



Mark Scheme (Results)

Summer 2025

Pearson Edexcel
In GCE History (9HI0/2E)
Advanced

Paper 2: Depth study
Option 2E.1: Mao's China, 1949–76
Option 2E.2: The German Democratic
Republic, 1949–90

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2025

Question Paper P76440A

Publications Code 9HI0_2E_2025_MS

All the material in this publication is copyright

© Pearson Education Ltd 2025

Generic Level Descriptors: Section A

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • 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.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	8–12	• 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	13–16	• 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. • 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. • 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.
5	17–20	• 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. • 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. • 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.

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	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	- 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. - 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. - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	- 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. - 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. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	- 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. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - 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. - 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.
5	17–20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - 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. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
1	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reaction in China to the death of Mao. Source 1 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: • This is the official CCP obituary of Mao and so provides a clear view of the official CCP reaction to Mao's death • The wide distribution of the obituary indicates that the CCP felt that it was important to ensure that the people of China understood how they should react to Mao's death • The international publication, along with the tone and language of the obituary, suggests that, at a time of ongoing political tension, the CCP wanted to highlight an atmosphere of national unity within China. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reaction in China to the death of Mao: • It indicates that the present leadership of the CCP is determined to continue the legacy of Mao ('radiance...for ever illuminate') and to maintain his policies ('carry on the cause...keep to the Party's basic line') • It implies that Mao's death should be seen as an inevitability and that no one should be blamed ('worsening of his condition...despite intensive medical care given to him in every way.') • It suggests that the CCP wishes to emphasise the unity of the country in the wake of Mao's death ('beloved great leader of our Party, our army and the people of all nationalities', 'founder...People's Republic of China.') • It implies that the people of China should be seen to openly mourn Mao's death ('evoke immense grief in the hearts of the people') and to accept the turmoil created by the Cultural Revolution ('led...complex struggle'). 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: • During the 1970s, Mao suffered from a variety of medical conditions, including a heart attack, that made him progressively weaker. He was last seen in public in May 1976 • At the time of Mao's death, the CCP was rife with political division; Deng Xiaoping, supported by the PLA, was in hiding in Guangzhou, while the Shanghai-based Gang of Four were at loggerheads with the Beijing leaders • The cult of Mao had become one of the foundation stones of the Cultural Revolution and his belief in 'permanent revolution' drove the pace and nature of events in the immediate aftermath of his death.

Question	Indicative content
	Source 2 - 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: - Liang is in an excellent position to comment on the response to Mao's death as he is providing an eye-witness account of events - Liang wrote his memoirs while living in the USA and so he would have had the freedom to write his own opinions without censorship - Liang's views on Mao's legacy might have been negatively affected by the treatment of his family. The tone is very personal. - The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reaction in China to the death of Mao: - It claims that those who had experienced the Chinese communist victory in 1949 were genuinely affected by Mao's death ('older workers...perhaps the saddest of all...brought them a better life.') - It indicates that a large proportion of the Chinese population believed that Mao's legacy was beyond reproach ('one of their own parents.', 'No one blamed Mao.') - It indicates that some younger people responded with indifference ('not grown into my love of Chairman Mao...it had been imposed on me.', 'not a better life...' 'Revolution' had become tedious and meaningless.') - It suggests that the adoration of Mao that might have been expected by the authorities was not necessarily forthcoming ('I just couldn't seem to make myself cry.'). - 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: - Mao's funeral was broadcast throughout China at large public events. The CCP, despite officially being disapproving of 'ancestor worship', expected people to express public grief, as a show of support for the Party - To many, often of the older generation, Mao's rule had brought redistribution of wealth and overall greater access to advancement, education and social welfare in the name of the ordinary people of China - Those Chinese born during Mao's rule were brought up under the cult of Mao, encouraged to admire Mao above all others, including their own parents - Under Mao, a series of campaigns were launched in the name of 'permanent revolution', e.g. the Cultural Revolution, which resulted in deaths on a massive scale and undermined standards of living. Sources 1 and 2 The following points could be made about the sources in combination: - Source 1 is the immediate official CCP response to Mao's death, while Source 2 indicates a personal response given in hindsight - Both Sources indicate Mao's legacy of 'permanent revolution' and struggle. Source 1 views this in a positive light, while Source 2 views this in a negative light - Source 1 implies that there is really only one possible response to Mao's death; that of unified regard for his achievements. Source 2 indicates a more nuanced response based on personal experiences of Mao's rule.

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

Question	Indicative content
2	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. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons for the increase in emigration from the GDR into West Germany (FRG) in 1989. Source 3 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: • The interviews were carried out in August 1989, as the emigration crisis was reaching its height and so they should be able to give a clear snapshot of why people were leaving the GDR • The interviews were carried out for a West German newspaper, and so the editors may have been selective in choosing examples that fitted the West German view of reasons for flight from the GDR • The article was published in a nationally-read newspaper and so might have been intended to give West Germans across the country a clear understanding of why East Germans were choosing to leave. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences to investigate the reasons for the increase in emigration from the GDR into West Germany (FRG) in 1989: • It indicates that people were leaving because, in 1989, a relatively safe route to Germany through Hungary had begun to open up ('Hungarian border fence...was being dismantled', 'holiday...visa for Hungary'.') • It suggests that skilled people were frustrated that there were no suitable jobs ('A skilled baker...worked...railway worker') and felt that there would be better opportunities in the FRG ('Bavaria needs workers'.') • It indicates a growing frustration with the government of the GDR ('nothing is progressing...They're hopeless.') that was being made worse by reforms in other Eastern European countries ('are opening up'.') • It suggests that many in the GDR had given up all hope of change and just could not bear the situation any longer ('we made our decision.', 'small village...people... too nosy', 'flexible', 'just one month...would be enough'). 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: • In May 1989, Hungarian border guards began to open up the border between Hungary and Austria. By September 1989, thousands of GDR citizens 'on holiday' had crossed into Austria with no intention of returning • Unemployment had been steadily rising and, by 1989, the security of guaranteed work in a socialist state was no longer possible to maintain. Many skilled young people were not able to fulfil their potential • The GDR was the only major Eastern European country to openly defy Gorbachev's call for reform. During the GDR's 40th anniversary celebrations, Honecker clearly stated the GDR's commitment to communism • Many in the GDR had access to the West German media and knowledge of western trends and wanted more freedoms as a result. Conformity in politics and society was increasingly resented by many.

Question	Indicative content
	Source 4 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: • The leaflet was an official publication of the Federal Republic of Germany and so is an official declaration of the attitude of the FRG to the emigration crisis facing the GDR • The leaflet was issued in October 1989 at the very height of the emigration crisis and so gives an immediate reflection of the situation at the West German borders • The purpose of the leaflet was both to bring organisation to the sheer scale of the emigration from the GDR and to provide assurances to the emigrants that they would be welcome in the FRG. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about investigate the reasons for the increase in emigration from the GDR into West Germany (FRG) in 1989: • It suggests that emigration from the GDR was increasing because of the official policy of the FRG to do everything to help emigrants ('Welcome!', 'integrate you into the FRG', 'you will receive a sum of money') • It suggests that GDR citizens would have been attracted by the sheer ease of the process on arrival in the FRG ('pay attention to the following instructions', 'easily recognisable...entrance offices', 'receive petrol') • The scale of the help provided by the FRG ('the police, the Federal Border Patrol, relief agencies and motoring organisations') suggests that the FRG may have purposefully been trying to encourage even more to arrive • It suggests that it may have been getting easier for East Germans to travel to the border, so giving them a further incentive to leave ('If you are travelling in your own car'). 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: • The FRG viewed all 'refugees' arriving from the GDR automatically as citizens of the FRG and so, as soon as they set foot in the country, they would receive documentation and have the rights of FRG citizens • The FRG worked with Austria and other countries in the border areas to bring East Germans into the FRG as quickly as possible • Many in East Germany had relations and friends in the FRG who were willing to take them in if they could find a way out of the GDR, so making the prospect of emigrating more palatable • From October 1989, the GDR government began to turn a blind eye to emigration in the hope that numbers would begin to dwindle but they did not, even in November after 'the fall of the Berlin Wall'. Sources 3 and 4 The following points could be made about the sources in combination: • Both Sources indicate that one of the main reasons for emigration was that East Germans hoped to find employment and a better standard of living in the FRG • The scale of the operations suggested by Source 4 and the words of the East Germans in Source 3 suggest that, by the summer/autumn of 1989, the increased immigration was perhaps driven by utter despair • Source 3 provides an indication of the push factors that drove the East Germans from the GDR and Source 4 provides an indication of the pull factors that attracted them to the West.

Section B: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
3	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. Candidates are expected to reach a judgement about whether, in China, it was only the CCP that truly benefited from Chinese intervention in the Korean War. Arguments and evidence that, in China, it was only the CCP that truly benefited from Chinese intervention in the Korean War should be analysed and evaluated. Relevant points may include: • The CCP was able to enhance its control over China by using national security concerns to suppress, often brutally, opposition groups and individuals who questioned policies or were seen as ideological threats • CCP control was enhanced by using propaganda, e.g. the 'Resist America' campaign, to create an atmosphere of paranoia in which the CCP was seen as the 'true' defender of China against a hostile outside world • The CCP gained support as a result of the national pride gained from the relative effectiveness of China's armed forces against a world superpower and its role in the peace negotiations • Intervention brought great human and social cost; an estimated 1 million Chinese died as a direct result of the war and as many again in the Great Terror. Millions were proscribed, imprisoned or internally exiled • Intervention came at great economic cost: investment in rebuilding the post-civil war economy was diverted into financing and resourcing the war, trade was disrupted and China became dependent on Soviet loans. Arguments and evidence that counter the statement that, in China, it was only the CCP that truly benefited from Chinese intervention in the Korean War should be analysed and evaluated. Relevant points may include: • Mao's personal prestige in China was enhanced; his role in driving the Chinese intervention in Korea enabled him to establish his dominant position as the leader of China • Although the international community continued to deny the PRC formal international recognition, the war established Mao as a leader with a global presence • Participation in the war meant that the PLA continued to be influential in China, at a time when it might be expected that military influence would lessen, so providing a potential alternative power base to the political CCP • China's participation in the Korean War brought a sense of national unity to the Chinese people themselves, after the decades of chaos and internal division, bringing a sense of purpose and some optimism • As a result of wartime economic priorities, investment in national infrastructure projects, enabled by Soviet loans and technical experts, brought much needed post-civil war economic development. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement about the extent to which the problems faced by Chinese agriculture in 1949 had been overcome by 1957. Arguments and evidence that the problems faced by Chinese agriculture in 1949 had been overcome by 1957 should be analysed and evaluated. Relevant points may include: • Agricultural output in grain and meat increased almost annually with an increase of 25 per cent overall • The feudal landownership system that had negatively affected peasant morale and productivity had been overthrown and land reform was introduced • Despite manual labour still being dominant, the introduction of MATs and co-operatives was beginning to make production more effective, through the use of shared technology and the pooling of labour • Morale in the labour force had been improved, particularly in the early part of the period, as peasants felt that the promises of a better future under communist rule might come to fruition • Agricultural areas were able to provide increased food supplies to urban areas. Arguments and evidence that the problems faced by Chinese agriculture in 1949 had not been overcome by 1957 should be analysed and evaluated. Relevant points may include: • Improvements in agricultural productivity did not grow at the same pace as agricultural output, meaning that systemic problems in agriculture still remained • There was some pushback from the peasantry, as early policies of private landownership were beginning to be replaced by state collectivisation from 1957; to many, their control over land was being taken away again • There was little meaningful state investment in agriculture, e.g. in improving land fertility, in introducing technological advances, and the setbacks in 1954 suggested a lack of resilience should natural disasters hit • Morale in the labour force began to decline with increased state interference, including requisitioning, and with the often brutal lack of respect for the peasantry from Mao and the CCP • The demand for food from China's growing population was not being met despite increased output. Urban Chinese were fed at the expense of the peasants themselves and grain was exported to pay for Soviet loans. Other relevant material must be credited.

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

Question	Indicative content
5	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. Candidates are expected to reach a judgement about whether the role of the SED was very significant in the formation of the GDR in 1949. Arguments and evidence that the role of the SED was very significant in the formation of the GDR in 1949 should be analysed and evaluated. Relevant points may include: • In 1949, the SED was the 'natural' political party to lead the new GDR state. Between 1946-49, as the dominant party, it had effectively acted as the government of the eastern 'zone', introducing socialist policies • The SED formally declared the formation of the GDR on 7 October 1949, organising a provisional government, and setting in motion the establishment of a more permanent governmental structure • The SED leaders met with the Soviet military controllers of the eastern zone in October 1949 to agree the nature of a new East German state • SED leaders became the President and Prime Minister of the GDR. As First Secretary of the Politburo, Walter Ulbricht, the most significant post-war 'East German' politician, effectively 'formed' the GDR as he wanted • Popular SED policies implemented 1946-49, such as land reform and comprehensive schooling, meant that there was very little direct opposition to the leading role the SED took in the formation of the GDR. Arguments and evidence that the role of the SED was not very significant/other factors were more significant in the formation of the GDR in 1949 should be analysed and evaluated. Relevant points may include: • The SED was effectively a political party 'created' by the Soviet Union in 1946 and had very little independent control over events within the Soviet 'zone' of post-War Germany; they were little more than 'puppets' • The SED had no desire to create a separate East German state, as they believed in eventual reunification, and were merely acting in response to external events in western Germany, over which they no control • The Soviet Union made the final decision to create the GDR out of the eastern 'zone' of post- War Germany, in response to the formation of the FRG out of the western 'zones' in May 1949 • The actions of the western Allied powers were fundamentally responsible for the formation of the GDR. Once the FRG was announced in May 1949 and elections held in August, there was little alternative to a separate GDR • The growing post-war divisions among the Second World War victors made the formation of two 'separate Germanies' inevitable. After the Berlin crisis of 1948-49, it was only a matter of time. Other relevant material must be credited.

Question	Indicative content
6	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. Candidates are expected to reach a judgement about whether the GDR under the rule of Honecker in the years 1971-85 was very different from the GDR under the rule of Ulbricht in the years 1949-71. Arguments and evidence that the GDR under the rule of Honecker in the years 1971-1985 was very different from the GDR under the rule of Ulbricht in the years 1949-1971 should be analysed and evaluated. Relevant points may include: • Under Honecker, the GDR was willing to work with the FRG on the policy of <i>Ostpolitik</i> whereas, under Ulbricht, there was hostility towards the FRG • Honecker established a distinct 'East German' identity for the GDR, e.g. sporting excellence whereas, under Ulbricht, the SED viewed the GDR as 'Germany', with the separation of East and West a temporary aberration • Under Honecker, the GDR became recognised internationally as a separate state, e.g. full membership of the UN whereas, under Ulbricht, the GDR was viewed by many states, particularly those in the West, as illegitimate • Under Honecker, to some extent a 'niche society' developed with some material benefits and minimal direct anti-SED protest whereas, under Ulbricht, there was economic hardship, with direct protest in 1953 and the building of the Berlin Wall in 1961 to prevent emigration • Under Ulbricht, there had been some flexibility in economic policy, particularly at times of tension but, under Honecker, there was a return to state centralisation as the driving force for a 'modern' economy. Arguments and evidence that the GDR under the rule of Honecker in the years 1971-85 was similar to the GDR under the rule of Ulbricht in the years 1949-71 should be analysed and evaluated. Relevant points may include: • Both Ulbricht and Honecker followed political and economic policies that were designed to further democratic centralism and create a socialist economy • Both Ulbricht and Honecker believed that the GDR would prosper under a socialist welfare programme that catered for the social welfare needs of the East German people from the 'cradle to grave' • Under both Ulbricht and Honecker, the GDR was dependent on the Soviet Union to underwrite the existence of the GDR, e.g. the 1953 Uprising, the GDR's response to <i>Ostpolitik</i> • Under both Ulbricht and Honecker, a key feature of controlling the people was the use of censorship and repression, and the use of state organisations to ensure social conformity • Under both Ulbricht and Honecker, there was a significant proportion of the population that supported socialist policies and was invested in maintaining a communist East Germany. Other relevant material must be credited.