Pearson Edexcel Level 3 GCE

History

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

Tuesday 19 June 2018 – Morning

Sources Booklet

Paper Reference

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Sources for use with Section A.

Answer the question in Section A on the option for which you have been prepared.

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

Source for use with Question 1.

Source 1: From the petition carried by industrial workers in St Petersburg on Bloody Sunday, January 1905. It was drafted by Father Georgiy Gapon, a Russian Orthodox priest and leader of a union of factory workers in the city.

Sire, we working men of St Petersburg have come to you for justice and protection. We are impoverished and oppressed like slaves having to bear our bitter condition in silence. Though we have been patient, we are now falling deeper into misery. O Tsar, we have no strength left and have reached that moment when death is better than a continuation of our sufferings. Our request that our employers should look into our needs has been refused. Even the right to discuss our situation has been judged illegal, as has our demand for an eight-hour day. All we asked was to raise workers' wages and for improved working conditions so that we might do our jobs without encountering death. But all these have been condemned by our employers as unlawful, our petition treated as a crime.

O Emperor, we are human beings only in appearance. In reality we are deemed unworthy of human rights, even of speaking, thinking, meeting to discuss our needs, and taking measures to improve our condition. Anyone who dares lift his voice in defence of the working class is thrown into prison or banished. O Tsar, is this in accordance with God's commandments by which you reign? Is life under such laws worth living? Sire, this is why we are gathered here before your palace walls. Here we await the last available means of rescue. Do not refuse to help us. Demolish the gap between yourself and the people and let them govern the country with you. Consider our demands without anger. It is not lack of respect that encourages us to approach you but our desire to escape from the present intolerable state of things.

Order without delay that representatives of all classes in the land shall meet together. Let the elections be organised on the principle of universal suffrage so that we may be free to elect who we want. This is our main request and the best way to dress our open wounds. Sire, we speak plainly and candidly to you as our father. Swear that this shall be fulfilled and you will make Russia happy and glorious. Then we will keep your name forever in our hearts, as will our children and our children's children. But if you are not responsive to our petition, we will die here on this square before your palace, for we have nowhere else to go.

Option 38. 2: The making of modern China, 1860–1997

Source for use with Question 2.

Source 2: From Prince Gong, *Reports Concerning the Tong Wen College*, presented to the Emperor in 1861, 1865 and 1866. The College was established to educate young men in foreign languages and learning, who would then go on to assist in the improvement of China's international position. Prince Gong was uncle to the Emperor and head of the Grand Council.

1861 Report

Last year, we laid before the throne a statement of new measures made necessary by the events of the recent war. We stated that knowledge of foreign nations is essential and requested your Majesty's officials find those acquainted with foreign languages and send them to the capital. The governor of Canton reported that there was no man he could recommend. In Jiangsu, one candidate came forward but he was by no means fully knowledgeable. This explains the long delay in our plan. We are convinced that, to know the state of other nations, we must first understand their language and customs. This is the only way to protect ourselves from becoming the victims of tricks and deceit and yet China has not one man who possesses the right knowledge. Therefore, we must find suitable foreigners.

1865 Report

The students have made fair progress but being young and imperfectly acquainted with their own language, their time is unavoidably split between Chinese and foreign studies. Should we also require them to study mathematics and science we fear that it would be too much for them. The machinery of the West, its steamers and its firearms, is all based on mathematical science. We fear that, with only a limited knowledge of such things, we will not be successful. We therefore proposed an additional department be established to teach mathematics and engineering to those having previously gained a degree in Chinese learning. This, and only this, will assure the growth of the power of the empire. No sooner were these proposals made than they became a target of bitter attack by mandarins of the old school. How regrettable that men of such intelligence should be forced by national bigotry to reject any sympathy with the civilisation of the West!

1866 Report

In last year's proposals, we were motivated solely by the belief that to introduce the arts without the sciences would be useless. Our critics argue that such action is not urgent or that it would be disgraceful to China to become a pupil of the West. However, not only do the nations of the West learn from each other but Japan has recently sent men to England to learn their language and science. When a small nation like Japan does this, what could be a greater disgrace for China to keep to her old traditions and never wake up?

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