



# Mark Scheme

Summer 2017

Pearson Edexcel  
GCE In History (8HI02) Paper 2E

Advanced Subsidiary

Unit 2: Depth study

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

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

## **Edexcel and BTEC Qualifications**

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

## **Pearson: helping people progress, everywhere**

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

Summer 2017

Publications Code 8H10\_2E\_1706\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Generic Level Descriptors

### Section A: Questions 1a/2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
3	6–8	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none"><li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
2	3–5	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
3	6–9	<ul style="list-style-type: none"><li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</li></ul>
4	10–12	<ul style="list-style-type: none"><li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li><li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li><li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li></ul>

## Section B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question.</li> <li>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

**Section A: indicative content**

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

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons for the implementation of marriage policies in Mao's China.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It suggests that the communists believed that marriage policies were necessary to maintain the success of the communist revolution in China ('delay their age of marriage according to the needs of the revolution')</li><li>• It suggests that marriage policies helped to distinguish Communist China from the pre-revolutionary China ('Early marriage is an old custom left over from the old society')</li><li>• It indicates that the communists believed that their marriage policies benefited the well-being and advancement of the individual ('their study, work and physical growth will all be affected')</li><li>• It implies that the communists believed that social engineering ('stipulated in our country's marriage law') should above all benefit the state by placing references to the revolution before that of the people.</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• The manual was an official publication of the Communist Party</li><li>• The purpose of the manual was specifically to advise young people on the reasons for and benefit of the communist marriage policies</li><li>• The publication of the manual in 1972, two decades after the proclamation of the Marriage Law (1950), underlines the belief that marriage policies helped to maintain the success of the revolution</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• The Marriage Law (1950) was introduced with speed at the beginning of Communist rule and made illicit marriage a criminal offence</li><li>• Mao Zedong had a personal interest in the passage of the Marriage Law and believed firmly both in the benefits of delayed marriage and equal rights within marriage</li><li>• Mao's China relied on manual labour to improve agricultural and industrial production.</li></ul></li></ol>

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the success of the 'up to the mountains and down to the villages' campaign.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The letter was apparently written by a participant in the campaign</li> <li>• The letter was published in a pro-CCP publication suggesting that it would probably reflect the success rather than failure; pro-CCP publications were known for inventing or amending material in support of communist policies</li> <li>• The use of language may indicate that the letter was designed to reflect the actions of a 'model' rusticant ('My political affiliations...are all clean').</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence for the successful indoctrination of young people from urban areas ('the experience...has indeed reformed my outlook')</li> <li>• It claims that the campaign successfully integrated the participants into rural life ('whole-hearted support of the peasants')</li> <li>• It suggests that the sentiments in the letter were just an excuse for Sheng's educational failures ('has prevented me from revising') rather than an affirmation of the success of the campaign.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The 'up to the mountains and down to the villages' campaign was introduced in 1968 to redirect the energies of the Red Guard youth away from violence and into productive pursuits away from the major urban areas</li> <li>• The participants often lacked the necessary skills to survive in rural areas and were often seen by the peasants as both arrogant and a burden</li> <li>• The participants themselves were often homesick and isolated and the campaign contributed to the notion of a 'lost generation' of youth in the years 1966-76.</li> </ul> </li> </ol>

## Option 2E.2: The German Democratic Republic, 1949-76

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the role of state visits in the development of the GDR.</p> <ol style="list-style-type: none"><li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none"><li>• It provides evidence that state visits brought concrete development and cultural ties to the GDR ('a long term programme of... industrial co-operation; co-operation in the fields of sport, culture...')</li><li>• It suggests that state visits allowed the GDR to be accepted and treated as an independent and legitimate state ('good, friendly relations'; 'talks between the German Democratic Republic and Greece')</li><li>• Through the tone of the source it can be inferred that state visits helped to increase the international prestige of the GDR by alleviating the fears of its leadership that it was not perceived as being a legitimate state.</li></ul></li><li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none"><li>• The GDR Review reflected the views of the GDR government; in 1984 the government of the GDR was eager to use state visits to maintain an international policy of peaceful coexistence</li><li>• The GDR Review only published articles on events which were considered to be important to the development of the GDR</li><li>• The GDR Review was designed to showcase positive aspects of the GDR to an international audience.</li></ul></li><li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none"><li>• In 1984 the Cold War tensions were increasing and the previous spirit of détente and peaceful coexistence was under threat</li><li>• Erich Honecker used state visits as a part of a deliberate foreign policy, particularly with West Germany and non-communist European states</li><li>• By 1984 the GDR was experiencing serious economic difficulties and needed to encourage international economic co-operation.</li></ul></li></ol>

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the influence of Western popular culture in the GDR.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• It is an official report by SED officials and clearly reflects a negative opinion of Western popular culture</li> <li>• The need to produce an official response to recent events suggests that the authorities in the GDR were worried about the growing influences of Western popular culture</li> <li>• The report is a response to local events and so could reflect wider influences or could just be specific to Leipzig.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It claims that Western popular culture had a negative influence on the youth of the GDR ('lead them to excesses')</li> <li>• It claims that West Germany was specifically using Western popular culture to undermine both communist ideas and the authority of the GDR ('This enemy...weakening of our ideology'; agitation against leading party and state personalities')</li> <li>• It provides evidence for the types of Western popular culture being experienced in East Germany ('radio and television'; 'Western music and dancing')</li> <li>• The source as a whole suggests that Western popular culture was becoming more popular.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• After 1961 with the building of the Berlin Wall and increased travel restrictions the GDR had hoped to isolate Germany from Western influences</li> <li>• Even in the 1960s technological developments meant that it was difficult to prevent popular Western culture from being accessible in the GDR</li> <li>• Western popular culture in the 1960s, 70s and 80s was in itself often anti-authoritarian and a focus for discontent and rebellion</li> <li>• The influence of Western popular culture continued to be popular and to pose a threat to the authority of the GDR throughout its existence.</li> </ul> </li> </ol>

**Section B: indicative content**

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

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which communist agricultural policies in China changed in the years 1949-58.</p> <p>Arguments and evidence that communist agricultural policies in China changed in the years 1949-58 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Initial land reform based on the redistribution of land to the peasantry was replaced by an official commitment to collectivisation after 1952</li><li>• Voluntary collectivisation was replaced by enforced collectivisation; from 1956 to 1958 750,000 existing communes were amalgamated into 70,000</li><li>• Private ownership of land was abolished as part of the Great Leap Forward introduced in 1958</li><li>• The Great Leap Forward centralised the whole farming system under the control of the Communist Party and Lysenkoism was introduced.</li></ul> <p>Arguments and evidence that communist agricultural policies in China did not change in the years 1949-58 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Anti-landlordism and violent attacks on 'kulakism' remained a feature of agricultural policy throughout the period</li><li>• Collective agricultural policy was always the ultimate goal of Mao and the communist leadership and was encouraged from the start</li><li>• A belief that the peasantry was not to be trusted and needed to be controlled saw a degree of centralisation imposed throughout the period</li><li>• Agricultural production methods continued to be labour-intensive.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether Chinese involvement in the Korean War (1950-53) strengthened communist rule in China.</p> <p>Arguments and evidence that communist rule in China was strengthened by Chinese involvement in the Korean War (1950-53) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Chinese participation in the Korean War created a national identity for the newly formed People's Republic of China (PRC) which in turn strengthened the rule of the Chinese Communist Party (CCP)</li> <li>• Mao and other Communist leaders were able to use the call to national unity to suppress political opponents as traitors and introduce socially repressive policies</li> <li>• The CCP was able to use the 'national security threat' posed by the war to overcome the remaining Guomindang (GMD) forces on the Chinese mainland</li> <li>• Chinese participation strengthened Mao's position as figurehead of the PRC both domestically and internationally.</li> </ul> <p>Arguments and evidence that challenge the statement that Chinese involvement in the Korean War (1950-53) strengthened communist rule in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The CCP was forced to spend the first years of its rule fighting an external war rather than concentrating on domestic advances</li> <li>• The human and material cost of the war to the PRC undermined its ability to manage the economy effectively</li> <li>• The stalemate in the war allowed the GMD to establish itself as a rival Nationalist Chinese state on the island of Taiwan under the protection of the USA.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate is it to say that Mao's belief in permanent revolution was the main reason for the launching of the Cultural Revolution (1966).</p> <p>Arguments and evidence that Mao's belief in permanent revolution was the main reason for the launching of the Cultural Revolution (1966) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mao's belief in permanent revolution meant that communism was a movement which required continuous change – the Cultural Revolution was the next step in the Chinese Revolution</li> <li>• Mao believed that complacent Chinese Communist Party (CCP) officials and bureaucrats who had run China since 1949 were becoming an obstacle to permanent revolution</li> <li>• Mao believed that the young people of China lacked revolutionary experience and could gain that experience by spearheading the next step in the Chinese Revolution</li> <li>• Mao believed that a deliberate policy of disruption was the only way to renew and continue the revolution.</li> </ul> <p>Arguments and evidence that Mao's belief in permanent revolution was <i>not</i> the main reason and/or there were other reasons for the launching of the Cultural Revolution (1966) should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mao's beliefs were an underlying factor rather than the main reason for the Cultural Revolution</li> <li>• Mao wanted to reassert his control over the CCP after a period of withdrawal from frontline leadership in 1962</li> <li>• Mao hoped to cover up the disastrous impact of the Great Leap Forward – he hoped to divert attention away from the effects of the Great Famine</li> <li>• Mao was worried that political developments that had occurred in the USSR, such as the criticism of Stalin and the recent removal of Khrushchev, would repeat themselves in China and affect his legacy.</li> </ul> <p>Other relevant material must be credited.</p>

## Option Option 2E.2: The German Democratic Republic, 1949-76

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the influence of the Soviet Union was responsible for discontent in the GDR in the 1950s.</p> <p>Arguments and evidence that the influence of the Soviet Union was responsible for discontent in the GDR in the 1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The SED followed unpopular industrial and agricultural policies, such as 5-year plans and collectivisation, which were based on Stalinist economic models</li><li>• Many in the GDR resented the political and economic interference of the Soviet Union e.g. asset stripping, particularly when compared with the more benign support for the FRG from the West</li><li>• The main focus of protest during the 1953 June Uprising was Soviet influence and Soviet symbols, such as flags, were torn down</li><li>• The Soviet role in suppressing the June Uprising, and supporting the subsequent political repression carried out by the SED government, maintained resentment within the GDR throughout the 1950s.</li></ul> <p>Arguments and evidence that the influence of the Soviet Union was not responsible for discontent in the GDR in the 1950s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• It was the hardline communist policies of Ulbricht's SED government which caused most discontent; the USSR actually attempted to lessen discontent by urging the SED to ease repression and introduce economic reform</li><li>• The creation of the Stasi (1950) and increasing surveillance of everyday life led to growing resentment, particularly after the June Uprising (1953)</li><li>• In the late 1950s growing political repression and the introduction of compulsory military service created dissatisfaction amongst the youth</li><li>• It was the poor standard of living in the GDR in the late 1950s compared to that of the 'economic miracle' in the FRG that led to increased attempts to emigrate to the West.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the GDR was successful in improving its economic production in the 1960s and 1970s.</p> <p>Arguments and evidence that the GDR was successful in improving its economic production in the 1960s and 1970s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The economic policies of the 1960s, particularly the New Economic System (1963-68), saw an increase in GNP year on year</li> <li>• Industrial production rose across most economic sectors in the 1960s including heavy industry, modern light engineering and consumer products</li> <li>• By the early 1970s the GDR was a leading international industrial producer</li> <li>• By the end of the 1970s consumer production rose with most GDR households owning a refrigerator and a television, and agricultural production made the GDR almost self-sufficient.</li> </ul> <p>Arguments and evidence that the GDR was not successful in improving its economic production in the 1960s and 1970s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the 1960s demand in the GDR for industrial and consumer goods often exceeded supply</li> <li>• The switch to a more centralised economic system, particularly the nationalisation of small manufacturing business in the early 1970s led to a decline in production</li> <li>• Honecker's concentration on social reform and spending in the mid-to-late 1970s starved industry of economic investment and affected economic production</li> <li>• Consumer production increased but the quality of the goods produced was often shoddy leading to a poor reputation in export markets.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that Gorbachev's visit was the most significant event in the collapse of communist government in the GDR in 1989.</p> <p>Arguments and evidence that Gorbachev's visit was the most significant event in the collapse of communist government in the GDR in 1989 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Gorbachev used his visit to the GDR to make it clear that he supported the type of political reform that he had introduced himself in the USSR, and in so doing gave legitimacy to the protests against the communist government</li> <li>• Gorbachev's visit coincided with the 40th anniversary celebrations of the founding of the GDR which increased the symbolism of his statements</li> <li>• Gorbachev's visit was a turning-point in the relationship between the government of the GDR and the Soviet Union; military and economic support would no longer be available to prop-up communist rule</li> <li>• Honecker's refusal to reform in the aftermath of the visit led to a chain-reaction of events in the latter part of 1989 which resulted in his resignation and the eventual collapse of the communist government.</li> </ul> <p>Arguments and evidence that other events were /another event was more significant than Gorbachev's visit in the collapse of communist government in 1989 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The opening of the Hungarian border with Austria (2 May) encouraged East Germans to emigrate to the FRG and fundamentally undermined the stability of the GDR</li> <li>• The apparent fixing of local election results (7 May) sparked the first of many mass demonstrations</li> <li>• The inability of Honecker to respond with force to a 70,000 strong demonstration in Leipzig (9 October) highlighted the growing weakness of the communist regime and led to Honecker's resignation (18 October)</li> <li>• The chaotic events surrounding the decision to open the Berlin Wall on the 9th November and the actions of the crowd in tearing it down precipitated the collapse of communist control over the GDR.</li> </ul> <p>Other relevant material must be credited.</p>

