



# Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE  
In History (9HI0/02)

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](http://www.edexcel.com) or [www.btec.co.uk](http://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](http://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](http://www.pearson.com/uk)

Summer 2022

Question Paper Log Number P69336A

Publications Code 9HI0\_2E\_2206\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2022

## 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

**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="379 159 1390 259">• 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="379 271 1390 405">• 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="379 416 1390 539">• 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</li> </ul>

Level	Mark	Descriptor
		substantiating the overall judgement. <ul style="list-style-type: none"><li data-bbox="379 197 1401 259">• 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 investigate the extent to which the status of women improved in Mao's China.</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 source was published by the Chinese authorities and, as such, is a reflection of the official view of the CCP</li><li>• The source was written for a foreign audience and is probably seeking to persuade readers of the positive impact of communist rule on the status of women</li><li>• The book was written in 1972 and is clearly written to provide an overview of the gains made by Chinese women since the beginning of communist rule in 1949.</li><li>•</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 extent to which the status of women improved in Mao's China:</p> <ul style="list-style-type: none"><li>• It claims that women are treated equally ('equal pay is given equal for work.') and that, where appropriate, treated according to their needs ('Special protection... for women workers who are pregnant.')</li><li>• It claims that women's lives have been transformed since 1949 ('None of this...conceivable before China's liberation...old society gave women the lowest status.')</li><li>• It claims that women have been liberated from their previous domestic 'imprisonment' ('subjected to... the authority of the husband.... Instead of... confined within the four walls of their homes.... enthusiastic, bold')</li><li>• It suggests that, by 1972, improvements may not have been as great as is being claimed ('broad masses of', 'only exceptions', 'increasingly important', 'Many women workers').</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>• The Marriage Law of 1950 was the first piece of major social legislation passed by the CCP and instituted equal rights in marriage and, as such, enhanced the civil rights of women in general</li><li>• Traditional Chinese society had very conservative views about the role of women and feudal practices, such as bride price and foot binding, were prevalent in China when the CCP came to power</li><li>• By 1972, more women were involved in the political structures of the CCP, but these were mainly at a local level and there were very few women, such as Jiang</li></ul>

Question	Indicative content
	<p data-bbox="395 159 831 192">Qing, in leading positions of power</p> <ul data-bbox="347 197 1353 264" style="list-style-type: none"> <li>• Female literacy remained low, despite literacy campaigns and because of the impact of the Cultural Revolution.</li> </ul> <p data-bbox="300 342 416 376"><b>Source 2</b></p> <p data-bbox="347 380 1366 448">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 data-bbox="347 488 1409 808" style="list-style-type: none"> <li>• The account was published in an officially-sanctioned magazine and so presumably has the support of the Chinese authorities, despite some implied criticism of the extent of improvement by 1975</li> <li>• It is a direct first-hand account of a woman's experiences and so she is in an excellent position to provide insight into the conditions of women living and working on a commune</li> <li>• The focus of the March edition suggests that the purpose of the article was to draw attention to the difficulties faced by the CCP in overcoming traditional ideas and so certain elements could be exaggerated.</li> </ul> <p data-bbox="300 851 1370 954">2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent to which the status of women improved in Mao's China:</p> <ul data-bbox="347 994 1374 1279" style="list-style-type: none"> <li>• The source suggests that in the 1970s there was still clearly work to do in improving the status of women in China ('wait until the men returned', 'where women really did', 'even started doing household chores')</li> <li>• The source claims that equal pay was not always practised ('a real struggle implementing', 'even when she did the same amount of work.')</li> <li>• It indicates that the CCP was the source of female empowerment ('Communist Party branch...organise a series of meetings to criticise...eventually, equal pay...women now show more enthusiasm')</li> </ul> <p data-bbox="300 1321 1386 1424">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 data-bbox="347 1464 1390 1785" style="list-style-type: none"> <li>• Chinese workers were paid in workpoints. The value of workpoints was decided by worker collectives but the generally male-dominated groups tended to value heavy physical work over other types of work</li> <li>• Despite legal equality and child-care provision, women often suffered from the dual imposition of contributing to the work of the commune as well as still carrying out the major domestic roles in the home</li> <li>• Mao publicly promoted female equality, and his slogan 'women hold up half the sky' reflected the view that, as women made up 50 per cent of the population, they were of equal status to men.</li> </ul> <p data-bbox="300 1827 507 1861"><b>Sources 1 and 2</b></p> <p data-bbox="300 1865 1177 1899">The following points could be made about the sources in combination:</p> <ul data-bbox="347 1939 1374 2112" style="list-style-type: none"> <li>• Both Sources are published by organisations linked to the Chinese authorities, and so probably reflect messages that the CCP wished to relay at the specific time of publication</li> <li>• Source 1 claims that there has been great success, whereas Source 2 indicates that work still needs to be done to improve status</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="347 159 1406 264">• Both Sources provide some support for the continued presence of entrenched conservative views of male supremacy and female subordination in Mao's China, even by the 1970s.</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 investigate the causes of the rising of June 1953.</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>• The article was published in a newspaper based outside of the GDR and so would not have been subject to GDR censorship</li><li>• The article was published in the week immediately after the rising and the journalist was in Berlin at the time. The journalist apparently witnessed some of the events reported but it is unclear if he witnessed everything</li><li>• Although the language suggests that the author is giving an objective account of events, the purpose of an article published in a western newspaper may have been to gain some sympathy for the protestors.</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 causes of the rising of June 1953:</p> <ul style="list-style-type: none"><li>• It indicates that the protestors had lost faith in the government of the SED ('We no longer have confidence', 'We are the real communists', 'if the GDR government refused to face the workers')</li><li>• It suggests underlying economic and political discontent ('cancellation...of work quotas', 'reduction...price of foodstuffs and consumer goods in state-run stores')</li><li>• It indicates the desire for political freedoms and democratic institutions ('the SED and the trade unions must be democratised', 'general and free elections.')</li><li>• It suggests that some East Germans were frustrated with the slow progress being made in reuniting Germany ('We must not wait for West Germany to take the initiative ... The GDR should start immediately').</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>• On 17 June 1953, in response to recently introduced work quotas, builders involved in the construction of a showpiece apartment block in Berlin downed tools and marched on government buildings</li><li>• Over the course of the 17-18 June the protest developed into a wider rising in Berlin and across various parts of the GDR, indicating wider discontent within the country, particularly in relation to living standards</li><li>• Amongst the demands of many of protestors was the reduction of Soviet influence on the GDR government. The protests took place in the shadow of the political fallout within the SED government after the death of Stalin</li><li>• Many people in the GDR were supportive of socialist-inspired policies, if not of the SED government, and many did not see reunification as a pressing issue.</li></ul>

Question	Indicative content
	<p><b>Source 4</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>• As a resolution of the Central Committee of the SED, the source provides an official state view of the rising of June 1953</li> <li>• The resolution was produced in the month after the June rising and so has given the SED time to reflect on the nature of the events</li> <li>• The purpose of the resolution was to provide a public response to the rising of June 1953; as such, it reflects a predetermined ideological response.</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 causes of the rising of June 1953:</p> <ul style="list-style-type: none"> <li>• It claims that the rising was the result of West German interference ('West German business capitalists and Junkers...important role', West German politicians openly announced...in advance.)</li> <li>• It blames the ideological enemies of the GDR for an attempt to overthrow the SED and provoking discontent ('puppets of American imperialism', 'focus of these... reactionary...hostile demands... fascist ringleaders')</li> <li>• It indicates that the rising was caused by external rather than internal factors ('Western reactionary groups...GDR is supported by the majority of workers')</li> <li>• It suggests that SED policies may have caused discontent ('increased the pace of development in the economy too much', 'did not follow...principle of only allowing voluntary participation...collectives').</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>• The SED firmly believed that the FRG was interfering in the GDR; although West German politicians did speak of an action Day 'X', this was invoked as a general day of liberation rather than a specific day for an uprising</li> <li>• Western agents were present in the GDR and the USA used propaganda, such as radio transmissions, to try to influence the people of the GDR against the SED government</li> <li>• In June 1953, the SED introduced new economic policies focused on increased industrial production, particularly in heavy industry and construction; work quotas were increased while wages remained the same</li> <li>• The collectivisation of agriculture was a controversial policy in rural areas as many tenant farmers had thought that the expropriation of land would bring them landownership; many farmers began to emigrate to the FRG.</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>• Source 4 provides the official state explanation for why the rising took place whereas Source 3 provides direct evidence of the motivation of the protestors themselves</li> <li>• Both Sources indicate that a major factor in the rising was growing economic and</li> </ul>

Question	Indicative content
	<p data-bbox="395 159 635 192">political discontent</p> <ul data-bbox="347 197 1362 295" style="list-style-type: none"><li data-bbox="347 197 1362 295">• Both Sources provide evidence that a trigger for the rising may have been the recent introduction of the SED's new economic policies, particularly the introduction of work quotas.</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 statement that the First Five-Year Plan and the Second Five-Year Plan were both unsuccessful in achieving their intended outcomes.</p> <p>Arguments and evidence that the First Five-Year Plan and the Second Five-Year Plan were both unsuccessful in achieving their intended outcomes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Both Plans failed to achieve the overarching aim of making China self-sufficient in both agricultural and industrial production</li><li>• Infrastructure programmes initiated under both Plans did not always lead to intended improvements due to a lack of quality, e.g. agricultural production was affected by badly built dams and irrigation canals</li><li>• The First Five-Year Plan improved the standard of living of the urban Chinese at the expense of the rural Chinese rather than bringing economic development to as many as possible</li><li>• The Second Plan failed in its objective to create a 'Great Leap Forward': to develop a modern economy capable of outproducing the Western countries. By 1962, many sectors were producing less than in 1957</li><li>• The quality of the steel produced by the 'backyard furnace' campaign was generally of very poor quality and this undermined further the progress of industries that relied on high grade steel</li><li>• Both Plans, but particularly the Second Plan, failed to feed the Chinese nation adequately and, in the process, created the catastrophic Great Famine.</li></ul> <p>Arguments and evidence that challenge the statement that the First Five-Year Plan and the Second Five-Year Plan were both unsuccessful in achieving their intended outcomes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Across both Plans, the CCP managed effectively to establish state/Party control of the means of production; by 1962, both industry and agriculture was generally run by Party-controlled collectives</li><li>• Both Plans saw an increase in the production of raw materials in China, e.g. oil, coal</li><li>• The First Five-Year Plan was successful in increasing the production of heavy industrial goods, construction material and transportation, with most targets being met or exceeded</li><li>• At the end of the First Five-Year Plan, China appeared to be in such a good position economically that Mao was able to launch the much more ambitious Great Leap Forward</li><li>• The CCP hoped that the Five-Year Plans would showcase the capabilities of collective, mass human labour; major construction projects were completed mostly with physical labour and little machinery.</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 suggestion that the most significant influence on the course of the Cultural Revolution, in the years 1968-76, was the political influence of Zhou Enlai and Deng Xiaoping.</p> <p>Arguments and evidence that the most significant influence on the course of the Cultural Revolution, in the years 1968-76, was the political influence of Zhou Enlai and Deng Xiaoping should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Zhou was trusted by many in China and this allowed an increasingly frail Mao to gain support for greater moderation in China in the aftermath of the excesses of 1966-68 and to be influenced to consider further changes</li> <li>• Zhou's 'uncovering' and suppression of the Lin Biao 'plot' in 1971 allowed him to reassert his position as Premier and to influence Mao with his more pragmatic views in the confused situation in its aftermath</li> <li>• In the early 1970s, Zhou promoted his pragmatic 'Four Modernisations' programme in policies in agriculture, industry, defence and education, e.g. reintroducing entrance exams for universities</li> <li>• Both Zhou and Deng opened up China to the possibilities of greater communication with the outside world, particularly the West, e.g. Zhou played a key role in Sino-US relations and Deng with the UN</li> <li>• After Deng's rehabilitation in 1973, Mao agreed to use Deng's political skills to train Mao's chosen successor, Wang Hongwen. Deng's pragmatic approach to ideology, therefore, allowed him to influence policy</li> <li>• Deng's promotions within the PLA and the Party gave him the power to challenge the power of the PLA in the provinces and influence Party policy.</li> </ul> <p>Arguments and evidence that other factors were more influential/significant or that the political influence of Zhou Enlai and Deng Xiaoping was limited on the course of the Cultural Revolution in the years 1968-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The influence of both Zhou and Deng was limited by Mao's fluctuating support for pragmatic approaches and the continued strength of radical influences, particularly in Shanghai; both came under criticism</li> <li>• In the years 1968-70, Lin Biao was influential as Mao's 'second in command' and due to his role with both the PLA and the Red Guard. In these years, the excesses of the Red Guard began to be moderated</li> <li>• The PLA: the army was responsible for curbing the main excesses of the Red Guard and remained the most powerful presence in controlling and regulating China from 1968 onwards</li> <li>• The rustication programme ('up to the mountains and down to the villages' campaign') brought stability to China by redirecting the energies of the Red Guard and Chinese youth towards developing rural areas</li> <li>• The Gang of Four: the nature of the Cultural Revolution reflected their influence, e.g. the return of radicalism in 1973, with the anti-Confucius attacks and, in</li> </ul>

	<p>1976, as Mao became incapacitated by illness</p> <ul style="list-style-type: none"> <li>• Mao: he remained the single most influential factor in the course of the Cultural Revolution, the pre-eminence of pragmatic or radical policies depended on his attitude towards them.</li> </ul> <p>Other relevant material must be credited.</p>
--	---

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

Question	Indicative content
<b>5</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 about the statement that in the years 1961-85, the GDR developed into a stable and successful state under the leadership of the SED.</p> <p>Arguments and evidence that in the years 1961-85, the GDR developed into a stable and successful state under the leadership of the SED should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The GDR developed its own socialist-inspired economic policies, which made it into the leading economic state in the Soviet eastern European bloc</li> <li>• The majority of people in the GDR had access to a reasonable standard of living based on 'full' employment and state provision of social security and housing</li> <li>• There were no direct outbreaks of political discontent; a 'niche society' developed within the GDR and, in the early 1980s, the SED began to establish a compromise relationship with the Protestant church</li> <li>• Honecker's acceptance of <i>Ostpolitik</i> with West Germany led to greater political stability and brought economic advantages</li> <li>• The GDR gained greater international recognition as a 'sovereign' state, e.g. UN recognition, and international prestige, e.g. sporting achievement.</li> </ul> <p>Arguments and evidence that in the years 1961-85, the GDR did not develop into a stable and successful state under the leadership of the SED should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <i>Ostpolitik</i> brought with it economic dependence on the FRG and kept the hopes of reunification alive amongst many people</li> <li>• By the years 1980-85, the GDR began to suffer from economic stagnation; the relative economic prosperity that the GDR had developed in relation to other eastern bloc countries came under increasing strain</li> <li>• Economic shortages and a decline in the standard of living in the early 1980s fuelled a growing discontent with the political situation and a move away from political apathy</li> <li>• Throughout the period political discontent, particularly amongst intellectuals, did exist and was kept under control through harsh repression, the work of the Stasi and censorship</li> <li>• It was commonly believed at the time that the sporting success of the GDR was only achieved through the use of 'exploitative training methods' and the probable use of performance-enhancing drugs.</li> </ul>

	Other relevant material must be credited.
--	---

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 about whether Gorbachev's visit to the GDR (October 1989) was more significant than the opening of the Berlin Wall (November 1989) for the collapse of communist rule in the GDR.</p> <p>Arguments and evidence that Gorbachev's visit to the GDR (October 1989) was more significant for the collapse of communist rule in the GDR should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gorbachev's visit led to a spontaneous protest demonstration at Honecker's showpiece 40<sup>th</sup> Anniversary of the GDR parade, so undermining SED rule in the glare of the international media</li> <li>• During the visit Gorbachev, both privately and publicly, made it clear that he believed that the SED leadership should make reforms in order to maintain control of the GDR, so giving hope to protestors</li> <li>• During the visit, Gorbachev reiterated that the GDR could not expect the USSR to provide military aid or diplomatic support if it was faced with a popular uprising</li> <li>• The day after Gorbachev's visit, a massive spontaneous demonstration took place in Leipzig; the failure of the armed police and the Stasi to take direct action was an indication that the SED were losing control</li> <li>• Honecker's open defiance of Gorbachev's advice led to a split in the SED and resulted in Honecker's departure as leader of the SED and GDR on 18 October 1989.</li> </ul> <p>Arguments and evidence that the opening of the Berlin Wall (November 1989) was more significant for the collapse of communist rule in the GDR should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The confused circumstances surrounding the opening of the Wall indicated to the wider GDR public that the SED government was no longer able to control events as firmly as in the past and was in a chaotic state</li> <li>• The opening had a hugely symbolic effect both domestically and internationally; the communist rulers of the GDR were openly having to admit that they could no longer justify its existence</li> <li>• The opening of the border failed as an attempt to stabilise the rate of emigration to the FRG (1 million had left by the end of the year), indicating a continued lack of confidence in the SED government</li> <li>• With the 'fall' of the Wall, Kohl felt confident enough to propose his 10-Point Plan for reunification (28 November), leading to insecurity within the government and division over the SED response</li> <li>• The opening did not bring trust in the SED, as Krenz had hoped, but led to the regional collapse of the SED, fundamental changes to the role of the SED in the Constitution and Krenz's resignation.</li> </ul>

	Other relevant material must be credited.
--	---