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## Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (8HI0/2E)  
Advanced Subsidiary

Paper 2: Depth study

Option 2E.1: Mao's China, 1949–76

Option 2E.2: The German Democratic  
Republic, 1949–90

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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: Questions 1a/2a

**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.
<b>1</b>	<b>1–2</b>	<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 if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis 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 or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>6–8</b>	<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>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**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.
<b>1</b>	<b>1–2</b>	<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. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, 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. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>6–9</b>	<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 weight 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, with some justification.</li></ul>
<b>4</b>	<b>10–12</b>	<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.</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 not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li></ul>

## Section B

**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.
<b>1</b>	<b>1–4</b>	<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>
<b>2</b>	<b>5–10</b>	<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 question.</li><li>• Mostly accurate and relevant knowledge is included, but it 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>
<b>3</b>	<b>11–16</b>	<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><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>17–20</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>

## Section A: Indicative content

### Option 2E.1: Mao's China, 1949–90

Question	Indicative content
<b>1a</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. 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 response of young people to the Cultural Revolution.</p> <ol style="list-style-type: none"><li>The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>It suggests that young people were heavily indoctrinated by the values of the Cultural Revolution ('couldn't care less' attitude', 'critical', 'grandparents were once landlords')</li><li>It demonstrates the enthusiasm with which some young people became involved in activities associated with the Cultural Revolution ('teaching of revolutionary songs', 'I wrote an essay...')</li><li>It suggest the willingness of some young people to attack their peers ('read it at a meeting', 'guarding the prisoner')</li><li>It provides evidence that not all young people were convinced by the Cultural Revolution ('One day some anti-Mao graffiti was found').</li></ul></li><li>The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>This is an eyewitness account of a woman who experienced the Cultural Revolution as a schoolchild and was willing to admit her enthusiasm for the cause at the time</li><li>Despite having undergone criticism herself at a later date, it is a candid commentary on the enthusiasm with which she undertook the criticism of others</li><li>Yafe Hui is representative of the large number of children from Communist Party backgrounds who participated in the Cultural Revolution.</li></ul></li><li>Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>One of the main aims of the Cultural Revolution was to enlist the young to complete Mao's vision of a transformed China</li><li>Young people of all ages enthusiastically engaged in critical, and often violent, attacks on their peers in order to demonstrate their revolutionary credentials</li><li>The purpose of Middle Schools during the Cultural Revolution was to indoctrinate the young in the ways of the revolution.</li></ul></li></ol>

Question	Indicative content
<p><b>1b</b></p>	<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 in relation to an enquiry into the impact of the Cultural Revolution on China.</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 selected information and inferences: <ul style="list-style-type: none"> <li>• Frida Knight was a Communist activist and so was heavily sympathetic to the Communist regime in China; she was more likely to highlight the benefits than the losses</li> <li>• Having visited China at both the beginning and the winding down period of the Cultural Revolution, the author is in a good position to provide a judgement on its impact</li> <li>• As alluded to by the author herself ('visitors were taken'), Chinese authorities often controlled the movements of foreigners, including Communist sympathisers, so providing them with positive experiences</li> <li>• The author is clearly trying to persuade the audience that in her opinion ('it seemed to me'), despite being aware of claims that the Cultural Revolution was 'all disaster', there were positive impacts as well.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence of success in a variety of fields including medicine, architecture, agriculture and culture</li> <li>• It suggests that the Cultural Revolution was generally successful ('acquired a strange sense of purpose') and claims that it was inspirational ('more stimulation and success in many ways')</li> <li>• It alludes to the darker side of the Cultural Revolution ('Life in China was by no means "all disaster"; 'certainly not all suppression').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Despite criticism from more extreme Maoist political leaders, Zhou Enlai was able to bring a more moderate influence to bear on the policies of the Cultural Revolution in the early 1970s</li> <li>• By 1972–73, the Red Army had brought a semblance of control to the chaos created by the Red Guard in the initial stages of the Cultural Revolution</li> <li>• Partially trained 'barefoot doctors' were a successful feature of the period, but medical expertise for complex cases was in short supply and the use of acupuncture was often due to a lack resources or medicines.</li> </ul> </li> </ol>

## Option 2E.2: The German Democratic Republic, 1949–90

Question	Indicative content
<b>2a</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. 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 methods used by the Stasi to control the population of the GDR.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence of the use of informants to spy on the activities of ordinary Germans ('prepared to support...in carrying out its operations')</li><li>• It provides evidence of the range of 'offences' against the state for which people could be reported and their arbitrary nature ('any rumours and such like... indications of crimes planned or already committed')</li><li>• It suggests that use of informers was designed to control not only those being spied on but the informants also ('report without delay', 'result in my prosecution')</li><li>• It implies that control was achieved by creating a climate of conspiracy ('maintaining unconditional silence', 'I will use the alias').</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• It is an official document from the Stasi files and so provides specific evidence of the contracts made between informers and the Stasi</li><li>• The document provides such detailed witting evidence of the Stasi's methodology because it was a secret document never intended to be seen in public</li><li>• Lorenz was typical of the type of informant targeted by the Stasi; his prominent position in the police and in training sportspeople gave him access to the type of people the Stasi wanted information about.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• The Ministry for State Security (MfS) or Stasi was set up in 1950 with the purpose of using surveillance to root out opposition and dissent</li><li>• The recruitment of informers or 'unofficial collaborators' (IMs) began on a large scale after the June Uprising of 1953; people signed up for a variety of reasons ranging from intimidation to incentive</li><li>• Stasi operations were shrouded in secrecy and after 1989 it became clear that its operations were on a much larger scale than had been thought; it is believed that at any one time 20% of the population worked for them.</li></ul></li></ol>

Question	Indicative content
<p><b>2b</b></p>	<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 in relation to an enquiry into social conditions in East Germany in 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 selected information and inferences: <ul style="list-style-type: none"> <li>• The anecdotes have been supplied by an eyewitness who experienced life in the GDR, however they are memories of someone who was a child at the time and so will probably represent a child's perspective</li> <li>• The author has clearly attempted to ensure that the information he is presenting is first-hand and has not been given added detail through research</li> <li>• The author has attempted to provide some balance in his article but as a journalist he is aware his audience will be expecting to be entertained as well as informed.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• The overall implication is that although people were content ('people were generally happy') the quality of life was just not good enough ('If you wanted to buy a car you had to wait years.')</li> <li>• It provides evidence of a degree of social security ('Everyone had a job', 'necessities were extremely cheap')</li> <li>• It suggests a degree of control over society ('one banana per person', 'subsidised through work')</li> <li>• It provides evidence that housing conditions were a particular problem ('Her home had no bathtub or shower').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The GDR had greater access to consumer goods than most Eastern bloc countries but they were expensive, there were shortages and the quality of goods not great when they were available, e.g. Trabant cars</li> <li>• There was state provision but also control of social activities such as travel, holidays, entertainment</li> <li>• In the 1980s the SED government struggled to provide the social welfare provisions, e.g. housing and cheap basic food that it had promised and people had come to expect.</li> </ul> </li> </ol>

## Section B: Indicative content

### Option 2E.1: Mao's China, 1949–90

Question	Indicative content
<b>3</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 violence was the most significant feature of the establishment of Communist rule in China in the years 1949–57.</p> <p>Arguments and evidence that violence was the most significant feature of the establishment of Communist rule in China in the years 1949–57 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Violence against those identified as class enemies was sanctioned from the very top and so legitimised as a means of control; Mao believed that the use of violence was necessary to achieve proletarian revolution</li><li>• Violence was often used selectively to win over the support of certain groups, e.g. the redistribution of land to the peasantry, in the early 1950s, resulted in the death of an estimated one million landlords</li><li>• Both arbitrary and organised violence, e.g. 'struggle sessions' created a climate of fear which in turn created a social environment dominated by conformity</li><li>• The PLA carried out violent reunification campaigns in Tibet, Xinjiang and Guangdong to enforce Communist control of regions with strong religious, cultural or non-communist identities.</li></ul> <p>Arguments and evidence that counter the statement that violence was the most significant feature of the establishment of Communist rule in China in the years 1949–57 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The legitimacy of Communist rule was reinforced by a genuine popularity amongst a large proportion of the Chinese people for Communist policies and Mao's leadership</li><li>• Mao was willing to work with members of the bourgeoisie, bureaucrats and experts to strengthen Communist rule, e.g. members of the civil service pre-1949, industrial experts during the First Five-Year Plan</li><li>• Successful indoctrination through the use of propaganda and mass mobilisation campaigns created enthusiasm for Communist policies</li><li>• Confidence in Communist rule was encouraged by the voluntary return of many exiled artists and intellectuals inspired by the promise of cultural reform.</li></ul> <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 far the aims and objectives of the First Five-Year Plan were different from those of the Second Five-Year Plan (the Great Leap Forward).</p> <p>Arguments and evidence that the aims and objectives of the First Five-Year Plan were different from those of the Second Five-Year Plan (the Great Leap Forward) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The First Plan was intended to develop heavy industry, mineral resources and the industrial infrastructure while the Second Plan concentrated particularly on increased agricultural and steel production</li> <li>• The First Plan was designed to utilise technological expertise and modern machinery while Mao's plan for the Second Plan was to utilise mass mobilisation using peasant manual labour and more basic technology</li> <li>• The First Plan was intended to mirror the aims of the Soviet Five-Year Plans under Stalin and to utilise Soviet aid while the Second Plan aimed to develop a uniquely Chinese economic plan independent of the USSR</li> <li>• The First Plan was based on planning outcomes that proved to have a realistic basis, e.g. a developing urban economy, whereas the Second Plan was based on unrealistic outcomes, e.g. backyard furnaces.</li> </ul> <p>Arguments and evidence that the aims and objectives of the First Five-Year Plan were similar from those of the Second Five-Year Plan (the Great Leap Forward) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Both aimed to transform China into a modern industrial society that could compete with other industrial powers</li> <li>• Both were based on the concept of a state-controlled economy organised through central planning</li> <li>• Both aimed to increase economic productivity through the collectivisation of the workforce, working practices and working and living conditions at the expense of private ownership and enterprise</li> <li>• Both placed some emphasis on the application of Soviet scientific and technological ideas; the First Plan on the expertise of Soviet technicians and the Second Plan on the agricultural theories of Lysenkoism.</li> </ul> <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 how far the attacks on religion in Communist China, in the years 1949–76, succeeded.</p> <p>Arguments and evidence that the attacks on religion in Communist China, in the years 1949–76, succeeded should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• All public worship of organised religion (traditional and major world faiths) was outlawed with frequently violent attacks taking place on religious buildings, officials and foreign clergy</li> <li>• Mass campaigns and Communist policies were introduced to eradicate traditional customs and rituals connected to religious practices, e.g. the influence of Confucianism in the lives of the peasantry</li> <li>• Communist attacks on political 'opponents' used religious connections, particularly to Confucianism or 'foreign' Christianity, to strengthen denunciations, e.g. Lin Biao in the early 1970s</li> <li>• A combination of armed force by the PLA and internal migration policies was used to undermine religious practice in the non-majority ethnic Chinese border areas such as Tibet (Buddhism) and Xinjiang (Islam).</li> </ul> <p>Arguments and evidence that the attacks on religion in Communist China, in the years 1949–76, did not succeed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mao's perceived need to introduce the Cultural Revolution in 1966, with its emphasis on attacking the 'four olds', suggested that the early attacks on religion were not successful</li> <li>• Communist China permitted the existence of 'patriotic churches' where religion could be practised openly under direct government control</li> <li>• The practice of religion was not eradicated; many Chinese worshipped in private, the Muslim population of Xinjiang remained in the majority, the position of Buddhists and Christians was championed internationally</li> <li>• Some traditional rituals and customs were essentially co-opted by Mao and the CCP in their mass campaigns of persuasion, e.g. links between ancestor worship and the cult of the personality.</li> </ul> <p>Other relevant material must be credited.</p>

### Option 2E.2: The German Democratic Republic, 1949-90

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 on whether the economic policies of the SED government in the years 1949-61 were successful.</p> <p>Arguments and evidence that the economic policies of the SED government in the years 1949-61 were successful should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The economic growth rate increased annually, reaching 8% per annum in the late 1950s</li><li>• In the years 1958-61 the amount of arable land under collective and state control increased from 30% to 90%. Such farms also produced 90% of agricultural produce</li><li>• Policies encouraging nationalisation of industry resulted in 91% of industrial output being produced by the state sector at the end of the 1950s</li><li>• The development of heavy industry, the energy sector (including nuclear) and consumer manufacturing consolidated the GDR's economic predominance within the COMECON states.</li></ul> <p>Arguments and evidence that the economic policies of the SED government in the years 1949-61 were not successful/limited in success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Agricultural policies resulted in food shortages with rationing introduced in the mid-late 1950s; many farmers emigrated to the West and collectivisation policies initially led to a decrease in productivity</li><li>• The economy was affected in 1953 when attempts to enforce increased industrial productivity at the apparent expense of living standards led to strikes and a general uprising in June</li><li>• Difficulties in achieving the targets set by central planning policies led to a variety of different economic plans being implemented across the period, none of which was completely successful</li><li>• Dissatisfaction with policies, e.g. reparations payments to the USSR, led to increased emigration, which in turn had a further detrimental effect on the availability of skilled workers, industrial production and productivity.</li></ul> <p>Other relevant material must be credited.</p>

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 the extent to which the international prestige of the GDR grew under Honecker's leadership in the years 1971-85.</p> <p>Arguments and evidence that the international prestige of the GDR grew under Honecker's leadership in the years 1971-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Major agreements related to Ostpolitik rapprochement with the FRG, such as the Four-Power Treaty (1971) and the Basic Treaty (1972), were enacted or implemented by Honecker's government</li> <li>• Sporting achievements brought recognition to the GDR, e.g. at the 1976 Montreal Olympics the GDR came second in the medal table</li> <li>• The diplomatic status of the GDR grew considerably, e.g. accepted as a UN member 1973, participation in the Helsinki Accords, official state visits to and from the GDR</li> <li>• Many newly independent developing countries developed strong ties with the GDR, e.g. the GDR provided aid and educational opportunities to African nations.</li> </ul> <p>Arguments and evidence that the extent to which the international prestige of the GDR grew was limited under Honecker's leadership in the years 1971-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Human rights issues, including freedom of the press, travel restrictions and actions taken at the Berlin Wall, remained an issue of contention despite membership of the UN and the signing of the Helsinki Accords</li> <li>• Honecker was unsuccessful in his aim of being invited to visit the USA and the UK, and it was not until 1987 that he finally visited the FRG</li> <li>• Within the Eastern bloc GDR relations with the COMECON, Warsaw Pact countries and even the Soviets became strained at times; the GDR was often viewed as being arrogant and wanting special consideration</li> <li>• Goods produced in the GDR often had a reputation for lack of quality and reliability, e.g. the Trabant car became a symbol for ridicule.</li> </ul> <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 extent to which Gorbachev's influence was significant in the declining authority of the SED government in the years 1985-89.</p> <p>Arguments and evidence that Gorbachev's influence was significant in the declining authority of the SED government in the years 1985-89 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gorbachev's commitment to the reform policies of perestroika and glasnost in the Soviet Union put pressure on the SED to follow similar policies in the GDR, so giving hope to opposition groups</li> <li>• Gorbachev's desire to reduce military spending and unwillingness to use armed force for political ends brought an end to the Soviet commitment to the Brezhnev Doctrine, particularly noticeable during the protests of 1989</li> <li>• Gorbachev's overtures to the West, particularly the FRG, concerned the SED, adding to a growing sense of abandonment and bolstering opposition groups</li> <li>• Gorbachev's visit to East Berlin (6 October 1989) acted as a direct catalyst to the increasingly open protest and dissent in the GDR and made it clear that future Soviet support would be dependent on SED reforms.</li> </ul> <p>Arguments and evidence that influence of Gorbachev on the declining authority of the SED government in the years 1985-89 was not significant/other factors were more significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The failure of the SED to ensure economic prosperity led to the collapse of the niche society and increased questioning of SED government</li> <li>• Events in other Eastern European countries such as Poland provided examples to the people of the GDR of what could be achieved through mass mobilisation and opportunities to emigrate</li> <li>• The SED government contributed to its own declining authority through its intransigent attitude towards reform and its growing inability to prevent growing protest</li> <li>• Gorbachev's visit was only one of several events in 1989 which came together to undermine the authority of the SED.</li> </ul> <p>Other relevant material must be credited.</p>