre-eminence - a growing number within the party, especially of the younger generation, felt the need to dismantle Stalinism and supported his lead</li> <li>Rather than genuinely accepting the need for change, reform helped distance him from the past - the 'thaw' extended only to critics of Stalin like Solzhenitsyn rather than critics of the regime more generally, like Pasternak</li> <li>Khrushchev's enthusiasm for reform petered out once his position was more secure – the 'thaw' ended with a crackdown on writers and the church in the later 1950s and increasing numbers were jailed for their criticisms.</li> </ul> <p>Arguments and evidence against the view that Khrushchev's reforms to the Soviet system, in the years 1956-61, were introduced largely to help secure his own position as leader of the USSR should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>Pressure from the camps focused attention on the injustices of the Stalin era, prompting reform – newly-released inmates also added to the new atmosphere by calling for a fresh start</li> </ul>

	<ul style="list-style-type: none"> <li>• Khrushchev understood the need to free the government from the bureaucratic inertia, which had built up and promoted decentralisation with the genuine intention of promoting better decision-making in the USSR</li> <li>• His appreciation of the need for economic modernisation led to significant reforms in agriculture and the promotion of the space race to encourage the development of new technology</li> <li>• From a peasant background, Khrushchev was genuinely motivated by the need to improve living conditions, hence his house-building programme launched in 1956 and his launch of the Third Programme in 1961</li> <li>• Openness was a feature of Khrushchev's personality and not contrived for personal ends - this extended to opening the Kremlin to visitors and the USSR to westerners and western influence, e.g. the World Festival of Youth.</li> </ul> <p>Other relevant material must be credited.</p>
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### Option 38.2: The making of modern China, 1860-1997

Question	Indicative content
<b>5</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that the main reason for China's successful resistance to Japan, in the years 1937-41, was the support of the USA.</p> <p>Arguments and evidence supporting the view that the main reason for China's successful resistance to Japan, in the years 1937-41, was the support of the USA should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Japanese expansion in the Far East, in China and then Indochina, unnerved the USA, leading Roosevelt to offer increasing assistance to Jiang from 1940, even though the US was not officially at war with Japan</li> <li>• The USA channelled money into the Nationalist cause from 1940 in the form of credits and loans – it also froze assets in US banks and imposed economic sanctions, which hindered Japan's advance, most notably oil in early 1941</li> <li>• Indirect support was provided through the training of 'volunteer' pilots, 'The Flying Tigers' – equipped with planes purchased from the US on favourable terms; they were able to challenge Japanese air superiority in China</li> <li>• Increasing US support for the Nationalists in China led Japan's leaders into the belief that a pre-emptive strike on the USA was necessary – the attack on Pearl Harbor led to a formal US declaration of war on Japan</li> <li>• The Nationalists were promised over \$1 billion of material support from the US in 1941, also military assistance and advice – US intervention also forced the withdrawal of Japanese troops from China for deployment elsewhere.</li> </ul>

	<p>Arguments and evidence against the view that the main reason for China's successful resistance to Japan, in the years 1937-41, was the support of the USA should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• US support for the Nationalists came late, after three years of conflict – also US intervention in 1941 forced Japan to escalate their attack in the Far East cutting off crucial Nationalist supply lines through Burma and Malaya</li> <li>• China's successful resistance to Japan can be credited to Jiang, whose tactics from 1937 were to avoid defeat in the belief that foreign support would eventually be forthcoming, an approach ultimately vindicated</li> <li>• The structured Nationalist retreat to Sichuan in 1938, which included the evacuation of industry as well as government and the military, established a firm base for Free China to continue the resistance to Japan</li> <li>• Resistance to Japan was assisted by the Communists, who concluded a 'united front' with the Nationalists, e.g. the '100 Regiments Offensive' in 1940 in the north against the Japanese</li> <li>• The brutality of Japanese tactics, epitomised by the rape of Nanjing and the tactic of the 'Three Alls', both galvanised Chinese resistance and was key in the world-wide condemnation of Japan's presence in China.</li> </ul> <p>Other relevant material must be credited.</p>
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Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that disagreements over Hong Kong's form of government seriously hindered negotiations between China and Britain about the return of Hong Kong.</p> <p>Arguments and evidence supporting the view that disagreements over Hong Kong's form of government seriously hindered negotiations between China and Britain about the return of Hong Kong should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Negotiations over the return of Hong Kong were characterised by fundamental differences over its future – Britain wanted to guarantee that western freedoms would continue after 1997, China only wanted to regain sovereignty</li> <li>• Although negotiations between China and Britain began in 1982, there was stalemate until 1984 when Deng Xiaoping threatened Mrs Thatcher that the PLA could occupy Hong Kong 'in an afternoon' if he wished</li> <li>• China's promise in the Joint Agreement in 1984 not to alter Hong Kong's 'social and economic systems' for at least 50 years was considered too vague</li> </ul>

	<p>to be acceptable to many in Britain, especially in the ruling Conservative Party</p> <ul style="list-style-type: none"> <li>• In the 1980s and 90s, Britain attempted to forestall negotiations by introducing greater democracy in Hong Kong, e.g. the first direct elections to its Legislative Assembly in 1991 – this was angrily condemned by China</li> <li>• Chris Patten’s introduction of further democratic reforms in 1994-95 created still greater hostility and mistrust, and was rejected out-of-hand by China as incompatible with the Joint Agreement.</li> </ul> <p>Arguments and evidence opposing the view that disagreements over Hong Kong’s form of government seriously hindered negotiations between China and Britain about the return of Hong Kong should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Though there was mistrust over its future government, this did not really hamper negotiations - the reality was that Hong Kong was unsustainable as a British colony when the lease on the New Territories expired in 1997</li> <li>• Britain’s rulers well appreciated that there was no way of defending Hong Kong from attack by China in 1997 – they focused instead on gaining improvements in the Joint Agreement rather than delay the handover</li> <li>• China’s publication of the Basic Law of Hong Kong in 1990, which appeared to guarantee the continuation of the capitalist system and basic freedoms for fifty years after 1997, succeeded in mollifying many of its critics in Britain</li> <li>• The CCP overcame British demands for greater democracy by secretly convincing leading Hong Kong businessmen that their interests would be protected after 1997, thus negotiations proceeded without their opposition</li> <li>• Though many in Britain feared for Hong Kong politically, the opportunity for greater access to Chinese markets was a major compensation – there was pressure, therefore, not to prevent the agreement being concluded.</li> </ul> <p>Other relevant material must be credited.</p>
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## Section C: indicative content

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

Question	Indicative content
<b>7</b>	<p>Answers will be credited according to candidates’ deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the statement that the move towards larger state farms after 1945 caused the greatest damage to the status and condition of the Russian peasantry in the years 1861-1991.</p> <p>Arguments and evidence supporting the statement that the move towards larger state farms after 1945 caused the greatest damage to the status and condition of the Russian peasantry in the years 1861-1991 should be analysed and evaluated. Relevant points may include:</p>

- Following the relative relaxation of the collective system during the war, the move towards *sovkhozy* after 1945 was unwelcome – it began a new era of intensive state control and the further reduction of peasant independence
- The peasant plots allowed since 1932, and expanded during the war to just under 5% of all cultivated land, were strongly discouraged after 1945 – this severely restricted peasant incomes which had come to rely on them
- The re-imposition of the primacy of the MTSs and the introduction of ideologically-driven Instructor Groups, as part of an attempt to re-impose political control over the peasantry, were deeply resented
- Khrushchev continued the trend towards *sovkhozy* after 1953, introducing new measures to discourage the private plots, which included stiffer punishments for neglecting duties on the collective farms
- The spread of the *sovkhozy* continued into the 1970s despite having little effect on agricultural production – by the mid-1960s, peasant poverty was such that they were allowed state benefits for the first time.

Arguments and evidence disagreeing with the statement that the move towards larger state farms after 1945 caused the greatest damage to the status and condition of the Russian peasantry in the years 1861-1991 should be analysed and evaluated. Relevant points may include:

- There was some improvement to peasant conditions in the 1950s despite the move towards larger state farms, e.g. higher prices paid by the state and lower taxes relieved some pressure on their standard of living
- The attempt to control the peasantry politically through larger state farms abated in the 1950s – the Instructor Groups were abolished in 1957 and some decision-making was devolved back to them
- The redemption payments introduced under the Edict of Emancipation in 1861, also the imposition of the control of the *mir*, were major setbacks suffered by the Russian peasantry under the Tsars
- War Communism was hugely damaging for the peasantry following the hope introduced by the Land Decree in 1917, forcing them to surrender their grain and exposing them to the brutality of the police state
- Forced collectivisation from 1928, following the relative freedoms allowed under the NEP, was a significant blow for the Russian peasantry leading to the loss of their independence and millions of deaths
- Gorbachev publicly recognised the limitations of the *sovkhozy* and the damage done to peasant status by the mid-1980s, even though his plans to re-introduce private ownership did not happen before the fall of the USSR.

Other relevant material must be credited.

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the statement that Russian leaders deserve great credit for their efforts to provide sufficient food to feed the population in the years 1861-1979.</p> <p>Arguments and evidence agreeing with the statement that Russian leaders deserve great credit for their efforts to provide sufficient food to feed the population in the years 1861-1979 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite the centuries-long backwardness and legendary conservatism of the Russian peasant, the Emancipation Decree was an attempt to encourage the development of commercial agriculture and food production did increase</li> <li>• Stolypin deserves credit for his attempts to increase agricultural productivity through his reforms of 1906-11 in the face of a rising population, increasing urbanisation, the pressures of climate and stiff resistance from the <i>mir</i></li> <li>• Creditable attempts were made in the early communist years to incentivise the peasantry to produce more food and reduce its tendency to hoard – the NEP was vital given the USSR's initial isolation from the west</li> <li>• Collectivisation can be seen as a genuine attempt to end Russia's agricultural failings by modernising rapidly - despite huge resistance and the human cost, greater self-sufficiency was eventually achieved</li> <li>• In the 1950s, Khrushchev made ambitious and creditable attempts to boost production by expanding into the Virgin Lands, also by experimenting with new strains of cereal like maize</li> <li>• Brezhnev deserves credit for at least recognising food shortages despite record investment in agriculture – the import of grain from the west, starting in 1972, helped keep the population fed.</li> </ul> <p>Arguments and evidence disagreeing with the statement that Russian leaders deserve great credit for their efforts to provide sufficient food to feed the population in the years 1861-1979 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The financial burdens of Emancipation actually discouraged food production - the number of farms that were not able to produce a surplus doubled between 1861 and 1900 and a 'bread crisis' helped destroy the Tsarist system in 1917</li> <li>• Both Tsarist and Communist governments encouraged the export of grain to help pay for the import of industrial technology, contributing to extreme privation, e.g. during the famines of 1891-92 and the early 1930s</li> <li>• The survival of the Bolshevik regime necessitated War Communism which, through grain requisitioning and the use of terror against the most productive peasants, led to the collapse of Russia's capacity to produce food</li> </ul>

- The supply of food in the first decades of communism could only be maintained by favouring urban workers at the expense of other social groups, and by tolerating a catastrophic famine which killed millions
- The politically-driven system of collectivisation failed to produce sufficiently throughout the years 1928-79 – though cheap bread was usually available, the variety of the Russian diet suffered and there was regular hunger.

Other relevant material must be credited.

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

Question	Indicative content
9	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the accuracy of the statement that technological innovation in the digital age was the most successful boost given to Chinese manufacturing in the years 1897-1997.</p> <p>Arguments and evidence supporting the statement that technological innovation in the digital age was the most successful boost given to Chinese manufacturing in the years 1897-1997 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The technological co-operation agreed with the USA, started by Deng's visit in 1979 and confirmed by Jiang's in 1997, was hugely important in the growth of Chinese manufacturing following the isolation of Mao's later years in power</li> <li>• The establishment of Special Economic Zones in 1980, which encouraged foreign firms to invest in China, prompted the growth of native technological firms like Lenovo, founded in 1984, and ZTE founded in 1985</li> <li>• Increasing domestic demand for technological goods, thanks to the growing disposable wealth of the Chinese people, boosted industry, e.g. Skyworth started making televisions in Shenzhen in 1988 and grew rapidly</li> <li>• Telecoms was particularly important for the growth of Chinese industry – after Motorola started to produce pagers in the Tianjin SEZ in 1991, the network was provided by China Unicom, a state-owned enterprise founded in 1994</li> <li>• Thanks, at least partially, to the boost given to Chinese manufacturing by firms such as Hytera, which began producing radio technology in 1993, annual industrial growth in China reached rates of over 20% in the 1990s.</li> </ul> <p>Arguments and evidence countering the statement the statement that technological innovation in the digital age was the most successful boost given to Chinese manufacturing in the years 1897-1997, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Even in the digital age, the growth of Chinese manufacturing was powered largely by companies producing goods other than technology, e.g. steel, cotton goods, footwear and plastics</li> <li>• Though the technology sector did grow fast after 1979, it was hampered by a relatively poor domestic market and a lack of the infrastructure necessary to support its products, e.g. a limited TV network</li> <li>• Developments in the later Qing Empire, e.g. the effects of the May Fourth Movement or the establishment of the National Resources Commission under Jiang, were successful in encouraging manufacturing before the 1980s</li> </ul>

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|  | <ul style="list-style-type: none"><li>• The boost given to manufacturing by the Japanese in the occupied north-west after 1931 was successful, e.g. the investment of billions of dollars in industry and the construction of the South Manchuria Railway</li><li>• The attempts of the communists before 1979 certainly succeeded in boosting heavy industry, notably the first Five-Year Plan.</li></ul> |
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Other relevant material must be credited.

Question	Indicative content
<b>10</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the ideas behind the Great Leap Forward were the most significant change to Chinese economic thinking in the years 1860-1997.</p> <p>Arguments and evidence supporting the view that the ideas behind the Great Leap Forward were the most significant change to Chinese economic thinking in the years 1860-1997 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• This was the first attempt during this period to adapt communism to China's peculiar situation - this foreshadowed other major reforms like Deng's later 'communism with Chinese characteristics'</li> <li>• By rejecting the central planning system essential to the Soviet model, the Great Leap Forward was highly significant, creating a permanent schism in communist economic thinking, which had major international consequences</li> <li>• The Great Leap Forward was driven partly by the understanding that raising the incomes of the rural poor was essential to the creation of a modern industrial economy – this became fundamental to CCP reforms in the 1980s</li> <li>• The emphasis during the Great Leap Forward on commune-based initiatives, e.g. the backyard furnaces, helped inspire the creation of similar locally-driven enterprises like the Town and Village Enterprises of the 1980s</li> <li>• Essential to the Great Leap was the need for local infrastructure improvements to enhance economic growth – flood control and irrigation works, like those of 1957-58, remained a priority after it was abandoned.</li> </ul> <p>Arguments and evidence contradicting the view that the ideas behind the Great Leap Forward were the most significant change to Chinese economic thinking in the years 1860-1997 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Rather than being a significant change, the ideas of the Great Leap Forward were still state-imposed, driven largely by ideology and reliant on a significant measure of coercion, the same as other CCP initiatives before and after</li> <li>• The results of the Great Leap Forward were disastrous and, in order to rescue the Chinese economy, the 'NEP'-like reforms of Liu and Deng again looked elsewhere for inspiration, e.g. the peasant plots of Soviet eastern Europe</li> <li>• The western-inspired reforms introduced under the Qing dynasty following the unequal treaties, facilitated by the creation of a capitalist commercial infrastructure, were a significant change in China's economic thought</li> </ul>

- The May Fourth Movement was significant in the promotion of modern science and technology as part of China's economic thought in the early twentieth century, rejecting Confucianism and using Japan as inspiration
- The Marxist model introduced by the communists in the early 1950s, e.g. the first Five-Year Plan, was a highly significant change in China's economic thought
- The economic liberalisation of the 1980s and 1990s, adapting a western economic model to the strictures of a communist political model, was a significant change in Chinese economic thought.

Other relevant material must be credited.

