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EDEXCEL AS AND A LEVEL HISTORY: QUESTIONS BY TOPIC

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

AS and A Level History · Paper 2 · Option 2E.2

57 questions · 1032 marks · Mark schemes included

Pearson Edexcel AS (8HI0) and A Level (9HI0) History, June 2016 - June 2025

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HOW TO USE THIS BOOKLET

Questions are grouped by specification sub-topic; within each sub-topic they run from the lowest mark tariff to the highest.

Click any heading or question row below to jump straight to it.

On every question page, click ANSWER in the top-right corner to jump to its mark scheme.

Diagrams, graphs, tables and data are printed exactly as they appeared in the original papers.

QUESTION	SOURCE	MARKS	PAGE
1 THE CREATION OF THE GDR, 1949–61		12 questions · 204 marks	4
1. Q2	AS Paper 2 June 2016	8	5
2. Q2	AS Paper 2 June 2022	8	8
3. Q2	AS Paper 2 June 2023	8	10
4. Q6	AS Paper 2 June 2017	20	13
5. Q5	A Level Paper 2 June 2017	20	14
6. Q2	A Level Paper 2 June 2018	20	15
7. Q6	AS Paper 2 June 2019	20	17
8. Q5	A Level Paper 2 October 2020	20	18
9. Q6	AS Paper 2 June 2022	20	19
10. Q2	A Level Paper 2 June 2022	20	20
11. Q6	AS Paper 2 June 2024	20	23
12. Q5	A Level Paper 2 June 2025	20	24
2 THE CONSOLIDATION OF THE GDR UNDER ULBRICHT, 1961–71		10 questions · 188 marks	25
13. Q2	AS Paper 2 June 2018	8	26
14. Q7	AS Paper 2 June 2017	20	29
15. Q6	AS Paper 2 June 2018	20	30
16. Q5	A Level Paper 2 June 2019	20	31
17. Q6	AS Paper 2 October 2020	20	32
18. Q5	A Level Paper 2 June 2022	20	33
19. Q6	AS Paper 2 June 2023	20	34
20. Q5	A Level Paper 2 June 2023	20	35
21. Q5	A Level Paper 2 June 2024	20	36
22. Q6	AS Paper 2 June 2025	20	37
3 THE GDR UNDER HONECKER, 1971–85		22 questions · 392 marks	38
23. Q2	AS Paper 2 June 2017	8	39
24. Q2	AS Paper 2 June 2019	8	41
25. Q2	AS Paper 2 June 2024	8	44
26. Q2	AS Paper 2 June 2025	8	47
27. Q6	A Level Paper 2 June 2017	20	50
28. Q7	AS Paper 2 June 2018	20	51
29. Q5	A Level Paper 2 June 2018	20	52
30. Q7	AS Paper 2 June 2019	20	53
31. Q6	A Level Paper 2 June 2019	20	54
32. Q7	AS Paper 2 October 2020	20	55



33. Q8	AS Paper 2 October 2020	20	56
34. Q2	A Level Paper 2 October 2020	20	57
35. Q6	A Level Paper 2 October 2020	20	60
36. Q7	AS Paper 2 June 2022	20	61
37. Q7	AS Paper 2 June 2023	20	62
38. Q8	AS Paper 2 June 2023	20	63
39. Q2	A Level Paper 2 June 2023	20	64
40. Q6	A Level Paper 2 June 2023	20	67
41. Q7	AS Paper 2 June 2024	20	68
42. Q6	A Level Paper 2 June 2024	20	69
43. Q7	AS Paper 2 June 2025	20	70
44. Q6	A Level Paper 2 June 2025	20	71

4 THE DECLINE AND COLLAPSE OF COMMUNIST RULE, 1985–90

13 questions · 248 marks

72

45. Q2	AS Paper 2 October 2020	8	73
46. Q8	AS Paper 2 June 2017	20	76
47. Q2	A Level Paper 2 June 2017	20	77
48. Q8	AS Paper 2 June 2018	20	80
49. Q6	A Level Paper 2 June 2018	20	81
50. Q8	AS Paper 2 June 2019	20	82
51. Q2	A Level Paper 2 June 2019	20	83
52. Q8	AS Paper 2 June 2022	20	86
53. Q6	A Level Paper 2 June 2022	20	87
54. Q8	AS Paper 2 June 2024	20	88
55. Q2	A Level Paper 2 June 2024	20	89
56. Q8	AS Paper 2 June 2025	20	92
57. Q2	A Level Paper 2 June 2025	20	93



QUESTIONS

57 questions · 1032 marks · grouped by sub-topic, lowest tariff first



KEY TOPIC 1

THE CREATION OF THE GDR, 1949–61

12 questions in this sub-topic · 204 marks · lowest tariff first



You should start the answer to part (a) on page 7.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the nature of the government of the GDR in the 1950s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Option 2E.2: The German Democratic Republic, 1949–90**Source for use with Question 2a.**

Source 3: From the *Constitution of the Democratic Republic*, 7 October 1949. The German Democratic Republic was formed in October 1949 in direct response to the creation of the Federal Republic of Germany in May 1949. These are the opening lines of the Constitution. The Constitution set out the principles by which the GDR would be governed, and the hopes for future development.

The German people have given themselves this constitution to guarantee freedom and human rights, to shape communal and economic life in social justice, to serve social progress, to support friendship with all nations, and to secure peace.

Article 1: Germany is an indivisible democratic republic; it is composed of the German states.

5

The republic decides in all matters which are essential to the existence and the development of the German people as a whole; all other matters are decided by the states themselves. As a matter of principle, the decisions of the republic are carried out by the states.

Article 2: The colours of the GDR are black-red-gold. The capital of the republic is Berlin.

10

Source for use with Question 2b.

Source 4: From a West German journalist's report on life in the town of *Stalinstadt*, June 1961. The article was published in West Germany. *Stalinstadt* was a 'new town' built for steelworkers in the GDR in 1950 and designed to show the benefits of living in a socialist state.

However uncomfortable the name sounds for the western visitor, the experience of *Stalinstadt* is highly impressive. It is proud of being the 'first Socialist town in Germany'. Everything belongs to the state and is looked after by the state.

The town itself was shown to me by the Deputy Mayor. He beams with pride about his home town, and one cannot blame him. It is a model of a well-planned and well-built development, with currently around 24,000 inhabitants, whose hygienic dwellings, schools and community centres are really ideal.

15

The town consists of several 'living complexes', each for around 4000 to 6000 people, built showing variety in their architectural styles, but which nevertheless form a harmonious whole with the green spaces and the community buildings.

20

It is also a town of youth. Precisely one-third of the population is made up of children under the age of 15. The cheerful hordes of children that one meets are, incidentally, like everywhere else in this country, very cheerful in appearance, well nourished, and nicely dressed. There are six pre-schools, four after-school care centres, four general Comprehensive Upper Schools, one Extended Upper School, as well as a series of technical apprenticeship schools and institutes of further education.

25



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2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the extent of emigration from the GDR to West Germany in the 1950s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

Option 2E.2: The German Democratic Republic, 1949–90**Source for use with Question 2(a).**

Source 3: From *'He Who Leaves the German Democratic Republic Joins the Warmongers'*, published 1955. This article, published by a propaganda unit of the SED, provided arguments for supporters of the SED to use when discussing emigration.

How should one judge those who leave the German Democratic Republic?

There can only be one answer. From both the moral standpoint and the interests of the whole German nation, leaving the GDR is an act of political and moral backwardness and criminality.

Those who allow themselves to be persuaded to leave are serving West German interests, whether they are aware of it or not. It is disgraceful when someone leaves a country, in which a new and more beautiful life is already beginning, just for the sake of a few attractive job offers or false promises about a 'guaranteed future'. 5

It is an act of political immorality when citizens, whether young people, workers, or academic intellectuals, leave our republic to betray what our people have created through common labour. Those who leave merely go to work for reactionary West German factory owners and landowners. 10

Source for use with Question 2(b).

Source 4: From Maxim Leo, *Red Love: The Story of an East German Family*, published 2013. Leo grew up in East Germany in the 1970s and 1980s.

It was through my parents that I found out how things really worked. I had a pretty good idea about what I had to say in public and where I had to say it, if I wanted to avoid getting into trouble. I always got top marks in citizenship in school because we had lists of things to learn, such as 'What we have achieved since the foundation of the GDR'. I went to FDJ propaganda meetings but at home I read copies of a West German newspaper that my mother sometimes secretly brought home from her work. 15 20

I was proud to have been made aware of my parents' secrets without my teachers noticing. My mother particularly liked to tell me about historical events. She said she wanted me to know the truth before other people told me lies. I knew, for example, that on 17 June 1953 there had been a workers' uprising in East Berlin, which had been brutally suppressed by the Soviet Army. In class I wrote that the uprising had been started by counter-revolutionaries and West German agents who had wanted to damage the working class of the GDR. 25



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Source 1 from: China Now By D J Dwyer © Longman, December 1974

Source 2 from: A Glance at China's Culture By Chai Peink © Foreign Language Press, 1975

Source 3: © Randall Bytwerk

Source 4 from: The Story of an East German Family By Maxim Leo © Pushkin Press, 2013



For more practice, see Question 2(a) on page 11.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the response to the rising of June 1953?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

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

Source for use with Question 2(a).

Source 3: From a confidential telegram sent by Vladimir Semyonov, the Soviet Ambassador in the GDR, to members of the Soviet Politburo, 17 June 1953. Here he is reporting on the situation at 2 pm on 17 June.

The office building of the GDR government and the SED Central Committee buildings, which were attacked by demonstrators, have been liberated after the arrival of our Soviet tanks. The German police and our troops opened fire on the demonstrators at the Police headquarter buildings. We do not have information on the dead and wounded.

5

Until our troops took active measures to settle the unrest, the demonstrators had succeeded in overcoming the German Police, who had not been able to hold them back. With the active intervention by our troops, the situation in Berlin began to return to normal. Demonstrators dispersed after the appearance of Soviet tanks.

10

At 1 pm, martial law was declared in Berlin.



Source for use with Question 2(b).

Source 4: From Honecker's resignation statement, published in the SED newspaper, *Neues Deutschland*, 19 October 1989. The resignation statement was written on 18 October 1989.

Dear Comrades!

After deep reflection, following yesterday's consultation in the Politburo, I have come to the following decision. As a result of illness and the surgery I have had, I am no longer able to expend the strength and energy required by our Party and the people in the future. 15

Therefore, I request that the Central Committee release me from my role as Secretary General of the Central Committee of the SED and from my office as chairman of the Council of State of the GDR.

I recommend Comrade Egon Krenz to the Central Committee and the *Volkskammer* as my successor. He is able and committed to the interests of the Party and the people. 20

Dear Comrades!

My entire adult life has been spent in unswerving loyalty to the revolutionary cause of the working class. I have dedicated my life to our Marxist-Leninist world view and the establishment of socialism on German soil. This year, we celebrated together the 40th anniversary of the founding and successful development of the socialist GDR. In my opinion, this celebration was a great reflection of the struggle of our Party and my own efforts as a Communist. 25

I will also make myself available to my Party in the future to offer my advice and experience. 30

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Source 1 from: China since 1919: Revolution and Reform: A Sourcebook By Alan Lawrance
© Routledge, 2003

Source 2 from: Chinese Women in the Fight for Socialism By Chi Pen © Foreign Language Press,
Beijing, 1977

Source 3 from: <https://nsarchive2.gwu.edu/NSAEBB/NSAEBB50/doc28.pdf>

Source 4 from: Uniting Germany: Documents & Debates: Documents and Debates By K H Jarausch & V
Gransow - translated by Allison Brown and Belinda Cooper © Berghahn Books, 1998



-
- 6** To what extent was the influence of the Soviet Union responsible for discontent in the GDR in the 1950s?

(Total for Question 6 = 20 marks)



-
- 5** How successful was the SED in establishing communist rule and communist policies in the GDR in the years c1949–61?

(Total for Question 5 = 20 marks)



Option 2E.1: The German Democratic Republic, 1949–90

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the control of young people in the GDR through the Free German Youth (FDJ)?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From the *Statute of the Free German Youth*, May 1959. The *Statute* was an official document produced by the Free German Youth (FDJ). The following points outline the intended role of the FDJ in the development of young people.

1. The Free German Youth is the Socialist mass organisation of the youth.

It unites in its ranks, on a voluntary basis, the working-class and rural youth, the young intelligentsia, pupils and students, and the youth of the middle class.

The Free German Youth represents the political, economic, and cultural interests of all young people in the German Democratic Republic.

5

As the friendship league of all boys and girls, it wages the battle for peace and Socialism.

2. The Free German Youth helps all young people to become young patriots who have an all-round education; full of life, cultured, and healthy.

Through cultivation of the body and sports, it aims to educate the youth to become healthy persons, to develop in them qualities such as courage, strength, and endurance, and to promote agility and grace.

10

The Free German Youth is a community of young people who come together at work, study and sport, in music, song, and dance to develop a joyous life.

German youth has its true fatherland in the German Democratic Republic.

15

That is why the members of the Free German Youth employ all their powers to further strengthen their workers' and farmers' state, and through their example win over the entire youth for participation in this work of peace.



Source 4: From an article by the Reverend Andreas Tasche in a church newsletter, published October 2014. The Reverend Tasche was a Protestant church minister in Germany. Here he is describing his experiences of growing up as a Christian in the GDR.

As a young person I was never a member of the Free German Youth. Nor had I participated in the Jugendweihe 'Youth ceremony', a cunning measure introduced by the State as an alternative to Christian Confirmation. I also refused to learn and sing certain propaganda poems and songs which angrily denounced the Christian faith and the Church. I would not salute the flag of the State-run Youth Organisation which was raised at certain times in school. 20

And so I belonged to a minority which in the 1960s and 70s, depending on region, numbered between two and eight per cent of the population. I could not apply for higher education and so could not study journalism as I had planned. Even vocational training as a maintenance engineer or as a mechanical technician was denied to me. 25

None of the requests of my parents to the school board, the local and then regional authorities, right up to the Ministry of Education in Berlin were successful. No school, university or firm wanted 'an ideologically unreliable young person'. Not even my very high exam grades could change anything. 30

The other 92-98 per cent of children and young people who, with their parents, had turned their backs on the church, could pursue careers in the GDR. There were very few ardent Communists among them but the State was content with comfortable yes-men seeking a quiet life. 35

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-
- 6** How successful were the economic policies of the SED government in the years 1949–61?

(Total for Question 6 = 20 marks)



- 5 'The formation of the GDR in 1949 was primarily a reaction to the attempts of the western Allies to undermine the post-war agreement in Germany.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)



-
- 6** How accurate is it to say that the system of government established in the GDR in the 1950s was democratic?

(Total for Question 6 = 20 marks)



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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the causes of the rising of June 1953?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From an article in a French weekly newspaper, published 25 June 1953. The journalist was based in Berlin. Here he is reporting on events at a demonstration by construction workers held outside an SED building in East Berlin on 17 June 1953.

The Minister of Mines stood up on a table and spoke to the workers, pleading with them to return to work and put their trust in him.

But the workers interrupted him: 'We no longer have confidence in you.'

The Minister replied, 'But I have myself been a worker for a long time.'

The workers replied, 'You have forgotten that. You are no longer our comrade. We are the real communists, not you.' 5

The Minister was left speechless. A building worker forced the Minister off the table and got up in his place. Those who heard him said the worker delivered a calm and dignified speech and formulated the demands of the workers in four points: 10

1. Immediate cancellation of the 10 per cent increase in work quotas.
2. Immediate reduction by 40 per cent in the price of foodstuffs and of consumer goods in state-run stores.
3. Leaders who committed serious errors should be dismissed; the SED and the trade unions must be democratised. 15
4. We must not wait for West Germany to take the initiative for the real unification of Germany. The GDR government should start immediately by eliminating all that separates the two Germanies. The country must be unified by holding general and free elections with secret ballots.

The worker ended his speech by stating that if the GDR leadership refused to face the workers, a general strike would be called in all Berlin to support these demands. 20



Source 4: From a resolution passed at a meeting of the Central Committee of the SED, 24–26 July 1953. The Central Committee of the SED held the meeting in response to the events of June 1953.

West German business capitalists and Junkers*, as puppets of American imperialism, played an important role in preparing the attempted fascist takeover on 17 June. These groups have done everything they can to prevent the peaceful establishment of the GDR. West German politicians openly announced this fascist 'Day of Action' in advance. 25

The SED is the particular focus of the hatred of these Western reactionary groups. The hostile demands made by the fascist ringleaders on 17 June, for the overthrow of the government of the GDR, reflected the intentions of these reactionary groups. 30

The events of 17 June proved that the democratic order in the GDR is unshakable because the GDR is supported by the majority of the workers. Recently, however, the SED has committed a number of errors:

- a) The SED, which had taken the correct course to construct the foundations of socialism in the GDR, took the incorrect course in accelerating completion of this task. This increased the pace of socialist development in the economy too much, especially in heavy industry. 35
- b) SED organisations were right to support the move initiated by working peasants to create agricultural collectives in the GDR. However, in some areas, SED organisations did not follow the strict principle of allowing only voluntary participation in such collectives. 40

*Junkers – traditional German aristocratic landowners

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Source 1 from: New Women in New China © Foreign Language Press, Beijing, 1972

Source 2 from: <https://www.bannedthought.net/China/Magazines/ChinaReconstructs/1975/CR1975-03.pdf>

Source 3 from: Uniting Germany: Documents and Debates, 1944-1993 By K H Jarausch & V Gransow
© Berghahn Books, 1994

Source 4 from: <https://libcom.org/history/east-germany-june-1953>



-
- 6** How far do you agree that the socialist economic policies of the SED, in the years 1949–61, were a failure?

(Total for Question 6 = 20 marks)



-
- 5** How accurate is it to say that the role of the SED was very significant in the formation of the GDR in 1949?

(Total for Question 5 = 20 marks)



KEY TOPIC 2

THE CONSOLIDATION OF THE GDR UNDER ULBRICHT, 1961–71

10 questions in this sub-topic · 188 marks · lowest tariff first



You should start the answer to part (a) on page 11.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the reasons for the building of the Berlin Wall?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Option 2E.2: The German Democratic Republic, 1949–90**Source for use with Question 2(a).**

Source 3: From *What You Should Know About the Wall*, an East German propaganda booklet, published February 1962. The booklet was printed in English for distribution outside of the GDR. It included 10 points about the building of the Berlin Wall for the reader to consider.

4th CONSIDERATION. What did the wall prevent?

We no longer wanted to stand by passively and see how doctors, engineers, and skilled workers were tempted by clever propaganda to give up their secure existence in the GDR and work in West Germany or West Berlin. These and other manipulations cost the GDR annual losses amounting to 3.5 thousand million marks. 5

But with the wall we prevented something much more important: West Berlin becoming the starting point for a military conflict. The measures we introduced on 13 August, with the aid of other Warsaw Treaty countries, have cooled off a number of hotheads in West Germany who threatened war. A match which was lit to set fire to a war was extinguished before it had fulfilled its purpose. 10

Source for use with Question 2(b).

Source 4: From a report written by an SED Factory Party Organisation official, December 1955. The report summarised comments collected by SED activists from their fellow workers in a state-run factory. The comments were made in public during state-approved meetings and used to gauge public reaction to SED policies.

On the General Mood

A colleague stated that if the situation with regards to work does not change, he'll head for the West. In general, workers are trying earnestly to fulfil the planned production quotas by the end of the year. But they were very angry about production problems. They declare: 'We want to work but the managers have to create the conditions for us to do so.' There is also talk that the wages of skilled workers are too low compared to those of semi-skilled workers. 15

Officials were not able to answer the question of why various food ration-cards still existed in the GDR ten years after the end of the war. Another point of discussion was that things were better in 1951 and 1952. Back then, there were wage and salary increases which have been greatly missed recently. 20

Colleagues say that the cost of living is still too high. The promised prosperity of the working class has not materialised. There is great outrage about standing in line to shop and the heavy rush hour traffic. Colleagues are annoyed because they can't get on the bus. 25

There is talk that the supply of textiles and food in the GDR is inadequate. They think that the range of goods in the GDR is too small.

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- 7 How accurate is it to say that the GDR was successful in improving its economic production in the 1960s and 1970s?

(Total for Question 7 = 20 marks)



6 To what extent was the economy of the GDR strengthened in the years 1961–71?

(Total for Question 6 = 20 marks)



-
- 5** How far do you agree that the economic policies of the GDR in the years 1949-61 were very different from those in the years 1963-71?

(Total for Question 5 = 20 marks)



-
- 6** How accurate is it to say that the crisis of 1960–61 in the GDR was caused by external influences?

(Total for Question 6 = 20 marks)



-
- 5** 'In the years 1961–85, the GDR developed into a stable and successful state under the leadership of the SED.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)



-
- 6** How far was the Economic System of Socialism (1968–71) different from the New Economic System (1963–68)?

(Total for Question 6 = 20 marks)



- 5 How significant was the role of Khrushchev in the events leading to the building of the Berlin Wall in August 1961?

(Total for Question 5 = 20 marks)



-
- 5** 'Throughout the years 1949–85, the economy of the GDR was characterised by limited achievement.'

How far do you agree with this statement?

(Total for Question 5 = 20 marks)



-
- 6 How accurate is it to say that the Berlin Wall was built in 1961 mainly to protect the people of the GDR from external influences?

(Total for Question 6 = 20 marks)



KEY TOPIC 3

THE GDR UNDER HONECKER, 1971–85

22 questions in this sub-topic · 392 marks · lowest tariff first



For more information on this question, see page 11.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the role of state visits in the development of the GDR?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

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

Source for use with Question 2(a).

Source 3: From an article entitled '*Co-operation in the Interest of Peace*', published in the *GDR Review*, August 1984. This was a monthly propaganda magazine published in several languages and intended for international distribution. It is reporting on a recent state visit.

The Prime Minister of Greece has paid the GDR an official visit, following an invitation by Erich Honecker, Chairman of the GDR State Council. The visit lasted several days in early July. It has signalled a new stage in the relationship between our two countries.

Referring to this fact, Erich Honecker said during a reception given in honour of the Greek visitor, 'We are pleased to note that good, friendly relations have developed between our two countries'.

5

To achieve this end, a number of documents were signed during the visit of the Greek delegation in Berlin. They included a long-term programme on the development of technological, economic and industrial co-operation. Both sides also agreed to extend co-operation in the fields of sport, culture, radio and TV.

10

These talks between the German Democratic Republic and Greece provide proof that the policy of peaceful coexistence is advantageous for both sides.



Source for use with Question 2(b).

Source 4: From *On Certain Issues in Youth Work and the Emergence of Rowdy Groups*, an official report published by the Leipzig branch of the SED, 13 October 1963. Party officials are responding to reports of 'rock 'n' roll' riots having recently taken place in the city.

The attitude of a large segment of young people shows that they have a proper and honest stance toward our Workers' and Peasants' State. 15

We cannot, however, overlook the fact that the West German reactionary social order is working to smuggle its non-culture* into the GDR. This enemy aims to bring about the weakening of our ideology, especially among youth. They are spreading this agitation through their radio and television stations, by smuggling in indecent literature and also, quite cunningly, by utilising Western music and dancing. 20

It is our society's duty to combat all influences and manifestations of Western non-culture. The recent proliferation of pop groups with American names, have nothing in common with our ideals. We support modern and civilised dance music, and are not opposed to infectious rhythms. But we decidedly disapprove of those groups that violate all codes of morality, that perform barefoot and half naked, intoxicating our youth with agitating rhythms in order to lead them to excesses. 25

Another expression of such excesses is rowdy behaviour; this behaviour is becoming increasingly visible at public events. Examples of slander and agitation against leading party and state personalities are occurring and citizens are being harassed. 30

* Western non-culture = GDR terminology for Western culture

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You should start the answer to part (a) on page 11.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the methods used by the Stasi to control the population of the GDR?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Option 2E.2: The German Democratic Republic, 1949–90**Source for use with Question 2(a).**

Source 3: From an official Ministry for State Security (Stasi) declaration signed by Carli Lorenz, 21 November 1952. Lorenz was a police inspector who also trained sports cycling teams that included GDR international representatives. The document was found in Stasi files after reunification.

I, Carli Lorenz, am prepared to support the Ministry for State Security (MfS) in carrying out its operations. I know that reactionary forces will use any means to subvert progress in the GDR.

I will therefore report without delay to the MfS any matters which could lead to the subversion of democratic progress, any rumours and such like which become known to me and any indications of crimes planned or already committed. 5

Furthermore I will justify the trust placed in me by maintaining unconditional silence about my connection to the MfS and its officers.

I am aware that if I break this code of silence I shall endanger the work of the MfS and progress in the GDR, as well as aid the enemy, and this will result in my prosecution and the removal of my freedom. 10

For all reports and activities I will use the alias 'Radler'.

Source for use with Question 2(b).

Source 4: From an online article, *Growing Up in East Germany: Reflections 20 Years Later*, written by Canadian journalist Carlo Alcoa, 8 November 2009. Here Carlo is recounting anecdotes from his wife who grew up in the GDR in the 1980s. In the article he recorded the details exactly as she remembered them.

There were no bananas. You could only get them once or twice a year, and you'd only be notified of availability by word of mouth. You'd have to rush to the store and stand in line to get your one banana per person in your household. 15

Luxury items were priced way out of proportion to people's salaries. A black and white TV might cost 10 times a person's monthly salary.

If you wanted to buy a car you had to wait years. Like, 10–12 years. So people would order a car when they were 16 so they could get one in their late 20s. 20

She remembers visiting the Baltic Sea twice on holiday. They didn't have much choice of where they could go. Holiday homes were usually subsidised through work and you could obtain use of them once in a while.

Her home had no bathtub or shower, only a sink and a toilet. Water was heated by charcoal stove. 25

It wasn't all frustrating though. Everyone had a job. School lunches and after-school care were free, people were generally happy and necessities were extremely cheap. In those times, there was no need to envy your neighbours.

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You should start the answer to part (a) on page 11.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the impact of *Ostpolitik* on relations between the GDR and the Federal Republic (FRG)?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Option 2E.2: The German Democratic Republic, 1949–90**Source for use with Question 2(a).**

Source 3: From a letter written by Michael Kohl, the Secretary of State of the GDR to Egon Bahr, the Secretary of State of the FRG, 26 May 1972. The letter is commenting on the recent Traffic Agreement agreed by the GDR and FRG in relation to travel between them.

I have the honour to inform you as follows:

On application from citizens of the GDR, relatives and friends from the FRG will be permitted to enter the GDR several times a year for the purpose of visiting.

Citizens of the FRG can also enter the GDR for commercial, cultural, sporting or religious reasons, if invitations are issued by the appropriate GDR institutions or organisations. 5

Tourists from the FRG will be allowed to travel to the GDR on the basis of agreements between state travel agencies.

Travellers to the GDR will also be allowed to use private cars more frequently than before. 10

The Government of the GDR will make it possible for citizens of the GDR to travel to the FRG on urgent family business.

Please communicate this information to your Government.

Source for use with Question 2(b).

Source 4: From the recollections of Dieter Wiedemann, published 2014. Wiedemann was a member of the GDR cycling team in the early 1960s. He defected to the West in 1964. Here he is commenting publicly for the first time about his participation in an international cycle road race in 1962.

The first stages of the Peace Race were in the GDR. At the very least, it was important to win these stages. However, we didn't perform well. The head coach told the whole team to meet in the hotel conference room. In walked Ewald, Minister for Sports. He said, 'You have let down the entire Republic, and you should be ashamed of yourselves.' He carried on ranting and raving for ten minutes, and then he just left. Everybody was left feeling totally demoralised. 15

We did what we could, but we were a young team. After the Race had finished there was an official reception for us in Berlin. Ewald and his cronies 'congratulated' us for finishing third in the team prize. They put us in limousines to take us home, but it was all false. The newspapers made out that everything was fine but, in reality, the authorities were livid. 20

Back home it was a different story. It was a very big thing to have a twenty-year-old local youth finish the Peace Race. Riding in the Peace Race had made me a hero, and almost the whole town turned out to welcome me home. To be honest, I think there were probably more people than for the annual May Day parade. 25

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Source 1 from: *China Since 1919 - Revolution and Reform A Sourcebook*, By Alan Lawrance, © Routledge, 2003

Source 2 from: *Hungry Ghosts, China's Secret Famine*, By Jasper Becker, © John Murray, 1996

Source 3 from: *Opposition in the GDR under Honecker, 1971-85*, By Roger Woods, © St Martin's Press, 1986

Source 4 from: *The Race Against the Stasi*, By Herbie Sykes, © Aurum Press, 2016



For more practice, see Question 2(a) on page 11.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the growing international prestige of the GDR in the 1970s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

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

Source for use with Question 2(a).

Source 3: From an article, *East Germany in Black Africa: A New Special Role?*, published August 1980. The article was published in a British current affairs journal produced by the Royal Institute of International Affairs, an independent political research organisation.

On 13 November 1979, Erich Honecker and the Ethiopian Head of State laid the foundation stone for the first Karl-Marx-Monument on the African continent in the Ethiopian capital, Addis Ababa. This visit of the GDR leader was symbolic of the increasingly important role the GDR is playing in Africa.

The East German presence in Africa is a relatively recent development. The new *Ostpolitik* in Europe led to friendlier relations, which had an impact on the African continent as well. In 1969, Sudan was the first to establish formal diplomatic relations with East Germany and other African nations soon followed. But the real turning point for GDR policy came in 1973. In that year, the GDR became a member of the United Nations and GDR military advisers were seen in central Africa for the first time.

5

10



Source for use with Question 2(b).

Source 4: From a speech made by Willi Stoph, the Chairman of the Council of Ministers, to the 14th General Assembly of the Central Commission of the SED, December 1970. The speech was subsequently published in English by the SED Information Service. Here he is commenting on the effectiveness of long-term GDR economic planning in the years 1965–70.

The gradual introduction of the Economic System of Socialism has made it possible to make better use of Socialist economic practices to our advantage. It has created the conditions for reaching the goals of long-term planning and, in part, even exceeding them. 15

Due to the industrious, creative work of the workers, cooperative farmers, intelligentsia and all other working people, national income increased by about 59 per cent. The long-term plan targets will be exceeded in industry by 2.9 per cent, and in agriculture and the food processing industry by 19.6 per cent.

New sectors of production have emerged. The electrical engineering, electronic and scientific instrument construction industries showed the highest rate of development of all industrial sectors. The target of producing two hundred Robotron Type 300 data processors will be overfulfilled by the end of this year. 20

However, goals were not reached for some important plastics products. The development of the national economy was also undermined by the non-fulfilment of the planned goals for electricity production. The supply of consumer goods, such as washing machines, refrigerators and televisions, has increased to the planned level, but providing people with necessary services and repairs for this sector is lagging behind. 25

It is now important to calculate correctly the pace of future development. 30

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Source 1 from: <https://digitalarchive.wilsoncenter.org/document/113013>

Source 2 from: *United and Equal: The Progress of China's Minority Nationalities*, Yin Ming, Foreign Languages Press, CCP 1977

Source 3 from: <https://www.jstor.org/stable/40395204>

Source 4 from: <https://archive.org/details/fourteenthplenum00soci>



- 6 How far do you agree that the economic difficulties experienced by the GDR in the 1980s were primarily caused by Honecker's commitment to social welfare policies?

(Total for Question 6 = 20 marks)



- 7 To what extent was control of the East German population maintained through the use of repression in the years 1961–85?

(Total for Question 7 = 20 marks)



-
- 5** How far do you agree that, by 1985, the GDR had successfully established an identity as an independent state?

(Total for Question 5 = 20 marks)



- 7 To what extent did the international prestige of the GDR grow under Honecker's leadership in the years 1971–85?

(Total for Question 7 = 20 marks)



- 6 How accurate is it to say that the quality of life for people in the GDR improved greatly under Honecker's leadership?

(Total for Question 6 = 20 marks)



...

7 How far do you agree that *Ostpolitik* was beneficial to the development of the GDR?

(Total for Question 7 = 20 marks)



- 8 How far do you agree that the status of women in the GDR improved in the years 1949–85?

(Total for Question 8 = 20 marks)



Option 2E.1: The German Democratic Republic, 1949–90

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the position of women in the GDR?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From a report given on the advancement of women in the GDR by Erich Honecker, April 1986. He was speaking at the Eleventh Party Congress of the SED. The Congress was celebrating the 40th anniversary of the founding of the SED.

Our party's committed policy of creating an environment in which women can fully exercise their equal rights has produced satisfying results. This is evident from the tremendous progress in the social status of women in all important respects.

For instance, the number of women currently employed, receiving training, or in higher learning rose to a total of 4.9 million, which is 91.3 per cent of the GDR's female population of working age. No less than 81.5 per cent of all working women hold a university or college degree or have learned a skilled trade. What is particularly pleasing is that 40 per cent of all those taking courses to manage new technologies are women. The proportion of women in responsible government and managerial positions has risen to more than 34 per cent.

Thanks to the active efforts of everyone, it has been possible to create opportunities for women to better balance employment, social commitment and maternal duties, which generally benefits family life. At their workplaces and in society at large, as working women and mothers, the female population is making a major contribution to the enrichment of society, and this deserves great praise.

Source 4: From an interview given by Martina Daske to Landolf Scherzer, 1986. Daske was a 27-year-old female engineer at a steel mill producing sheet metal. Scherzer was an East German journalist with a reputation for writing honest material about life in the GDR.

I bring my still-sleepy daughter to day-care, race to the factory, and return after ten and a half hours. I know that women used to have to work twelve to fourteen hours in the factory. But it's just half the truth to talk as if we young mothers, with child allowance and a year of maternity leave, were already living in some kind of paradise. The factory you work in can either hinder or help you. Even today you only have equal rights if you make the most of the legal rights you have. 20 25

I was trained and got my college entrance certification in sheet metal profiling. I met my husband during my studies. After our studies, he started working at the potassium mine and I reported for work at the steel mill.

When I arrived the department head did not look very enthusiastic.

He asked, 'So, a woman?' As if he couldn't tell! 30

I said, 'Yes, a woman!'

He asked, 'With a child, too?'

'Yes,' I said, 'with a child, too. And we need day-care and an apartment as well, and also my day away from work to do the housekeeping each month.'

And then he walked away without a word. 35

I probably spoke so confidently because never before, in my apprenticeship or in my studies, had I felt that a difference had ever been made between the performance of a woman and that of a man.

I got a space in day-care and an apartment.



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- 6 How far do you agree that, in the years 1969–85, the GDR's relationship with West Germany was of great benefit to the GDR?

(Total for Question 6 = 20 marks)



- 7 To what extent did the relationship between the SED and the Protestant church change in the years 1949–85?

(Total for Question 7 = 20 marks)



- 7 How far do you agree that sport was the most significant feature of the development of a GDR identity under Honecker?

(Total for Question 7 = 20 marks)



- 8 To what extent did Western influences undermine the authority of the SED in the years 1961–85?

(Total for Question 8 = 20 marks)



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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate relations between the GDR and the Federal Republic (FRG) at the time of the *Ostpolitik* negotiations in 1970?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From an official letter sent by Willy Brandt to Willi Stoph, 22 January 1970. Willy Brandt was Chancellor of the Federal Republic of Germany (FRG) and Stoph was Chairman of the Ministerial Council of the German Democratic Republic (GDR).

Dear Mr Chairman

On behalf of the Federal Government, I suggest that our governments open negotiations about reaching a common agreement to reject the use of force as a way to resolve issues between us. These negotiations should be based upon the principle that both states treat each other equitably. These negotiations should provide an opportunity for a wide-ranging discussion of views on the settlement of all remaining issues between our two states, including the legal issue of our equality as states. 5

Each side must be free to put forward all those considerations, proposals, principles and drafts that they believe to be appropriate. Discussions and negotiations on these issues should be made possible without any pressure of time. For your information, I include here what I said in this context in my statement to the German Bundestag on 14 January 1970: 'It is my Government's wish, through negotiations on practical questions, to reach settlements that will make life easier for the people in divided Germany.' 10 15

The Federal Government is ready to begin negotiations at any time. Minister Egon Franke, the Minister for Intra-German Affairs*, is available for initial talks during which the course and progress of negotiations can be agreed.

* Minister for Intra-German Affairs – the FRG Minister responsible for relations with the GDR



Source 4: From a report made by Willi Stoph to the *Volkskammer* of the GDR, 21 March 1970. Stoph was Chairman of the Ministerial Council of the GDR. Here he is commenting on the meeting that took place between himself and Chancellor Willy Brandt of the FRG at Erfurt, 19 March 1970.

It was through the initiative of the GDR that the Erfurt meeting, to which we invited the Chancellor of the FRG, was held. The basis for the Erfurt meeting was the draft treaty sent by the Chairman of the Council of State, Comrade Walter Ulbricht, to the FRG. This draft treaty assumes equal-status relations, valid under international law, between the GDR and FRG. It provides a positive foundation for normalising relations between the GDR and the FRG. 20

Let me emphasise that the GDR's Council of State considers that the Erfurt meeting was useful. It is necessary that there be conferences between the two governments. However, as this matter concerns the relationship between the GDR and the FRG, it means ending, once and for all, the hostile policy pursued for over 20 years by all former FRG Governments. 25

I asked Mr Brandt if his government is prepared unconditionally to agree to a relationship with the GDR recognised under international law. But if, as it constantly seemed to be in Mr Brandt's statements, everything remains undecided, then words about securing the peace and improving relations are without practical value. 30

The mood at Erfurt was open and frank. However, on careful consideration of the discussions, we can see that basic differences still exist between us on how to bring about peaceful co-existence between the GDR and FRG. There still exists in the FRG, even now, a policy of vindictiveness towards us. So, we must continue to be alert. 35



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Source 1 from: China Witness: Voices from a Silent Generation By Xinran – translated from Chinese by N Harman, J Lovell and Esher Tyldesley © Anchor Books, 2010

Source 2 from: China since 1919: Revolution and Reform: A Sourcebook By Alan Lawrance © Routledge, 2004

Source 3 from: Erfurt March 19, 1970 – A documentation © Press and Information Office of the Government of the Federal Republic of Germany

Source 4 from: Erfurt March 19, 1970 – A documentation © Press and Information Office of the Government of the Federal Republic of Germany



- 6 How far do you agree that there was significant popular support for the SED Government in the GDR throughout the years 1949–85?

(Total for Question 6 = 20 marks)



Q7

7 To what extent did the quality of life in the GDR improve in the years 1949–85?

(Total for Question 7 = 20 marks)



- 6 How far do you agree that, in the years 1949–85, the most effective means of controlling the people of the GDR was state use of propaganda and censorship?

(Total for Question 6 = 20 marks)



- 7 How far do you agree that, in the years 1949–85, the social welfare policies introduced by the SED were a success?

(Total for Question 7 = 20 marks)



- 6 'The GDR under the rule of Honecker in the years 1971–85 was very different from the GDR under the rule of Ulbricht in the years 1949–71.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)



KEY TOPIC 4

THE DECLINE AND COLLAPSE OF COMMUNIST RULE, 1985–90

13 questions in this sub-topic · 248 marks · lowest tariff first



You should start the answer to part (a) on page 11.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the significance of the opening of Hungary's border with Austria in 1989?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)



Option 2E.2: The German Democratic Republic, 1949–90**Source for use with Question 2(a).**

Source 3: From an article written by a West German journalist, 8 August 1989. He was reporting on the arrival in West Germany of a train from Austria carrying 100 East German refugees. His article included interviews with some of the refugees.

A 25-year old man explained, "It was basically possible to drive your Trabi car from the GDR to the open border in Hungary and continue right into Austria". He's happy to have "left everything behind".

Nearby a mother is standing with her daughter, son and a family friend. Officially, the four of them set off for vacation in Hungary on 23 July. "We are active Christians and not held in very high regard over in the GDR". 5

The daughter said, "Our father has no idea where we are. We looked at the simple chain-link fence at the Austrian border and crossed over the next day. No one was in the nearby Hungarian watchtower and nothing happened".

Two other refugees had previously planned an escape in 1986, "But it was too dangerous for us at the time". 10

Source for use with Question 2(b).

Source 4: From a speech by Erich Honecker written for World Peace Day, 1984. It was published in English in *Prima* magazine. *Prima* magazine was an official publication in the GDR.

Over the past 35 years, the GDR has developed successfully as a state of peace and socialism, an effective force for stability on the European continent. Rising from a heap of rubble, the founding of the GDR represented a turning point in the history of our people. 15

The working class of the GDR, led by the SED and in alliance with the farmers, intellectuals and all other working people, has accomplished a task of historic proportions. The comradely co-operation among the parties and mass organisations united within the National Front has proved its worth in a convincing manner. It has been shown that a socialist society has room for all people, no matter what their social background, ideological outlook or religious belief. The basis of socialist democracy gives the people an opportunity to participate in social decision-making and in running affairs. 20

This country is nowadays one of the most advanced industrial nations in the world, with a modern education system that encourages science and culture. National defence is always maintained at the necessary level. The GDR is an equal and active member of the United Nations Organisation and its specialised agencies, maintaining diplomatic relations with 131 states the world over. 25

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Source 1 from: *Forgotten Voices of Mao's Great Famine* by Zhou Xun © Yale University 2013

Source 2 from: *Inside a People's Commune* by Chu Li and Tien Chieh-yun © Foreign Language Press 1974

Source 3 based on: http://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2876

Source 4 based on: <http://research.calvin.edu/german-propaganda-archive/erich1.htm>

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8 In October 1989 the Soviet leader, Mikhail Gorbachev, visited East Berlin.

How accurate is it to say that Gorbachev's visit was the most significant event in the collapse of communist government in the GDR in 1989?

(Total for Question 8 = 20 marks)



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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate reactions to the opening of the Berlin Wall in November 1989?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From an article in the *Tageszeitung* or 'taz' newspaper, 11 November 1989.

'Taz' was a West Berlin left-wing newspaper owned by its workers. Here the events in Berlin on the 9–10 November are being described.

There was chaos at the border crossings. Cars were parked in all directions, their passengers jumping out, racing to the border. Even the most rational of the *taz* reporters is cheering. The mood hits everyone, like it or not.

Some succeed in climbing over barriers to the East, within sight of border guards. Though not allowed all the way over yet – visa and money changing are still compulsory. Halfway between East and West, the East Germans obediently stand in line waiting to be called. They receive a stamp and are told, 'You can go'. Some have to be pushed over the border into the West. Many are afraid they will not be allowed back. 5

Meanwhile, shouts from the West Berlin side. 'We want in!' There's no stopping the crowd anymore. At approximately 1:00 am they all start running. A handful of border guards protect their borders. Gates open, the barrier is lifted. This is East Berlin. 10

A woman [in East Berlin] is calling to her son who is one barrier further than she is. He goes back to get her, but she is afraid: 'I don't even want to go over.' But the next morning, we see her again, this time on television: 'We were on the other side; we climbed over the Wall.' 15



Source 4: From an eyewitness account of events at the Berlin Wall, 12 November 1989.

It was written by Andreas Ramos, a South American living in Denmark at the time. On hearing the news of the events happening in Germany he drove, with his wife, directly to Berlin to witness the events for himself.

We arrived in Berlin at 4:30 am. We drove to Brandenburger Platz. Cars were abandoned everywhere, wherever there was space. Over 5,000 people were there. At the wall, West German police and military were lined up to prevent chaos. On top of the wall, stood East German soldiers with their rifles. No one knew what was going on. 20

At Potsdammer Platz perhaps 7,000 people were shouting, cheering, clapping. We pushed through the crowd. From the East German side we could hear the sound of heavy machines. With a giant drill, they were punching holes in the wall. At one place, a crowd of East German soldiers looked through a narrow hole. We reached through and shook hands. Someone lent me a hammer and I knocked chunks of rubble from the wall. 25

Everything was out of control. The crowd had swollen. There were fireworks, kites, flags, dogs, children. The wall was finally breaking. The cranes lifted slabs aside. East and West German police had traded caps. At the Berlin Wall itself, which is 3 metres high, people had climbed up and were sitting astride. The final slab was moved away. A stream of East Germans began to pour through. With all of the East Germans coming into West Berlin, we thought it was only fair that we should go to East Berlin. Looking around, I saw an indescribable joy in people's faces. 30 35

The Wall was down.



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8 Reunification of East and West Germany took place on 3 October 1990.

How accurate is it to say that the attitude of Helmut Kohl was the main reason for the speed with which Germany was reunified after the fall of the Berlin Wall (November 1989)?

(Total for Question 8 = 20 marks)



- 6 How far do you agree that external influences were more significant than internal problems in explaining the collapse of the GDR in the years 1985–90?

(Total for Question 6 = 20 marks)



- 8 How significant was the influence of Gorbachev on the declining authority of the SED government in the years 1985–89?

(Total for Question 8 = 20 marks)



Option 2E.1: The German Democratic Republic, 1949–90

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the impact of mass protest on the authority of the SED government in 1989?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From an article in a Leipzig newspaper, published 11 October 1989. Here it is describing the mass protest in Leipzig, 9 October 1989.

Following the weekly prayer for peace in the Nikolai Church, tens of thousands of Leipzig residents came out on Monday evening for an unauthorised demonstration in the city centre. The demonstration remained peaceful. This was due to both the calm response of the police force and militia, who did not intervene in events, and to the absolute lack of provocation on the part of the demonstrators themselves. 5

This was in keeping with an appeal from the church working groups on justice, human rights, and environmental protection which was read to those attending the services in the churches. It proclaimed that 'violence does not solve any problems'. 10

In a telephone interview, the superintendent of the church district of Leipzig-East said that he considered the appeal by leading political and cultural personalities asking the demonstrators to act calmly and non-violently, to be an encouraging initial signal. He believed it would pave the way for a dialogue with the government which would be followed by solid offers of reform. He believed the writers of the appeal had committed themselves to ensure that such a dialogue would take place. 15



Source 4: From an interview with Werner Bramke, 1991. Bramke was a long-time member of the SED and chairman of the history department of the Karl Marx University, Leipzig. The interview was carried out as part of a research project on events in Germany in 1989. Here he is answering questions about his participation in the mass protests in Leipzig on 9 October 1989.

I first participated in the demonstrations on 9 October.

I said to myself that this demonstration simply had to take place. If it ended peacefully, at the very least it would lead to a 'breaking apart' of the existing system and that, in itself, would have to be an improvement. At the time it was not important to me anymore whether socialism could still be saved or not. 20

My position on 9 October was thus very clear. I hoped that the demonstration would be successful and non-violent. Anything that came afterwards would be better than maintaining things as they were. 25

Question: Is it correct that the party, police, and the Stasi tried to convey a very clear message prior to 9 October that anybody who participated in the demonstration would be considered an enemy of the state and should thus expect the most severe repercussions imaginable?

Answer: That is exactly how I understood it. 30

Question: How do you explain the fact that you yourself and thousands of others dared to go anyway?

Answer: There had already been a mass demonstration on 2 October – I think 25,000 people is a realistic figure. Since the police had not intervened then, there was hope that it could be repeated again. 35

The protest movement had also generated a sort of momentum; it could no longer be stopped. Most people felt that they could not withdraw at this point; they just had to participate. But I think most people did not think that the state would use violent measures against them.



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- 8 How far do you agree that the main reason for the collapse of communist rule in the GDR was Honecker's refusal to introduce reforms?

(Total for Question 8 = 20 marks)



- 6 How far do you agree that Gorbachev's visit to the GDR (October 1989) was more significant than the opening of the Berlin Wall (November 1989) for the collapse of communist rule in the GDR?

(Total for Question 6 = 20 marks)



- 8 How far do you agree that, in 1989, the opening of Hungary's border with Austria was the key turning point in the collapse of the SED government?

(Total for Question 8 = 20 marks)



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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the attitude of the USA to German reunification?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From a speech made by US President Bush, 4 December 1989. He was speaking in Belgium to the leaders of the NATO western alliance. Here he is outlining the US response to calls for German reunification after recent events in the GDR.

In any time of great change, it is good to have firm principles to guide our way. The people of every nation have the right to self-determination – to determine their own way of life in freedom.

Of course, we in NATO have all supported German reunification for four decades. And in our view, this goal of German reunification should be based on the following principles: 5

First, self-determination must be pursued without influencing its outcome. We should not at this time endorse nor exclude any particular vision of German unity.

Second, reunification should occur in the context of Germany's continued commitment to NATO and an increasingly integrated European Community. Also, reunification should proceed with due regard for the legal role and responsibilities of the Four Powers – the USA, USSR, Britain and France. 10

Third, in the interests of general European stability, moves toward reunification must be peaceful, gradual, and part of a step-by-step process. 15

An end to the unnatural division of Germany must proceed in accordance with, and be based upon, the values that are becoming universal ideals. I know my friend Helmut Kohl completely shares this belief.



Source 4: From a letter written by the US Secretary of State, James Baker, to the Chancellor of the FRG, Helmut Kohl, 10 February 1990. Here Baker is briefing Chancellor Kohl on a meeting Baker recently held with Soviet leaders.

I want to report to you about US discussions on German reunification with President Gorbachev and his Foreign Minister. I know it won't surprise you that they have concerns. While now accepting that reunification is inevitable, they outlined several issues. 20

I responded that you were sensitive to their concerns, but that no one except the Germans could decide the fate of Germany. I told them that I agreed that reunification was inevitable and that events were moving very rapidly in this regard. Indeed, I told them that I expected the internal aspects of reunification to proceed very quickly after the 18 March elections in the GDR. 25

I observed that external aspects of reunification were a different matter, and that it was important to take into account the security concerns of other countries. 30

As a preliminary idea, I noted that a Two Plus Four arrangement – the two Germanys plus the Four Powers – might be the most realistic way to proceed with discussions. I mentioned that I had discussed this with GDR leaders and that you had been briefed on the idea.

I told President Gorbachev that the FRG's leadership was strongly in favour of a reunified Germany remaining in NATO and not being neutral. I explained that the USA agreed with this and thought the Soviet Union should not reject such an outcome. 35

Whatever the Soviet Union decides, we will need to co-ordinate very closely. I'll look forward to comparing notes with you after your own upcoming meeting with President Gorbachev. 40



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Source 1 from: <https://www.massline.org/PekingReview/PR1958/PR1958-43.pdf>

Source 2 from: *The Great Famine in China*, By Zhou Xun, © Yale University Press, 2012

Source 3 from: https://germanhistorydocs.ghi-dc.org/sub_document.cfm?document_id=2874

Source 4 from: <https://nsarchive.gwu.edu/document/16119-document-08-letter-james-baker-helmut-kohl>



- 8 How far do you agree that the rapid reunification of Germany in the period November 1989–October 1990 was mainly due to the collapse of the SED government?

(Total for Question 8 = 20 marks)



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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the reasons for the increase in emigration from the GDR into West Germany (FRG) in 1989?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

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

Sources for use with Question 2.

Source 3: From interviews with East German emigrants published in a West German newspaper with a national readership, August 1989. The emigrants had just arrived in the West German city of Frankfurt on a special train, bringing people who had initially fled to Austria.

Two refugees, who had been holidaying in Hungary, said: 'When we heard that the Hungarian border fence with Austria was being dismantled, we made our decision. We crossed the border around midday and didn't even see any border guards.'

A skilled baker commented: 'I'll go anywhere; I want a job, a workplace. The only place I don't want to go is a small village, where people are likely to be too nosy. I've heard that the West German state of Bavaria needs workers. I worked for years as a railway worker in the GDR but now I want to work in a bread factory.'

A young skilled craftsman explained: 'The GDR is stagnating; nothing is progressing there. They're hopeless. All the countries around us are opening up; only the GDR isn't changing. I am independent and flexible. I told my friend I was going on holiday and had a transit visa for Hungary.'

A young, long-haired blond man observed: 'If anyone believes you can leave behind your life without a thought and, if anyone presumes that we came to the West just for material reasons, then they're wrong. All I can say to that is that just one month living in the GDR would be enough for anybody to understand.'



Source 4: From 'Instructions for Germans arriving from the GDR', a leaflet issued by the Interior Ministry of the FRG, early October 1989. The leaflets were handed out at the West German border posts, with some being distributed in the GDR itself.

Welcome!

After days of anxiety, you have reached your destination! 20

The Federal Government, states and districts, as well as the churches and other organisations, have made provisions as best they could to welcome you and integrate you into the FRG. You will soon find a new home here.

In order to make your arrival easier, we ask that you pay attention to the following instructions: 25

- If you have the possibility of finding housing with friends or relatives, please fill out the attached form and submit it to one of the easily recognisable border entrance offices as soon as you arrive in the FRG.

You will receive a sum of money from the Relief Fund at this office.

You will also get an application form for entrance procedures. Please send it from your new place of residence to the immigration office. The immigration office will send your entrance documents and financial assistance to you. 30

You are guaranteed immediate transport to the destination of your choice. Once there, you should immediately contact the unemployment office. 35

- If you have no possibility for housing in the FRG, you will be accepted at one of the temporary shelters.
- If you are travelling in your own car, please drive up to the designated entrance office. There, you will receive petrol for your continued journey. 40
- For further information, the police, the Federal Border Patrol, relief agencies and motoring organisations, and the staff in the entrance offices will be available.

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Source 1 from: *The Search for Modern China: A Documentary Collection*, Jonathan Spence, © W. W. Norton & Company, February 1999

Source 2 from: *Son of the Revolution: An Autobiography*, Liang Heng & Judith Shapiro, © Vintage Books, February 1984

Source 3 from: Source: https://germanhistorydocs.ghi-dc.org/pdf/eng/Ch1_Doc1_FIN.pdf

Source 4 from: *German Unification and its Discontents*, RT Gray and S Wilke © University of Washington Press, 1996



MARK SCHEMES

official Pearson Edexcel mark schemes



Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the nature of the government of the GDR in the 1950s. 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: • The use of language and tone suggests that the GDR will be guided by socialist principles ('to shape communal and economic life in social justice') • It indicates that the GDR would develop international relations with other countries ('support friendships with all nations') • It claims that, despite creating a federal structure, that central government would make the most important decisions ('The republic decides in all matters which are essential') • It suggests the GDR wanted to be seen as the true 'Germany' ('the colours are...black-red-gold', 'the capital is...Berlin'). 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: • The Constitution was an official legal constitutional document • The Constitution was a written declaration outlining the structure and principles by which the GDR would be governed • It was formulated in response to the creation of the Federal Republic of Germany (FRG) and so may have been purposefully worded to show clearly the nature of government in the GDR in comparison to the FRG. 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: • The GDR introduced socialist policies including nationalisation, collectivisation and state planning – known as 'building socialism' • The GDR developed international relations with some Soviet-backed states and became an Olympic nation in 1951 • The federal structure was revised in 1952 creating a more centralised political system • The GDR passed laws confirming human rights and freedoms, despite these not necessarily being put into practice.

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

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into social conditions in the GDR in the years 1949–61. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - It was written by a West German journalist for publication in the west – viewpoint might be expected to be critical of the GDR - The author appears to be a serious journalist and so could be seen as attempting to describe conditions in StalinStadt accurately - The GDR government tried to control the activities of western journalists and this is a description of a model town. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It provides evidence of good living conditions and educational facilities ('hygienic dwellings, schools and community centres') - It provides evidence that there is some choice and variation in the lives of the people and the children ('variety in their architectural styles') - It indicates that conditions in the GDR as a whole are positive ('like everywhere else in this country') - It suggests the visit of the journalist was controlled and that he observed rather than experienced conditions in the town ('shown to me by the Deputy Mayor...It is a model of...'). - 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: - In the early 1950s the GDR suffered from poor economic and social conditions but by 1961 some areas were beginning to see improvements - People were unhappy with the social conditions in the GDR with many even seeking to leave - Other western commentators suggested that the GDR was well-ordered but lacking in basic commodities and with little choice.

Section B: indicative content**Option 2E.1: Mao's China, 1949–76**

2	3–5	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • 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.
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2	3–5	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • 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.
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Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which the influence of the Soviet Union was responsible for discontent in the GDR in the 1950s. 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: • The SED followed unpopular industrial and agricultural policies, such as 5-year plans and collectivisation, which were based on Stalinist economic models • 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 • The main focus of protest during the 1953 June Uprising was Soviet influence and Soviet symbols, such as flags, were torn down • 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. 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: • 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 • The creation of the Stasi (1950) and increasing surveillance of everyday life led to growing resentment, particularly after the June Uprising (1953) • In the late 1950s growing political repression and the introduction of compulsory military service created dissatisfaction amongst the youth • 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. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how successful the SED was in establishing communist rule and communist policies in the GDR in the years c1949-61. Arguments and evidence that the SED was successful in establishing communist rule and communist policies in the GDR in the years c1949-61 should be analysed and evaluated. Relevant points may include: • The SED controlled the government, supported by the Soviet Union, from 1949 with power lying with the First Secretary of the Party, Ulbricht • The GDR became in effect a one-party state; elections involved voting for a list of government-nominated candidates • Collectivisation was introduced as the mainstay of agricultural policy • Socialist economics and planning was used to develop industry and Five-Year Plans were introduced • In 1950, the GDR parliament enabled the creation of a Ministry for State Security (the <i>Stasi</i>); many East Germans became collaborators after 1953 • From the mid-1950s repressive policies were increasingly introduced to consolidate communist control of the SED, including the crime of 'flight from the republic'. Arguments and evidence that the SED success was limited and/or that the SED was not successful in establishing communist rule and communist policies in the GDR in the years c1949-61 should be analysed and evaluated. Relevant points may include: • In 1953 many workers took advantage of their constitutional rights to go on strike and to demonstrate against government policies • The SED had to rely on Soviet troops to put down the June uprising of 1953 • Collectivisation was unpopular and led to many East German farmers emigrating • 1960-61 were years of crisis with growing dissatisfaction, increased emigration to the West and threats to the security of East Berlin • It took the building of the Berlin Wall and a physical border between the GDR and the FRG to be able to establish communist control and policies. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the control of young people in the GDR through the Free German Youth (FDJ). Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • This is an official document produced by the official state youth group the FDJ • The purpose of the document is to outline the work of the FDJ and its relationship with the young people of the GDR • It was produced in 1959 during a time of potential crisis in the GDR and, with many young people considering emigrating to the West, may have been formulated to highlight the positive aspects of the organisation. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the control of young people in the GDR through the Free German Youth (FDJ): • It claims that it is a voluntary organisation organised for the benefit of all young people in the GDR ('a friendship league of all boys and girls') • It suggests that its main role is to provide enjoyable activities that will bring young people together ('is a community...develop a joyous life.') • It provides evidence of an element of political control ('to become young patriots'; 'win over the entire youth for participation'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The FDJ had political ties to the SED, and was influential until the fall of East Germany; its members were aged 14–25 • Membership was not compulsory but it was difficult to gain advancement within GDR society without being involved • The FDJ put a great deal of effort into providing social activities which could compete with western cultural influences. Source 4 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Reverend Tasche is describing his own experiences of having been discriminated against for not participating in FDJ activities • The article is written in 2014, long after the collapse of the GDR, and so he is free to describe his experience without fear of censorship • The purpose of the article is to highlight the difficulties of growing up as a Christian in the GDR in the 1960s and 70s, and so may be open to exaggeration.



Question	Indicative content
	2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the control of young people in the GDR through the Free German Youth (FDJ) • It provides evidence that failure to join the FDJ or participate in their activities resulted in discrimination ('I could not apply for higher education'; 'The other 92–98 per cent of children...could pursue careers') • It suggests that the FDJ was more than just a voluntary social group ('I would not salute the flag...which was raised at certain times in school') • It suggests that most young people in the GDR were willing to participate in the activities of the FDJ in order to get by ('the State was content with comfortable yes-men seeking a quiet life.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The GDR was established as a socialist state and actively promoted atheism; young Christians were actively discriminated against • The <i>Jugendweihe</i> was introduced in the 1950s as a socialist FDJ alternative to Christian confirmation ceremonies; 90 per cent of GDR youth participated by the 1980s • There is evidence of a 'niche-society' in the GDR; many young people outwardly conformed but privately criticised the FDJ. Sources 3 and 4 The following points could be made about the sources in combination: • Both sources provide evidence of the methods used by the FDJ to control young people • Source 4 provides evidence that the FDJ did not 'win over the entire youth' as hoped in Source 3 • Together they suggest that most young people in the GDR did comply with ideals of the East German state and supported FDJ activities – at least in public.

Section B: Indicative content

Option 2E.1: Mao's China, 1949–76



Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the economic policies of the SED government in the years 1949-61 were successful. Arguments and evidence that the economic policies of the SED government in the years 1949-61 were successful should be analysed and evaluated. Relevant points may include: • The economic growth rate increased annually, reaching 8% per annum in the late 1950s • In the years 1958–61 the amount of arable land under collective and state control increased from 30% to 90%. Such farms also produced 90% of agricultural produce • Policies encouraging nationalisation of industry resulted in 91% of industrial output being produced by the state sector at the end of the 1950s • The development of heavy industry, the energy sector (including nuclear) and consumer manufacturing consolidated the GDR's economic predominance within the COMECON states. Arguments and evidence that the economic policies of the SED government in the years 1949-61 were not successful/limited in success should be analysed and evaluated. Relevant points may include: • Agricultural policies resulted in food shortages with rationing introduced in the mid-late 1950s; many farmers emigrated to the West and collectivisation policies initially led to a decrease in productivity • The economy was affected in 1953 when attempts to enforce increased industrial productivity at the apparent expense of living standards led to strikes and a general uprising in June • Difficulties in achieving the targets set by central planning policies led to a variety of different economic plans being implemented across the period, none of which was completely successful • Dissatisfaction with policies, e.g. reparations payments to the USSR, led to increased emigration, which in turn had a further detrimental effect on the availability of skilled workers, industrial production and productivity. Other relevant material must be credited.



Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that the formation of the GDR in 1949 was primarily a reaction to the attempts of the western Allies to undermine the post-war agreement in Germany. Arguments and evidence that the formation of the GDR in 1949 was primarily a reaction to the attempts of the western Allies to undermine the post-war agreement in Germany should be analysed and evaluated. Relevant points may include: • Attempts at economic rationalisation in the three western zones, through the development of Bizonia/Trizonia (1947) and currency reform (1948), started a move towards economic unity in the western sector • It was the provocation of the western Allies that led to the Berlin Blockade; the failure of the Soviet blockade made the division of Germany almost inevitable • The western Allies' agreement of the Basic Law (May 1949) was a direct challenge to the political post-war agreement; it planned for a Federal government of the western zones and a 'western-led' reunification • The formal creation of the FRG (September 1949) was the direct trigger for the creation of the GDR (October 1949). Arguments and evidence that the formation of the GDR in 1949 was not primarily a reaction to the attempts of the western Allies to undermine the post-war agreement in Germany and/or was the result of other factors should be analysed and evaluated. Relevant points may include: • The chain of events began as a result of Soviet attempts to undermine the post-war agreement in the eastern zone, e.g. tension with the western Allies over harsh reparations and the lack of democracy • It was the aggressive Soviet decision to blockade West Berlin, and its ultimate failure, that led to the political division of Germany • The formation was due to general post-war Cold War animosity between the USA and USSR rather than a specific attempt to undermine the post-war agreement in Germany • The east German Soviet zone had developed its own political identity, which facilitated the development of a separate GDR, e.g. sympathy for socialist policies, the creation of the SED • Many in the GDR resented the enthusiasm with which German politicians in the western zones had accepted the move towards 'western unity' and became supportive of an identifiable 'east Germany' • Long-term traditional differences between 'east' and 'west' Germany facilitated the formation.



	Other relevant material must be credited.
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Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the system of government established in the GDR in the 1950s was democratic. Arguments and evidence that the system of government established in the GDR in the 1950s was democratic should be analysed and evaluated. Relevant points may include: • The constitution of the newly formed GDR introduced a federal-style system of representative government with legislative bodies, e.g. the <i>Volkskammer</i> and the <i>Länderkammer</i>, a Council of Ministers and a Head of State • The GDR practised a multi-party system and representatives were elected to the legislative bodies, initially every four years, and voter turn-out was 98.89% • The GDR had a written constitution that guaranteed universal human and civil rights, e.g. freedom of speech, freedom of religion • The constitution was designed to be able to segue into that of the newly formed democratic FRG, in case unification should be agreed in the future. Arguments and evidence that the system of government established in the GDR in the 1950s was not democratic should be analysed and evaluated. Relevant points may include: • The GDR practised a system of 'democratic centralism' where, in reality, government was dominated by the SED, its leader, Walter Ulbricht, and officially sanctioned by the USSR • The SED allowed other political parties to exist by forcing them into an electoral pact called the 'National Front' that put forward a single-list candidature at elections • Voting was compulsory with 99.87% of votes cast for the 'National Front'; anyone voting no to the 'National Front' was required to mark their ballot paper in a specific booth administered by SED officials • The GDR government claimed to uphold civil and human rights but used their own definitions of 'freedoms', e.g. the right to assembly was maintained through Party-sanctioned organisations. Other relevant material must be credited.



2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
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Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that the socialist economic policies of the SED, in the years 1949-61, were a failure. Arguments and evidence that the socialist economic policies of the SED, in the years 1949-61, were a failure should be analysed and evaluated. Relevant points may include: • SED policies were undermined from the start by the impact of the post-war division of Germany, e.g. no access to the Ruhr resources, and the aggressive Soviet implementation of reparations • Targets for the production of industrial and consumer goods in the three main central planning policies of the period, the First and Second Five Year Plans and the Seven Year Plan, were never completely met • The SED found it difficult to enforce the implementation of agricultural policy, particularly collectivisation, leading to food shortages due to a decrease in productivity and the emigration of discontented farmers • There was an emphasis on quantity over quality, which led to worker discontent with attempts to enforce productivity measures and which undermined efforts to create a reputable global export trade. Arguments and evidence that the socialist economic policies of the SED, in the years 1949-61, were not a failure should be analysed and evaluated. Relevant points may include: • By 1961, the GDR economy had been successfully transformed into a socialist, centralised economy, with 90 per cent of farms being collectivised and 91 per cent of industrial output being produced by the state sector • Throughout the period, the economic growth rate increased annually, and by 1961 had reached 8 per cent • The First Five Year Plan was an overall success, with a definite increase in the production of raw materials and fuel resources, and the production of consumer goods began to rise in the late 1950s • Within the COMECON states, the GDR economy performed strongly, exporting consumer goods to other countries in the eastern communist bloc. Other relevant material must be credited.

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

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the reasons for the building of the Berlin Wall. - 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: - It provides evidence that there was a desire to stem the emigration of trained workers from the GDR to the West ('We no longer wanted to stand by passively') - It claims that the main reason for the building of the Wall was to prevent an outbreak of war ('the starting point for a military conflict') - It suggests that the GDR was forced to build the wall in response to aggression from West Germany ('cooled off a number of hotheads'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The booklet was published only six months after construction of the Wall began - It was published by the GDR authorities to provide an official justification for the building of the Wall - It was published in English to reach an audience in the West. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Emigration of skilled workers and professionals from the GDR to West Berlin and West Germany increased dramatically in the late 1950s - In the summer of 1961 a stand-off developed between the USSR and the USA over the control of West Berlin; there was a tangible threat of a nuclear exchange - In the summer of 1961 Ulbricht publicly asserted that the GDR had no intention of building a permanent division in Berlin - The GDR described the Wall as an 'anti-fascist protective wall'.

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

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the impact of socialist economic policies on the GDR in the 1950s. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The report was written by a SED party official working for the government authorities - The purpose of the report was to record the honest opinions of workers - The workers appear to have been willing to highlight economic difficulties despite knowing that the meetings were state-sponsored and recorded - The report was written in 1955 so reflecting the situation in the GDR after six years of SED economic policies. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It suggests that socialist economic policies led to resentment and discontent ('if the situation... work...does not change, he'll head for the West.') - It claims that the economic situation was worsening ('things were better in 1951 and 1952'). - It provides evidence that workers experienced difficulties both at work ('angry about production problems') and in their daily lives ('the range of goods in the GDR is too small'). - 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: - Socialist economic planning was introduced from 1949 but after 1952 nationalisation, collectivisation and production quotas intensified - After economic discontent led to the June 1953 uprising, there was a crackdown on criticism of SED policies - Despite some growth in the GDR economy, economic difficulties remained throughout the 1950s, e.g. variable production quantity and quality, lack of food, goods and services.

Section B: indicative content**Option 2E.1: Mao's China, 1949-76**

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the GDR was successful in improving its economic production in the 1960s and 1970s. 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: • The economic policies of the 1960s, particularly the New Economic System (1963-68), saw an increase in GNP year on year • Industrial production rose across most economic sectors in the 1960s including heavy industry, modern light engineering and consumer products • By the early 1970s the GDR was a leading international industrial producer • 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. 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: • In the 1960s demand in the GDR for industrial and consumer goods often exceeded supply • 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 • Honecker's concentration on social reform and spending in the mid-to-late 1970s starved industry of economic investment and affected economic production • Consumer production increased but the quality of the goods produced was often shoddy leading to a poor reputation in export markets. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement the economy of the GDR strengthened in the years 1961-71. Arguments and evidence that the economy of the GDR strengthened in the years 1961-71 should be analysed and evaluated. Relevant points may include: • The building of the Berlin Wall and the 'inner-German border' stabilised the labour supply so creating a foundation for growth and normalisation • Ulbricht's more flexible New Economic System brought improvements in industrial and agricultural production • Wage increases and a greater supply of consumer goods brought an increased standard of living • The GDR established international trade links and by 1971 was ranked 11th in the world industrial rankings. Arguments and evidence that the economy of the GDR did not strengthen in the years 1961-71 should be analysed and evaluated. Relevant points may include: • A return to more centralised economic planning (Economic System of Socialism) from 1968 undermined economic gains made earlier in the 1960s • By 1971 new labour shortages were beginning to undermine further industrial expansion • Underlying weaknesses in the economy threatened economic stability, e.g. limited supply of consumer goods • Trade with other COMECON countries saw limited growth due to resentment at the perceived comparative 'success' of the GDR. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the economic policies of the GDR in the years 1949–61 were very different from those in the years 1963–71. Arguments and evidence that that the economic policies of the GDR in the years 1949–61 were very different from those in the years 1963–71 should be analysed and evaluated. Relevant points may include: • Before 1961 economic decision-making was centralised through the State Planning Commission and National Economic Council; the New Economic Policy (1963–68) introduced decentralised decision-making through sector-led Associations of People's Enterprises (VVB) • The pre-1961 Five-Year Plans focused almost entirely on production targets and output; the New Economic Policy (1963–68) recognised the need to increase profitability and improve the quality of goods • The building of the Berlin Wall in 1961 restricted the flow of emigration to the West and so, in the years 1963–71, the GDR was able to plan and implement wage policies based on a stable employment pool • The years 1963–71 saw a desire to create an economic policy less dependent on the Soviet Union; the Economic System of Socialism (1968–71) looked to create a uniquely East German high tech economy • Before 1961 the industrial economy was based on heavy industry and construction; from 1963–71 economic planners targeted diversification of industrial development to include consumer goods, nuclear energy and technology. Arguments and evidence that that the economic policies of the GDR in the years 1949–61 were not very different and/or were similar to those in the years 1963–71 should be analysed and evaluated. Relevant points may include: • Central planning and state control of the economy remained a key feature of economic policy – increased production and productivity continued to be the main goal of GDR policy • The collectivisation of agriculture and nationalisation of industry – which had been 90% achieved by 1961 – remained the core basis for economic production • Some recognition of the need to take into account profitability and the production of consumer goods had already begun before the end of the Second Five-Year Plan • The Soviet Union, COMECON and other socialist countries remained the focus of trade relationships • Economic theories and policies championed in the Soviet Union continued to dominate GDR thinking, e.g. the Five-Year Plans pre-1961 and Liberman's influence on the New Economic System (1963–68). Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that the crisis of 1960-61 in the GDR was caused by external influences. Arguments and evidence that that the crisis of 1960-61 in the GDR was caused by external influences should be analysed and evaluated. Relevant points may include: • From 1958 West Berlin became a 'hot spot' of Cold War international relations between the USA and the USSR, so putting a spotlight on the internal situation in the GDR • Khrushchev's emphasis on West Berlin as a Cold War bargaining tool underlined GDR dependence on the Soviets so undermining the domestic authority of the SED, encouraging discontent and fuelling emigration • Specific events in 1960-61, e.g. cancellation of the Paris summit and the failure of the Vienna summit, encouraged greater emigration from the GDR as many were convinced that the border with the West would be closed • The FRG actively sought to undermine the GDR by promoting the freedoms and living standards found in the West and referring to the GDR as a 'zone' rather than an independent state. Arguments and evidence that that the crisis of 1960-61 in the GDR was caused by internal/non-external influences should be analysed and evaluated. Relevant points may include: • The economic crisis in the GDR was the result of unpopular socialist economic policies, particularly the impact of collectivisation • The emigration crisis was a result of internal push factors such as consumer shortages and repressive measures • The increasingly harsh treatment of East German 'border-crossers' in Berlin persuaded many of those who had remained living in the GDR to emigrate to the FRG. Other relevant material must be credited.

5	17–20	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.
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Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. - Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and



Level	Mark	Descriptor
		substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.



Section A: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the extent to which the status of women improved in Mao's China. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The source was published by the Chinese authorities and, as such, is a reflection of the official view of the CCP • The source was written for a foreign audience and is probably seeking to persuade readers of the positive impact of communist rule on the status of women • The book was written in 1972 and is clearly written to provide an overview of the gains made by Chinese women since the beginning of communist rule in 1949. • 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent to which the status of women improved in Mao's China: • It claims that women are treated equally ('equal pay is given equal for work.') and that, where appropriate, treated according to their needs ('Special protection... for women workers who are pregnant.') • It claims that women's lives have been transformed since 1949 ('None of this...conceivable before China's liberation...old society gave women the lowest status.') • It claims that women have been liberated from their previous domestic 'imprisonment' ('subjected to... the authority of the husband.... Instead of... confined within the four walls of their homes.... enthusiastic, bold') • It suggests that, by 1972, improvements may not have been as great as is being claimed ('broad masses of', 'only exceptions', 'increasingly important', 'Many women workers'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The Marriage Law of 1950 was the first piece of major social legislation passed by the CCP and instituted equal rights in marriage and, as such, enhanced the civil rights of women in general • Traditional Chinese society had very conservative views about the role of women and feudal practices, such as bride price and foot binding, were prevalent in China when the CCP came to power • By 1972, more women were involved in the political structures of the CCP, but these were mainly at a local level and there were very few women, such as Jiang



Question	Indicative content
	Qing, in leading positions of power • Female literacy remained low, despite literacy campaigns and because of the impact of the Cultural Revolution. Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The account was published in an officially-sanctioned magazine and so presumably has the support of the Chinese authorities, despite some implied criticism of the extent of improvement by 1975 • It is a direct first-hand account of a woman's experiences and so she is in an excellent position to provide insight into the conditions of women living and working on a commune • The focus of the March edition suggests that the purpose of the article was to draw attention to the difficulties faced by the CCP in overcoming traditional ideas and so certain elements could be exaggerated. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent to which the status of women improved in Mao's China: • The source suggests that in the 1970s there was still clearly work to do in improving the status of women in China ('wait until the men returned', 'where women really did', 'even started doing household chores') • The source claims that equal pay was not always practised ('a real struggle implementing', 'even when she did the same amount of work.') • It indicates that the CCP was the source of female empowerment ('Communist Party branch...organise a series of meetings to criticise...eventually, equal pay...women now show more enthusiasm') 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Chinese workers were paid in workpoints. The value of workpoints was decided by worker collectives but the generally male-dominated groups tended to value heavy physical work over other types of work • Despite legal equality and child-care provision, women often suffered from the dual imposition of contributing to the work of the commune as well as still carrying out the major domestic roles in the home • Mao publicly promoted female equality, and his slogan 'women hold up half the sky' reflected the view that, as women made up 50 per cent of the population, they were of equal status to men. Sources 1 and 2 The following points could be made about the sources in combination: • Both Sources are published by organisations linked to the Chinese authorities, and so probably reflect messages that the CCP wished to relay at the specific time of publication • Source 1 claims that there has been great success, whereas Source 2 indicates that work still needs to be done to improve status

Question	Indicative content
	Both Sources provide some support for the continued presence of entrenched conservative views of male supremacy and female subordination in Mao's China, even by the 1970s.



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

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the causes of the rising of June 1953. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The article was published in a newspaper based outside of the GDR and so would not have been subject to GDR censorship • The article was published in the week immediately after the rising and the journalist was in Berlin at the time. The journalist apparently witnessed some of the events reported but it is unclear if he witnessed everything • Although the language suggests that the author is giving an objective account of events, the purpose of an article published in a western newspaper may have been to gain some sympathy for the protestors. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the causes of the rising of June 1953: • It indicates that the protestors had lost faith in the government of the SED ('We no longer have confidence', 'We are the real communists', 'if the GDR government refused to face the workers') • It suggests underlying economic and political discontent ('cancellation...of work quotas', 'reduction...price of foodstuffs and consumer goods in state-run stores') • It indicates the desire for political freedoms and democratic institutions ('the SED and the trade unions must be democratised', 'general and free elections.') • It suggests that some East Germans were frustrated with the slow progress being made in reuniting Germany ('We must not wait for West Germany to take the initiative ... The GDR should start immediately'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • On 17 June 1953, in response to recently introduced work quotas, builders involved in the construction of a showpiece apartment block in Berlin downed tools and marched on government buildings • Over the course of the 17-18 June the protest developed into a wider rising in Berlin and across various parts of the GDR, indicating wider discontent within the country, particularly in relation to living standards • Amongst the demands of many of protestors was the reduction of Soviet influence on the GDR government. The protests took place in the shadow of the political fallout within the SED government after the death of Stalin • Many people in the GDR were supportive of socialist-inspired policies, if not of the SED government, and many did not see reunification as a pressing issue.



Question	Indicative content
	Source 4 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - As a resolution of the Central Committee of the SED, the source provides an official state view of the rising of June 1953 - The resolution was produced in the month after the June rising and so has given the SED time to reflect on the nature of the events - The purpose of the resolution was to provide a public response to the rising of June 1953; as such, it reflects a predetermined ideological response. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the causes of the rising of June 1953: - It claims that the rising was the result of West German interference ('West German business capitalists and Junkers...important role', 'West German politicians openly announced...in advance.') - It blames the ideological enemies of the GDR for an attempt to overthrow the SED and provoking discontent ('puppets of American imperialism', 'focus of these... reactionary...hostile demands... fascist ringleaders') - It indicates that the rising was caused by external rather than internal factors ('Western reactionary groups...GDR is supported by the majority of workers') - It suggests that SED policies may have caused discontent ('increased the pace of development in the economy too much', 'did not follow...principle of only allowing voluntary participation...collectives'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - The SED firmly believed that the FRG was interfering in the GDR; although West German politicians did speak of an action Day 'X', this was invoked as a general day of liberation rather than a specific day for an uprising - Western agents were present in the GDR and the USA used propaganda, such as radio transmissions, to try to influence the people of the GDR against the SED government - In June 1953, the SED introduced new economic policies focused on increased industrial production, particularly in heavy industry and construction; work quotas were increased while wages remained the same - The collectivisation of agriculture was a controversial policy in rural areas as many tenant farmers had thought that the expropriation of land would bring them landownership; many farmers began to emigrate to the FRG. Sources 3 and 4 The following points could be made about the sources in combination: - Source 4 provides the official state explanation for why the rising took place whereas Source 3 provides direct evidence of the motivation of the protestors themselves - Both Sources indicate that a major factor in the rising was growing economic and



Question	Indicative content
	political discontent Both Sources provide evidence that a trigger for the rising may have been the recent introduction of the SED's new economic policies, particularly the introduction of work quotas.

Section B: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the statement that the First Five-Year Plan and the Second Five-Year Plan were both unsuccessful in achieving their intended outcomes. Arguments and evidence that the First Five-Year Plan and the Second Five-Year Plan were both unsuccessful in achieving their intended outcomes should be analysed and evaluated. Relevant points may include: • Both Plans failed to achieve the overarching aim of making China self-sufficient in both agricultural and industrial production • Infrastructure programmes initiated under both Plans did not always lead to intended improvements due to a lack of quality, e.g. agricultural production was affected by badly built dams and irrigation canals • The First Five-Year Plan improved the standard of living of the urban Chinese at the expense of the rural Chinese rather than bringing economic development to as many as possible • The Second Plan failed in its objective to create a 'Great Leap Forward': to develop a modern economy capable of outproducing the Western countries. By 1962, many sectors were producing less than in 1957 • The quality of the steel produced by the 'backyard furnace' campaign was generally of very poor quality and this undermined further the progress of industries that relied on high grade steel • Both Plans, but particularly the Second Plan, failed to feed the Chinese nation adequately and, in the process, created the catastrophic Great Famine. Arguments and evidence that challenge the statement that the First Five-Year Plan and the Second Five-Year Plan were both unsuccessful in achieving their intended outcomes should be analysed and evaluated. Relevant points may include: • Across both Plans, the CCP managed effectively to establish state/Party control of the means of production; by 1962, both industry and agriculture was generally run by Party-controlled collectives • Both Plans saw an increase in the production of raw materials in China, e.g. oil, coal • The First Five-Year Plan was successful in increasing the production of heavy industrial goods, construction material and transportation, with most targets being met or exceeded • At the end of the First Five-Year Plan, China appeared to be in such a good position economically that Mao was able to launch the much more ambitious Great Leap Forward • The CCP hoped that the Five-Year Plans would showcase the capabilities of collective, mass human labour; major construction projects were completed mostly with physical labour and little machinery. Other relevant material must be credited.



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Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that the most significant influence on the course of the Cultural Revolution, in the years 1968-76, was the political influence of Zhou Enlai and Deng Xiaoping. Arguments and evidence that the most significant influence on the course of the Cultural Revolution, in the years 1968-76, was the political influence of Zhou Enlai and Deng Xiaoping should be analysed and evaluated. Relevant points may include: • Zhou was trusted by many in China and this allowed an increasingly frail Mao to gain support for greater moderation in China in the aftermath of the excesses of 1966-68 and to be influenced to consider further changes • Zhou's 'uncovering' and suppression of the Lin Biao 'plot' in 1971 allowed him to reassert his position as Premier and to influence Mao with his more pragmatic views in the confused situation in its aftermath • In the early 1970s, Zhou promoted his pragmatic 'Four Modernisations' programme in policies in agriculture, industry, defence and education, e.g. reintroducing entrance exams for universities • Both Zhou and Deng opened up China to the possibilities of greater communication with the outside world, particularly the West, e.g. Zhou played a key role in Sino-US relations and Deng with the UN • After Deng's rehabilitation in 1973, Mao agreed to use Deng's political skills to train Mao's chosen successor, Wang Hongwen. Deng's pragmatic approach to ideology, therefore, allowed him to influence policy • Deng's promotions within the PLA and the Party gave him the power to challenge the power of the PLA in the provinces and influence Party policy. Arguments and evidence that other factors were more influential/significant or that the political influence of Zhou Enlai and Deng Xiaoping was limited on the course of the Cultural Revolution in the years 1968-76 should be analysed and evaluated. Relevant points may include: • The influence of both Zhou and Deng was limited by Mao's fluctuating support for pragmatic approaches and the continued strength of radical influences, particularly in Shanghai; both came under criticism • In the years 1968-70, Lin Biao was influential as Mao's 'second in command' and due to his role with both the PLA and the Red Guard. In these years, the excesses of the Red Guard began to be moderated • The PLA: the army was responsible for curbing the main excesses of the Red Guard and remained the most powerful presence in controlling and regulating China from 1968 onwards • The rustication programme ('up to the mountains and down to the villages' campaign) brought stability to China by redirecting the energies of the Red Guard and Chinese youth towards developing rural areas • The Gang of Four: the nature of the Cultural Revolution reflected their influence, e.g. the return of radicalism in 1973, with the anti-Confucius attacks and, in

	1976, as Mao became incapacitated by illness • Mao: he remained the single most influential factor in the course of the Cultural Revolution, the pre-eminence of pragmatic or radical policies depended on his attitude towards them. Other relevant material must be credited.
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Option 2E.2: The German Democratic Republic, 1949–90

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the statement that in the years 1961-85, the GDR developed into a stable and successful state under the leadership of the SED. Arguments and evidence that in the years 1961-85, the GDR developed into a stable and successful state under the leadership of the SED should be analysed and evaluated. Relevant points may include: • The GDR developed its own socialist-inspired economic policies, which made it into the leading economic state in the Soviet eastern European bloc • The majority of people in the GDR had access to a reasonable standard of living based on 'full' employment and state provision of social security and housing • There were no direct outbreaks of political discontent; a 'niche society' developed within the GDR and, in the early 1980s, the SED began to establish a compromise relationship with the Protestant church • Honecker's acceptance of <i>Ostpolitik</i> with West Germany led to greater political stability and brought economic advantages • The GDR gained greater international recognition as a 'sovereign' state, e.g. UN recognition, and international prestige, e.g. sporting achievement. Arguments and evidence that in the years 1961-85, the GDR did not develop into a stable and successful state under the leadership of the SED should be analysed and evaluated. Relevant points may include: • <i>Ostpolitik</i> brought with it economic dependence on the FRG and kept the hopes of reunification alive amongst many people • By the years 1980-85, the GDR began to suffer from economic stagnation; the relative economic prosperity that the GDR had developed in relation to other eastern bloc countries came under increasing strain • Economic shortages and a decline in the standard of living in the early 1980s fuelled a growing discontent with the political situation and a move away from political apathy • Throughout the period political discontent, particularly amongst intellectuals, did exist and was kept under control through harsh repression, the work of the Stasi and censorship • It was commonly believed at the time that the sporting success of the GDR was only achieved through the use of 'exploitative training methods' and the probable use of performance-enhancing drugs.

	Other relevant material must be credited.
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Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far the Economic System of Socialism (1968-71) was different from the New Economic System (1963-68). Arguments and evidence that the Economic System of Socialism (1968-71) was different from the New Economic System (1963-68) should be analysed and evaluated. Relevant points may include: • The NES was introduced to attempt to alleviate the economic problems that had led to emigration and discontent before the building of the Berlin Wall but the ESS was more a reaction to internal SED ideological concerns • The NES gave more decision making to managers at a local level, encouraged profit making and was designed to bring more flexibility to central planning, whereas the ESS returned to a more planned economy with price subsidies, production quotas and less flexible decision making • The NES was an industrial plan with emphasis essentially on all sectors but the ESS was initially focused on a limited number of new industries, e.g. computers, plastics, which would allow it to compete internationally • The NES was an industrial plan, whereas the ESS was a more integrated central plan including agriculture and trade. Arguments and evidence that the Economic System of Socialism (1968-71) was similar to the New Economic System (1963-68) should be analysed and evaluated. Relevant points may include: • Both were policies developed under Walter Ulbricht in an effort to make the GDR economy more effective and productive; Ulbricht saw the ESS as a redrawing of the NES rather than a replacement • Both were designed as variants of a socialist 'planned' economy, over which the SED had absolute control • Both had some emphasis on scientific and technological expertise, the development of modern technology and the promotion of technical industries • Both were unable to fulfil their aim of enabling the economy of the GDR to catch up with that of the FRG. Other relevant material must be credited.



5	17–20	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.
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Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. - Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.



Section A: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the methods used to establish control in the early years of CCP rule in China. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is from an eye-witness who was responsible for carrying out law enforcement under early communist rule and so is in a position to comment from the perspective of those implementing policies • The interview was given 50 years after the events with reasoned hindsight, in the context of the policeman speaking with knowledge and some candour to a western academic researcher • It is probable that, as it is from an academic based in the West, the purpose of the interview was to elicit a more accurate account of events than would have been available during Mao's rule itself. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the methods used to establish control in the early years of CCP rule in China: • It indicates that the CCP looked to use the police to root out those with power and beliefs that could challenge communist ideas ('ignore... petty thieves...concentrate...counter-revolutionaries... different categories') • It suggests that intimidation was used to gain acquiescence ('checking households...keeping an eye on'; 'We noted it all down in their files.') • It indicates that many people were persuaded to 'police' themselves or to act on behalf of the authorities as a sign of loyalty ('some...turned themselves in'; 'ordinary people reported suspects.') • It suggests that the CCP endeavoured to control every aspect of life ('We asked each family what each person had been doing.') 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • In 1949, as each province was won over by the CCP, a system of law enforcement was established, often using younger members of the Party, that favoured the prosecution of ideological crime over physical crime • CCP control was potentially threatened by the presence of rural warlords, Guomindang nationalist supporters and organised religion, but anyone who did not conform could be labelled as a counter-revolutionary or a spy • A registration system of permits was established, which enabled local party cadres to control access to work and accommodation and a <i>dangan</i>, or dossier, of private information was held on most people • Personal information collected about individuals could be used against them at a later date when different counter-revolutionary activity was identified as a threat to the state.



Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is a direct communication from the leadership of the CCP and so reflects the official position of the Communist Party • The purpose of the directive is to introduce a new initiative two years into communist rule in the process of establishing control over all elements of Chinese society – an attack on capitalist economic practices • As a directive, it clearly outlines the methods and means that will be used to ensure compliance with the policy decision. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the methods used to establish control in the early years of CCP rule in China: • It indicates that the CCP views the working classes as its main ally in establishing control ('rely on...to wage a... comprehensive struggle') • It suggests that the CCP hopes to win populist support by attacking 'capitalist crimes' that might affect ordinary people ('tax evasion') and undermine the nation ('stealing economic information.') • It clearly indicates the tactics of struggle to be used ('using contradiction...a united front') and the severe punishments that will be used to ensure conformity ('arrest, imprisonment, or execution.') • It suggests that the methods of control were totalitarian ('uniting with the many, and isolating the few') but that there was still a need to maintain links with the middle classes ('unite with the law-abiding capitalists'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The CCP understood that it needed to work with capitalist elements, if the country was to survive the aftermath of the civil war, and take advantage of the technical expertise provided by the educated middle class • Following the 'three antis' policy, the 'five antis' campaign was designed to start the process of bringing the economy under the control of the CCP and to attack the continued privileged position of the capitalist classes • Punishments meted out to 'class enemies' were often very harsh with struggle sessions leading to indiscriminate physical attacks and even killings; the Laogai system of internment camps was set up. • Mao was more mistrustful of urban working classes than the peasantry and the campaign of 1952 was targeted at the potential challenge posed by a discontented urban population as much as the bourgeoisie. Sources 1 and 2 The following points could be made about the sources in combination: • Both Sources point to the use of populist policies to win over the population. In Source 1, 'bandits and bullying landlords in the countryside' are targeted and in Source 2 capitalist excesses such as 'bribery' • Source 1 provides evidence of the implementation of CCP policies in a provincial setting in situ while Source 2 provides an example of the rationale for a national policy • Source 1 provides evidence of control methods used in the immediate 'chaos' of the CCP coming to power while Source 2 provides evidence of approaches a little later, such as hostility to the bourgeoisie.

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

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to how far the historian could make use of them to investigate relations between the GDR and the Federal Republic (FRG) at the time of the Ostpolitik negotiations in 1970. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is an official letter written by the Chancellor of the FRG and so reflects the public policy perspective of the government of the FRG in January 1970 • The letter is written by the originator of <i>Ostpolitik</i> and so may give an insight into Willy Brandt's personal position in 1970 • The purpose of the letter is to establish a dialogue with the GDR over future relations and, in so doing, provides evidence for the nature of the relationship at the beginning of the 1970s. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about relations between the GDR and the Federal Republic (FRG) at the time of the Ostpolitik negotiations in 1970: • It implies that, in January 1970, there was ongoing tension in the relationship between the two nations ('agreement to reject the use of force as a way to resolve issues between us.') • It claims that the FRG is willing to negotiate with the GDR on the basis of equal status between the two nations ('principle that both states treat each other equitably.') • It indicates that the FRG is interested in making both wide-ranging agreements ('all remaining issues...including the legal issue... equality') and more pragmatic specific agreements ('make life easier for the people') • It suggests that it is the FRG that is taking the initiative with regard to negotiations on the ongoing relations between the two nations ('On behalf of the Federal Government, I suggest'; 'ready to begin...at any time.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Willy Brandt came to power in October 1969 advocating <i>Ostpolitik</i>. He believed that the FRG should look more to working with the GDR and, importantly, to challenge the Hallstein Doctrine • The Hallstein Doctrine (1955) declared that only the FRG could represent Germany internationally and did not recognise the GDR as an equal-status nation • The GDR believed that Brandt was more interested in achieving agreements that centred on building links between the nations that would bring him immediate popularity than on solving the wider issues • Brandt's invitation to negotiate resulted in the Erfurt meeting of March 1970, which was the first visit to the GDR by a leader of the FRG since its foundation in 1949, and a second visit at Kassel in May 1970.



Question	Indicative content
	Source 4 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is a report made by one of the leading participants in the meeting at Erfurt and, as such, Stoph is in an excellent position to comment on the nature of the meeting • The report was made two days after the meeting at Erfurt and so provides an immediate commentary on the status of the relationship between the GDR and the FRG at the time • It is a public statement being made to the GDR parliament and is designed to reflect the official view of the GDR • The tone suggests that Stoph is trying to defend the GDR and paint the actions of the GDR in a more positive light than those of the FRG. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about relations between the GDR and the Federal Republic (FRG) at the time of the Ostpolitik negotiations in 1970: • It claims that the GDR was responsible for proposing and organising the 19 March meeting ('through the initiative of the GDR...to which we invited'; 'basis...meeting...draft treaty sent by...Ulbricht') • It suggests that the GDR is resentful of the way in which it is treated in international law by the FRG ('assumes equal-status relations'; 'asked ...prepared to unconditionally agree to a relationship...international law.') • It claims that the GDR believes that the negotiations at Erfurt were a positive step in relations between the two nations ('Let me emphasise that the GDR's Council of State considers that the Erfurt meeting was useful.') • It claims that the FRG was responsible for 20 years of hostility between the two nations ('pursued...by all former FRG Governments.') and indicates that the GDR is wary of further negotiations ('continue to be alert.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The SED was cautiously open to Brandt's <i>Ostpolitik</i> but needed to be seen to be proactive itself; Ulbricht produced his own policy and the meeting on GDR soil allowed Stoph to welcome Brandt • Since 1949, and particularly after 1955, the FRG had rigorously attempted to undermine the GDR and seemed contemptuous of the state by referring to it as a 'zone' • The public face of the GDR, with regard to the negotiations, needed to show sufficient wariness not to undermine SED authority and to placate the Soviet Union and other Warsaw Pact nations. Sources 3 and 4 The following points could be made about the sources in combination: • The tone and language of Source 3 indicates that the FRG initiated negotiations in January 1970 but Source 4 claims that the GDR was the instigator of the search for more positive relations • Both Sources indicate that there are long-standing tensions that need to be resolved and that there is some willingness on both sides to resolve these issues • Source 3 is from the official perspective of the FRG while Source 4 is from the official perspective of the GDR • The tone of Source 3 makes the FRG appear positive and constructive while the tone of Source 4 suggests that the GDR is still suspicious.



Section B: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the extent to which Mao's personal power was challenged by other leading members of the CCP in the years 1957-76. Arguments and evidence that Mao's personal power was challenged by other leading members of the CCP in the years 1957-76 should be analysed and evaluated. Relevant points may include: • Mao's leadership decisions during the Great Leap Forward were publicly challenged by Peng Dehuai, the Minister of Defence, at the Lushan Conference (July 1959) • The economic reforms of Liu Shaoqi and Deng Xiaoping brought them increasing popularity in the years 1962-66; Mao's fear of their growing popularity contributed to the implementation of the Cultural Revolution • Mao was challenged by Lin Biao's influence as a result of his connections to the political and military elites of the Cultural Revolution. Biao's death during an apparent coup in 1971 was kept officially secret until 1972 • Zhou Enlai was Prime Minister from 1957-76 and, in the 1970s, his attempts to moderate the impact of the Cultural Revolution re-invigorated his popular appeal as a political leader at a time when Mao was unwell • Deng Xiaoping remained a potential threat Mao's position throughout the period. He survived despite being purged at various points in time and his more moderate approach was popular with many Chinese. Arguments and evidence that Mao's personal power was not challenged by other leading members of the CCP in the years 1957-76 should be analysed and evaluated. Relevant points may include: • Throughout the years 1957-76, Mao maintained an overwhelming influence over the CCP as the man who had physically and ideologically led the communists to victory in the civil war in 1949 • At the Lushan Conference (July 1959), despite criticism of the Great Leap Forward from Peng Dehuai, other leading members of the CCP chose not to publicly condemn Mao's leadership • Mao may have stepped down from day-to-day government in 1962 but he remained the Chairman of the CCP and, in the years 1962-66, the cult of Mao was systematically developed • Mao was the figurehead of the Cultural Revolution and it was his views, as expressed in 'The Little Red Book', that fired the imagination and devotion of the Red Guard • The influence of the Gang of Four, including Jiang Qing, was dependent on Mao's personal power, as shown by their fluctuating political fortunes during the later years of the Cultural Revolution. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that the Cultural Revolution had great success in eradicating the 'four olds' from Chinese society. Arguments and evidence that the Cultural Revolution had great success in eradicating the 'four olds' from Chinese society should be analysed and evaluated. Relevant points may include: • There was an all-out attack on all elements of society that could be perceived to have a connection to Confucianism. Any ideas, customs or practices condemned by Maoists were labelled as 'Confucianist' • The Red Guard was entrusted with the role of destroying the cultural heritage of 'old China'. Physical attacks were carried out on works of art, antiquities and sites of historic interest • Traditional social customs and habits were undermined, such as respect for education, the family, parents and the elderly, and replaced by the cult of Mao and condemnatory struggle sessions • Jiang Xing created a new revolutionary culture in the arts in which ideological purity took centre stage and all artistic endeavour was expected to reflect Maoist ideas, e.g. revolutionary operas • Anti-Western activities were encouraged with attacks, often physical, on those seen to favour Western culture, e.g. fashion, hairstyles, music and art. Arguments and evidence that the Cultural Revolution failed to eradicate the 'four olds' from Chinese society/ had a limited impact on Chinese society should be analysed and evaluated. Relevant points may include: • The main period of Red Guard anarchy lasted for a relatively short period of about 18 months from its beginning in 1966, after which the PLA oversaw a period of more moderate activity • Traditional social customs and habits were much more difficult to challenge in the countryside than in the urban areas; social conservatism remained a feature of peasant society • The cult of Mao itself reflected elements of the 'four olds' with its reverence for Mao as leader, hero worshipping and ideological conformity. Mao himself admired elements of the 'old' culture • The cultural destruction of historic sites was resisted by both CCP leaders, e.g. Zhou Enlai's directive to the PLA to prevent the destruction of the Forbidden City, and local communities • The Cultural Revolution failed to eradicate Confucianist, Buddhist, Muslim and Christian religious beliefs and customs, particularly in the peripheral regions of China • Many artists and craftspeople continued clandestinely to carry on their traditional artistic endeavours and there was much resistance to Jiang Xing's policies. New artistic output stagnated during the period. Other relevant material must be credited.

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

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the significance of the role of Khrushchev in the events leading to the building of the Berlin Wall in August 1961. Arguments and evidence that the role of Khrushchev was significant in the events leading to the building of the Berlin Wall in August 1961 should be analysed and evaluated. Relevant points may include: • Khrushchev's ultimatum of 1958, which called for the removal of all occupying forces from Berlin, put a spotlight on the security issues posed to the GDR by the division of East and West Berlin • Khrushchev's emphasis on using West Berlin as a bargaining tool for his policy of peaceful co-existence, often without informing the GDR, undermined SED authority, so fuelling discontent and emigration • Khrushchev's cancellation of the Paris summit (1960) and the failure of the Vienna Summit (1961), encouraged greater emigration from the GDR as many were convinced that the border with the West would be closed • Before August 1961, Khrushchev's refusal to allow the SED government to strengthen the borders between West Berlin and the GDR exacerbated the emigration crisis that was weakening the economy of the GDR • It was not until Khrushchev approved the request of Ulbricht to build a wall between East and West Berlin at an eastern bloc meeting in Moscow in early August 1961 that the wall could be built at all. Arguments and evidence that Khrushchev's role was limited/other factors were more significant in the events leading to the building of the Berlin Wall should be analysed and evaluated. Relevant points may include: • The building of the Berlin Wall was necessitated by the domestic crisis being played out in the GDR and not the international crisis fuelled by Khrushchev; it was designed to keep GDR citizens in, not the West out • The emigration crisis of 1960-61 was as a direct result of internal GDR push factors such as consumer shortages and increasing repression • The economic crisis in the GDR was the result of the failure of the SED government to respond to the impact of unpopular socialist economic policies, e.g. the negative response of farmers to collectivisation • The increasingly harsh treatment of East German 'border crossers' and rumours coming out of the SED of permanent closure to the border encouraged a groundswell of emigration in early 1961 • Plans for building of the Wall originated in the GDR as a solution to the devastating economic impact that further emigration would cause; Ulbricht intransigently refused to countenance the reforms suggested by the USSR • In 1960-61, the FRG actively sought to undermine the authority of the SED by promoting the freedoms and living standards in the West and offering incentives to East Berliners to leave the GDR permanently. Other relevant material must be credited.

5	17–20	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.
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Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	- Simple or generalised statements are made about the topic. - Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. - The overall judgement is missing or asserted. - There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	- There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. - Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. - An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. - The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	- There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. - Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. - Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. - The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	- Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. - Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. - The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	- Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. - Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. - Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. - The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
1	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the introduction of the people's communes on the lives of Chinese peasants. Source 1 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The 'Resolution', having been endorsed by the leaders of the CCP, reflects the official CCP view of the beneficial impact of the people's communes • The relentlessly positive tone of the 'Resolution', so shortly after the introduction of the people's communes, might suggest that the CCP was trying to persuade a domestic audience of the benefits of communal living • The publication of the 'Resolution' in the <i>Peking Review</i> was clearly intended for an international audience and may have been intended to counter foreign criticism at the time. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the introduction of the people's communes on the lives of Chinese peasants: • It claims that the people's communes were overwhelmingly beneficial to the lives of Chinese peasants ('peasants are already conscious of the obvious benefits', 'living standards...have been improved') • It claims that the people's communes have been transformational ('completely emancipated women', 'constantly worried...now able to 'eat without paying'.', 'history-making news.') • It implies that the communes are the best means to provide social welfare for all ('set up...community dining rooms, nurseries, homes of respect for the aged', 'daily meals... the most important...kind of social insurance.') • It suggests that the CCP has almost total control over the lives of the peasants ('have been closely co-ordinated and rapidly developed under the unified leadership of the commune.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The people's communes were seen by the CCP as the apotheosis of communist agricultural policies. Since 1949, the CCP had seen an evolution of the policy of land-holding from ownership to collectivisation • The first official people's commune, known as Sputnik, was a model commune designed to encourage China's peasantry to make local decisions to collectivise on a large scale • Initially, the promise of social welfare provision was very popular, particularly amongst women, and there was a feeling of optimism as to the long-term positive impact • In the early stages, productivity increased and provision of services improved in many of the communes but this was often due to the ability to invest resources gained by rural communities before full collectivisation.



Question	Indicative content
	Source 2 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The posters appear to have been produced by ordinary peasants and so genuinely reflect the feelings of some of the peasantry • With the general climate of fear in China, particularly in the aftermath of the Hundred Flowers campaign, the appearance of such posters suggests that the situation being outlined was a reality • The fact that the posters were confiscated, rather than destroyed, by a senior Communist Party official suggests that they may have had some element of truth that the Party wished to investigate further. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences the impact of the introduction of the people's communes on the lives of Chinese peasants: • The posters suggest that collective social welfare was failing ('has to share a bowl of rice.', 'old people and children have become soldiers.', 'no coffin to bury') • The posters claim that material well-being has become worse ('clothing has become shabby.', 'no cash in their pockets.', 'no oil or salt to cook') • The posters indicate that the introduction of communal accommodation has been particularly challenging for peasants ('private housing has been replaced.', 'cannot build individual housing.', 'no household furniture') • The posters suggest a sense of despair ('cannot have any children.', 'no one has any...family.') and resentment, with the constant use of negative language, such as 'no', 'cannot', 'not'. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The level of agricultural productivity, along with the 'backyard furnace' campaign, required by the Great Leap Forward, meant that the development of social provision was often left behind • People's communes were designed to provide communal services facilitating all aspects of life from the cradle to the grave. Access to cash and property ownership were steadily phased out • The level of work commitment required initially on the people's communes meant that many young people were encouraged to put off having families and the commune militia relied on older and younger people • Good weather meant that the harvest across China was generally good in 1958 but this was not repeated in 1959 and this had an impact on the ability of the newly-formed communes to fulfil their initial promise. Sources 1 and 2 The following points could be made about the sources in combination: • Source 1 is an official view of the impact of the people's communes, while Source 2 would appear to be the genuine views of people actually living in the communes • The two Sources may give an indication of changing circumstances in the development of the people's communes; Source 1 was published in December 1958, while the posters were produced in April 1959 • Source 2 corroborates some of the claims made in Source 1, such as the 'unified leadership of the commune' and the 'large numbers of community' facilities.

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

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the attitude of the USA to German reunification. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • In making the speech in Europe to the Western military alliance, President Bush is clearly outlining the public response of the USA to the potential impact of events in the GDR • The speech is being made less than a month after the fall of the Berlin Wall and so is a clear indicator of the immediate response of the USA • The public nature of the speech will have allowed the US President to send signals of intent to his Western allies, the leaders and people of both the GDR and the FRG, and to the Soviet-led Warsaw Pact powers. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitude of the USA to German reunification: • It claims that the reunification of Germany has been the goal of the USA since the division of Germany c1949 ('we in NATO have all supported German reunification for four decades') • It indicates that the USA will primarily be led on the matter of reunification by the wishes of the peoples of Germany ('self-determination must be pursued without influencing its outcome.') • It indicates that the USA sees the process of reunification taking a considerable time ('must be peaceful, gradual and part of a step-by-step process.') • President Bush's direct mention of NATO, the European Community, the Four Powers and Helmut Kohl suggests that the US attitude is to act relatively cautiously in relation to the many interested parties. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • In December 1989, it was not clear what the final repercussions of the events of November 1989 would be for the GDR, and so the US public response reflected both possibilities and caution • In public, President Bush was more cautious than he was in private. In private, Bush sensed that reunification might be inevitable, and his Secretary of State worked with this premise in mind • On 28 November 1989, Chancellor Kohl of the FRG publicly declared a Ten Point Plan for German reunification • The attitude of the other three of the Four Powers: Britain and France were wary of the implications for German power in Europe; for the Soviet Union, it indicated a potential collapse of power completely.



Question	Indicative content
	Source 4 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - As the letter is written between two of the leading participants in the reunification process, and was not public at the time, it gives a direct insight into US attitudes at the time - The tone and language of the letter suggest that this was an open exchange with Kohl and so reflects genuinely the attitude of the USA at the time - The letter was written at a time of ongoing diplomatic negotiations and so may have been less frank and more manipulative than it appears. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitude of the USA to German reunification: - It indicates that the USA had accepted that the reunification process was going to happen more quickly than expected ('accepting...reunification was inevitable', 'to proceed very quickly after 18 March elections in the GDR.') - It indicates that the USA believed that negotiation was the best way to deal with the external security issues of reunification ('I noted that a Two Plus Four arrangement...the most realistic way to proceed') - It indicates that the USA was strongly supportive of the FRG's position on reunification ('FRG's leadership was strongly in favour of a unified Germany remaining in NATO... I explained that the USA agreed') - It suggests that the USA felt that it was in a strong position to gain its desired outcome for reunification ('I explained that...the Soviet Union should not reject such an outcome.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - SED control of the GDR collapsed much more rapidly than expected. It seemed possible that the pro-reunification group, 'Alliance for Germany', heavily supported by Kohl, could win the March 1989 elections - Helmut Kohl was strongly in favour of a reunified Germany belonging to NATO and breaking all links with Soviet influence. He worked tirelessly to persuade the Gorbachev of the inevitability of events - With the British and French scepticism about reunification, the USA was in an increasingly strong position to take advantage of the rapid turn of events in the GDR in early 1990 and to work closely with Helmut Kohl - The USA proposed the idea of the Two Plus Four negotiations that became the foundation of the agreements for the external security issues that enabled formal reunification in October 1990. Sources 3 and 4 The following points could be made about the sources in combination: - Both Sources reflect the views of the US leadership at the time; Source 1 from the President and Source 2 from the Secretary of State in charge of foreign affairs - Source 1 is a public statement of the views of the US President, while Source 2, although a diplomatic letter that will probably become public later, provides an opportunity for frankness - The Sources together indicate that, while the basic underpinning of US attitudes did not change from December 1989, US attitudes towards the timeframe of reunification had changed considerably by February 1990 - Both Sources suggest that US attitudes are strongly connected to the response of Helmut Kohl towards events in the GDR and reunification.



Section B: indicative content**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether, in the years 1949–56, the CCP was able to defeat overwhelmingly its opponents within China. Arguments and evidence that in the years 1949–56, the CCP was able to defeat overwhelmingly its opponents within China should be analysed and evaluated. Relevant points may include: • From the outset of CCP rule, the PLA carried out military activity to rid China of remaining GMD opposition and influence, particularly in the southern regions. A reunification campaign took place in Guangdong • In 1950, the CCP used the need for domestic security at the time of the Korean War to launch a campaign of fear and violence (the Great Terror) against any groups or individuals deemed to be 'enemies' • In 1951–52, the 'three antis' and 'five antis' campaigns were introduced to crackdown on perceived 'bourgeois' threats from the business-minded middle classes and bureaucrats • Reunification campaigns took place in Tibet and Xinjiang to bring regions and ethnic groups under control that were considered by the CCP to be potential hotspots for resistance • The CCP attempted to eradicate the landlord class through early agricultural policies of land redistribution and through peasant-led struggle sessions • Systematic structures were put in place to ensure conformity of the masses in both urban and rural areas, e.g. CCP cadres, police use of the <i>dangan</i> and the Laogai system. Arguments and evidence that in the years 1949–56, the CCP was not able to defeat overwhelmingly its opponents within China should be analysed and evaluated. Relevant points may include: • After the military campaigns against the remaining GMD, there was still the potential for GMD-influenced opposition in the border regions and the CCP considered Nationalist-held Formosa/Taiwan to be part of China • During this period, the CCP still depended on the expertise of bureaucrats and technocrats to administer and deliver economic policy, despite suspicions of their 'bourgeois' tendencies • The reunification campaign in Tibet was not completely successful, with a genuine threat of Tibetan resistance emerging, supported by US-supported insurgency • The reunification campaign in Xinjiang did not result in the complete conformity of the Uyghur people, particularly in relation to Muslim religious observance • Land redistribution had been popular with the peasantry, and many took advantage of opportunities to gain land; by 1956, this newly-emerging middle peasantry were viewed with suspicion by the CCP • In 1956, academic intellectual opposition within China was still possible, e.g. the emergence of the Hundred Flowers movement, and had not been cracked down on to the same extent as other opposition. Other relevant material must be credited.



Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion whether the instability in China caused by the Cultural Revolution in the years 1966–67 was successfully overcome in the years 1968–76. Arguments and evidence that the instability in China caused by the Cultural Revolution in the years 1966–67 was successfully overcome in the years 1968–76 should be analysed and evaluated. Relevant points may include: • The PLA was brought in to restore order in the wake of the disruption caused by the mobilisation of the Red Guards and the local civil wars that had erupted • The 'up to the mountains and down to the villages' campaign was put in place to redirect the idealistic fervour created by the Cultural Revolution amongst the youth in urban areas towards practical work in rural areas • The end of Lin Biao's influence in 1971 saw the return of more pragmatic politics with the resurgence of Zhou Enlai and the rehabilitation of Deng Xiaoping from 1973 • The destabilisation of China's economy and security was addressed from 1972 through Zhou Enlai's Four Modernisations programme, including a focus on economic productivity and links with the West • The educational decline reflected by the Red Guard 'lost generation' was addressed by the reopening of middle schools and the return of university entrance examinations • From 1972, the influence of the Gang of Four was increasingly 'reined in', as Mao began to withdraw his support and question their quest for power over their idealism. Arguments and evidence that the instability in China caused by the Cultural Revolution in the years 1966–67 was not successfully overcome in the years 1968–76 should be analysed and evaluated. Relevant points may include: • The atmosphere of terror and arbitrary violence continued under the PLA, and was often more systematic, e.g. the 'cleansing of the class ranks' campaign, 1968–71 • The 'up to the mountains' campaign created a different form of social dislocation, with many youths being separated from their families for years and often becoming resentful of their circumstances • The disruptive impact of the initial years of the Cultural Revolution on the economy, living standards and education continued throughout the period • Mao's unpredictability in maintaining political relationships, continued belief in 'permanent revolution' and physical decline, created a febrile political atmosphere in which it was difficult to create stability • Deng Xiaoping's rehabilitation was not a certainty. He was continually challenged by the Gang of Four from their Shanghai base, and at the time of Mao's death in 1976 Deng had withdrawn himself from Beijing • The radical influence of the Gang of Four ebbed and flowed; having lost some influence around 1971, they briefly re-emerged with the 'criticise Lin Biao and Confucius' campaign in 1973 and again in early 1976. Other relevant material must be credited.

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

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the statement that, throughout the years 1949–85, the economy of the GDR was characterised by limited achievement. Arguments and evidence that, throughout the years 1949–85, the economy of the GDR was characterised by limited achievement should be analysed and evaluated. Relevant points may include: • Throughout the period, economic development was limited by limited access to, or availability of, resources, e.g. the impact of Soviet reparations, the loss of access to the Ruhr, migration, oil supplies • Collectivisation of agriculture was initially resisted by farmers, leading to a disastrous fall in agricultural output, mainly due to migration, from which it struggled to recover until the late 1970s • Economic policy was characterised by a series of economic plans and strategies, e.g. Five-Year Plan, Seven-Year Plan, NES, ESS, all designed to deal with the problems of the previous plan and never quite succeeding • Access to consumer goods was often limited due to a focus on heavy industry and lack of resources, and the GDR became renowned for the poor quality of its consumer products • The economy was often limited by the influence of outside powers, e.g. the influence of the USSR on central planning and exports • The GDR struggled to maintain productivity throughout the period, and on-going structural issues combined with an inability to secure credit, resulted in a major economic crisis in the early 1980s. Arguments and evidence that counter the statement that, throughout the years 1949–85, the economy of the GDR was characterised by limited achievement should be analysed and evaluated. Relevant points may include: • The First Five-Year Plan was relatively successful in establishing post-War economic development without aid from the West, and despite the asset stripping of the Soviet Union in the immediate aftermath of the War • Economic growth was an achievement, particularly after the end of mass migration in 1961 when GNP rose steadily until 1970, and industrial production increased across all areas of economic activity in the 1970s • The GDR remained the most successful of the eastern European economies through the period and, as such, was often resented by other members of COMECON • The GDR developed an economic identity producing goods for export with the label 'Made in the GDR' and claimed a place in the top 10 industrialised economies of the world • By the end of the 1970s, consumer goods were becoming more available with most households having access to a washing machine, refrigerator and television, with car ownership becoming more common • The GDR benefited from its relationship with the FRG through exports, 'free trade' tax and tariff agreements and loans. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that the Berlin Wall was built in 1961 mainly to protect the people of the GDR from external influences. Arguments and evidence that the Berlin Wall was built in 1961 mainly to protect the people of the GDR from external influences should be analysed and evaluated. Relevant points may include: • The SED believed that the open nature of the border between East and West Berlin threatened the GDR ideologically. The SED referred to the Wall as the <i>Antifaschistischer Schutzwall</i> (Anti-Fascist Protection Wall) • The SED viewed the western influences infiltrating the GDR from Berlin as a material threat to the development of the GDR as an independent socialist state with its own cultural identity • Those GDR citizens who worked in West Berlin, under western employment conditions, were seen by the SED as possible conduits for discontent and as potential recruits for western espionage organisations • The Berlin Wall was built in response to the growing international Cold War crisis over the position of West Berlin in 1960-61. International pressure from both Khrushchev and the West forced Ulbricht's hand. Arguments and evidence that that the Berlin Wall was built in 1961 for other reasons should be analysed and evaluated. Relevant points may include: • The Berlin Wall was built to protect and maintain an SED administration under increasing internal threat from dissatisfaction with its government of the GDR • The Berlin Wall was built specifically to stem the tide of emigration from the GDR to the FRG; to put up a physical barrier that would prevent movement out of the GDR in the one place that it was still practical to do so • The Berlin Wall was built to protect the economy, e.g. the loss of professional, technical and agricultural skills through emigration threatened the future development of the economy and living standards • The Berlin Wall was built to control the people of the GDR. The building of the Wall would shore up a 'breach' in the inner defence of the GDR and allow the SED to control the lives of the people even more than previously. Other relevant material must be credited.

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the role of state visits in the development of the GDR. - 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: - 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...') - 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') - 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. - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - 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 - The GDR Review only published articles on events which were considered to be important to the development of the GDR - The GDR Review was designed to showcase positive aspects of the GDR to an international audience. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - In 1984 the Cold War tensions were increasing and the previous spirit of détente and peaceful coexistence was under threat - Erich Honecker used state visits as a part of a deliberate foreign policy, particularly with West Germany and non-communist European states - By 1984 the GDR was experiencing serious economic difficulties and needed to encourage international economic co-operation.

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the influence of Western popular culture in the GDR. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - It is an official report by SED officials and clearly reflects a negative opinion of Western popular culture - 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 - The report is a response to local events and so could reflect wider influences or could just be specific to Leipzig. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It claims that Western popular culture had a negative influence on the youth of the GDR ('lead them to excesses') - 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') - It provides evidence for the types of Western popular culture being experienced in East Germany ('radio and television'; 'Western music and dancing') - The source as a whole suggests that Western popular culture was becoming more popular. - 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: - After 1961 with the building of the Berlin Wall and increased travel restrictions the GDR had hoped to isolate Germany from Western influences - Even in the 1960s technological developments meant that it was difficult to prevent popular Western culture from being accessible in the GDR - Western popular culture in the 1960s, 70s and 80s was in itself often anti-authoritarian and a focus for discontent and rebellion - The influence of Western popular culture continued to be popular and to pose a threat to the authority of the GDR throughout its existence.

Section B: indicative content

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



Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into methods used by the Stasi to control the population of the GDR. - 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: - It provides evidence of the use of informants to spy on the activities of ordinary Germans ('prepared to support...in carrying out its operations') - It provides evidence of the range of 'offences' against the state for which people could be reported and their arbitrary nature ('any rumours and such like... indications of crimes planned or already committed') - It suggests that use of informers was designed to control not only those being spied on but the informants also ('report without delay', 'result in my prosecution') - It implies that control was achieved by creating a climate of conspiracy ('maintaining unconditional silence', 'I will use the alias'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - It is an official document from the Stasi files and so provides specific evidence of the contracts made between informers and the Stasi - The document provides such detailed witting evidence of the Stasi's methodology because it was a secret document never intended to be seen in public - Lorenz was typical of the type of informant targeted by the Stasi; his prominent position in the police and in training sportspeople gave him access to the type of people the Stasi wanted information about. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - The Ministry for State Security (MfS) or Stasi was set up in 1950 with the purpose of using surveillance to root out opposition and dissent - The recruitment of informers or 'unofficial collaborators' (IMs) began on a large scale after the June Uprising of 1953; people signed up for a variety of reasons ranging from intimidation to incentive - Stasi operations were shrouded in secrecy and after 1989 it became clear that its operations were on a much larger scale than had been thought; it is believed that at any one time 20% of the population worked for them.

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into social conditions in East Germany in the 1980s. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The anecdotes have been supplied by an eyewitness who experienced life in the GDR, however they are memories of someone who was a child at the time and so will probably represent a child's perspective - The author has clearly attempted to ensure that the information he is presenting is first-hand and has not been given added detail through research - The author has attempted to provide some balance in his article but as a journalist he is aware his audience will be expecting to be entertained as well as informed. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - The overall implication is that although people were content ('people were generally happy') the quality of life was just not good enough ('If you wanted to buy a car you had to wait years.') - It provides evidence of a degree of social security ('Everyone had a job', 'necessities were extremely cheap') - It suggests a degree of control over society ('one banana per person', 'subsidised through work') - It provides evidence that housing conditions were a particular problem ('Her home had no bathtub or shower'). - 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: - The GDR had greater access to consumer goods than most Eastern bloc countries but they were expensive, there were shortages and the quality of goods not great when they were available, e.g. Trabant cars - There was state provision but also control of social activities such as travel, holidays, entertainment - In the 1980s the SED government struggled to provide the social welfare provisions, e.g. housing and cheap basic food that it had promised and people had come to expect.

Section B: Indicative content

Option 2E.1: Mao's China, 1949–90

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • 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.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • 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.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that the economic difficulties experienced by the GDR in the 1980s were primarily caused by Honecker's commitment to social welfare policies. Arguments and evidence that the economic difficulties experienced by the GDR from the late 1970s were primarily caused by Honecker's commitment to social welfare policies should be analysed and evaluated. Relevant points may include: • Honecker's 'Unity of Social and Economic Policy' required a monetary commitment to both social reform and improved industrial production • As the name of the 'Unity of Social and Economic Policy' implied social reform took precedence and weakened the GDR's underlying economic structure • Increased spending on social reform diverted money from industrial investment and contributed to the poor quality of East German exports • Honecker's determination to invest in social reform led to a budget deficit as loans were taken out to pay for social • The GDR's lack of material resources welfare policies • The requirement to take out loans for social reform made the GDR more dependent on the FRG and the international economic climate • Social welfare policies required huge investment which improved living standards only to some extent but fundamentally weakened the overall East German economic infrastructure, particularly in the 1980s. Arguments and evidence that the economic difficulties experienced by the GDR in the late 1980s were caused primarily by another/other factors should be analysed and evaluated. Relevant points may include: • was a continued threat to industrial production and created an underlying weakness in the economy • The GDR could not control the international economy e.g. the economy was affected in the long term by the oil crisis of 1973 • Government borrowing in relation to all areas of the economy led to the budget deficit • Attempts to boost trade were undermined by a lack of goods to export, a lack of demand from Comecon states and poor quality goods • It was Honecker's economic and central planning policies that led to inefficient and ineffective industrial production. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which control of the East German population was maintained through the use of repression in the years 1961-85. Arguments and evidence that control of the East German population was maintained through the use of repression in the years 1961-85 should be analysed and evaluated. Relevant points may include: • The Stasi created a climate of fear through the use of an extensive surveillance network, using both security forces and IMs • Political opponents were censored, arrested, tortured and imprisoned • Everyday activities were subject to censorship and control, e.g. travel restrictions, entertainment • There was a crackdown on freedom of expression from the mid-1970s, e.g. the harassment and expulsion of the cultural critic Wolf Biermann, and the clamp-down on foreign journalists. Arguments and evidence that control of the East German population was not maintained through the use of repression/the use of repression was limited in the years 1961-85 should be analysed and evaluated. Relevant points may include: • The relative economic stability and public approval of some social welfare policies, e.g. housing and women's rights, led to a degree of support • Propaganda policies, such as the development of youth groups (FDJ) and the promotion of sporting excellence, helped to create a positive identity • Public apathy; a 'niche society' developed in which East Germans outwardly accepted governmental control but were critical only in private • The SED, at both national and local level, made compromises to stem potential confrontation, e.g. relations with the Protestant Church. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the GDR had successfully established an identity as an independent state by 1985. Arguments and evidence that the GDR had successfully established an identity as an independent state, by 1985, should be analysed and evaluated. Relevant points may include: • The GDR had established internationally-defined borders; the creation of the Berlin Wall, the 'inner-German' border and diplomatic agreements in the years 1961–71 • The Basic Treaty (1972) saw the normalisation of relations between the GDR and the FRG with an acceptance of being 'separate' • By 1985 the GDR had been a member of the UN for over twenty years with state visits from world leaders occurring regularly • East Germany had been recognised as a separate sporting nation since 1964 and was particularly successful in Olympic competition • Manufacturers specifically branded their products as 'made in the GDR'. Arguments and evidence that, by 1985, the GDR had not successfully established an identity as an independent state/the establishment of an identity as an independent state was limited should be analysed and evaluated. Relevant points may include: • Many in the GDR continued to believe that German separation was temporary and supported reunification • The Basic Treaty (1972) did not create full diplomatic relations between the GDR and FRG; diplomatic missions not embassies were established • Many East Germans continued to seek residency in the FRG and the GDR continued to maintain a high security border with the FRG • The GDR had become increasingly dependent on the FRG to help prop up its ailing economy • The enormous influence of the Soviet Union was still very apparent; in 1984 Soviet nuclear warheads were moved into the GDR. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the international prestige of the GDR grew under Honecker's leadership in the years 1971–85. Arguments and evidence that the international prestige of the GDR grew under Honecker's leadership in the years 1971–85 should be analysed and evaluated. Relevant points may include: • Major agreements related to Ostpolitik rapprochement with the FRG, such as the Four-Power Treaty (1971) and the Basic Treaty (1972), were enacted or implemented by Honecker's government • Sporting achievements brought recognition to the GDR, e.g. at the 1976 Montreal Olympics the GDR came second in the medal table • The diplomatic status of the GDR grew considerably, e.g. accepted as a UN member 1973, participation in the Helsinki Accords, official state visits to and from the GDR • Many newly independent developing countries developed strong ties with the GDR, e.g. the GDR provided aid and educational opportunities to African nations. Arguments and evidence that the extent to which the international prestige of the GDR grew was limited under Honecker's leadership in the years 1971–85 should be analysed and evaluated. Relevant points may include: • Human rights issues, including freedom of the press, travel restrictions and actions taken at the Berlin Wall, remained an issue of contention despite membership of the UN and the signing of the Helsinki Accords • Honecker was unsuccessful in his aim of being invited to visit the USA and the UK, and it was not until 1987 that he finally visited the FRG • Within the Eastern bloc GDR relations with the COMECON, Warsaw Pact countries and even the Soviets became strained at times; the GDR was often viewed as being arrogant and wanting special consideration • Goods produced in the GDR often had a reputation for lack of quality and reliability, e.g. the Trabant car became a symbol for ridicule. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the accuracy of the statement that the quality of life for people in the GDR improved greatly under Honecker's leadership. Arguments and evidence that the quality of life for people in the GDR improved greatly under Honecker's leadership should be analysed and evaluated. Relevant points may include: • Increased social security was provided through social welfare policies that guaranteed full employment, a minimum wage, rent controls, pensions, etc. • East German living standards improved considerably with most homes owning a television and a refrigerator, and by the 1980s many households had cars and access to holidays • East German workers benefited from economic policies which saw increased incomes and, particularly in the early 1980s, government controls on food prices • Women benefited from greater employment and educational opportunities, e.g. attempts to improve promotion at work (1977), generous maternity leave and provisions for working mothers • Ostpolitik and the signing of the Helsinki Accords led to a lightening of restrictions on some social freedoms, e.g. increased access to Western television and radio, travel restrictions, tolerance of the Protestant Church. Arguments and evidence that the quality of life for people in the GDR did not improve greatly under Honecker's leadership should be analysed and evaluated. Relevant points may include: • Repression of social freedoms remained a constant feature with people living in the shadow of the Stasi and its network of informers; freedoms gained were often arbitrarily withdrawn • The quality of consumer goods was often poor and availability low with waiting lists of many years, e.g. the Trabant car • Growing social inequalities became apparent by the mid-1980s; SED officials experienced a better quality of life than ordinary East Germans while immigrant workers experienced poor conditions and some hostility • By the mid-1980s standards of living were in obvious decline as economic problems led to a reduction in economic growth; later in the 80s incomes, welfare payments and social provision suffered as a result • Gender inequalities still existed, which impacted on the quality of women's lives, e.g. employment in lower-skilled jobs and expectations that women would both work and maintain the domestic household. Other relevant material must be credited.



Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that <i>Ostpolitik</i> was beneficial to the development of the GDR. Arguments and evidence that <i>Ostpolitik</i> was beneficial to the development of the GDR should be analysed and evaluated. Relevant points may include: • The Basic Treaty (1972) allowed the GDR greater international recognition and to become a member of the United Nations • Between 1972 and 1989 the GDR received substantial loans from the FRG, which helped to bolster economic and social policies • Trade agreements between the GDR and the FRG opened up trade with the European Economic Community and boosted industrial production • The relaxation of travel and communication links between the GDR and the FRG were popular and encouraged social stability. Arguments and evidence that <i>Ostpolitik</i> was not beneficial/was limited in its contribution to the development of the GDR should be analysed and evaluated. Relevant points may include: • The GDR became economically reliant on the loans provided by the FRG, particularly in the early 1980s • The GDR often appeared to be the junior partner in the relationship; loan agreements often came with caveats that undermined East German policy, e.g. emigration quotas • Social stability, particularly in the 1980s, was affected by the clear disparity in living standards and the resulting attempts by the GDR authorities to restrict communication with the FRG as much as possible • The long-term impact of <i>Ostpolitik</i> was to maintain a desire amongst a significant percentage of the population for reunification; this had a direct impact on the collapse of the GDR in 1989-90. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the statement that the status of women in the GDR improved in the years 1949-85. Arguments and evidence that the status of women in the GDR improved in the years 1949-85 should be analysed and evaluated. Relevant points may include: • Women were officially encouraged to take paid employment with 90% of women working by the 1980s • Women were encouraged to pursue careers in science, technology and the professions; by 1980 half of all doctors and teachers were women • The Family Code (1966) expected men and women to share domestic work and childcare equally, while family planning policies gave women reproductive rights • Working mothers were given rights to maternity leave, childcare facilities, and child friendly working hours, e.g. Law for the Protection of Mother and Child and the Rights of Women (1950). Arguments and evidence that the status of women in the GDR did not improve in the years 1949-85 should be analysed and evaluated. Relevant points may include: • Women were still disproportionately employed in low paid and lower-skilled occupations; traditional views of 'male' and 'female' work remained entrenched in society • Government policy towards women was focused on mothers because it was motivated by the needs of socialist economic planning and the falling birth rate rather than the achievement of equality for women • Despite large numbers of women being in employment, very few women became senior managers or held senior positions at work • The role of women in government was extremely limited; Margaret Honecker was the only woman to achieve a ministerial position and no woman achieved membership of the Politburo. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the position of women in the GDR. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Erich Honecker was the leader of both the SED and the GDR and so is in a position to outline the policies implemented with regard to women in the GDR • In 1986 the GDR was beginning to experience clear economic and social difficulties; the 40th anniversary celebrations was a perfect time to highlight the gains made by women during SED rule • The purpose of the speech would have been to focus on the positive gains made by women in the GDR under the SED. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the position of women in the GDR: • It suggests that the position of women has improved as a result of the policies of the SED ('creating an environment...equal rights has produced satisfying results') • It provides statistical evidence for the participation of women in education and the workplace ('women currently employed...training...higher learning...91.3 per cent of the GDR's female population of working age') • It suggests that women in the GDR benefit from an environment which values them as both workers and mothers ('create opportunities...to better balance employment, social commitment and maternal duties') • It unwittingly provides evidence that women's access to leadership roles was limited in relation to the proportion of women in work ('managerial positions...more than 34 per cent'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The SED government in the GDR made a commitment to the creation of an equal society from the beginning of its rule



Question	Indicative content
	- From 1972, under the leadership of Honecker, social policies were introduced to give mothers the opportunity to work, e.g. childcare provision, maternity leave without prejudice - The imperative behind policies regarding working women was economic, rather than the creation of gender equality; for the GDR economy to advance it required all adults to be employed and still having families - There were very few women in political leadership roles; the only woman to become a minister was the wife of Erich Honecker, Margot Honecker. Source 4 The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - Martina Daske was a young working mother employed as an engineer and so she was in a very good position to give her views on the life of women in the GDR - Sherzer's journalistic reputation may have encouraged Daske to give a candid view of her life so giving the account credibility - Surveillance of ordinary people in the GDR may still have meant that Daske chose her words carefully. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the position of women in the GDR: - It provides clear evidence of the social welfare measures available to working mothers ('day-care...an apartment...day to do housekeeping') - It suggests that the lives of working women have improved over time ('I know that women used to have to work...hours at the factory') - It suggests that in reality gender equality at work was often arbitrary ('the factory...can either hinder or help you') and dependent on managers ('the department head did not look very enthusiastic') - It implies that women were still expected to carry out the bulk of domestic duties ('I bring...to day-care, race to the factory', 'my day away from work to do the housekeeping each month'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - Specific social welfare measures to aid working mothers included leave to look after a sick child, childcare opening hours to suit shift patterns - There was a genuine commitment in the GDR to provide opportunities for women in science and technology; 50 per cent of doctors were women by the 1980s

Question	Indicative content
	• The majority of women remained in low-skilled occupations throughout the existence of the GDR • The traditional German view of a woman as wife and mother was difficult to challenge; this was itself reflected in social policies which aided working women to be mothers rather than all workers to be parents. Sources 3 and 4 The following points could be made about the sources in combination: • Both provide a snapshot of the position of women in the GDR after nearly forty years of SED rule • Source 1 provides an official view of the advancements made by women under the rule of the SED by 1986 while Source 2 evidence of the reality of life for working women in 1986 • Source 2 corroborates the claims made in Source 1 about the social welfare and education available to women • Both sources suggest that it was expected that women would be productive both as workers and mothers in the GDR.

Section B: Indicative content

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



Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the statement that the GDR's relationship with West Germany, in the years 1969-85, was of great benefit to the GDR. Arguments and evidence that the GDR's relationship with West Germany, in the years 1969-85, was of great benefit to the GDR should be analysed and evaluated. Relevant points may include: • <i>Ostpolitik</i> brought a more stabilised relationship between the GDR and the FRG, which in turn allowed the GDR to concentrate on developing an independent identity and a more stable political environment • The GDR was able to trade with the FRG and use loans from the FRG to develop and support its economy thus allowing the GDR to remain the leading economy in the eastern bloc • The Basic Treaty (1972) brought greater international recognition for the GDR by reducing international tensions over West Berlin and 'normalising' relations between the GDR and the FRG; the GDR joined the UN in 1973 • Agreements over travel and communications between the GDR and the FRG, e.g. the Four-Power agreement (1971) created greater social stability as East Germans were able to visit relatives in the west. Arguments and evidence that the GDR's relationship with West Germany, in the years 1969-85, was not of great benefit to the GDR should be analysed and evaluated. Relevant points may include: • The GDR economy became dependent upon credit from the FRG, which contributed to, and exacerbated, the economic difficulties of the early 1980s • Constitutionally West Germany still aspired to reunify Germany, so undermining the development of an 'independent' GDR and encouraging dissent • The continued presence of an armed border between the GDR and the FRG contributed to the high expenditure on defence by the GDR (5.8% GDP), which in turn added to the economic problems of the early 1980s • Continued travel restrictions, and various crackdowns on travel from the GDR, created resentment in the GDR so fuelling criticism of the SED • Access to West German popular culture and travel to West Germany undermined the propaganda messages of the SED government and fuelled discontent. Other relevant material must be credited.



Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the relationship between the SED and the Protestant church changed in the years 1949–85. Arguments and evidence that the relationship between the SED and the Protestant church changed in the years 1949–85 should be analysed and evaluated. Relevant points may include: • The stated aim of the SED, from 1949 onwards, to eradicate the influence of religion in a Marxist-Leninist state was toned down in the 1960s, as the SED prioritised the need for social stability over ideological aims • The East German Church became independent of the all-German Protestant Church network and established a working relationship with the SED; in March 1978, an 'accord' was agreed between the Church and the state • In the economic downturn of the early 1980s, the SED became increasingly willing to tolerate Church-run social welfare organisations and programmes that it was unable to provide itself • In 1985 the 'accord' relationship began to deteriorate as some Protestant pastors became actively involved in discussion groups commenting on the current state of the GDR. Arguments and evidence that there was continuity in the relationship between the SED and the Protestant church in the years 1949–85 should be analysed and evaluated. Relevant points may include: • Both organisations viewed each other as ideological rivals for the hearts and minds of the population of the GDR throughout the period; the SED created the <i>Jugendweihe</i> in direct competition to Christian confirmation rites • The SED remained distrustful of the influence of the Protestant church across the period as evidenced by the use of the Stasi to infiltrate church organisations and recruit informants (IMs) from within • Opposition to the SED from individuals within the Protestant church remained constant across the period; theological studies was one of the few areas of higher education open to those who were critical of the GDR • The SED continually tried to undermine the role of Protestant youth groups through its patronage of the FJD. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether sport was the most significant feature of the development of a GDR identity under Honecker. Arguments and evidence that sport was the most significant feature of the development of a GDR identity under Honecker should be analysed and evaluated. Relevant points may include: • Sport was used to engender community spirit via sports clubs and festivals; over 3 million people belonged to organised clubs and a lack of overt politicisation created a genuine opportunity for social unity • Participation in international sport gave the GDR a chance to compete as a bona fide separate member of the international community; under Honecker the GDR strengthened its international presence as a sporting nation • Olympic participation brought national pride; the GDR invested heavily in state-run training programmes, and by the 1976 Olympics it came second only to the USSR in the medal table • The GDR was seen as a trailblazer for women's sport; GDR women athletes brought international recognition to the GDR, with some becoming known worldwide e.g. Katarina Witt (ice-skating), Heike Drechsler (long jump). Arguments and evidence that other features in the development of a GDR identity under Honecker were significant should be analysed and evaluated. Relevant points may include: • The GDR developed an economic identity as the most advanced communist economy in eastern Europe; manufacturers no longer labelled their export goods as German but as a product of the GDR • The GDR gained diplomatic international recognition under Honecker, e.g. state visits, membership of the UN, signatory of the Helsinki Accords • The development of <i>Ostpolitik</i> led to the acceptance of the GDR and the FRG as separate states, e.g. the Basic Treaty (1972) • The GDR attempted to create a distinct GDR culture through the production of East German television programmes and films, focussing on socialist realism, fairy tales and children's programming. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which Western influences undermined the authority of the SED in the years 1961-85. Arguments and evidence that Western influences did undermine the authority of the SED in the years 1961-85 should be analysed and evaluated. Relevant points may include: • Access to Western cultural influences, such as fashion, popular music, film and television, encouraged young people particularly to take part in acts of cultural rebellion that challenged socialist cultural 'norms' • Travel between East and West, often older people visiting relatives, undermined SED authority by providing evidence of better standards of living in the FRG and encouraging black market trade in goods and currency • Access to Western news media, via smuggled newspapers, illegal access to television broadcasts and specifically directed radio transmissions, provided an alternative view of current affairs both in the GDR and the wider world • SED paranoia, particularly in the 1960s, about the consequences of access to Western influences, e.g. emigration, often led to overly repressive policies, which in themselves created resentment and criticism of SED rule. Arguments and evidence that Western influences did not undermine/were limited in undermining the authority of the SED in the years 1961-85 should be analysed and evaluated. Relevant points may include: • Western-inspired non-conformity amongst young people was mainly social, rather than political, with most young people, concerned about their future prospects, conforming to state expectations • The SED were particularly effective in limiting Western influences through the use of propaganda, censorship, education, the FDJ and military conscription for young men • The development of <i>Ostpolitik</i> in the 1970s in many ways bolstered SED authority, as the SED was seen to be engaging with the West while also legitimising the GDR as a separate nation • Under Honecker, SED attitudes towards Western influences became more accepting; the SED came to realise that, by turning a blind eye to some influences, e.g. entertainment, the potential for confrontation lessened. Other relevant material must be credited.

2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
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Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the suggestion that there was significant popular support for the SED government in the GDR throughout the years 1949-85. Arguments and evidence that there was significant popular support for the SED government in the GDR throughout the years 1949-85 should be analysed and evaluated. Relevant points may include: • Many in the GDR saw socialism as the most effective solution to the extensive economic and social problems facing East Germany in the aftermath of the Second World War and continued in their support • From the 1950s onwards, the GDR was able to offer the best standard of living in the eastern bloc and the relative wealth of the country, along with full employment, sustained support for the SED, particularly in 1970s • The strengthening of the border with the FRG in 1961 was popular with many SED supporters, who saw this as an opportunity to develop socialism in a more stable environment • From the 1960s, the social welfare programme of the SED provided access to health facilities, housing and educational opportunities that were popular amongst much of the population • In the 1970s, the development of a national identity under Honecker, e.g. through sport and GDR activity in developing nations, created a pride in the achievements of the GDR • After 1953, there was little evidence of mass protest against the SED. Protests in 1968 were small and the SED was seen by many as responsive to issues, e.g. east-west travel, relations with Protestant Church. Arguments and evidence that there was not significant popular support for the SED government in the GDR throughout the years 1949-85 should be analysed and evaluated. Relevant points may include: • There were significant periods of discontent with the SED, e.g. the rising of June 1953, in 1960-61, protests in 1968 and growing discontent particularly based around the Protestant Church, in the 1980s • The GDR was a repressive regime that used censorship, propaganda and terror to control its society and enforce conformity amongst its citizens; from 1961, the closed border was a symbol of this repression • The extent of actual and attempted emigration from the GDR throughout the period was evidence of widespread discontent with the SED government, so much so that <i>Republikflucht</i> was considered treasonous • The extent to which the personal lives of the citizens were monitored by the Stasi and the controls on the voting system suggests that the SED feared that there was widespread opposition in the GDR • There is evidence of a 'niche society' developing in the GDR, whereby outwardly the GDR population conformed and gave tacit support to the SED but, in reality, many privately resented and undermined the SED • Once the economy began to collapse in the early 1980s, discontent began to be outwardly manifested and there was more willingness to question the role of the SED government. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the quality of life in the GDR improved in the years 1949-85. Arguments and evidence that the quality of life in the GDR improved in the years 1949-85 should be analysed and evaluated. Relevant points may include: • By the 1970s, the lives of most people had improved in relation to the hardships of the post-war period, with full employment, subsidised transport and state welfare policies • Social welfare programmes meant that GDR citizens were entitled to employment, education, housing and healthcare. Benefits were available to working mothers, such as maternity leave and nurseries • Access to consumer goods increased across the period, particularly radios, televisions, refrigerators and cars, and many were able to go on holiday, often to other eastern bloc resort destinations • The development of the 'niche society' meant that many in the GDR were relatively contented with everyday life and became involved in communal leisure activities with an emphasis on healthy living. Arguments and evidence that the quality of life in the GDR did not improve in the years 1949-85 should be analysed and evaluated. Relevant points may include: • Social inequality continued with access to enhanced benefits, e.g. new housing, higher education, and consumer goods, often dependent on perceived loyalty to the SED • Rights and freedoms were heavily curtailed and the state security system – the Stasi – organised the systematic surveillance of a large proportion of the population. Many people lived in a state of constant fear and suspicion • The quality of the social welfare provision was often poor, e.g. housing conditions were often substandard and cramped, and conformity enforced, e.g. the regimented regimes practised in kindergartens • In the early 1980s, the standard of living in the GDR as a whole began to decline as the economic situation deteriorated and national debt increased. Shortages of, and waiting times for, consumer goods increased. Other relevant material must be credited.



Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether, in the years 1949–85, the most effective means of controlling the people of the GDR was state use of propaganda and censorship. Arguments and evidence that, in the years 1949–85, the most effective means of controlling the people of the GDR was state use of propaganda and censorship should be analysed and evaluated. Relevant points may include: • The state controlled all aspects of the output of mass media, directing the ideological view of newspapers and television and ensuring that content reflected Communist principles • 'Western cultural' influences were discouraged and certain 'westernised' music, literature and visual arts were banned; western radio and television transmissions were blocked • The school curriculum was used to indoctrinate children from kindergarten onwards and to reflect a pro-SED and Soviet viewpoint, e.g. the 1953 uprising was portrayed as having been instigated by 'western' agents • Intellectuals were seen as particularly problematic and were often classed as enemies of the state, with their work heavily controlled and censored and their ability to travel internally restricted • The SED, particularly under Honecker, portrayed the GDR as having its own national identity, which it 'sold' to the people as one of high achievement, e.g. Olympic and team sports, overseas aid projects. Arguments and evidence that, in the years 1949–85, state propaganda and censorship was not effective and/or other means of controlling the people of the GDR were more effective should be analysed and evaluated. Relevant points may include: • Many East Germans were quietly sceptical of propaganda efforts while some young people openly defied the cultural norms expected, e.g. music and dress styles. Many families illegally accessed western media • Failure to censor the Protestant Church completely led to development of critical voices in the mid-1980s who used churches to meet and distribute political, 'green' and cultural material • The use of repression, particularly the work of the Stasi, created an environment of arbitrary control where individuals were unsure of anyone. Up to 20% of the population may have been working for the Stasi as IMs • The Stasi used internment as a means of control, using Hohenschönhausen as a prison for people waiting to be sentenced. The prison was infamous for its use of physical and psychological torture • The FDJ was used as a means to control young people; membership of the organisation was essential for young people to advance in education and careers. Failure to join could mean being ostracised from social groups • The development of the niche society; most East Germans were sufficiently content with full employment, relatively good living standards and community participation to accept the control of the SED. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether, in the years 1949-85, the social welfare policies introduced by the SED were a success. Arguments and evidence that, in the years 1949-85, the social welfare policies introduced by the SED were a success should be analysed and evaluated. Relevant points may include: • The SED pursued a post-war programme of house building designed to replace lost housing stock and build new homes. In the 1970s, over half a million new homes were built and targets exceeded • The social welfare of women was promoted with policies designed to give women greater control over their lives, e.g. abortion was legalised in 1972, childcare provided in the workplace, equal rights at home and at work • Health provision, both in prevention and treatment, provided material benefits in the physical health of the nation, and there was state provision for the vulnerable, including those with disabilities and older people • There was a genuine improvement in the social condition of many East Germans. Most people had access to jobs, work, schooling and health services, so enabling the development of the 'niche' society. Arguments and evidence that that, in the years 1949-85, the social welfare policies introduced by the SED were not a success should be analysed and evaluated. Relevant points may include: • Across the period, social welfare programmes were hampered by a lack of funding, which meant that, although basic welfare was provided, the quality was often low, and groups viewed as economically less valuable lost out • The quality of the housing stock was particularly poor, using mass production methods and often shoddy materials and, despite massive building programmes, housing shortages were a major problem for the SED • Social welfare provision was often reliant on social and political compliance, and social inequality remained, with social progress often based on SED membership and active participation • In the early 1980s, the SED's determination to maintain social welfare programmes, in order to maintain its popularity, actually led to economic problems that undermined the overall social condition of the GDR. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the GDR under the rule of Honecker in the years 1971-85 was very different from the GDR under the rule of Ulbricht in the years 1949-71. Arguments and evidence that the GDR under the rule of Honecker in the years 1971-1985 was very different from the GDR under the rule of Ulbricht in the years 1949-1971 should be analysed and evaluated. Relevant points may include: • Under Honecker, the GDR was willing to work with the FRG on the policy of <i>Ostpolitik</i> whereas, under Ulbricht, there was hostility towards the FRG • Honecker established a distinct 'East German' identity for the GDR, e.g. sporting excellence whereas, under Ulbricht, the SED viewed the GDR as 'Germany', with the separation of East and West a temporary aberration • Under Honecker, the GDR became recognised internationally as a separate state, e.g. full membership of the UN whereas, under Ulbricht, the GDR was viewed by many states, particularly those in the West, as illegitimate • Under Honecker, to some extent a 'niche society' developed with some material benefits and minimal direct anti-SED protest whereas, under Ulbricht, there was economic hardship, with direct protest in 1953 and the building of the Berlin Wall in 1961 to prevent emigration • Under Ulbricht, there had been some flexibility in economic policy, particularly at times of tension but, under Honecker, there was a return to state centralisation as the driving force for a 'modern' economy. Arguments and evidence that the GDR under the rule of Honecker in the years 1971-85 was similar to the GDR under the rule of Ulbricht in the years 1949-71 should be analysed and evaluated. Relevant points may include: • Both Ulbricht and Honecker followed political and economic policies that were designed to further democratic centralism and create a socialist economy • Both Ulbricht and Honecker believed that the GDR would prosper under a socialist welfare programme that catered for the social welfare needs of the East German people from the 'cradle to grave' • Under both Ulbricht and Honecker, the GDR was dependent on the Soviet Union to underwrite the existence of the GDR, e.g. the 1953 Uprising, the GDR's response to <i>Ostpolitik</i> • Under both Ulbricht and Honecker, a key feature of controlling the people was the use of censorship and repression, and the use of state organisations to ensure social conformity • Under both Ulbricht and Honecker, there was a significant proportion of the population that supported socialist policies and was invested in maintaining a communist East Germany. Other relevant material must be credited.

Question	Indicative content
2(a)	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the significance of the opening of Hungary's border with Austria in 1989. - 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: - It provides evidence of the ease with which it was possible to cross the border ("drive ... to the open border...continue right into Austria") - It indicates that people were desperate to leave the GDR ("happy to have "left everything behind", "Our father has no idea where we are") - It shows that the GDR could no longer expect other Eastern bloc countries to help it maintain control ("No one was in...watchtower and nothing happened"). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - It was written in August 1989 at the height of exodus from the GDR through Hungary - It provides eyewitness accounts from a variety of different people - Having been written in West Germany the article was not subject to censorship and the interviewees were able to speak frankly. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - On 2 May 1989, Hungary began to dismantle the security features of its border with Austria and opening up the border crossings; under West German law GDR citizens could claim FRG passports once in Austria - East Germans previously having taken advantage of holidaying in Hungary to attempt a crossing had been met with draconian actions, e.g. passport stamps, which were proof of criminal intent to the GDR authorities - By the summer of 1989, 30,000 East Germans had used the Hungarian border to reach the FRG and this encouraged further attempts to gain asylum through the West German embassies in Eastern bloc countries - The majority of the 100,000 refugees who left in 1989 were skilled workers or professionals that the GDR could ill afford to lose.



Question	Indicative content
2(b)	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the extent to which the GDR had achieved international prestige by 1985. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - The speech was delivered by Erich Honecker who was the leader of the GDR and the SED so it is likely to inflate the achievements of the GDR - As it was written for World Peace Day and published in English it was probably meant to send a message to the international community - In 1984 Honecker is able to reflect on the 35 years since the GDR was established. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It presents the GDR as a strong, independent nation ('one of the most advanced industrial nations', 'National defence is always maintained') - It claims that the GDR is a peaceful working democracy in which all its citizens have basic human rights ('comradely co-operation among the parties', 'socialist society has room for all people') - It claims that the GDR has been effective in stabilising the security of Europe ('effective force for stability') - It asserts that the GDR is a fully-fledged member of the international community ('equal and active member of the United Nations'). - 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: - In the 1970s the GDR was accepted on the international stage as a sovereign nation but in 1984 it was politically dependent on the Soviet Union and in some ways economically dependent on the FRG - The presence of the parties of the National Front allowed the GDR to present itself as a democracy but Honecker was viewed in many countries as the virtual dictator of a socialist one-party state - The presence of the Berlin Wall and a fortified barrier between East and West Germany contributed heavily to Cold War tensions - The international prestige of the GDR was adversely affected by its perception in the West as a repressive state in which religious belief was challenged, ideas censored and advancement based on loyalty to the SED.

Section B: Indicative content

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



Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement 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. 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: • 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 • Gorbachev's visit coincided with the 40th anniversary celebrations of the founding of the GDR which increased the symbolism of his statements • 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 • 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. 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: • 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 • The apparent fixing of local election results (7 May) sparked the first of many mass demonstrations • 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) • 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. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on reactions to the opening of the Berlin Wall in November 1989. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is a news article published in a West Berlin newspaper and so is written from a West German perspective • It has clearly been written by journalists who witnessed the events being reported on • As a left-wing newspaper it is possible that the journalists would have mixed reactions to the events and the source provides some evidence for this ('The mood hits everyone, like it or not'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions to the opening of the Berlin Wall in November 1989: • It suggests that the opening of the border was unexpected ('There is chaos at the border'; 'Some have to be pushed across the border') • It provides evidence that initially the reaction at the border crossings was relatively well ordered ('...visa and money changing are still compulsory; the East Germans obediently stand in line waiting to be called.') • It suggests that the reaction of the GDR authorities was to allow events to take their course once the initial mistake had been made ('Gate open, the barrier is lifted.') • It indicates that the initial excitement to bring down the Wall came from the West rather than the East ('racing to the border...climbing over barriers'; 'I don't even want to go over'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • As a symbol of the physical division of Germany since 1961, many citizens of both the GDR and FRG wanted to see an end to the Berlin Wall • On 6 November 1989 Krenz promised the GDR that travel restrictions would be lifted in the near future but the rapid decision on November 9 to lift the restrictions on November 10 came as surprise • On the evening of 9 November 1989, the new travel regulation was mistakenly interpreted during a press conference, by the SED leader in East Berlin, as having immediate effect • Initially East Berliners just took advantage of the lifting of the travel restrictions but West Berliners appear to have realised that the decision was potentially more momentous.

Question	Indicative content
	Source 4 The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: - It is an eyewitness account of the events of November 12 recorded immediately - This is witting testimony from someone who believed the events were momentous; the author purposefully travelled to Berlin to witness events - The author is not German and so is possibly writing from a neutral perspective. However, the author is also a westerner. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about reactions to the opening of the Berlin Wall in November 1989: - It provides evidence that there was some initial uncertainty and confusion in response to events ('On top of the wall, stood East German soldiers... No one knew what was going on') - It provides evidence that the reaction of some East German soldiers was to join in with unfolding events ('...a crowd of East German soldiers...reached through and shook hands') - It provides evidence that a reaction in East Berlin was to destroy the physical barrier presented by the presence of the Wall ('From the East German side...a giant drill...punching holes in the wall') - It indicates that the East Germans in Berlin reacted with enthusiasm ('...began to pour through...indescribable joy...'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: - Thousands of Germans (from both the GDR and FRG) and others living in Europe flocked to the East-West border and Berlin, in particular - East Berliners were greeted in West Berlin with material goods, exotic food and free access to public transport but most initially returned home after the first few days - The authorities in the GDR had little choice but to allow events to happen; the alternative was to use force to prevent the breach - The physical demolition of the Wall began almost immediately after it became clear that GDR troops would not prevent its destruction. Sources 3 and 4 The following points could be made about the sources in combination: - Both are from the perspective of people living outside East Germany - Both indicate that events were overtaken by the crowd; Source 3 ('...they all start running.') and Source 4 ('The crowd had swollen') - Both suggest that the East German border guards made little attempt to prevent border crossings after the night of 9 November - The sources corroborate each other e.g. Source 4 corroborates the claim in Source 3 that cars were abandoned at the border crossings; suggesting a spontaneous response to the events.

Section B: indicative content

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



Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the suggestion that the attitude of Helmut Kohl was the main reason for the speed with which Germany was reunified after the fall of the Berlin Wall (November 1989). Arguments and evidence that the attitude of Helmut Kohl was the main reason for the speed of German reunification after the fall of the Berlin Wall (November 1989) should be analysed and evaluated. Relevant points may include: • Kohl's Ten-Point Plan (28 November 1989) was drafted on his own initiative and included proposals to create a confederation of the GDR and FRG • As FRG leader, Kohl's commitment to reunification so soon after the fall of the Wall forced politicians in both the GDR and the international community into a quick response • Kohl's support for the 'Alliance' in the March 1990 elections and the introduction of the <i>Deutschmark</i> in the GDR accelerated calls for full reunification • Kohl's meetings with US President Bush and USSR leader Gorbachev, as part of the 'Two plus Four' negotiations (May-Sep 1990), led to speedy commitments to reunification. Arguments and evidence that suggest that the attitude of Helmut Kohl was not the main reason for the speed with which Germany was reunified after the fall of the Berlin Wall (November 1989) should be analysed and evaluated. Relevant points may include: • Kohl's initial suggestions for reunification envisaged the process taking years rather than months • The public mood in the GDR for reunification grew rapidly, bolstered by symbolic events bringing East and West Germany together, e.g. opening of the Brandenburg gates • Continuing domestic problems in the GDR fundamentally undermined the SED; democratic elections were brought forward to March 1990 • The international situation was favourable; the US was positive from the outset and Gorbachev was faced with domestic challenges in the USSR. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether external influences were more significant than internal problems in explaining the collapse of the GDR in the years 1985–90. Arguments and evidence that external influences were significant in explaining the collapse of the GDR in the years 1985–90 should be analysed and evaluated. Relevant points may include: • Mikhail Gorbachev's reforms (<i>perestroika</i> and <i>glasnost</i>) in the USSR challenged the political and economic environment in eastern Europe • Mikhail Gorbachev's international policy altered the relationship between the USSR and the GDR: improved relations with the FRG and his rejection of the Brezhnev Doctrine for the 'Sinatra' Doctrine • The situation in other eastern bloc countries, e.g. Poland, created challenges for Honecker and the SED • Access to western culture and the comparative wealth of the FRG encouraged open criticism of the GDR • In 1989 the visit of Mikhail Gorbachev to the GDR and the opening up of the Hungarian border had a direct impact on the fall of the Berlin Wall • Kohl's Ten-Point Plan for reunification and the attitude of other western leaders put pressure on the remaining elements of SED control in 1990. Arguments and evidence that internal problems were significant in explaining the collapse of the GDR in the years 1985–90 should be analysed and evaluated. Relevant points may include: • Honecker's government found it increasingly difficult to deal with a stagnant German economy • Economic problems affected standards of living and increasing hardship for ordinary Germans caused resentment of the SED government • Compromises made with the Protestant Church opened up opportunities for criticism of Honecker's government • Ineffectual SED policies, both repressive and reforming, undermined the ability of the government to control the GDR • Large scale demonstrations in 1989–90 were fundamental in hastening the end of the GDR, e.g. Honecker's resignation, the fall of the Berlin Wall, the collapse of SED power and the March 1990 elections. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which Gorbachev's influence was significant in the declining authority of the SED government in the years 1985-89. Arguments and evidence that Gorbachev's influence was significant in the declining authority of the SED government in the years 1985-89 should be analysed and evaluated. Relevant points may include: • Gorbachev's commitment to the reform policies of perestroika and glasnost in the Soviet Union put pressure on the SED to follow similar policies in the GDR, so giving hope to opposition groups • Gorbachev's desire to reduce military spending and unwillingness to use armed force for political ends brought an end to the Soviet commitment to the Brezhnev Doctrine, particularly noticeable during the protests of 1989 • Gorbachev's overtures to the West, particularly the FRG, concerned the SED, adding to a growing sense of abandonment and bolstering opposition groups • Gorbachev's visit to East Berlin (6 October 1989) acted as a direct catalyst to the increasingly open protest and dissent in the GDR and made it clear that future Soviet support would be dependent on SED reforms. Arguments and evidence that influence of Gorbachev on the declining authority of the SED government in the years 1985-89 was not significant/other factors were more significant should be analysed and evaluated. Relevant points may include: • The failure of the SED to ensure economic prosperity led to the collapse of the niche society and increased questioning of SED government • Events in other Eastern European countries such as Poland provided examples to the people of the GDR of what could be achieved through mass mobilisation and opportunities to emigrate • The SED government contributed to its own declining authority through its intransigent attitude towards reform and its growing inability to prevent growing protest • Gorbachev's visit was only one of several events in 1989 which came together to undermine the authority of the SED. Other relevant material must be credited.

Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the impact of mass protest on the authority of the SED government in 1989. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • East German newspapers were stringently controlled, however the neutral tone of the writing would suggest that the details provided are accurate • It is a news item rather than an opinion piece and so is reporting on events rather than commenting • The article includes an eyewitness account and, as the newspaper was produced in Leipzig, the journalist was possibly an eyewitness. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of mass protest on the authority of the SED government in 1989: • It suggests that as a result of the involvement in protest by church groups the SED may have been losing its moral authority ('church working groups on justice, human rights, and environmental protection') • It suggests that the SED government may have been unwilling or felt unable to use force against the demonstrators ('calm response of the police force and militia') • It claims that there was a belief that the demonstration would force the SED government to come to the negotiating table ('pave the way for dialogue'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Prayers for peace had been said at the Nikolai Church every Monday from the early 1980s but in 1989 it began to be followed by a small public rally; in the autumn of 1989 these were transformed into mass demonstrations • The SED government had previously used force to break up strikes and demonstrations, e.g. during the 1953 June Uprising government forces had been backed by Soviet troops • On 6 October, in response to a speech made by Honecker on the 40th anniversary of the founding of the GDR, Gorbachev had made a speech cautioning the SED for the need to reform • In 1989 new political groups were founded that openly challenged the authority of the SED, e.g. Democratic Awakening; Democracy Now and the New Forum. Source 4 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • Werner Bramke was a member of the SED in 1989 and so his reflections would provide valuable insight into the impact of protest on those

Question	Indicative content
	naturally supportive of the SED government • As a historian, Bramke probably would have wanted to provide accurate information for the researcher • The interview took place two years after the events and it might have been in Bramke's interest to amend his opinions, in light of the downfall of the SED subsequent to the protests. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of mass protest on the authority of the SED government in 1989: • It claims that October 9 demonstration potentially had the power to undermine SED rule completely ('lead to a 'breaking apart' of the existing system') • It provides evidence that even loyal SED members no longer believed that the SED government had legitimacy ('this demonstration simply had to take place') • It provides evidence that many people in the GDR no longer feared the forces of the police state ('did not think...would use violent measures against them') • It suggests that the police state had become a paper tiger ('tried to convey a very clear message prior to 9 October'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • In the autumn of 1989 the Leipzig rallies began to attract wider support from those hoping that the SED would begin to discuss reform with opposition groups • The October 9 demonstration in Leipzig attracted over 70,000 demonstrators and mass protest spread to other East German cities, including Dresden and Berlin • In 1989 Gorbachev made it clear to Honecker that Soviet troops would not be deployed in the GDR to support the SED government • Honecker was dismissed as leader on 18 October and the SED government began to contemplate reforms in a bid to retain authority in the GDR. Sources 3 and 4 The following points could be made about the sources in combination: • Both sources provide evidence that the SED was being openly challenged by both its opponents (Source 1) and its supporters (Source 2) • Both sources suggest that the protests potentially had the power to force change • Both sources suggest that in the face of non-violent protest the SED government was unwilling to use force.

Section B: Indicative content

Option 2E.1: Mao's China, 1949–76



Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether the main reason for the collapse of communist rule in the GDR was Honecker's refusal to introduce reforms. Arguments and evidence that the main reason for the collapse of communist rule in the GDR was Honecker's refusal to introduce reforms should be analysed and evaluated. Relevant points may include: • Honecker refused to address the social and economic crisis of the late 1980s by introducing more market and consumer orientated social and economic reforms • Honecker's stubborn refusal to respond to Gorbachev's exhortations to reform, fuelled the discontent of the late 1980s and the mass demonstrations of 1989 • Honecker's refusal to introduce policies of 'openness' were particularly resented by large numbers of East Germans • Honecker's refusal to reform undermined the authority of the SED government, which was increasingly seen as morally bankrupt and only interested in maintaining power. Arguments and evidence that there were other reasons for the collapse of communist rule in the GDR should be analysed and evaluated. Relevant points may include: • The role of Gorbachev and the breakdown of Soviet control in Eastern Europe, and particularly the events of 1989 • The systemic problems of the East German economy • The emergence of a credible and organised opposition, culminating in the mass demonstrations of 1989 • The increasing ineffectiveness and incompetence of the SED government, culminating in the fall of the Berlin Wall. Honecker was side-lined politically in the crucial months of July-September 1989 by a serious illness. Other relevant material must be credited.

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether Gorbachev's visit to the GDR (October 1989) was more significant than the opening of the Berlin Wall (November 1989) for the collapse of communist rule in the GDR. Arguments and evidence that Gorbachev's visit to the GDR (October 1989) was more significant for the collapse of communist rule in the GDR should be analysed and evaluated. Relevant points may include: • Gorbachev's visit led to a spontaneous protest demonstration at Honecker's showpiece 40th Anniversary of the GDR parade, so undermining SED rule in the glare of the international media • During the visit Gorbachev, both privately and publicly, made it clear that he believed that the SED leadership should make reforms in order to maintain control of the GDR, so giving hope to protestors • During the visit, Gorbachev reiterated that the GDR could not expect the USSR to provide military aid or diplomatic support if it was faced with a popular uprising • The day after Gorbachev's visit, a massive spontaneous demonstration took place in Leipzig; the failure of the armed police and the Stasi to take direct action was an indication that the SED were losing control • Honecker's open defiance of Gorbachev's advice led to a split in the SED and resulted in Honecker's departure as leader of the SED and GDR on 18 October 1989. Arguments and evidence that the opening of the Berlin Wall (November 1989) was more significant for the collapse of communist rule in the GDR should be analysed and evaluated. Relevant points may include: • The confused circumstances surrounding the opening of the Wall indicated to the wider GDR public that the SED government was no longer able to control events as firmly as in the past and was in a chaotic state • The opening had a hugely symbolic effect both domestically and internationally; the communist rulers of the GDR were openly having to admit that they could no longer justify its existence • The opening of the border failed as an attempt to stabilise the rate of emigration to the FRG (1 million had left by the end of the year), indicating a continued lack of confidence in the SED government • With the 'fall' of the Wall, Kohl felt confident enough to propose his 10-Point Plan for reunification (28 November), leading to insecurity within the government and division over the SED response • The opening did not bring trust in the SED, as Krenz had hoped, but led to the regional collapse of the SED, fundamental changes to the role of the SED in the Constitution and Krenz's resignation.
	Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether, in 1989, the opening of Hungary's border with Austria was the key turning point in the collapse of the SED government. Arguments and evidence that, in 1989, the opening of Hungary's border with Austria was the key turning point in the collapse of the SED government should be analysed and evaluated. Relevant points may include: • The opening of 2 May provided an opportunity for East Germans to leave for the West. 30 000 had left by the time all restrictions were lifted at the border in September, after which the floodgates opened • The actions in Hungary drew attention to the general reforms being introduced in the eastern bloc and encouraged those student and church protest groups in the GDR calling for internal reforms • The FRG undermined the stability of the SED government by offering West German passports to GDR citizens reaching FRG embassies in the eastern bloc and free passage to the FRG, as a result of the border opening • The response of the SED to the opening was a public relations disaster, both externally and internally, with the GDR being seen as an ever more controlling and repressive state, e.g. the Dresden sealed train incident. Arguments and evidence that, in 1989, the opening of Hungary's border with Austria was not the key turning point in the collapse of the SED government should be analysed and evaluated. Relevant points may include: • Gorbachev's visit to East Berlin in October 1989, for the 40th anniversary of the GDR, made it clear to the SED government that they could not rely on the support of the USSR should internal protest challenge the regime • The Leipzig protests outside of the St Nikolai Church became a national focus for discontent with the SED government; the demonstration of 70 000 people on 9 October was a key moment as it was not met with state force • Honecker's resignation announcement on 18 October, following a Politburo vote of no confidence, saw an end to a hard-line politician who had led the SED for two decades and done the most to create an identity for the GDR • Krenz's decision to open the GDR border and, particularly, the events at the Berlin Wall on 9 November, provided the symbolic end to the barrier between the 'two Germanies' and led to the collapse of support for the SED. Other relevant material must be credited.



2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the rapid reunification of Germany in the period November 1989–October 1990 was mainly due to the collapse of the SED government. Arguments and evidence that the rapid reunification of Germany in the period November 1989–October 1990 was mainly due to the collapse of the SED government should be analysed and evaluated. Relevant points may include: • After 9 November 1989, the SED government began to lose control of the political situation. As revelations of mismanagement began to come to light, many people questioned the concept of the GDR as a political entity • In the winter of 1989–90, the SED began to split into factions over the future existence of the GDR, so weakening the commitment to an independent state separate from the FRG • The policies of new SED-PDS government that emerged under Hans Modrow failed particularly to prevent ever-increasing numbers emigrating to the FRG, and it became clear to many that the GDR could not survive on its own • The PDS, the new manifestation of the SED, was soundly defeated in the March 1990 elections, and the 'rapid reunification' group, the 'Alliance for Germany', won 48 per cent of the vote. Arguments and evidence that the rapid reunification of Germany in the period November 1989–October 1990 was mainly due to other factors should be analysed and evaluated. Relevant points may include: • The desire for political change that emerged during 1989 gained even more momentum from the 'fall' of the Berlin Wall. The opening of the Wall – the symbol of division – acted as an indicator of the potential benefits of unity • The 'will of the people'. Although opposition to the SED in 1989 was mainly focused on the internal problems of the GDR, public support for reunification developed at a rapid rate from December 1989 • The role of Helmut Kohl was vital to rapid reunification. His Ten-Point Plan (28 November 1989) evolved rapidly from a plan for slow advancement over several years into advocating a sooner-rather-than-later policy • There was international impetus for reunification. Obstacles to reunification evaporated rapidly as first Bush, and then Gorbachev, became more supportive, and the Two-Plus-Four approach emerged. Other relevant material must be credited.



Question	Indicative content
2	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the reasons for the increase in emigration from the GDR into West Germany (FRG) in 1989. Source 3 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The interviews were carried out in August 1989, as the emigration crisis was reaching its height and so they should be able to give a clear snapshot of why people were leaving the GDR • The interviews were carried out for a West German newspaper, and so the editors may have been selective in choosing examples that fitted the West German view of reasons for flight from the GDR • The article was published in a nationally-read newspaper and so might have been intended to give West Germans across the country a clear understanding of why East Germans were choosing to leave. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences to investigate the reasons for the increase in emigration from the GDR into West Germany (FRG) in 1989: • It indicates that people were leaving because, in 1989, a relatively safe route to Germany through Hungary had begun to open up ('Hungarian border fence...was being dismantled', 'holiday...visa for Hungary.') • It suggests that skilled people were frustrated that there were no suitable jobs ('A skilled baker...worked...railway worker') and felt that there would be better opportunities in the FRG ('Bavaria needs workers.') • It indicates a growing frustration with the government of the GDR ('nothing is progressing...They're hopeless.') that was being made worse by reforms in other Eastern European countries ('are opening up.') • It suggests that many in the GDR had given up all hope of change and just could not bear the situation any longer ('we made our decision.', 'small village...people... too nosy', 'flexible', 'just one month...would be enough'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • In May 1989, Hungarian border guards began to open up the border between Hungary and Austria. By September 1989, thousands of GDR citizens 'on holiday' had crossed into Austria with no intention of returning • Unemployment had been steadily rising and, by 1989, the security of guaranteed work in a socialist state was no longer possible to maintain. Many skilled young people were not able to fulfil their potential • The GDR was the only major Eastern European country to openly defy Gorbachev's call for reform. During the GDR's 40th anniversary celebrations, Honecker clearly stated the GDR's commitment to communism • Many in the GDR had access to the West German media and knowledge of western trends and wanted more freedoms as a result. Conformity in politics and society was increasingly resented by many.



Question	Indicative content
	Source 4 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • The leaflet was an official publication of the Federal Republic of Germany and so is an official declaration of the attitude of the FRG to the emigration crisis facing the GDR • The leaflet was issued in October 1989 at the very height of the emigration crisis and so gives an immediate reflection of the situation at the West German borders • The purpose of the leaflet was both to bring organisation to the sheer scale of the emigration from the GDR and to provide assurances to the emigrants that they would be welcome in the FRG. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about investigate the reasons for the increase in emigration from the GDR into West Germany (FRG) in 1989: • It suggests that emigration from the GDR was increasing because of the official policy of the FRG to do everything to help emigrants ('Welcome!', 'integrate you into the FRG', 'you will receive a sum of money') • It suggests that GDR citizens would have been attracted by the sheer ease of the process on arrival in the FRG ('pay attention to the following instructions', 'easily recognisable...entrance offices', 'receive petrol') • The scale of the help provided by the FRG ('the police, the Federal Border Patrol, relief agencies and motoring organisations') suggests that the FRG may have purposefully been trying to encourage even more to arrive • It suggests that it may have been getting easier for East Germans to travel to the border, so giving them a further incentive to leave ('If you are travelling in your own car'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The FRG viewed all 'refugees' arriving from the GDR automatically as citizens of the FRG and so, as soon as they set foot in the country, they would receive documentation and have the rights of FRG citizens • The FRG worked with Austria and other countries in the border areas to bring East Germans into the FRG as quickly as possible • Many in East Germany had relations and friends in the FRG who were willing to take them in if they could find a way out of the GDR, so making the prospect of emigrating more palatable • From October 1989, the GDR government began to turn a blind eye to emigration in the hope that numbers would begin to dwindle but they did not, even in November after 'the fall of the Berlin Wall'. Sources 3 and 4 The following points could be made about the sources in combination: • Both Sources indicate that one of the main reasons for emigration was that East Germans hoped to find employment and a better standard of living in the FRG • The scale of the operations suggested by Source 4 and the words of the East Germans in Source 3 suggest that, by the summer/autumn of 1989, the increased immigration was perhaps driven by utter despair • Source 3 provides an indication of the push factors that drove the East Germans from the GDR and Source 4 provides an indication of the pull factors that attracted them to the West.



Section B: indicative content**Option 2E.1: Mao's China, 1949–76**

