



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (9HI02) Paper 2E  
Advanced

Unit 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.
- 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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>4–7</b>	<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>
<b>3</b>	<b>8–12</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 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>
<b>4</b>	<b>13–16</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, although treatment of the two sources 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 data-bbox="402 197 1372 310">• Interrogates the evidence of both sources 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 data-bbox="402 321 1372 468">• 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 data-bbox="402 478 1372 619">• 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>

## 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.
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> <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>
4	13–16	<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>
5	17–20	<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> </ul>

Level	Mark	Descriptor
		<ul style="list-style-type: none"><li data-bbox="402 195 1279 249">• 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 2E.1: Mao's China, 1949-76

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 and evaluate the sources to consider how far the historian could make use of them to shed light on the changing nature of the Hundred Flowers campaign.</p> <p><b>Source 1</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"><li>• The speech is being made during a debate at Beijing University and this may be indicative of the greater freedom to discuss communist principles encouraged by the Hundred Flowers campaign</li><li>• Lin Xiling as a supporter of the campaign may have exaggerated the threat to the campaign suggested by her speech</li><li>• Lin's words were recorded by university students as she spoke and so may not be an exact record of what she said</li><li>• The speech is being made in May 1957 during the Hundred Flowers campaign but at the point that Mao had begun to question the campaign.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the Hundred Flowers Campaign:</p> <ul style="list-style-type: none"><li>• It suggests that Lin Xiling was taking advantage of the Hundred Flowers campaign ('I am very excited to be able to breathe the fresh air...')</li><li>• It indicates that the Hundred Flowers campaign was gaining support in China ('Now the students of the north-west and elsewhere...')</li><li>• It indicates that the Hundred Flowers campaign is being undermined by Party officials ('still too many guardians of the rules')</li><li>• It hints that she is aware that Mao has begun to change tack on the campaign ('It is also said that there are signs of reining in...').</li></ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In February 1957 Mao delivered a speech 'On the correct handling of contradictions' which appeared to allow constructive criticism of Communist Party rule</li><li>• The Hundred Flowers campaign took some time to grow but was in full swing by April</li><li>• May 1957 was a turning point in the campaign; Mao shocked by the growing momentum on May 15<sup>th</sup> appeared to suggest the movement be controlled</li><li>• The Communist Party maintained control of the media and communication channels throughout the period of the Hundred Flowers campaign.</li></ul>



Question	Indicative content
	<p><b>Source 2</b></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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• Statements such as this were officially published by the Communist Party as part of the 'rehabilitation' of those accused of being traitors to the state</li> <li>• It was published in July 1957, directly following a crackdown on the freedoms of speech allowed by the Hundred Flowers campaign</li> <li>• Fei Xiaotang was a notable academic whose statement could be used as an example by the Communist Party.</li> </ul> </li>   <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the changing nature of the Hundred Flowers Campaign: <ul style="list-style-type: none"> <li>• It gives an indication of the positive support given to the campaign by many academics ('Early Spring Weather for Intellectuals')</li> <li>• It shows that official Communist party organisations had participated in the Hundred Flowers campaign ('at a forum of the League Central Committee')</li> <li>• By reference to political activities in 1955, the statement is suggesting that Fei's criticism pre-dated the Hundred Flowers campaign making him a long-standing rightist rather than a constructive critic</li> <li>• It indicates that the Hundred Flowers campaign had run its course by July 1957 ('thankful for criticism from...deputies'; 'I must change').</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 content. Relevant points may include: <ul style="list-style-type: none"> <li>• The moderate political climate began in 1956 with the 8<sup>th</sup> Party Conference in September</li> <li>• In June 1957, media publications began to suggest that the campaign was being abused</li> <li>• On 17 June 1957, Mao's February speech was officially published with amendments which suggested that only criticism which strengthened the Party was to be made</li> <li>• By July 1957, a reaction was in full swing leading to arrests, recantations and imprisonment.</li> </ul> </li> </ol> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Together they exemplify the course of the Hundred Flowers campaign; Source 1 is an example of activity during the Campaign while Source 2 exemplifies the nature of its end</li> <li>• Both Sources give an insight into the range of activities used by critics during the campaign e.g. speeches, debates, unofficial meetings</li> <li>• Together the sources show that the Communist Party remained in control throughout 1957; Source 1 gives examples of underlying repression while Source 2 exemplifies the full force of the Communist state.</li> </ul>

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

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 sources to consider how far the historian could make use of them to shed light on reactions to the opening of the Berlin Wall in November 1989.</p> <p><b>Source 3</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"><li>• It is a news article published in a West Berlin newspaper and so is written from a West German perspective</li><li>• It has clearly been written by journalists who witnessed the events being reported on</li><li>• As a left-wing newspaper it is possible that the journalists would have mixed reactions to the events and the source provides some evidence for this ('The mood hits everyone, like it or not').</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions to the opening of the Berlin Wall in November 1989:</p> <ul style="list-style-type: none"><li>• It suggests that the opening of the border was unexpected ('There is chaos at the border'; 'Some have to be pushed across the border')</li><li>• It provides evidence that initially the reaction at the border crossings was relatively well ordered ('...visa and money changing are still compulsory; the East Germans obediently stand in line waiting to be called.')</li><li>• It suggests that the reaction of the GDR authorities was to allow events to take their course once the initial mistake had been made ('Gate open, the barrier is lifted.')</li><li>• It indicates that the initial excitement to bring down the Wall came from the West rather than the East ('racing to the border...climbing over barriers'; 'I don't even want to go over').</li></ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"><li>• As a symbol of the physical division of Germany since 1961, many citizens of both the GDR and FRG wanted to see an end to the Berlin Wall</li><li>• On 6 November 1989 Krenz promised the GDR that travel restrictions would be lifted in the near future but the rapid decision on November 9 to lift the restrictions on November 10 came as surprise</li><li>• On the evening of 9 November 1989, the new travel regulation was mistakenly interpreted during a press conference, by the SED leader in East Berlin, as having immediate effect</li><li>• Initially East Berliners just took advantage of the lifting of the travel restrictions but West Berliners appear to have realised that the decision was potentially more momentous.</li></ul>

Question	Indicative content
	<p><b>Source 4</b></p> <p>The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• It is an eyewitness account of the events of November 12 recorded immediately</li> <li>• This is witting testimony from someone who believed the events were momentous; the author purposefully travelled to Berlin to witness events</li> <li>• The author is not German and so is possibly writing from a neutral perspective. However, the author is also a westerner.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions to the opening of the Berlin Wall in November 1989:</p> <ul style="list-style-type: none"> <li>• It provides evidence that there was some initial uncertainty and confusion in response to events ('On top of the wall, stood East German soldiers... No one knew what was going on')</li> <li>• It provides evidence that the reaction of some East German soldiers was to join in with unfolding events ('...a crowd of East German soldiers...reached through and shook hands')</li> <li>• It provides evidence that a reaction in East Berlin was to destroy the physical barrier presented by the presence of the Wall ('From the East German side...a giant drill...punching holes in the wall')</li> <li>• It indicates that the East Germans in Berlin reacted with enthusiasm ('...began to pour through...indescribable joy...').</li> </ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Thousands of Germans (from both the GDR and FRG) and others living in Europe flocked to the East-West border and Berlin, in particular</li> <li>• East Berliners were greeted in West Berlin with material goods, exotic food and free access to public transport but most initially returned home after the first few days</li> <li>• The authorities in the GDR had little choice but to allow events to happen; the alternative was to use force to prevent the breach</li> <li>• The physical demolition of the Wall began almost immediately after it became clear that GDR troops would not prevent its destruction.</li> </ul> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both are from the perspective of people living outside East Germany</li> <li>• Both indicate that events were overtaken by the crowd; Source 3 ('...they all start running.') and Source 4 ('The crowd had swollen')</li> <li>• Both suggest that the East German border guards made little attempt to prevent border crossings after the night of 9 November</li> <li>• The sources corroborate each other e.g. Source 4 corroborates the claim in Source 3 that cars were abandoned at the border crossings; suggesting a spontaneous response to the events.</li> </ul>

## Section B: indicative content

### Option 2E.1: Mao's China, 1949-76

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 about the suggestion that the introduction of communes was more beneficial than harmful to Chinese peasants in the years 1949-62.</p> <p>Arguments and evidence that the introduction of communes was beneficial to Chinese peasants in the years 1949-62 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Communal life promised stability after the upheavals of the civil war years in China</li><li>• Over 95% of Chinese peasants lived in communes by the end of the 1950s with access to centralised farming methods designed to improve efficiency and production</li><li>• Communes provided social welfare services for the Chinese peasants such as housing, education and community facilities e.g. baths, eating places</li><li>• Communes transformed the lives of women, in particular, offering work, education and child-care provision</li><li>• Communes created greater economic and social cohesion providing poorer peasants with better opportunities and, in the early years, encouraging, and not forcing, wealthier peasants to join.</li></ul> <p>Arguments and evidence that the introduction of communes in the 1950s was harmful to Chinese peasants in the years 1949-62 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The initial voluntary creation of communes was replaced by enforcement from 1956</li><li>• The imposition of centralised farming methods, such as Lysenkoism, led to harvest failure and the 'Great Famine' of 1958-62</li><li>• The reality of life on the communes was long hours of hard labour and the loss of personal freedoms; women, in particular, suffered as a result of points based reward systems</li><li>• Communal life allowed the communist authorities to scrutinise and control peasant lives, and attempt to eradicate criticism</li><li>• Peasants considered to have 'bourgeois' backgrounds or tendencies were subject to violence and intimidation and 're-education' campaigns.</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 about the statement that the Cultural Revolution maintained its intensity from its launch in 1966 until Mao's death in 1976.</p> <p>Arguments and evidence that the Cultural Revolution maintained its intensity from its launch in 1966 until Mao's death in 1976 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Despite the reining in of the Red Guard after 1967, the aims and objectives of the Cultural Revolution continued to be applied, often even more ruthlessly, by the People's Liberation Army (PLA)</li> <li>• The introduction of the 'up to the mountains and down to the villages' campaign (1968) was just a different approach to maintaining permanent revolution</li> <li>• The 'cleansing of the ranks' campaign (1968-71) continued the attacks on Mao's political and class enemies, and the territories considered to be harbouring them</li> <li>• Fear and intimidation remained a constant presence in the lives of ordinary Chinese citizens, preventing the likelihood of change while Mao was still alive</li> <li>• The cult of Mao continued to dominate and political control in China was dominated by Jiang Qing's hardline Gang of Four with renewed attacks on Zhou and Deng in 1976.</li> </ul> <p>Arguments and evidence that the intensity of the Cultural Revolution from its launch in 1966 until Mao's death in 1976 varied should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The intense period of Red Guard activity came to an end in 1967 and aims with regard to the 'revolutionary education' of China's urban youth changed substantially towards gaining practical rural experience</li> <li>• Mao orchestrated the reining in of the Red Guard from 1967 and acted to stem signs of re-emerging brutality in the 'cleansing the ranks' campaign in 1971</li> <li>• From 1968 the PLA were more controlled, measured and targeted in their attacks than the more indiscriminate Red Guards had been earlier</li> <li>• After public criticism from CCP member, Tu Deyong, in 1973 there was a noticeable fall in the number of extremist pogroms in the provinces</li> <li>• The death of Lin Biao in 1972 led to the re-emergence of Zhou Enlai and Deng Xiaoping which, in turn, led to a weakened commitment to the Cultural Revolution in the years to 1976.</li> </ul> <p>Other relevant material must be credited.</p>

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

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 about how successful the SED was in establishing communist rule and communist policies in the GDR in the years c1949-61.</p> <p>Arguments and evidence that the SED was successful in establishing communist rule and communist policies in the GDR in the years c1949-61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The SED controlled the government, supported by the Soviet Union, from 1949 with power lying with the First Secretary of the Party, Ulbricht</li><li>• The GDR became in effect a one-party state; elections involved voting for a list of government-nominated candidates</li><li>• Collectivisation was introduced as the mainstay of agricultural policy</li><li>• Socialist economics and planning was used to develop industry and Five-Year Plans were introduced</li><li>• In 1950, the GDR parliament enabled the creation of a Ministry for State Security (the <i>Stasi</i>); many East Germans became collaborators after 1953</li><li>• From the mid-1950s repressive policies were increasingly introduced to consolidate communist control of the SED, including the crime of 'flight from the republic'.</li></ul> <p>Arguments and evidence that the SED success was limited and/or that the SED was not successful in establishing communist rule and communist policies in the GDR in the years c1949-61 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In 1953 many workers took advantage of their constitutional rights to go on strike and to demonstrate against government policies</li><li>• The SED had to rely on Soviet troops to put down the June uprising of 1953</li><li>• Collectivisation was unpopular and led to many East German farmers emigrating</li><li>• 1960-61 were years of crisis with growing dissatisfaction, increased emigration to the West and threats to the security of East Berlin</li><li>• It took the building of the Berlin Wall and a physical border between the GDR and the FRG to be able to establish communist control and policies.</li></ul> <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 about the suggestion that the economic difficulties experienced by the GDR in the 1980s were primarily caused by Honecker's commitment to social welfare policies.</p> <p>Arguments and evidence that the economic difficulties experienced by the GDR from the late 1970s were primarily caused by Honecker's commitment to social welfare policies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Honecker's 'Unity of Social and Economic Policy' required a monetary commitment to both social reform and improved industrial production</li> <li>• As the name of the 'Unity of Social and Economic Policy' implied social reform took precedence and weakened the GDR's underlying economic structure</li> <li>• Increased spending on social reform diverted money from industrial investment and contributed to the poor quality of East German exports</li> <li>• Honecker's determination to invest in social reform led to a budget deficit as loans were taken out to pay for social</li> <li>• The GDR's lack of material resources welfare policies</li> <li>• The requirement to take out loans for social reform made the GDR more dependent on the FRG and the international economic climate</li> <li>• Social welfare policies required huge investment which improved living standards only to some extent but fundamentally weakened the overall East German economic infrastructure, particularly in the 1980s.</li> </ul> <p>Arguments and evidence that the economic difficulties experienced by the GDR in the late 1980s were caused primarily by another/other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• was a continued threat to industrial production and created an underlying weakness in the economy</li> <li>• The GDR could not control the international economy e.g. the economy was affected in the long term by the oil crisis of 1973</li> <li>• Government borrowing in relation to all areas of the economy led to the budget deficit</li> <li>• Attempts to boost trade were undermined by a lack of goods to export, a lack of demand from Comecon states and poor quality goods</li> <li>• It was Honecker's economic and central planning policies that led to inefficient and ineffective industrial production.</li> </ul> <p>Other relevant material must be credited.</p>

