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Examiners' Report  
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GCD History 8HI0 2E

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## Introduction

It was pleasing to see many well-informed and well-written responses from candidates on AS Paper 2E: Mao's China, 1949-6 (2E.1) and The German Democratic Republic, 1949-90 (2E.2).

The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part focused on a separate source. The question assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five possible second order concepts – cause, consequence, change/ continuity, similarity/difference and significance. Questions may combine second order concepts, for example, consequence and change. Candidates answer one question from a choice of three.

In general, candidates were much more confident in their approach to Section A this series. It is pleasing to note that more candidates understood what was meant by 'value' and 'weight' in the context of source analysis and evaluation. However, some candidates are still writing about limitations in part (a) and, in some cases, this did impact on the time available for candidates to focus on 'weight' in part (b). Also more in evidence this series was an awareness of the historical knowledge base required in this section to be able to add contextual material to support/challenge points derived from the sources. Although a significant minority of candidates continued to use their contextual knowledge in isolation, rather than to illuminate what was in the sources.

In Section B, few candidates produced wholly descriptive essays devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was the lack of a sharp focus on the precise terms of the question and/or the second order concept that was being targeted.

Centres are to be congratulated for the thoroughness with which they prepare their candidates for the examination, but it remains important to realise that Section A and Section B questions may be set from any part of any Key Topic. Full coverage of the specification is enormously important. Candidates are, in general, clearly aware of both the structure and the timing of the examination paper; there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B.

Candidate performance on individual questions for Paper 2E is considered in the next section. Please note that it is recommended that centres look at a selection of Principal 

Examiner Reports from across the different routes of the paper to get an overall sense of examiner feedback, centre approaches and candidate achievement.

## Question 1

### Section A

Section A questions target AO2 skills – analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Both questions require candidates to evaluate the source material in relation to an enquiry; (a) questions target utility (why is Source 

x valuable to the historian...?) while (b) questions targets value and reliability (how much weight do you give to the evidence...?). The questions require candidates to explain their answers using the source, the information given about it and the historical context in which it was produced. The application of this evidence is outlined in the three bullet-pointed strands found in the generic mark scheme.

Most candidates still found Section A the most challenging aspect of the paper. Candidates were usually aware of the need to address the content of the source itself, the provenance of the source and include knowledge of the historical context. Most candidates understand that they are required to evaluate the utility/value/reliability of the source content provided, depending on the question asked, but some are still evaluating the provenance rather than using the provenance to evaluate the content. Also as mentioned last year, it is of particular importance to note that candidates do need to identify inferences as well as select key points from the source content to achieve above Level 1, and to develop and explain those inferences to progress through the levels. Candidates achieving at the higher levels are those able to explain and develop what can be drawn from the source content in relation to the enquiry rather than just comprehend or identify what the source says. It is also worth noting that for part (b), candidates could consider analysing the strengths and limitations of the source material before weighing up the value of the source to the enquiry rather than applying weight to each element of the source considered.

While most candidates were clearly more aware of the need to engage with the source content this series, use of the information given with regard to the attribution of the source was often ignored when it could have been used. Higher level responses were able to show how the provenance might add value to the source content in the part (a) and help to address 'weight' in part (b) by consideration of the extent to which it made the source content more or less reliable/secure. A significant number of candidates still assumed that by copying out the attribution of the source they were affirming or even challenging the utility of the source. A small number also still stated that the source was either primary or contemporary to the time period when this is a prerequisite of the AO2 skill being assessed.

The misconceptions that led to many candidates writing about aspects which were either unnecessary or lacking in relevance in the last series have generally been overcome. However, it is important for centres and candidates to continue to note that the part (a) question assumes usefulness in the question stem – Why is Source 1 valuable to the historian...? – and that there is no need for candidates to discuss the limitations of the source. The value is assumed and so the response requires a focus on how the source can be used by the historian and why it is, therefore, useful.

In the case of Question 2(a), for example, the propaganda value of the source, which some candidates suggested made it lacking in any use at all, needed to be developed with regard to how this might be useful to the enquiry.

Also responses focusing on 'missing factual information' continue to be problematic for students in answering both parts (a) and (b), but mainly in part (b). While the failure of

source to mention something which is pertinent at the time might affect the reliability of source, the fact the source is not comprehensive in mentioning everything it possibly could about the topic is generally not a valid criterion for limiting the weight of the source. A direct statement stating that the source lacks weight because it does not mention a particular fact relevant to the enquiry is not an explanation. Relevant references to 'missing' information might be valid if contextual knowledge suggests that the author may have left out information on purpose or has only witnessed a specific element of events. However, these need to be explained in the context of the values and concerns of the society from which the source is drawn. Higher level responses were often those that focused on the source content and used valid contextual knowledge to illuminate the strengths or discuss the limitations of what was being presented. It is probably worth noting, once again, that direct reference to missing evidence is found in the AO3 mark schemes for Paper 1 rather than the AO2 mark schemes for Paper 2.

Contextual knowledge in the AO2 mark scheme cannot be rewarded if presented as stand alone information and from Level 1 onwards requires some linkage to the sources. A significant number of responses (both (a) and (b)) began 

with a paragraph of historical context related solely to the enquiry while making only limited reference to the historical context of the source content later on. These responses often were only able to access Level 1 or Level 2 with regard to deployment of the historical context in the process of evaluating the source material. Other responses used their historical contextual knowledge to answer the enquiry rather than to evaluate the source material. These responses often found it difficult to establish the 'weight' that could be given to the source in the (b) questions. However, there were also many responses which were able to deploy knowledge of the historical context to deploy a clear understanding of how the time in which the source was produced or the circumstances in which the author was writing might affect the source content or the inferences that might be made from it.

### **Question 1 (a)**

Candidates were much better prepared this series to discuss the value of the source, and significantly fewer responses discussed the limitations of the source or dismissed its value despite being a document distributed by the CCP.

The majority of candidates were able to draw at least one inference from the source, even if it was undeveloped. Most candidates were able to show understanding of the source in relation to the reasons for the implementation of marriage policies in Mao's China with reference to both the pragmatic and ideological context. Many candidates suggested that the reasons why the CCP encouraged delayed marriage could be found in the context of Mao's personal beliefs about marriage and the role of women. Others drew ideological inferences from references to 'old customs' and 'the needs of the revolution'. A significant number of responses were able to link the reference to 'old customs' to the date of the Source being after the launch of the Cultural Revolution and the ensuing destruction of 'the Four Olds'. Valid links to the Marriage Law of 1950 were frequently made but there were also a large number of responses that seemed to suggest that the manual was useful because it had been produced as an immediate response to the Law, when it had been published two decades later in 1972.

Some candidates made more reasoned links between the date and the region of publication, suggesting that even after twenty years and the onset of the Cultural Revolution it was possible that in regions such as Guangdong, known for its resistance to CCP authority,

traditional marriage customs still needed to be overcome. Unlike last year, the majority of candidates were, however, able to explain how useful propaganda material produced by the CCP might be in providing an insight into Party motivations. There were far fewer candidates asserting that the material was 'biased' in nature and so limited in use.

### **Question 1(b)**

There were many confident and interesting responses to this question, with a large number of responses showing a clear understanding of the content of the source and the historical context of the 'up to the mountains and down to the villages campaign'. Most candidates were able to select key points in the letter that reflected key elements of the campaign such as the emphasis on agricultural production and the intention to reform the behaviour of the Red Guard after the excesses of the Cultural Revolution. Many candidates took the opportunity to draw inferences with regard to the success of the campaign by discussing the attitude of the author towards education reflected in the letter. A small number of candidates asserted that it had no use at all because it did not seem to refer directly to the campaign and did not give facts and figures about the campaign itself; these candidates were unable to discuss the source beyond its face value and so were often only able to access Level 1 or low Level 2 marks. However, some Level 4 responses were able to draw on their knowledge of the values and concerns of the society in which the Source was produced to suggest that either this might have been a genuine, but exceptional, experience handpicked by the pro-CCP publication to reflect the successes of the campaign or that the large number of CCP inspired phrases in it ('a great leap') might suggest that it was in fact a work of fiction produced specifically for the publication. Candidates who challenged the veracity of the content by using contextual knowledge to show that this was almost certainly not the experience of the majority of young people who participated in the campaign were more justified in their discussion of the limitations of the source than those who asserted that the letter 'failed to mention' or 'missed out' the demoralising experience of many young people who participated in the campaign. Some candidates answered the enquiry itself but these were in the minority.

Below are two examples for higher level responses for both 1(a) and 1(b). Note that neither of the examples attempt to answer the enquiry but are focused on evaluating the source material in relation to the enquiry.

This is an example of a response which achieved Level 3 for the (a) section and Level 4 for the (b) section.

Chosen question number: **Question 1**  **Question 2**

(This is for part (a)) Source 1 is from an 'advice manual' distributed by CCP officials in Guangdong to inform young people about 'Delayed marriage and planned birth'. The source is of value for an investigation into marriage policy in China as it clearly shows the views of the Party towards this issue due to its nature as a CCP distributed <sup>valuable</sup> advice manual. It is especially ~~useful~~ for enquiries into the implementation of marriage policies in the Cultural Revolution as it is from '1972'.

The attitudes of the CCP shown in Source 1 towards marriage clearly link up with laws imposed like the ~~mar~~ 1950 Marriage Law. The source infers that men and women have a choice in when and likely who they marry "unmarried young men and women in a well considered manner, delay their age of marriage". This matches up with the 1950 marriage law which banned arranged marriages and the payment of dowries and bride prices, meaning young people were theoretically free to marry for love. The mention that this was a 'popular advice manual' suggests that it was well circulated around China and

(This is for part (a)) therefore the CCP were rather thorough with making sure their views about marriage were implemented correctly.

However, the source is of most significant value for looking at marriage policies, not just generally, but in the context of the Cultural Revolution. The source was published in 1972, when the Revolution was dying down but it still shows focus on the removal of the '4 olds'. The source specifically states one of the four olds ('old custom') and shows that the implementation of marriage policies in the PRC weren't just for the purpose of increasing the rights of women and young people, but also had an ideological basis in supporting 'the task of socialist revolution' and removing any sign of China before 1949. It also shows how, during the Cultural Revolution, 'the needs of the revolution' were placed above the familial lives of young people. Teenagers were actively encouraged to treat Mao and certain elements of the CCP as their parents and in the source the CCP recommends "Delayed marriage" as to further prioritise "study, work" and "ideological growth".

Overall, it is clear that source 1 is of value for general enquiries of the implementation marriage

(This is for part (a)) policies during Mao's tenure. However, it is significantly valuable in enquires to the CCP's attitudes to marriage during the Cultural Revolution due to the date of the source and its mentions of the '4 Olds'. It clearly show the CCP's (and particularly Mao's) expectation that revolution must be the top priority for all Chinese people.

(This is for part (b)) Source 2 is a letter from 'August 1973' from one participant in the 'up to the mountains, down to the villages campaign'. They describe that they can't attend their exams as they are too occupied with agricultural work, this source was later published in a 'pro-CCP publication'. It is of some use for evidence to <sup>the success of the campaign to stop the damage</sup> ~~how strong supporters of Mao and the Party experienced the campaign~~ done by the Red Guards, but in terms of <sup>social</sup> the general success it has very limited weight. The source simply does not represent the majority of experiences during the campaign where young people suffered and became the last generation.

In terms of success of the campaign, the source could be considered of weight to show the success of the campaign as a propaganda tool. The writer (who seems to have a very pro-communist bias) demonstrated that the campaign has 'reformed my outlook', likely making him respect the role of the peasantry more, showing

Some success of the CCP in getting children 'brought up in the city' to interact with ~~other~~ agricultural life. It also shows some success in terms of the campaign's main purpose, 'to keep the Red Guards out of trouble by sending them off to do agricultural work. As the writer has ~~spent his effort~~ he time to revise because of the 'busy agricultural season', it can

(This is for part (b)) be inferred that he also didn't have time to be a nuisance as part of the Red Guards who frequently vandalised property and attacked 'capitalist readers' in the streets.

However, there is where the utility ends. The fact that this letter was allowed to be published in a 'pro-CCP publication' shows that it is overly favourable to the Communist Party. It presents quite an idealised life during the campaign of complete enthusiasm for agricultural production which was simply not the reality for many participants. Accounts from historians who experienced the campaign like Anchee Min and Jung Chang show how city kids were often ostracised by the peasants that lived there and lived in awful conditions. Many young people were sent to live far away from their families and some were never reunited when the campaign finished, creating the lost generation. It is possible that the author could be lying about their experience to demonstrate



be lying about their experience to demonstrate their revolutionary zeal, or ~~is~~ just had a very positive experience that others didn't have, but the source is simply of very limited use for enquiries into the social success of the campaign, due to misrepresentation.

Overall, the source is of significant use to show (This is for part (b)) the political success of the campaign. The Party managed to quickly pre-occupy the Red Guards while they reconstructed China's damaged political landscape to make it more secure. The source shows the main priority was certainly fulfilled\*. However, the letter is rather deceiving about the vast reality of life during this campaign for young people and is therefore not of weight for any enquiry into the social success, making the source in total of moderate to limited weight.

\*The campaign also seems to have succeeded in working as a propaganda tool to promote manual work instead of study.



## ResultsPlus

### Examiner Comments

Note that both these responses are clearly focused on the skills being assessed in the question.

The (a) response is clearly focused on the utility of the source and is seeking to explain the value which has been ascribed to it in the question. The response does suggest varying degrees of value but it is not looking for limitations or referring to limitations. This response uses knowledge of the historical context of the Cultural Revolution to draw out inferences and to discuss source utility.

The approach in the (b) response clearly allows the candidate to weigh up the source material. The strengths and limitations of the source are both considered before reaching an overall judgement with regard to the weight of the source; determining the overall utility and reliability of the source content. There is also a clear awareness of the values of the society from which the source is drawn to address the reliability of the source.



## ResultsPlus

### Examiner Tip

Both responses begin by copying out the attribution but go on to consider the provenance of the source in direct relation to the source material itself. Many responses begin in the same way but do not go on to demonstrate how the source material may reflect or be influenced by its provenance. Copying out the attribution with an assertion of value or limitation is unlikely to achieve beyond Level 1 because it is not demonstrating usefulness or reliability.

This candidate also achieved Level 3 for part (a) and Level 4 for part (b).

Chosen question number: **Question 1**  **Question 2**

(This is for part (a)) Source 1 ~~is~~ talks about the marriage policies that have been introduced in China. The source shows an extract from a "popular advice manual" that ~~talks~~ encourages ~~the~~ ~~people~~ ~~to~~ ~~not~~ ~~delay~~ ~~marriages~~. It's clear <sup>straight away</sup> from the source ~~that~~ ~~straight~~ ~~away~~ the main reason for the implementation of the marriage policies was to benefit the CCP in terms of support <sup>and involvement</sup> ~~for~~ in the Cultural Revolution. This is clear when the source says, "it is not beneficial to the task of the socialist revolution". Because of this inference, ~~it would~~ <sup>I would</sup> say that source 1 is valuable to the historian looking reasons behind the implementation of the marriage laws as it ~~straight~~ ~~away~~ <sup>with the laws</sup> makes the CCP's aims <sup>clear</sup>. ~~The origin of it~~

The origin of the source also adds to the value of the source as it's from a <sup>manual</sup> ~~document~~ that's been "distributed by CCP officials", which proves that ~~is~~ the information in the manual is <sup>approved</sup> ~~promoted~~ and supported by the CCP. This also ties in ~~with~~ with the purpose of the source. The manual was distributed in an attempt to ~~show~~ spread <sup>a message</sup> ~~reform~~ from the Party that discouraged early marriage and unplanned births. The purpose of the source is then to spread this ~~the~~ message and hopefully benefit the party in terms of support for the revolution. Overall, I would say the origin and purpose ~~of the source~~ <sup>adds to the value of</sup> ~~of~~ ~~the~~ ~~source~~ ~~adds~~ ~~to~~ ~~the~~ ~~value~~ ~~of~~ ~~the~~ ~~source~~

(This is for part (a)) which <sup>therefore</sup> makes the historian's enquiry more valuable too.

Another reason <sup>that is made clear</sup> ~~is~~ clear in the source about the reasons why the new marriage laws were introduced was because early marriage was considered an "old custom" which was an element of Mao's new China that was banned. By encouraging delaying marriages it <sup>would help</sup> ~~helped~~ to eradicate this old custom and help bring control back to Mao.

Overall, I would say with the origin being from the CCP officials, meaning they approved the message from the manual, which makes the enquiry from a historian a lot more valuable as it's coming straight from the words of the Party, and the inferences <sup>of the reasons</sup> made in the source, such as <sup>the need</sup> ~~needed~~ to encourage support in the revolution and also the need to eradicate old customs, I would say that source 1 is incredibly valuable to the historian making an enquiry into the reasons behind the implementation of the marriage policies, as it gives a clear insight into the reasons behind the marriage laws.

(This is for part (b)) Source 2 is written by a participant in the 'Up the Mountains and Down to the Cities' campaign, a campaign that saw millions of <sup>child young</sup> ~~young children~~ people being sent away from the cities to the countryside where they were forced to work alongside rural peasants. Because of the origin of the information being from someone who experienced the campaign first hand, it adds a considerable amount of weight to the information in the source that would be used to evaluate whether the campaign was a success, because everything that he says is coming from someone who experienced so it must have an element of truth behind it. This means that when he does go on to talk about how the campaign impacted him so much, to the point he feels like he "cannot bear to abandon production work" it <sup>gives the impression that the</sup> ~~source is the basis of the source~~ that campaign was successful.

The <sup>words</sup> ~~words~~ that the boy writing the source uses, such as "you could call it a great leap", shows that ~~to~~ throughout the campaign, communist propaganda was drilled into them thoroughly, <sup>to the</sup> ~~same~~ point where he is now using government terminology in every day conversations. <sup>"great leap"</sup> I believe that because of this, it takes away some of the weight behind the information as it appears that the information is coming <sup>more</sup> ~~from~~ so from the communists' mindset rather than the boy's own individual opinion. This

(This is for part (b)) means that when the boy talks about the success of the campaign for him personally, it makes you question ~~whether~~ how much truth lies behind what he is saying, which I believe massively affects the weight.

The fact that the letter was published <sup>in a</sup> "pro-CCP publication" also affects the weight behind the ~~argument~~ <sup>information</sup> as it means that it has a high likelihood of being biased as the government would want the campaign to look successful so would be wary about publishing anything that says otherwise. This means that when the boy talks about his efforts in the campaign and how <sup>he was</sup> "enthusiastic about agricultural production", it makes it hard to trust the information as it could be how the government wanted the ~~campaign to look~~ <sup>campaign's outcome</sup> outcome to look.

Also the fact that this is only one person's view on the campaign massively affects the weight as it means that anyone who felt the campaign was <sup>a failure</sup> ~~unsuccessful~~ isn't mentioned, making it look like it was successful. However, the campaign wasn't successful, in fact it led to a lot of resentment from the young to the government as they were angry about how the campaign had affected them, making them act like slaves. Knowing ~~this~~ this makes it hard to trust the information in the

(This is for part (b)) source, therefore affecting the weight behind the information, being used in an enquiry about the success of the campaign.

Overall I would say there were some elements of the source that ~~strengthened~~ strengthened the weight behind the information, such as the origin of the source being ~~from~~ someone who witnessed the campaign first hand. However the elements that decreased the weight, in my opinion, were a lot more significant than the elements that increased the weight, meaning ~~my conclusion~~ <sup>my overall</sup> opinion on the question in hand would be that there was not much weight behind the information because of the purpose of the source, ~~and the~~ <sup>meaning</sup> the information isn't the ~~most~~ <sup>very</sup> valuable to use in an enquiry into the success of the campaign.



### ResultsPlus Examiner Comments

Both of these responses are clearly addressing what can be learned from the source material almost immediately meaning that evaluation of the source is the clear focus of the answer. They attempt to draw out inferences and use both the provenance and the historical context to establish either utility or reliability.

The second two paragraphs of the (b) answer, in particular, show how source material can be interrogated to establish reliability and to affirm or challenge the veracity of the source content. An understanding of the fraught political environment of the time informs the judgements made about the source material.



### ResultsPlus Examiner Tip

It is important in the (b) response in particular to discuss the relative usefulness of the source material in order to reach a reasoned judgement with regard to weight. A clearly focused conclusion that establishes weight provides a sound basis for an overall judgement. In this response the conclusion opens with a clear indication of how the origin of the source strengthens the security of the source material but the discussion of the limitations is much more vague and so detracts from the overall judgement.

Strong conclusions help to establish the overall judgement with regard to the weight of the source material in carrying out the enquiry.

## Question 2

### Question 2(a)

Once again there were fewer centres entering candidates for the GDR option than the China option. As indicated in the introduction to Section A, most candidates focused on the value of the source to a historian enquiring into the role of state visits to the development of the GDR but there were still a few responses which addressed its limitations as well. This was particularly true of this question, where a small number of candidates deemed the source to be useless because it was published as propaganda. Responses which were able to explain the value of such propaganda material in providing an insight into the beliefs and motivations of the GDR government in organising such state visits were, however, rewarded.

Such responses often picked out the reference to 'peaceful co-existence'. Most candidates were able to place the source within the wider historical context of relations between the GDR and other countries although some answers provided a great deal of stand alone context describing aspects of *Ostpolitik* in the 1970 (s). Disappointingly few responses acknowledged the publication date of 1984 or placed the source in the context of the growing international and domestic tensions of the early 1980 (s). Most candidates did, however, select key points relevant to the question (e.g. highlighting both the formal – technological, economic and industrial – and more informal – sport, culture, radio and TV – co-operation agreed to) and drawing inferences, even if undeveloped (e.g. the importance suggested by the positive language).

### Question 2(b)

This source produced relative well answered responses with most candidates able to select key points relevant to the enquiry into the influence of Western popular culture, and to deploy contextual knowledge in support. However, a disappointing number of responses really attempted to interrogate a source which provided good opportunities to make reasoned inferences. Only a small number used the tone and language of the source to indicate the level of concerns being voiced. Most candidates chose with some validity to use their contextual knowledge to challenge the statements being made about the nature of official West German cultural infiltration, pointing out that there is little evidence for this in reality. Too few candidates used the information with regard to provenance profitably with many responses referring indiscriminately to Western cultural influences in the 1970 (s) rather than acknowledging that the report was published in 1963. However, there were some excellent responses which placed the report firmly in the context of the 1960 (s) and in the shadow of the impact of the building of the Wall. Weaker responses often paraphrased the source while suggesting that the source was 'biased' in favour of the SED. Some stronger responses indicated that the source was able to highlight both the strength of concern felt by the authorities in Leipzig and the apparent variety of Western cultural influences being observed while others suggested that the SED might be exaggerating the effect for political reasons.

Below are two examples for higher level responses for both 2(a) and 2(b). Note that neither of the examples attempt to answer the enquiry but are focused on evaluating the source material in relation to the enquiry.

Both the (a) and (b) response here exhibit characteristics of the highest levels.

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Chosen question number: Question 1  Question 2

(This is for part (a)) Source 3 is useful for a historian for an enquiry into the role of state visits in the development of the GDR as it is from a propaganda magazine, already suggesting one reason for state visits. Not only this but this magazine is for "international distribution" thus giving an insight into how state visits were used to ~~portray~~ the GDR to the rest of the world enhance the GDR's international reputation.

The source speaks of how Honecker issued "an invitation" to Greece, already ~~informing~~ giving the impression that the GDR is of a strong and dominant position. This is indeed useful to a historian making an enquiry into the role of state visits in the development of the GDR as we know that the GDR was an artificial state and so needed to exert its independence and strength and power to the outer-world. This is ~~reinforced~~ reinforced by the repetition of "countries" when referring to Greece and the GDR. The GDR ~~was~~ often made attempts to highlight its role as an independent country that was not reliant on the FRG in any way. <sup>a common way it did this was through sport.</sup> The source even goes on to mention that "Both sides also agreed

(This is for part (a)) to extend co-operation in the fields of sport, culture, radio and TV. These were all ~~ways~~ modes of propaganda and creating the impression of being independent for the GDR. Success in areas such as sport were often highlighted with athletes such as Martin Koch. ~~and~~ With the GDR coming second on the medal table of the 1976 Olympic games and the FRG coming fourth, this was indeed a way in which the GDR could not only display independence from the FRG but also superiority. It is for these reasons that this source may prove useful to a historian - highlighting the ways in which the GDR displayed itself as a strong, independent country.

(This is for part (b)) Source 4 ~~is~~ should be given significant weight by a historian in an inquiry into the influence of western culture as it is "an official report" so likely to express ~~both~~ valid opinions of the SED at the time. Nonetheless, consideration must be given to the fact that ~~there is~~ a bias is also likely to be present and ~~an~~ an overreaction may ~~be present~~ is possible. Despite this, source 4 provides a useful insight into the worries of the SED ~~as~~ on the western culture that was indeed growing in popularity.

Source 4 talks of how western culture is a particular issue ~~and~~ among the "youth". This is undeniably accurate as indeed aspects such as the punk style of fashion and as the source mentions, "rock 'n' roll" were desirable among the young. Western music proved exciting and new with catchy rhythms ~~and~~ that in the eyes of the youth, could not compare with the old-fashioned, state produced music of the GDR. This being said, the concept of the song and dance "weakening" the ideology of the East seems a jump. Indeed, the exciting culture of the West may have proved exciting and alluring, however, this is mainly due to the harsh restrictions imposed by the SED. With strictly censored Soviet radio channels ~~no~~ ~~stragglers~~ providing endless

(This is for part (b)) propaganda that was in no means subtle, it is no wonder that the youth opted instead to listen to ~~the~~ western radio stations. This source points blame at the FRG and depicts their culture to be vulgar and anti-socialist when in reality ~~it is~~ this is far from the case. This is why weight must be given with consideration - while the source provides a historian with a useful insight into the opinions of the SED, it is not matter-of-fact and is ~~suggesting~~ ~~that~~ ~~the~~ ~~FRG~~ ~~is~~ ~~suggestive~~ <sup>wrongly</sup> suggestive.

The source portrays the increasingly conservative views of the SED and gives a rather contradictory message in the third paragraph that should be approached with ~~care~~ caution by a historian. The paragraph begins by talking of the "society's duty to combat all influences and manifestations of Western non-culture" but then also talks of how the SED "support modern and civilised dance music". The latter should not be taken to <sup>mean</sup> our concept of "modern" as this was far from the case. Indeed Western culture was combatted in every way the SED could, however, with radio, television and even concerts ~~being~~ ~~held~~ on the Western side of the wall being easy to, in some shape or form, enjoy, this task became increasingly difficult. The alternative to Western culture was not attractive to the youth.

(This is for part (b)) and far from "modern"; as this extract suggests. ~~Then~~ ~~the~~ Strategic programming ensured that similar East German ~~to~~ programmes were broadcasted at the same time as popular ones of Western origin but even this proved not enough. With events such as hundreds of East Germans lining up against the Berlin Wall to have the likes of Bowie who performed facing them on the Western side - the East seemed to be drifting further and further from the supposed workers utopia that it was supposed to be. This is another case where

The source proves useful, however, as this report is a write up of an event such as this. Events like this were common and this source is a valuable presentation of just how the government reacted to the strong influence of Western culture they showed. This is why significant weight should indeed be given to this source by a historian making an enquiry into the ~~in~~ influence of Western culture in the GDR.

In conclusion, this source should be given significant weight by a historian into the influence of Western culture in the GDR as it highlights the attitudes of the SED on such matters and the common ~~occurrence of~~ ~~are~~ occurrences of events such as this. The source emphasises how the (This is for part (b)) influence of Western culture was a growing concern to the SED and that it supposedly went against their ideology. Nevertheless, caution should be taken when approaching this source as it ~~the~~ shows a strong bias that points blame at the West, where blame is unfairly due.



**ResultsPlus**

**Examiner Comments**

Both parts of this response are focused directly on the skills required for the (a) and (b) section. Part (a) focuses on the value of the source and intertwines discussion of the source content with sufficient relevant historical contextual knowledge (in spite of the reference to Bowie lacking chronological clarity) and awareness of the provenance of the source to achieve in the higher levels. It focuses on the language of the source material and its publication in a propaganda magazine to draw out inferences with regard to the symbolic role of state visits in the GDR.

In part (b) the strengths and limitations are addressed in each paragraph rather than separately as is seen in the first example from the China option above. This allows the candidate to weigh up the source material within the main body of the response as well as in the conclusion.



**ResultsPlus**

**Examiner Tip**

The emphasis here is on what the source can tell us about the enquiry. Many candidates do not refer enough to the content of the source material and so create an obstacle for themselves with regard to making reasoned inferences.

The strengths of these responses are in the interrogation of the source material and the use of historical contextual knowledge to illuminate and discuss the source content. The difference in the skills required for part (a) and (b), however, mean that the (a) part is overall stronger than the (b) part. The candidate did manage to achieve Level 3 for part (a) and Level 4 for part (b).

Chosen question number:

Question 1

Question 2

(This is for part (a)) Firstly, this source is valuable as it came directly from the GDR, meaning it should have an accurate insight into the role State visits played, despite being masked behind the propaganda message ~~they were~~ publications were forced to display. As the GDR were ~~effectiv~~ effectively diplomatically isolated until the policy of Ostpolitik, state visits were essential to increase the GDR's trade and communications with ~~the~~ the outside world beyond the Eastern Bloc and USSR. This is highlighted in the source whereby it states Honecker claimed 'We are pleased to note that good, friendly relations have developed between our two countries', showing his eagerness to connect with effectively any country willing to work alongside the GDR. This source is valuable for an enquiry of the role of state visits as it shows the outcome of the Greece PM's visit ~~was~~ was a number of documents signed such as 'a long-term programme on the development of technological, economic and

Industrial Co-operation', proving the GDR's ~~intention~~ intentions to ~~formed~~ form relationships with other countries to aid their own development and output. The widespread ignorance of the GDR's existence was largely down to the Hallstein Doctrine, which prevented ~~the~~ the GDR forming trade or relations as very few places even acknowledged that it existed, let alone that it was worth communicating with. State visits were key to ridding this attitude as it allowed leaders to be given a tour of the most prosperous places of the GDR and see for themselves the benefits trade could bring them. This source has increased value as it comes from a propaganda magazine, meaning it shows the message the GDR ~~of~~ Government wanted to portray. This can be seen ~~for~~ where it states 'The talks between the German Democratic Republic and Greece provide proof that the policy of peaceful-coexistence is advantageous for both sides' which can tell us that the GDR had to prove that co-operation was worth it, but that it still remains on German terms through the GDR's policy of peaceful coexistence

(This is for part (b)) The nature of this source is to discredit Western influence and portray them as ~~as~~ attempting to discredit Eastern ideology. As it was written and published from the Party branch itself it ~~is~~ can be seen as clearly very biased against Western influence and attempting ~~to~~ to reduce the spread and impact of the West infiltration. Immediately from the first line the source is trying to discourage any further protestors by claiming a 'large segment of young people' ... 'have a proper and honest stance towards our workers and peasants state'. This is to instill into civilians that it is a minority few protesting and therefore provide a disincentive for them to join in. This source ~~provides~~ provides great weight for an enquiry into ~~on~~ the influence of Western pop culture as it shows the GDR's desperation to discourage it, portraying an ~~attitude~~ attitude that this was deliberate infiltration by the West to undermine ~~the~~ the GDR as a socialist state. We know this to only be true to an extent as in reality, it was the civilians of the GDR that wanted Western pop culture in East Germany. A significant amount of young people used Western ~~influence~~ <sup>culture</sup> as a form of dissent but

(This is for part (b)) a large majority preferred it to the particularly old fashioned music and ~~features~~ trends of East Germany. The Source accuses West Germany of 'utilising Western music and dancing' in the aim of 'weakening our ideology'. This provides great weight as it can show the ~~the~~ impact of Western influence whereby if it was non-existent, it would not require the SED Leipzig branch to report on it. In addition to this, the Source can also show the GDR's worries that this will escalate. Western culture had begun to be adopted in the GDR through various trends of 'Teddy boys' in 1960s and 'punks' towards the 70s and the ~~any~~ any further infiltration beyond popular culture and media could threaten the GDR's existence. This is a fact the SED were aware of, and is clearly displayed in the Source where it states 'it is our societies duty to combat all influences ~~of~~ and manifestations of Western Culture'. This adds ~~more~~ weight to the Source as it is almost a plea to the civilians to join together and prevent infiltration, telling them that if they are loyal and connected to the GDR then they would collectively reject westernisation for the sake of building a

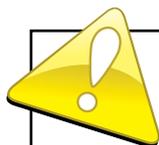
(This is for part (b)) Capitalist society. The source goes on ~~to highlight~~ to highlight differences in Eastern and Western culture whereby it states 'pop groups with American names have nothing in common with our ideals'. This is to promote the message to the people that as socialists of a socialist state, they should value a GDR ideology enough to dismiss the Western infiltration and concentrate on the building of their own state. This adds ~~weight~~ weight to the source as it shows the GDR's desperation to push civilians away from this new culture.



### ResultsPlus Examiner Comments

These responses highlight a strong demonstration of the first two bullet points in the level descriptors. The answers interrogate the source content and use knowledge of the historical context to determine the extent of utility.

Although the (b) response is strong in relation to the first two bullet points of the level descriptor and does determine some weight to the source material, the response lacks a sense of weighing up the material and does not reach an overall judgement. Valid criteria are used to determine utility but limitations are only briefly addressed in the introduction and the provenance, although implicitly taken into consideration, could have been more directly addressed.



### ResultsPlus Examiner Tip

It is important for the (b) question to weigh up the value of the source addressing both the strengths and limitations of the source material in coming to an overall judgement. A sense of weighing up established throughout the source as well as in an overall conclusion means that responses without a clear conclusion can achieve more strongly with regard to the third bullet point of the level descriptor.

### Question 3



#### Section B

Candidates were generally more familiar with the essay section of Paper 2 and most candidates were well prepared to write, or to attempt, an analytical response. As with last year, there was little evidence to suggest that the range and depth of essays were affected by the time taken to consider the two sources in Section A. Many candidates were able to access Levels 3 and 4, with weaker responses either not providing enough factual support for a depth study essay or not dealing well with the conceptual focus of the question. Centres are reminded that any of the second order concepts listed in the introduction can be addressed in the essay section and candidates need to be aware that not all questions will refer to causation and that not all responses require a main factor/other factors response. A persistent number of candidates attempt to respond to all questions by addressing the relative significance of generic causal factors whether appropriate or not.

The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note their progression. At Level 4 there is a requirement for the exploration of key issues by an analysis of the relationships between key features of the period. Many good responses remained in Level 3 because these relationships were stated rather than explained or because key features were addressed separately e.g. stating that each key feature in turn was the main reason rather than developing a logical argument.

It is also important to note that the reference to valid criteria in the third bullet point is not a reference to the different factors/key issues/key features being discussed but to the measurement criteria being used to reach an overall judgement. The criteria being used to judge the extent of change (Question 3), to justify whether a given causal factor is the main reason (Question 5), to determine whether something was successful (Question 7) or to determine the most significant event (Question 8).

Once again, there were some interesting and thoughtful answers and examiners commented on the quality of many of the responses. However, this year there were too many responses that did not consider the wording of the questions carefully enough.

Failure to answer the question asked can often lead to a well prepared student achieving at Level 3, or even Level 2, rather than at Level 4.

### Question 3

Most candidates had a sound knowledge of the agricultural policies implemented in China in the early years of Communist rule. Candidates were able to show the transition from policies based on land reform and redistribution of land to the peasantry to policies based more ideologically in communism and collectivisation. The starting point of 1949, and the end point of 1958, allowed candidates to establish what the situation was like in 1949 when Mao came to power and to chart the extent of the changes leading to the introduction of the Great Leap Forward in 1958. At Level 4 candidates were able to measure the extent of change by providing evidence of new policies, the degree of change over time and evidence of continuity. Some of these argued that although the details of policies changed during these years the underlying core ideology of collective land ownership remained constant, while others argued that over time agricultural policy changed considerably becoming less centred on the peasantry and more on the industrial needs of China. Weaker responses

tended to describe rather than analyse change or to explain a limited range of key features across the time period. Narrative description is likely to reflect Level 3 explanation but responses with a focused, argued narrative analysis were capable of achieving Level 4 exploration of issues. Some responses spent too long establishing key features at the beginning or the end of the period and there were a significant number of candidates who placed the Great Leap in 1953, resulting in much of their answer being irrelevant.

## Question 4

This question was focused on the consequences of Chinese involvement in the Korean War and candidates were invited to discuss whether this involvement strengthened communist rule in China or not. A few candidates read this question as a causation question focusing on different factors which may have strengthened communist rule in China. Although candidates were not penalised for reading the question in this way, it was often more difficult to be rewarded. The lack of a clear time period, and reference to relative importance, in the question wording meant that the factors and the time period chosen for discussion were often arbitrary and lacking clear linkage making the argument limited in coherence and logic.

Most candidates were able to explain the key features of Chinese involvement in the Korean War in relation to their impact on communist rule. However, many concentrated solely on the elements that strengthened communist rule rather than exploring the nature of the impact and the extent to which the statement was accurate or not. Some strong Level 4 responses argued that despite the human and material cost of the war, and the ability of the Nationalists to entrench their position on the island of Taiwan, communist rule was definitely strengthened in a variety of different ways. Some responses had a sound analytical basis but lacked the detailed knowledge required for a depth study paper.

This is an example of a Level 4 response.

Chosen question number: **Question 3**  **Question 4**  **Question 5**   
**Question 6**  **Question 7**  **Question 8**

It is very accurate to state that Chinese involvement in the Korean War (1950-1953) strengthened Communist rule in China. It allowed Mao to unify a vast country, gained him personal support and gave him an excuse to Purge. My judgement will be based on how much in truth <sup>control</sup> would ~~Communist~~ China the CCP have if the Korean War hadn't of occurred.

The Korean War offered a huge opportunity for Mao to install patriotism to China and the Communist Party, and to unify a divided country. China spoke hundreds of dialects all unique to villages at the time and some people opposed the communists whereas some supported them.

an introduction of a common cause meant that Mao could inspire patriotism to ~~reverse~~ reverse <sup>his</sup> ~~the~~ divided country. To do this he used propaganda throughout the Korean war, ~~of~~ featuring stories of model soldiers and war heroes which inspired people to donate to the war effort. Additionally the 'Aid Korea' campaign saw anti-American propaganda and made them out to be the enemy. With the combination of a common enemy and a common goal, Mao found it easier to increase and strengthen communist rule in China, because the problem of provinces such as Xinjiang being far out of Beijing's ~~reach~~ ~~domination~~ ~~reach~~ was no longer as much of a problem. As a result, Chinese involvement ~~did~~ ~~even~~ in the Korean War did strengthen ~~the~~ communist rule in China.

<sup>involvement in</sup>  
However, the Korean War came with an opportunity cost to <sup>the</sup> Communists, as they chose it over the invasion of Taiwan. Taiwan ~~was~~ ~~the~~ was where the Nationalists fled to after losing the civil war led by Chiang Kai Shek, they swore to return to take over China. Mao chose instead to intervene in the Korean War and as a result lost the chance to rid Taiwan of Nationalists to eradicate their threat because the USA deployed their 7th Naval fleet along the coast of Taiwan to protect it which China wouldn't have been

able to contend with. This in fact decreased the communists' strength as Nationalists could continue sending spies and saboteurs to China, meaning that a constant threat was held over Mao and the communists.

On the other hand, it can be argued that involvement in the Korean War over invading Taiwan was the right decision as not only was a buffer created between China and Nationalist Japan but it increased Mao's personal support. This allowed him to create a cult of Personality later on in the Communist era during the Cultural Revolution, it also meant that Mao had ~~a~~ increased power in the Politburo as when UN forces had the upper hand, other members such as PLA leader Peng Dehuai warned Mao against further involvement. Arguably, this could have allowed him to advance to collectivization and communes quicker. Public support also increased for Mao from even non-communist citizens due to keeping the might of UN and US forces at bay, even though it ended in a stalemate, ~~that~~ <sup>it</sup> was considered a success. Therefore the Korean war increased Mao's personal support and therefore strengthened Communist rule of China as less people would be willing to rise up and revolt.

~~Even~~ The CCP also gained support as a direct result of this national pride from no longer being classed as

the 'sick man of Asia' and bolstering their global image, some people became proud of being Chinese and communist, again really increasing support for Mao and the communists and allowing them to prove that a Communist China was better than a Nationalist China. However, this national pride is somewhat limited as although <sup>it was</sup> the Chinese fighting in Korea, the funds to be armed and to ~~be~~ participate in the war came from Russia. \$10 billion was owed to the U.S.S.R proving a lack of self reliance and this might have diluted the amazing wave of patriotism and pride of the Chinese people. Although, ~~as the~~ whether ~~or not~~ this information was available to citizens is unlikely due to strict censorship of media in China at the time.

In conclusion, it is very accurate to say that Chinese involvement in the Korean war strengthened Communist rule as it primarily increased support and indoctrination but also increased national pride and unity making the citizens of China easier to control. Furthermore Mao was able to use the Korean War as an excuse to purge members of the party who he felt were becoming too privileged and bureaucratic, ~~as~~ while using their positions for personal gain. He could use this as an excuse to purge officials under the pretence of them being spies of enemies (USA), he also purged ~~Nationalist~~ civil

servants who held their position under the nationalists  
~~to be~~ with whom he replaced with cadres, as  
a result taxes could be collected more early and overall  
power ~~and~~ strengthened as a result as it gave him the  
excuse to purge the last nationalists and corrupt officials.



**ResultsPlus**

**Examiner Comments**

This response is securely focused on the question wording. It does not seek to establish whether involvement in the Korean War was harmful or beneficial to China, as many of the responses did, but focuses on the extent to which communist rule in China was strengthened. The emphasis is on the degree to which government by the CCP was strengthened or not. Knowledge is used to agree with the statement but also to indicate challenges/limitations to the statement.



**ResultsPlus**

**Examiner Tip**

The fourth bullet point in the Level descriptors refers to the organisation of the answer and presentation of the argument being presented. Some answers use connectives to begin paragraphs that do not always lead to coherent responses, for examples, using the phrase 'on the contrary' when introducing a similar rather than a contrasting point. However, in this response each paragraph opening furthers the argument being presented in a logical manner.

This is a Level 3 response.

Chosen question number: **Question 3**  **Question 4**  **Question 5**   
**Question 6**  **Question 7**  **Question 8**

It is highly accurate to say that Chinese involvement in the Korean War strengthened Communist rule in China. This is through several aspects such as politically and socially. However, it could be argued as limiting in other aspects such as economically.

Firstly, Chinese involvement in the Korean War strengthened Communist rule in China because of the improvement of Mao's status. The people of China may have been questioning as Mao's capabilities as a leader but following the success of the Korean War, it established Mao as an excellent leader of China and helped Mao gain more support. This meant more people would support Communist rule because of their admiration and respect towards Mao Zedong. This ultimately means that the Chinese involvement in the

The Korean War strengthened communist rule in China, as it helped gain more supporters for the communist's regime.

In addition, Chinese involvement in the Korean War strengthened communist rule in China politically. This is because Mao used the Korean War as a way of eliminating any opposition he had in China. Mao had denounced opposition, primarily nationalists, as spies and traitors to China giving him the right to execute them. Therefore, from a political standpoint, Chinese involvement in the Korean War can be considered as strengthening the communist rule in China. This is because it enabled Mao to purge his enemies removing any potential threats to the communist rule in China.

Alternatively, it could be argued that Chinese involvement in the Korean War did not strengthen communist rule in China. This is from an economical perspective as China's involvement in the Korean War had

Cost the Chinese government millions of the Chinese currency. This harmed industry within China and could've led to an economic collapse within China, if they had failed in the Korean. This limits ~~Chinese~~ Chinese involvement in the Korean War ~~completely~~ ~~was~~ ~~was~~ being considered as completely strengthening communist rule in China as it did not benefit the economic situation within China.

In contrast, it can be argued that Chinese involvement in the Korean War did strengthen the communist rule in China. Through a social perspective. This is because following years of civil war between nationalists and socialists, before Mao took control, tension was still high prior to the Korean War. However, ~~it so~~ once China became involved in the Korean War, a sense of unity was created between the entire Chinese nation. This meant the people of China put their differences aside in order to achieve success in

the Korean War and supported the communist rule in order to succeed. This meant ~~communist~~ Chinese involvement in the Korean War strengthened the communist rule in China as it created a sense of unity.

In conclusion, after evaluating all potential successes and failures from Chinese involvement in the Korean War, it would be highly accurate to say it strengthened communist rule in China. This is on the basis of the aforementioned factors such as Mao being established as a capable leader, purging opposition and creating unity. It could be counter argued that it weakened China economically but was an overall success. In addition, Mao had become respected internationally and allied with Russia which only strengthened his communist rule in China.



## ResultsPlus

### Examiner Comments

In this response there is clearly some attempt to analyse the key features relevant to the question and to begin to address some of the key issues but the features/issues are outlined rather than explored or discussed. Also although the supporting material is accurate and relevant it is lacking in sufficient detail for a depth study option. The structure of the answers shows an understanding of the demands and focus of the question but is limited in its engagement with the extent to which communist rule was really strengthened or not.



## ResultsPlus

### Examiner Tip

It is important to provide sufficient evidence to really support the points being made in the answer.

This response did achieve low Level 3 but is an example of why it is important to read the question carefully.

Chosen question number: **Question 3**       **Question 4**       **Question 5**   
**Question 6**       **Question 7**       **Question 8**

It would be a <sup>inaccurate</sup> ~~inaccurate~~ to suggest that Chinese involvement in the Korean war, was the only ~~other~~ factor that lead to a strengthened communist rule in China. The Korean war, as well as Mao's cult of personality and the ~~transition~~ change in government policies, ~~mean~~ together meant the communist government was able to strengthen their rule in China at time.

China's involvement in the Korean war, is an important factor in explaining how the communists were able

to better strengthen their control in china. The Korean war was an important step in china emerging as a superpower. China before hand wasn't seen by other countries as being a threat, and so by ~~china~~ china getting involved, it highlighted how china was readily becoming a country that could not only defend itself, but also as a country that could if it wanted to go up against a strongly developed country like Korea. China took part in the Korean war for three years, in which they had essentially stopped any real further development in Korea's involvement in the war. China's assistance can be seen as a success because, technically china was not yet ready in terms of its industry and technology to fight in a war and so china's chances of defeating or hold back Korea was seen as slim. So the fact that china was able to ~~survive~~ ~~stand~~ defend itself for three years, highlighted ~~at~~ the strength and durability of the Chinese army. The Chinese involvement ~~that~~ in the Korean war therefore did help in strengthening communist rule in china because it reinforced people's expectations of china being strong and developed. People could see that their efforts towards developing china into a superpower was working out. However the Korean war cannot be seen as the ~~is~~ only factor that helped strengthen communist rule in china.

Another factor that helped strengthen communist rule in China was Mao's cult of personality. Mao was a very popular government figure, that many people in China, mainly the young, saw as a father figure. Loyalty towards Mao came above loyalty to ~~the~~ parents and any other person in China. So much so that the little red book, which contained phrases by Mao were published and handed out to all those living in China. Mao's cult of personality was easy for people to accept seeing as China before Mao was built on Confucian values, where people in China were obedient and loyal to those of authority or those on top of the social hierarchy. This ~~already~~ <sup>previously</sup> established loyalty meant that Mao's authority was readily accepted ~~at~~ by most Chinese people at that time.

A final factor that helped the communist government strengthen their rule in China was the policies and reforms Mao had created upon establishing the Communist government. One such policy was the new marriage law, which gave women a lot more equality to men. The policy led to women having the right to divorce, the right to an education and other progressive rights. Which would have led to women especially, supporting the communist government, to more because they were no longer

expected to solely follow the traditional expectations perhaps given to them by society. They were given a more equal chance to succeed. Other policies, like the new marriage law, meant that the communist government became a lot more ~~popu~~ popular and that they could better strengthen their rule in China.

To conclude it would be inaccurate to suggest that the Chinese involvement in the Korean War ~~and~~ was the sole factor that led to the communists strengthening their rule in China. Other factors are also important ~~in~~ in highlighting why they could strengthen their control, such as Mao's cult of personality and the new policies implemented by Mao and the ~~CCP~~ CCP.



### ResultsPlus Examiner Tip

This response is formulated as a multi-causal response considering different factors that strengthened communist rule in China rather than considering the impact of involvement in the Korean War on the strength of communist rule. While the response could be read in this way, the answer here shows that this approach does not really lead to a coherent response. For example, both the introduction and conclusion indicate that the candidate has misread the wording of the question with reference to involvement being the 'only factor' or 'solely' responsible for strengthening communist rule. Consideration of other factors is also hampered by the lack of a clear time period to discuss.



### ResultsPlus Examiner Comments

It is important to take the time to read questions carefully, to identify the focus of the question and to highlight the key words, phrases and any time periods included or not as the case may be. A brief plan of the outline of the argument to be presented may also have helped the candidate here to see that the question did not have any reference to 'only' or 'sole' in the question wording, and did not clearly suggest that this was a multi-factor response.

## Question 5

This was a popular question and most responses were able to discuss a variety of reasons for the launching of the Cultural Revolution. However, with the requirement to establish the extent to which Mao's belief in permanent revolution was the main reason, many responses failed to establish relative extent and so remained in Level 3 rather than Level 4. These responses often begin each paragraph by asserting that each factor described was (or could be) the main reason, going on to develop the paragraph further by describing or explaining the contribution made by the factor rather than analysing or exploring its relative contribution. With a well-developed conclusion clearly establishing relative importance such responses will often reach high Level 3, or may even achieve low Level 4, but responses which are clearly in Level 4 provide a logical argument establishing relative importance. It is noticeable that candidates writing Level 4 responses often produce a plan with a reasoned argument outlined beforehand. Some strong Level 4 responses argued that although there were a variety of factors which influenced the launching of the Cultural Revolution, all of these factors were in some way connected to the concept of permanent revolution including Mao's desire to reassert his control over the Party. Some weaker responses discussed the events of the Cultural Revolution rather than the reasons for its launch.

This is the conclusion from a Level 4 response.

The CR was a result of several factors and circumstances leading up to 1966: the power struggle within the CCP; the quest for permanent revolution, and the attack on bureaucracy. The latter two are important as the CR facilitated them, and meant that Mao's aims had been fulfilled, hence the fact that they were constant, ever-present aims means that they don't account for why the CR was launched in 1966. Therefore, it is the power struggle between the ideologues and pragmatists within the CCP that was the main reason for the launching of the CR in 1966.

as the rising opposition and rivalry  
was solved by the outbreak of the CR,  
and also explains why the CR occurred  
in 1966 - as it was then that the  
power struggle reached its climax.



**ResultsPlus**  
Examiner Comments

Questions which require a judgement on the 'main reason' often produce responses which are discursive in the main body of the response but do not always establish relative importance in the overall conclusion. This conclusion is clearly attempting to establish criteria for judgement by determining the extent to which the factors discussed are causally related to the specific events of 1966.



**ResultsPlus**  
Examiner Tip

This conclusion to this multi-factor response has not just asserted that all of the reasons are interlinked but has shown how they are related to each other and reached an overall judgement as to the main reason.

This is a Level 4 response.

Chosen question number: **Question 3**  **Question 4**  **Question 5**   
**Question 6**  **Question 7**  **Question 8**

## Plan - Cultural Revolution

Permanent Revolution → Youth not experienced  
↳ Bureaucracy becoming too comfortable (8 mil by 1958)  
Culture  
7/3 Beijing destroyed  
↓ Confucius  
Political Opponents  
SEM  
Kultur  
+ Wall Poster  
↳ Capitalist vs Socialist Road

The cultural revolution was launched by Mao in order to attack Chinese culture and the 'four olds', by encouraging the youthful red guards. While Mao claimed that the revolution was launched in order to continue the 'class struggle', the cultural revolution also brought about a way for Mao to attack his political opponents. Thirdly, the cultural revolution also focused on the destruction of old ideas and culture by the Red Guards. Arguably, Mao's key motivation in launching the revolution in 1966 was to destroy his political opponents in order to gain more control over the Party and China.

Mao launched the revolution as a means of continuing forward the revolution that he had begun in 1949. However, as time had gone by, people had begun to become more distance from the focus on struggle that had begun

in 1949. The Anti's campaigns of the early 1950s were somewhat forgotten about, the great terror was in the back of peoples' minds, the attack against landlords in 1950 with agrarian reform law was almost 16 years ago, and the long march was a thing of the past - especially for the youth in China. As the young had not had direct experience of these events, Mao wanted to reintroduce them to the idea of revolution in order for them to become more committed communists. This was highlighted when Mao told the young that the "China's future is in your hands", and with the 750 million copies of the Little Red Book published - which focused on Mao's want for continuous class struggle. In addition to ensuring that the new youth of China had sufficient Communist passion, Mao was also worried about the growing bureaucracy in China. The number of government officials was over 8 million by this point, and Mao believed that they were becoming too comfortable - only motivated by the benefits that came with power. Thus, he wished to purge the government and Party to ensure that officials were still committed to Communism, and overthrowing the "reactionaries", and that they did not "slip back" to old tradition. ~~These~~ This exemplifies the fact that Mao's want for continuous revolution was being threatened, justifying his introduction of the Communist revolution. Hence, Mao's want for permanent revolution

can be argued to be a key reason for the introduction of the cultural revolution, but not a leading factor, as Mao appeared to be more concerned with maintaining his own power than with maintaining the revolution.

Mao's destruction of his political opponents in order to regain power over the Party was a significant reason for the Cultural Revolution in 1966. Liu and Deng had a pragmatist attitude, as shown by their recovery from the great leap forward between 1962 and 1965. However, this threatened Mao, as he wanted policies to remain ideologically focused. Yet, Mao's attempts to denounce Liu and Deng in 1965 had left him humiliated, and Liu and Deng had continued to experience a growth in support. Thus, although Mao's power over the Party was lessened, he couldn't simply regain it by dismissing Liu and Deng - as they had too much support in the Party. Thus, the Cultural Revolution gave Mao a great excuse to target Liu and Deng - who were both dismissed from the Party in 1968. In addition, Mao's definition of the 'Four Olds' that the Red Guards were encouraged to attack remained vague. Although the categories seem to indicate that the revolution should be an attack on culture, their vagueness ~~proved~~ allowed Mao to encourage the Red Guard to also target his political opponents and the Party. This led

to the Red Guard purging 70% of central Party figures, and 70% of local officials. Mao replaced them with young, passionate communists. Although this also hints that Mao introduced the <sup>cultural</sup> revolution to continue the permanent class struggle - by lessening the growing bureaucracy - it actually proves that Mao's motive was to increase his power. The young, passionate Communists were easily manipulated, and easily indoctrinated with Mao Zedong thought. This allowed him to have increased hold over the entire Party, which also led to him being able to destroy his opponents - like Liu and Deng. Thus, it can be argued that Mao's main motive was to increase his control over the Party, and get rid of any possible opposition.

Lastly, the cultural revolution was launched in an attempt to destroy the 'old' culture of China. Around 2/3 of Beijing's culturally important places were destroyed, and the Red Guards underwent a 4 week destruction period of Confucius's hometown Qufu. This widespread cultural destruction exemplifies the fact that Mao and the Red Guard were motivated by the idea of replacing old, traditional culture, with a new proletarian one. Mao's encouragement of cultural destruction was done through ~~Mao~~ introducing the 'Four Olds' categories for the Red Guard to

attack. On the surface, this suggests that attacks were based mostly on 'old' culture and ideas. However, as mentioned above, ~~the~~ the vagueness of categories allowed Mao to also direct the Red Guard to attack the Party and his political opponents. Thus, it can be argued that although the cultural revolution seemed to be launched in order to attack old culture, this was just a surface measure - and Mao's real motive lay in securing his own power.

In conclusion, the main reason behind Mao's launch of the cultural revolution was not to continue permanent revolution, but to secure his own power. Whilst the quest for permanent revolution, and the destruction of old culture seem to be valid reasons for the launch of the Cultural revolution - these were merely surface justifications on Mao's behalf. Mao's real motive lay in securing his power, as he felt threatened by the support that Liu and Deng had gained through introducing more pragmatic policies. Thus, although all three factors ~~are~~ can be argued to be reasons for the Cultural Revolution in 1966, Mao's deeper, and most significant, motivation was retaining his power within the Party and over China.



## ResultsPlus

### Examiner Comments

Here the response considers the extent to which Mao's belief in permanent revolution was the main reason for the launching of the Cultural Revolution in relation to other possible causes. The response explores the suggestion and there is an internal discussion within the main body of the response as to the accuracy of the statement in the question. It also deploys sufficiently detailed knowledge to support the points being made.



## ResultsPlus

### Examiner Tip

The introduction is used here to begin a discussion of the given factor and other possible factors that might explain the launch of the Cultural Revolution in 1966, showing understanding of the demands of the question.

## Question 6

This was the least popular of the GDR questions but those who did answer it had, in general, a good knowledge of the events of the 1950(s) and were able to discuss with some confidence the influence of the Soviet Union in the GDR. Some weaker responses just described Soviet actions after 1945 with particular emphasis on Soviet insistence on taking reparations from the GDR and the events of the June 1953 uprising. However, most candidates were able to cover events across the decade and to provide some admirable detail. Many stronger responses were able to differentiate between Soviet influence and SED commitment to communist policies and there was some very good analysis of the extent of responsibility.

This is an example of a Level 4 response.

Chosen question number: **Question 3**  **Question 4**  **Question 5**

**Question 6**  **Question 7**  **Question 8**

During the 1950s, there is no doubt that the GDR struggled in its initial attempts to build a desired 'socialist utopia' in East Germany. The discontent of the population was evident, in incidents such as the June Uprising of 1953 and the fact that half a million citizens migrated to West Germany from January 1951 to April 1953. ~~Another for~~ Amongst reasons for discontent were the lack of democracy for which the SED ruled under, as well as the rather demanding economic policies which citizens had to contribute to. However, another reason for the dissatisfaction of the among the citizens of the GDR was the role played by the USSR. Some could argue that this was the most significant factor. ~~The~~ This should be determined by the extent of the grudges which citizens held, for each ~~part~~ factor. For this reason, the role of the USSR was significant in creating discontent within the USSR GDR, but not the main responsibility. That seat would go to the role for which the SED themselves played.

Following the conclusion of the Second World War in 1945, the USSR were certainly not lenient on their sector of Germany. They extracted around 1,500

entire industrial plants from the USSR, most of which were widely unused. This left the economy of the GDR in a rather adverse position, one that was already hindered by the damage of the Second World War.

Meanwhile, Cold War tensions meant that any East German negotiations would go through the Soviet Union.

This resulted in the inability of Khrushchev to reach fundamental agreements with the FRG, such as the removal of Western power troops in Berlin. Therefore, the role of the USSR, in taking a reckless amount of reparations, and failing to allow Western agreements, was certainly a significant factor in causing discontent among GDR citizens. However, as grudges within the population were not necessarily aimed at the USSR, the role of the USSR was not the most significant factor.

The most significant factor in creating national dissatisfaction was the role of the SED. The so-called democratic nature of the Party came under question following the initial Volkshammer election.

If you did not vote, you could be punished with a fine or imprisonment. This resulted in a turnout of around 90%. Meanwhile, when you did go to vote, there was no choice.

vote, as the seats were already determined. This gave the SED a victory which had no bearing on the interests of the people. Meanwhile, SED rule was heavily comprised of Stasi interaction. This led to widespread surveillance of the population, leading to thousands of arrests for political reasons. Finally, policies of the SED were seen as far too demanding, with little reward. During the first two Five Year Plans, workers had to work excessively, to produce goods of minimal quality, while the lack of consumer goods gave them no real area to spend money on. This would result in the June Uprising of 1953, which was ultimately crushed by the SED, with the help of Soviet military intervention. Therefore, following the uprising, there can be no doubt over the dissatisfaction which was aimed specifically at the SED, which must mean that the SED intervention was the main cause of East German protestation.

A final reason for discontent was the poor living standards which existed in the East. Housing was a particular area for concern. Although the ~~average~~ damage of the Second World War on the housing market could be recovered, the quality of this housing did not make the situation any better. During the 1950s, only 3% of housing had central heating, while over 50% of houses only had one or two rooms. Therefore, the standard of living for which workers had to

endure was far from pleasurable. Meanwhile, attempts at reform under the new alias drew large criticism. For example, collectivisation was far from popular among the skilled rural population. The detrimental effects initially seen, as well as the criticism of the concept of collectivisation resulted in around 15,000 ~~farmers~~ disillusioned farmers migrating to the West. Ultimately, such results put great doubts over the economic policies and conditions within the GDR. For this reason, it was not uncommon to see East German discontent. However, while citizens were not pleased with the state of the economy, and living standards, there was not too much love lost for the ideology itself. Many citizens were still focused on achieving a socialist utopia, especially given the grave consequences of the fascist/Hitler approach. Therefore, there was not too much anger aimed at economic ideology. For this reason, economic conditions were a factor in creating widespread discontent, but not as significant a factor as the role of the SED, or the USSR.

With this in mind, the role of the USSR is still the second biggest contribution to dissatisfaction within the East in the 1950s. It left the GDR in an undervalued situation by extracting so many reparations. However, such frustration would be even greater had it not been for some of the measures taken by the SED. In effect, there

measures, ~~over~~ which included a lack of political party choice, and heavy Stasi surveillance, hid the fact that USSR had already hampered the GDR economy.

Therefore, while discontent ~~towards~~ ~~within~~ towards the USSR in the 1950s, was present, it was also reduced, thanks to the far more unpopular intervention of the SED.



### ResultsPlus

#### Examiner Comments

This response is clearly focused on the demands of the question, it considers the extent to which the influence of the Soviet Union was responsible  for the discontent in the GDR in the 1950(s) in relation to other possible factors. The key issues are explored rather than just explained and sufficient knowledge is deployed to support the points made.



### ResultsPlus

#### Examiner Tip

This opening sentence of each paragraph here furthers the argument being made while the final sentence usually evaluates the key issues being discussed.

This is a Level 3 response.

Chosen question number: **Question 3**  **Question 4**  **Question 5**   
**Question 6**  **Question 7**  **Question 8**

The influence of the Soviet Union was massively significant in the debate over why many people in the GDR were not content with their lives. The introduction of the Five Year Plans, paired with ~~the~~ poor living standards also played a part in mass discontent. On top of these factors, the economic state of the country due to lack of focus on the consumer market made the majority of people unhappy with life in the GDR in the 1950s. All of these factors ~~as well~~ as well, the Soviet Union's influence was by far the most important.

After World War Two and the division of Germany, the Soviet Union demanded reparations ~~and~~ which would lead to mass dissatisfaction among East Germans. All four powers were allowed ~~to~~ to seize reparations from their occupied zone, with the USSR allowed 10% more from the Western part of Germany. This was catastrophic for the GDR as the Soviets took railway tracks, whole factories and many specialist workers to Russia to improve her ~~own~~ own economy.

The GDR was left in ruin. People were unhappy due to the fact that the Russians had liberated them from the Nazis and freed their people from the fascist regime. This led to discontent as the Soviets were supposed to be supporting them in their new socialist developments. This was the start of the inevitable failure of the GDR due to a broken economy from damaging reparations.

The First Five Year Plan introduced under Ulbricht was one that was created to increase production and the industrial sphere in the GDR. However, this led to huge problems regarding dissatisfaction with work. One policy put in place under the Five Year Plan made workers increase production by 10% with no wage increase. This angered workers and in June of 1953, they displayed their anger ~~on~~ at Stalinallee. This was the first mass demonstration against Ulbricht and the SED and more than twenty demonstrators were executed as a result. This shows the significance of the Five Year Plans in understanding why people were unhappy in the 1950s as ~~for~~ thousands of people demonstrated, despite the clear dangers. The focus ~~of~~ on industrial developments meant consumer goods were often forgotten about.

Lack of consumer goods led to dissatisfaction as, despite secure work and decent wages, people had very little to spend excess money on. A constant prioritisation of industry pushed consumer goods to the ~~back~~ end of Ulbricht's 'to-do' list. This ~~was~~ had negative impacts on the people, as well as the economy. A 'second economy' or black market began to develop and less money was being put back into the economy of the GDR. This really hindered economic progression as the government was paying wages out but not bringing any revenue in.

Living standards also decreased, causing widespread dissatisfaction in the GDR. A war-torn country was artificially created at the end of the war and rebuilding society was a difficult task. During this phase, the GDR suffered a huge housing shortage that ~~led~~ led to many people leaving the GDR for the FRG where they were promised higher wages and instant citizenship. This led to ~~discontent~~ discontent as people could see life in the West as better than the East.

To conclude, the influence of the Soviet Union in

the 1950s was the main reason for ~~the~~ discontent among the people as the seizure of reparations left the economy in an unfixable state. Consumer goods and living standards, as well as the Five year Plans, also caused dissatisfaction though these were less significant.



**ResultsPlus**

**Examiner Comments**

As with the response above, the answer considers the role of the influence of the So[ ] Union in the discontent experienced in the GDR in the 1950(s) along with other key features of the period. However, this response explains rather than explores the factors. The role of each factor is adequately explained and supported with relevant and accurate knowledge but there is a limited sense of discussion and the relative contribution of each factor is stated rather than established in the overall judgement.



**ResultsPlus**

**Examiner Tip**

Responses which engage with the question and create a sense of debate and discussion are more likely to exhibit the descriptors required for Level 4.

## Question 7

This was a popular question and many candidates had a thorough knowledge of the economic policies of the GDR during the 1960(s) and 1970(s). A few candidates confused the decades, with some describing the Five Year Plans of the 1950(s) and little else. Differentiation between Level 3 and Level 4 on this question tended to be determined by the extent to which candidates were able to discuss economic policies in relation to production and measurements for success. A significant number of candidates were able to explain the policies but did not then provide evidence for success or failure. Many just asserted that the policies led to increased production but poor quality goods. However, there were some interesting and well written responses that were able to indicate clearly the extent to which economic production genuinely improved.

This is a Level 4 response.

NES    43% 1958-1965    ~~4%~~ - 5%    5% in 70s

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number:    Question 3             Question 4             Question 5   
   Question 6             Question 7             Question 8

In order for the GDR to be successful in improving its economic production in the 1960s and 1970s, production growth ~~was~~ must continue to be positive throughout this period. This was indeed the case, despite growth not being constant or balanced. The introduction of the NES caused a drastic increase in industrial production which was only continued, albeit at a slightly slower rate ~~in~~ by the ~~the~~ ESS. Growth was maintained throughout this period and showed an encouraging ~~open~~ recovery of an economy that had been severely affected by the war and so despite the rate of production growth not being consistent and balanced, the GDR was most definitely successful in improving its economic production throughout this period.

The NES was introduced by Ulbricht in 1963 and although it did not stick to the socialist ideals of collectivising jobs impact on production was outstanding. The GDR East was an area which had been severely hindered by the destruction of the war. ~~and~~ On top of this, an estimated 15,000 industrial factories were taken from the Soviet zone as reparations and vital industrial areas in coal and steel production had been in the Ruhr - an area in Germany that was now in the FRG. Despite this, the NES provided a focus on chemical, electrical and optic industries that ~~proved~~ proved highly beneficial to the GDR's rate of production. Industrial production rose 43% from its 1958 level to that in 1965, showing incredible improvements in economic production. This production was, however, unbalanced. There was a large focus on quantity over quality and ~~the~~ consumer goods were ~~generally~~ generally neglected, yet improvement in production was still visible. This initial ~~acceleration~~ acceleration in productivity was indeed impressive but ultimately unsustainable. It would be unlikely that any country would ~~not~~ have production increase at such a high level constantly, nonetheless, ~~rate of~~ <sup>rate of</sup> production did continue to increase but at a slower rate. The NES had proved effective yet its conflicts with Marxist ideology ensured it could not be implemented for long. The new ESS would continue this improvement in production.

The ~~the~~ ESS was introduced in 1968 and used a more centralised, and therefore ~~se~~ ~~to~~ more socialist, system of controlling the economy. Focus on the chemical, electrical and light industries continued and growth too continued in production. In 1968, the GDR's <sup>growth in</sup> GDP was 3.4% but come 1970 and this had reached 5%. This 5% growth rate remained constant throughout the 70s and thus a sustainable level of growth had been reached by the end of this period. Production continued to be uneven, with consumer goods improving but at such a slow rate it was unnoticeable ~~to~~ to many. The rising expectations and demands of the East German population did little to encourage growth here as impatience grew and any growth that was not rapid went unnoticed. Although this ~~is~~ ~~was~~ unbalanced production remained ~~the~~ and the ESS was ~~not~~ <sup>virtually</sup> ~~almost~~ ~~the~~ non-existent soon after its creation due to Brezhnev forcing Soviet centralization over all Eastern states following a crisis in Czechoslovakia, production continued to grow. By the end of this period a sustainable rate of growth of economic production had been achieved yet the neglect of consumer goods meant living standards were resistant to showing this improvement. Nonetheless, it can be concluded that the GDR was indeed successful in improving its economic production in the 1960s and 1970s.

In conclusion, the GDR was indeed successful in improving its economic production in the 1960s and 1970s as growth in production was evident throughout this period. The NES and ESS both proved valuable tools in the bringing about of this <sup>an economy of</sup> recovery of a country devastated by war. Although growth was inconsistent and unbalanced, it is undeniable that it was present, with ~~as~~ a sustainable rate of growth ever being needed in the 1970s. This is why the GDR was most definitely successful in ~~achieving~~ improving its economic production ~~in~~ this period.



## ResultsPlus

### Examiner Comments

The strength of this response is that it is focused on the wording of the question. It is clearly engaged with the extent to which the GDR was successful in improving its economic production during the 1960(s) and 1970(s) rather than whether the economic policies were successful. At AS level sufficient knowledge is required to meet most of the demands of the question and here although the knowledge could be more detailed it is sufficiently focused.

## Question 8

This question is a prime example of the need for candidates to read the wording of the question clearly and carefully before beginning to answer. 

It would also appear to act as a reminder that responding to a question with apparently 'learned' paragraphs is not necessarily helpful for candidates. Understanding the demands of the question and being able to deploy appropriate supporting knowledge in order to answer the specific question set is a clear requirement of the mark scheme for AO1.

Many responses showed a good understanding of the circumstances surrounding the collapse of communist government in the GDR and the factors involved in the collapse, and as such were able to achieve Level 3. However, the question wording specifically referred to the most significant event in the collapse of government in the GDR in 1989 and, therefore, required a discussion of the impact/difference made as a result of Gorbachev's visit in comparison to other events influencing the collapse.

Many weaker responses barely mentioned the events of 1989 at all, with many making no reference to the weakening of SED control, changes in government personnel or the opening of the Wall.

These responses often described Gorbachev's visit in isolation and then began an explanation of several different long term factors, which were assumed to lead to the collapse of communist government but made few links to the actual collapse itself.



Some excellent Level 4 responses were able to explore the role of Gorbachev's visit in relation to other events such as the opening of the Hungarian border with Austria, the mass demonstrations in Leipzig, Honecker's resignation and the opening of the Berlin Wall. These answers produced some of the most focused and well written material seen by examiners.

This is a Level 4 response.

Chosen question number: Question 3  Question 4  Question 5   
Question 6  Question 7  Question 8

~~Gorbach~~ Mikhail Gorbachev - leader of the Soviet Union - paid a visit ~~to~~ to the GDR in October ~~to~~ 1989 to celebrate its 40th Anniversary. The event was undeniably significant in the ~~development~~ eventual collapse of the GDR.

However, we cannot say that it is the most significant event <sup>(of 1989)</sup> as it was predominantly ceremonial and there were ~~some~~ various other occurrences which led to the fall of the SED, more directly ~~namely~~ <sup>namely</sup> the ~~collapse~~ opening of the Berlin wall.

Firstly, we must explore the ~~collapse~~ significance of Gorbachev's visit in the collapse. The ~~the~~ USSR's General Secretary had reluctantly agreed to pay a state visit to the GDR in a celebration of its existence. However, ~~the~~ ~~just~~ this celebration of communism was undermined by the protesters in Berlin ~~and~~ across all of East ~~the~~ Germany. They gleefully welcomed Gorbachev with cheers of 'we love you, Gorbach!' or 'save us, Gorbach!' ~~Not only was~~ This was embarrassing for the SED leadership ~~and~~ - and the ~~of~~ unpopular Honecker - as it highlighted the lack of popular

support for the regime that was becoming evident in the 1980s. ~~The~~ ~~How~~ ~~It~~ ~~at~~ ~~the~~ cries and posters of ~~you & your~~ ~~of~~ and 'Thank you, Gorbic' were particularly ~~that~~ important, as they demonstrated the gratitude of the ~~peop~~ East German people for his abandonment of the Brezhnev Doctrine. Lifting the 1968 doctrine enabled the people to protest without being oppressed by the Soviet military like they were in ~~1988~~ the time of the uprising of ~~the~~ 1953. Overall, ~~the~~ ~~so~~ Gorbachev's visit revealed the dwindling support and control of the SED over its people, who were evidently eager for the same reforms that the USSR had received under Dr Gorbachev.

On the other hand, arguably the series of ~~protest~~ protests across the GDR were the most significant event in the course of its downfall. ~~That~~ ~~the~~ ~~same~~ ~~month~~ as Gorbachev's visit, there had been a protest of 7,000 people in Leipzig. This was led by opposition groups such as ZfM (Zukunft für Peace and Human Rights) ~~and~~ Environmental Library. They ~~had~~ been sheltered by the protestant church and through ~~them~~ ~~to~~ their support had managed to

build upon influential ~~movements~~ movements. ~~It~~  
~~is important to understand~~ The role of the ~~the~~ church & church  
in opposition to the communist regime <sup>was</sup> is evident  
from one of the slogans of the protest ~~being~~ ~~say~~  
proclaiming that their only leader is ~~the~~ the  
Leader of the Church. The abandonment of  
the Brezhnev Doctrine in 1988 & that  
we mentioned previously, had enabled a  
series of protests ~~are~~ in the municipalities of  
East Germany as well as Leipzig, including  
Berlin and ~~the~~ Dresden. Notably, ~~at~~ ~~it~~  
on the 4th of November 1989, ~~at~~ 1 million  
people protested in East Berlin, ~~at~~. We must  
note ~~that~~ that these ~~opposit~~ opposition groups  
were campaigning for ~~refer~~ political reform  
by the fragmented SED ~~is~~ - led by the stubborn  
and ~~the~~ gall bladder-less ~~Honecker~~  
Honecker. They did not want reunification  
of Germany, ~~to~~ but combined with the  
GDR's weakened economy ~~and~~ that was their  
eventual outcome in 1990. The protest groups  
stressed the ~~need~~ demand for reform and the  
lack of support that remained for the SED.

Finally, we can judge that the ~~was~~ most significant  
and symbolic event in the collapse of the GDR was

The fall of the Berlin Wall of the ~~10th~~<sup>9th</sup> of November 1989. The SED had experienced a period of turmoil which had led to Honecker resigning and ~~was~~ Egon Krenz taking ~~to~~ succeeding him. ~~but with~~ <sup>He had a</sup> series of last-gasp ~~attempts~~ attempts to ~~maintain the~~ ~~or~~ retain the SED's power, such as promising reforms to the political system. However, people power seemed to override this as ~~as~~ ~~because~~ ~~as soon~~ as the Berlin Wall was opened, reunification followed shortly after. After a series of protests the drunk media representative ~~announced~~ of the SED - Schabowski - announced ~~the~~ a series of reforms. He ~~mist~~ failed to read the correct date and stated that the Berlin Wall would be opened ~~on~~ that day - the 9th - as opposed to its official date - the 10th. As a result, citizens from both the East and the West of Berlin flooded to greet each other at the Wall, which was opened by the confused guards at 11pm. Berlin had been ~~united~~ ~~and~~ ~~re~~ opened and reunification for the whole of Germany became the new desire of the people. Combined with ~~the~~ Honecker - the architect of the Wall - ~~or~~ ~~resigning~~ resigning and the lack of influence that the government now held, the division was

redundant and the collapse of the GDR was inevitable.  
~~inevitable~~ socialist GDR was inevitable.

In conclusion, as the events such as Gorbachev's state visit of the GDR's 40th anniversary and the ~~many~~ various protests were extremely important in ~~revealing~~ revealing the demand for change and the depletion of control of the SED authorities. However, ~~un~~ undoubtedly the most significant event was the fall of the Berlin Wall in November 1989. Not only was it highly symbolic of the freedom the East German people now had despite their government, but it also led for the very very rapid reunification of Germany under capitalism.



### ResultsPlus

#### Examiner Comments

This response is clearly focused on the question set with a consideration of Gorbachev's visit as the most significant event in 1989. Significance requires a discussion of the impact of the event and this response reflects the difference that the various events made to the collapse of communist government.



### ResultsPlus

#### Examiner Tip

Stronger responses often use terminology in the overall judgement which reflect the valid criteria. In this case there is reference to the extent of demand for change, the depletion of control and the high symbolism of the Berlin Wall.

This response was awarded a high Level 3.

Chosen question number: **Question 3**  **Question 4**  **Question 5**   
**Question 6**  **Question 7**  **Question 8**

In October of 1989, Mikhail Gorbachev, leader of the Soviet Union, visited Berlin to celebrate 40 years of GDR existence. The following month the Berlin Wall would fall and the end of the communist government soon followed. It was not until the next year that the official reunification of Germany was announced. Gorbachev's visit to the East of Berlin was very significant in dismantling the government but long-term economic issues and the fall of the Berlin Wall must also be considered.

When Gorbachev became leader of the Soviet Union in 1985, his brainchild policy 'glasnost' was conceived. He wanted transparency and glasnost was going to make this happen. It allowed for open criticism of the regime and soon ~~this~~ this attitude spread to the GDR. After decades of discontent, Gorbachev's visit inspired the population, with cries of "Gorby" ringing out from the crowds. What is more, the crowds begged Gorbachev

to stay and save them from the outdabed  
Honecker (who was very keen to reintroduce  
labour camps to quell discontent). When  
Gorbachev left to return home, crowds  
gathered at St. Nikolai's church in Leipzig  
to protest against the SED. With hundreds  
of thousands of people taking part, the  
opposition that Gorbachev had created proved  
too much for the SED. Gorbachev effectively  
spear-headed the disorganised discontent, and, now  
with something to aim for, the harmonious  
protestors soon overcame their repressive  
government. All of which is an indication  
that Gorbachev's visit was very significant.

Alternatively, the long term economic problems  
that lingered in the GDR were sure to  
eventually see the end of the regime. Economic  
issues were a large part of the discontent that  
Gorbachev rallied, suggesting that these  
problems could be more significant. Willy Brandt's  
1969 policy of *Ostpolitik* had given the GDR  
access to western loans, of which the GDR  
now largely survived off. The accumulative  
debt owed to the West by the time of  
Gorbachev's arrival in Berlin was now into the

high billions. In addition, the constant poor quality of consumer goods gave no way of repaying these debts as most countries would prefer the better quality goods emerging from the West. Finally, the GDR's policy of selling unpurified Soviet oil had crippled the economy even further. For the sake of a small profit margin, the GDR was run on the pollutant brown coal as opposed to the imported oil, with the brown coal also being far less efficient. With a combination of these problems, the communist government was doomed to fall eventually. Essentially, the arrival of Gorbachev simply gave a sense of meaning to the pessimistic camaraderie shared by the populace as a result of economic issues. The SED was destined to fall because of the economy, but the ~~as~~ visit of Gorbachev just accelerated the process.

A third factor worth considering when discussing the fall of the communist government is the fall of the Berlin Wall itself. At the time of the fall, Krenz had succeeded Honecker as head of the GDR. Due to a mix up in communication,

a Politburo member had announced that the Berlin Wall border could now be crossed. This occurred on the 9<sup>th</sup> November 1989. As this accident had happened live, thousands soon took to the streets to destroy the symbol of the Cold War. With nothing left to physically stop people from leaving the East, the government crumbled as their control over society finally vanished. Not only was there a mass exodus when the Wall fell, but the opening of the Hungary - Austria border in the same year had created a second brain drain. Skilled workers and young families fled the East and crossed into neutral Austria, ready to start their new lives. The dismantling of these two borders ultimately destroyed any last hopes the communist government had of maintaining control. Gorbachev again comes into the fold because his visit just a month earlier began the new wave of discontent that capitalised on the mistakes of the Politburo.

To conclude, Gorbachev's visit was the most significant reason as to why the communist government fell. However, without

The economic problems the discontent would not have been so great. The economy had been a focal point for the negative attitudes in the GDR, but without Gorbachev, they would never have been given direction or incentive. The fall of the Berlin Wall serves as a result of this resolute movement but also acts as a metaphor for the fall of the ~~Berlin Wall~~ communist government. Nevertheless, the fall of the SED would have happened because of the poor economy, but it was Mikhail Gorbachev who is solely responsible for <sup>making</sup> it happen when it did.



**ResultsPlus**  
Examiner Comments

This response did reflect on the significance of several key events in the collapse of communist government in the GDR but is a good example of how it is important to read the question carefully and to use clearly focused wording and supporting evidence in answering the question. There is sufficient discussion of events for this to achieve high Level 3 but the references to 'factors' and the discussion of the long term economic problems suggest that with more careful reading of the wording and some planning the response could have been more focused.

## Paper summary

Based on the performance of this paper, candidates are offered the following advice:

### Section A

 A careful reading of the sources is needed so that the issues raised are clearly identified. Inferences should be drawn out, but they should always be directly linked to the source and not driven by contextual knowledge.

- Do not merely re-state what the provenance says – think about how it can be used to address the question. In (a), this requires a consideration of how it adds value and in (b), this requires a consideration of value and limitations
- Contextual knowledge should be used to support the answer and should be made relevant to the enquiry but should not be used to answer the enquiry itself
- Depending on the Option chosen, Question 1(a) or 2(a) do not require consideration of the limitations of sources
- It is unlikely that weight can be appropriately assessed by listing all the things that a source does not deal with.

### Section B

- Spending a few minutes planning helps to ensure that the second order concept is correctly understood and the exact wording of the question clearly identified
- Candidates should deploy more precise contextual knowledge as evidence. Weaker responses lacked depth and sometimes range
- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels
- Candidates need to be aware of key dates as identified in the specification so that they can address the questions with chronological precision
- Candidates should try to explore the links between issues in order to make the structure of the response flow more logically and to enable the integration of analysis.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



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