

INTERNATIONAL GCSE

History (9-1)

TOPIC BOOKLET:

East Germany, 1958-90

Pearson Edexcel International GCSE in History (4HI1)

For first teaching September 2017

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Overview

East Germany, 1958-90

This option is an Investigation Study and in five Key Topics students learn about:

1. The Berlin Wall crisis, 1958-63
2. Stabilisation and control the GDR, 1962-87
3. Life in the GDR – social change, 1962-87
4. *Ostpolitik* – relations with the Federal Republic, 1969-87
5. The Peaceful Revolution, 1987-90

The content of each Historical Investigation is expressed in five key topics. These are five periods in chronological order, but some topics have overlapping dates where a new aspect is introduced. Although the topics run in chronological sequence, they should not be taken in isolation from each other – students should appreciate the narrative connections that run across the key topics. Questions may cross these

topics and students should appreciate the links between them in order to consider, for example, long-term causes and consequences. The teaching focus should enable students to:

- gain knowledge and understanding of the key features and characteristics of a historical period
- learn how to use a range of source material to comprehend, interpret and cross-refer sources
- develop skills to analyse and evaluate historical interpretations in the context of historical events studied.

Outline – why students will engage with this period in history

Students study a period of huge significance in the history of the twentieth century world.

This period is one which looks at the development of a newly created state, the German Democratic Republic (GDR), which existed under the domination of the Soviet Union. The Soviet Union denied the GDR true independence and permitted the GDR to exist only as a satellite state. Students will learn how the imposition of a totalitarian system of government created resentment among many of the ordinary citizens, and a desire to escape to a politically freer environment.

It is a period which permits students to investigate how the superpowers used the GDR and Berlin as a proxy in their desire to dominate Europe. Moreover, students will learn how the GDR became a pawn in the Cold War and how, paradoxically, the city of Berlin became on the one hand a symbol of freedom and on the other one of repression.

It is a study which shows a government attempting to create economic stability by following Marxist dogma. In addition, it is a study which will enable students to investigate the nature and extent of state control of the everyday lives of the ordinary citizens by examining: the manipulation of the media, restrictions on travel and the use of Ministry of State Security (Stasi). The study shows a state attempting to forge an identity within the constraints of Soviet domination and shows the successes and failures of these attempts. It demonstrates the paradox of the GDR's existence in the 1980s when it was a state under the control of the communist Soviet Union yet was being economically bolstered by the capitalist FRG.

Students will learn of the attempts by the FRG to foster closer relations with the GDR and how much of the antipathy between the two states did begin to erode. Finally, the study shows how the impact of the new thinking of the Soviet Union affected the Eastern Bloc and how this had severe ramifications for the GDR. The study shows the collapse of the Wall and then looks at the rapid moves towards reunification in 1990, neither of which could have been anticipated at the beginning of 1989.

Students will see the relevance of this study because it indicates the problems faced by a government following political dogma and which sought to restrict individual freedoms by oppressive measures. It also indicates the role of individuals in bringing about change.

1.1 Assessment

Students answer one question (called A5) for this Historical Investigation. It is divided into three question types:

- A5 (a): this requires description of two features of an aspect of the period studied
- A5 (b): this requires students to comprehend, interpret, cross-refer two sources and reach a judgement
- A5 (c): this requires evaluation of an interpretation using a secondary extract, two sources and own knowledge of the historical context.

Content guidance¹

2.1 Summary of content

Although the first topic begins in 1958, background knowledge of the division of Germany in 1945 and key events leading to 1958 will help students to understand the context of the beginnings of the crisis over Berlin. Examination questions will not, however, call on material prior to 1958.

After the division of Germany in 1945 and the Berlin Blockade and Airlift, West Berlin became a capitalist enclave behind the 'iron curtain'. The creation of the German Democratic Republic (GDR) and the Federal Republic of Germany (FRG) in 1949 perpetuated the enclave and Berlin began to develop into a city where people could escape to the western side of the 'iron curtain'.

The first topic analyses the origins of the Wall and looks at the increasing number and the demography of East German citizens who moved to the West through West Berlin. It looks at the way the issue was perceived by the Soviet Union and its leader, Khrushchev. Students should

¹ This section is written to support teachers' planning and does not constitute additional specified material to be taught.

understand that it was the Soviet Union which saw Berlin as a potential threat to its own security and thus Khrushchev sought to remove 'the fishbone in the throat'. Students should understand this superpower dimension and the various summits which were held to try to solve the problem of Berlin.

In addition, students should learn that Ulbricht and the GDR's government saw the outflow of citizens as a 'brain drain' and feared for the future viability of the state's economy. The study then moves to examine the impact of the Wall on East Berliners and investigates the escapes and attempted escapes during its existence.

The second period of study covers 1962-87 and analyses the economic stabilisation of the GDR and its growing control over the population. The various communist economic programmes are analysed, ranging from e.g. the New Economic System to the Economic System of Socialism via the Main Task. This second period begins after the construction of the Wall and looks at the beginnings of stability once the flow of young workers had been halted. It analyses the New Economic System which sought to transform East Germany into a leading industrial nation on a par with its rival the FRG. The study then moves to examine the Economic System of Socialism which focused on high technology but failed to bring the desired economic transformation. The economy is further analysed by examining, for example, the 'coffee crisis', international debt and weak industrial output.

The topic then moves to investigate the nature of social control within the GDR. Students should understand the work of the Stasi, its growth and its huge web of informants, all of which helped to create a society which lived in fear of its neighbours. In addition, students should understand the role of propaganda especially with regard to the young, the Church and religion in the promotion of a socialist state. The topic then looks at opposition groups which emerged despite the totalitarian nature of the state. These groups included student, religious, peace, environmental and civil rights dissidents.

In the final part of this topic, students examine the interaction of the GDR with the Soviet Union and the states of the Eastern bloc. Students should be aware of crucial areas such as problems created by membership of the Warsaw Pact, for example Czechoslovakia in 1968 and Poland and Solidarity in the 1980s. In addition, students should understand the relationship of the GDR with the Soviet Union, encompassing, for example, the Berlin problem, Khrushchev's fall and economic links. Moreover, students should become aware of the growing tension between the GDR and the Soviet Union during the 1980s, especially after 1985, when Gorbachev became the leader of the superpower.

The third key topic looks at life in the GDR and has a focus on the social impact of a state attempting to create its own identity yet at the same time following an imposed political doctrine within the constraints of superpower tutelage. Students should understand that the GDR did follow

policies which tried to create an egalitarian society. A society that offered gender equality, equal pay, state childcare, healthcare, a social wage, educational opportunity and housing subsidies.

The topic indicates how, in trying to forge a new identity, the GDR's leaders had to re-interpret Germany's history and sought to remove Prussian military and cultural influences and then emphasise the eastern ones. Students will see the irony of international politics (*Ostpolitik* and the Helsinki Accords) lending legitimacy to its existence (see below). It is important for students to note that though social progress was made by following a political doctrine, that doctrine demanded social control. Students will learn that that control covered press licensing, censorship of the press, radio and television and the jamming of foreign radio stations. Students should also learn that one key aspect of control was via sport. Indeed, sport was used as a way to foster a sense of nationhood and belonging by means of mass participation and psychological indoctrination.

When studying the fourth topic, students will be able to appreciate how relations with the FRG improved as a result of *Ostpolitik* and should build up a picture of a relaxation of tension between the two countries highlighted by the removal of certain travel restrictions. Importantly, students should see a further paradox in this topic when the economy of the GDR was heavily supported by loans from the FRG. Indeed, the loans saved the GDR from economic disaster at a time when the Soviet Union was unable to offer support.

This fourth period also analyses more closely the international recognition of the GDR following *Ostpolitik* and Helsinki. In addition, it looks at the international recognition of the GDR by looking at relations with e.g. the EEC and UN. It is taken further by an examination of state visits made by leaders of the GDR and by international leaders to the GDR.

The fifth time period covers the last three years of the GDR during which time the country saw the Wall collapse, its economy disintegrate, experience its first free elections and reunification with the FRG. Students should recognise the importance of extraneous events in the eventual reunification with the FRG, for example the key impact of Gorbachev's new thinking and the Soviet Union's approach to the Eastern bloc. Gorbachev's policies of *glasnost* and *perestroika* in particular should be seen as the keys to the ending of the Brezhnev Doctrine and the beginning of the 'Sinatra Doctrine' which permitted Hungary to become a multi-party state and Poland to have free elections. Yet students should understand that during this period of rapid change the GDR tried to resist but its government was unable to stem the popular clamour for radical reform and demonstrations ensued leading to the removal of its leader, Honecker. The final part of the topic analyses the events of late 1989 and 1990, and the rapid economic collapse of the GDR culminating in economic and then political reunification with the FRG.

Terms and first-order concepts: What sorts of terms and first-order concepts will students need to be familiar with for this option?

- Students should understand the key substantive (first order) concepts intrinsic to this study:
Bloc, capitalism, Cold War, collectivisation, communism, dissidents, doctrine, dogma, egalitarian, enclave, indoctrination, iron curtain, Marxism, nationalisation, private trading, Prussian influences, satellite state, socialism, totalitarianism, tutelage.

2.2 Content exemplification and mapping

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content, and other relevant material illustrating aspects of change within periods can be used.

Key topic 1: The Berlin Wall Crisis, 1958-63	Exemplification	Resources
The origins of the Wall	The refugee problem: refugee issue after 1949; economic success of West Berlin, gap in the 'Iron Curtain' – capitalism v communism; 'brain drain', age profile and the impact on GDR's economy.	Berlin is covered in the following two texts – International Relations: The era of the Cold War 1943-1991 S Waugh & J Wright The Making of the Modern World Unit One Peace and War: International Relations 1900-91 R Bunce et al Johndclare.net Berlin Wall Online BBC Bitesize History.state.gov Independent.co.uk

		<p>Historylearningsite.co.uk</p> <p>Germany and West Germany, 1918-89 B Warnock is written for A and AS level students</p> <p>Germany Divided and Reunited by A Leonard and N Bushnell is written for AS and A Level students.</p>
<p>The influence of Ulbricht and Khrushchev</p>	<p>Ulbricht's influence on Khrushchev to halt refugees to the West, fears for GDR's viability. Khrushchev and his aim to re-unite Berlin, ultimatum to Eisenhower; Geneva and Camp David summits. Impact of U2 crisis on negotiations, Vienna conference with Kennedy, fear of nuclear conflict, construction of the Wall, continued tension, Kennedy's visit in 1963.</p>	<p>History.com has videos of the Wall's construction</p> <p>Slideshare.com</p> <p>Germany and West Germany, 1918-89 B Warnock is written for A level students</p> <p>Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.</p>
<p>The impact of the Wall on East Berliners</p>	<p>A divided city. Fall in number of refugees, families split, use of checkpoints and watchtowers, strengthening of Wall, tight security, attempts to escape and shooting of escapers.</p>	<p>History.com has videos about the impact of the Wall</p> <p>Huffingtonpost.com</p>

Key topic 2: Exemplification		Resources
Stabilisation and Control: the GDR 1962-87		
Economic stabilisation	Impact of the reduction in refugee numbers; Seven-Year Plan and collectivisation and nationalisation. Successes and failures of the New Economic System and Economic System of Socialism.	Germany and West Germany, 1918-89 B Warnock is written for A and AS level students. Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.
Economic problems	Comecon and the GDR. GDR aims, policies and problems, for example, the Main Task, Coffee crisis, energy issues, international debt, weak high technology industry, welfare overspends, poor quality goods and declining living standards.	Germany and West Germany, 1918-89 B Warnock is written for A level students Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.
The nature of state control	GDR a single party dictatorship, repression, role of the Stasi and its all-pervading activities, role of informants, control of education, youth movement and revision of history. Oppression of Christian religions, role of propaganda and censorship to control citizens and promote a socialist state. Opposition to the GDR from student religious groups, peace, environmental and civil rights groups. Long-term popular dissent.	Independent.co.uk Germany and West Germany, 1918-89 B Warnock is written for A and AS level students Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.

<p>Relations with the Eastern bloc and the Soviet Union</p>	<p>GDR's membership of the Warsaw Pact, GDR and the Prague Spring, Warsaw Treaty 1970, Honecker and Solidarity, Prague Treaty 1973, developments 1985-87.</p> <p>Berlin 1963, Impact of the fall of Khrushchev on relations with the Soviet Union; Soviet forces in GDR and training of GDR forces, economic links with the Soviet Union, Soviet 'Westpolitik', beginnings of rift between GDR leadership and the Soviet Union in the 1980s, developments in relations with the USSR, 1985-87.</p>	<p>Germany and West Germany, 1918-89 B Warnock is written for A and AS level students</p> <p>Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.</p>
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<p>Key topic 3: Exemplification</p> <p>Life in the GDR – social change, 1962-87</p>		<p>Resources</p>
<p>Life in the GDR</p>	<p>Absence of unemployment, shortages of goods, queueing.</p> <p>Egalitarian state: gender equality, equal pay, women and work, childcare, education and politics.</p> <p>Role of trade union, provision of health care, social wage, subsidies, housing policy, education system.</p>	<p>Independent.co.uk</p> <p>Germany and West Germany, 1918-89 B Warnock is written for A and AS level students</p> <p>Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.</p>

Creation of GDR identity	Honecker's policy of forging new identity, issues with German history, removal of Prussian military and cultural influences, tension over Soviet influence. Impact of <i>Ostpolitik</i> , Helsinki Accords, role of sport, media.	Germany and West Germany, 1918-89 B Warnock is written for A and AS level students Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.
Mass media	Censorship policy. Press licensed and controlled, control of the radio – policy of jamming foreign stations, television censored, problem of FRG television reception.	Germany and West Germany, 1918-89 B Warnock is written for A and AS level students Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.
Sport	Aim to compete and defeat the West, resources for sport, mass participation, National Sports Clubs, psychological indoctrination.	Germany and West Germany, 1918-89 B Warnock is written for A and AS level students Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.

Key topic 4: Ostpolitik – Relations with The FRG, 1969-87	Exemplification	Resources
Relations with FRG	Hallstein doctrine and GDR, Four-Power Berlin Agreement, Brandt and <i>Ostpolitik</i> , Basic Treaty (1972), relaxation of travel restrictions,	nationalcoldwarexhibition.org spartacus-educational.com

	improved communications. Impact of Helsinki Accords. FRG and GDR leaders' state visits.	Germany and West Germany, 1918-89 B Warnock is written for A and AS level students Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.
Impact on GDR's economy	Impact on GDR's economy and standard of living of increased visitors, loans from FRG, improved links with EEC.	Germany and West Germany, 1918-89 B Warnock is written for A and AS level students Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.
Recognition of the GDR	Impact of Basic Treaty and the Helsinki Accords. Honecker's policy towards the West, EEC and the GDR, GDR and the UN. Honecker and visits to Austria, FRG, NATO members, foreign leaders and state visits.	Germany and West Germany, 1918-89 B Warnock is written for A and AS level students Germany Divided and Reunited by A Leonard and N Bushnell is written for A and AS Level students.

Key topic 5: The Peaceful Revolution, 1987-90	Exemplification	Resources
Influence of Gorbachev	Impact of policies of perestroika and glasnost on the people of the GDR, Honecker anti-Gorbachev, banning of Soviet magazines, visit of Gorbachev to FRG. Berlin demonstration (1988), role of the church in the developing opposition.	History.com International Relations: The era of the Cold War 1943-1991 S Waugh & J Wright The Making of the Modern World Unit One Peace and War: International Relations 1900-91 R Bunce et al

		<p>Germany and West Germany, 1918-89 B Warnock is written for A and AS level students</p> <p>Germany Divided and Reunited by A and AS Leonard and N Bushnell is written for A Level students</p>
<p>Key events of 1989</p>	<p>Anti-government demonstrations, problems in the communal elections, Gorbachev's visit to FRG, demonstrations in sympathy with Tiananmen Square, opening of Hungarian border and consequences, formation of opposition groups e.g. New Forum. Berlin and Leipzig demonstrations in support of Gorbachev, removal of Honecker, role of Krenz, destruction of Stasi documents, collapse of the Wall. Free elections in 1990.</p>	<p>History.com</p> <p>International Relations: The era of the Cold War 1943-1991 S Waugh & J Wright</p> <p>The Making of the Modern World Unit One Peace and War: International Relations 1900-91 R Bunce et al</p> <p>Germany and West Germany, 1918-89 B Warnock is written for A and AS level students</p> <p>Germany Divided and Reunited by A and AS Leonard and N Bushnell is written for A Level students</p> <p><u>Berlin Wall Online</u></p> <p>bbc.co.uk</p> <p>youtube.com</p> <p>year1989.pl</p> <p>Independent.co.uk</p>
<p>Immediate causes of the end of the GDR</p>	<p>Consequences of the collapse of the Wall, popular antipathy towards the new GDR government, popular demand for reunification, collapse of the economy, role of Kohl</p>	<p>History.com</p> <p><u>Berlin Wall Online</u></p> <p>Germany and West Germany, 1918-89 B Warnock is written for A and AS level students</p>

		Germany Divided and Reunited by A and AS Leonard and N Bushnell is written for A Level students
The collapse of the GDR government and reunification	Elections, victory of CDU, coalition, role of Modrow, economic unification, Kohl's policy, use of Basic Law and reunification, October 1990.	<p>History.com</p> <p>Germany and West Germany, 1918-89 B Warnock is written for A and AS level students</p> <p>Germany Divided and Reunited by A and AS Leonard and N Bushnell is written for A Level students</p>

Student timeline

The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance

1958	Khrushchev gives 6-month ultimatum to the Western Allies to leave West Berlin
1959	7-Year Plan announced
1960	Paris Summit Conference
1961	Vienna Summit Conference Construction of Berlin Wall begins
1963	Ulbricht adopts Soviet the New Economic System President Kennedy's visit to West Berlin
1968	Ulbricht adopts the Economic System of Socialism (ESS) GDR troops stationed on the border during the invasion of Czechoslovakia GDR and FRG each has its own team at the Olympic Games
1969	FRG begins policy of <i>Ostpolitik</i>
1970	Treaty of Moscow End of the New Economic System
1971	Honecker replaces Ulbricht as leader Main Task introduced Four Power Agreement on Berlin
1972	GDR and FRG sign treaty as part of <i>Ostpolitik</i> Transit Agreement
1973	GDR joins United Nations
1974	Diplomatic relations established with the US
1975	GDR signs the Helsinki Agreements GDR and Soviet Union sign a twenty five year agreement of friendship, cooperation and mutual economic support
1981	A new Five-Year Plan introduced FRG Chancellor Helmut Schmidt pays official visit to East Germany after which East Germany makes it easier for its citizens to visit West Germany
1983	Soviet SS-23 nuclear missiles deployed in GDR
1985	Mikhail Gorbachev starts policy of glasnost (openness) and perestroika (restructuring)

1987	Reagan makes 'Mr. Gorbachev, tear down this wall!' speech in West Berlin Honecker visits FRG
1988	Diplomatic relations with the European Community established
1989	August - Hungary removes its border restrictions, thousands begin to leave East Germany October - Czechoslovakia opens borders to East Germans wanting to go to West Germany, in a few days 50,000 leave via this route October – Honecker replaced by Krenz November 9 - Politburo member Günter Schabowski, due to a misunderstanding, announces all the borders to be open, leading to a mass exodus, opening the Berlin Wall and resulting in the fall of the SED November - SED renames itself the Party of Democratic Socialism, Open elections scheduled for May, 1990, then moved up to March
1990	January – Gorbachev gives his assent to reunification July - GDR and FRG reunite economically October – GDR and FRG reunite politically

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