



## **Mark scheme**

Summer 2018

Pearson Edexcel  
GCE History (8HI0/2E)  
Advanced Subsidiary

Paper 2: Depth study with Source  
Evaluation

Option 2E.1: China's Mao, 1949-46

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

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## General Marking Guidance

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

## Generic Level Descriptors

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

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

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

## Section A: Questions 1b/2b

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

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

## Section B

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

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

## Section A: indicative content

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

Question	Indicative content
<p><b>1a</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into Mao's plans for China in the aftermath of the civil war.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• It suggests that Mao wants China to become a confident and independent nation ('never again be an insulted nation. We have stood up.')</li> <li>• It suggests that Mao is aware that serious threats to the new regime still exist and he will not be satisfied until he can be sure that all opponents of communism in China are eradicated ('We must not relax our vigilance.')</li> <li>• It provides evidence that Mao believes the reconstruction of China will be achieved through both its natural resources ('our population... our national territory') and international aid ('unity with international friends').</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• As the dominant CCP leader, Mao is setting out his personal agenda for the future of China</li> <li>• Mao is making the speech with the knowledge that communist victory in the war is almost certain and so is setting the tone for the initial aims and objectives of communist rule</li> <li>• The speech was made publically to leading CCP officials at a Congress held to determine the future path of China.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• In October 1949, the People's Republic of China was declared and Mao became Chairman of the Central People's Government Council</li> <li>• Initially Mao's plans were focused on nation-building, with some compromise, but identifying and dealing with 'enemies of the state' was also a feature of communist rule from 1949</li> <li>• The Sino-Soviet agreement of 1950 provided China with economic aid</li> <li>• China became involved in the Korean War 1950-53; one of Mao's concerns was to protect the sovereignty of the newly created People's Republic.</li> </ul>

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

Question	Indicative content
<p><b>1b</b></p>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the nature of the Laogai prison system.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Johnson visited China regularly and so had first-hand experience of China</li> <li>• Johnson's nickname - the 'Red Dean' – suggests that the purpose of his report may have been to justify the use of the Laogai prison system in China</li> <li>• The evidence outlined was second-hand having been reported to Johnson by a Dr Cheng; foreign visitors were usually only allowed access to CCP vetted officials.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It suggests that the Laogai prison system was benign ('not prisons in our sense of the word'; 'looked happy, health, and strong')</li> <li>• It claims that the Laogai were productive places of work in which prisoners were well looked after ('They were factories'; 'better food than most peasants could afford')</li> <li>• It provides evidence that the Laogai camps were used to rehabilitate political prisoners ('they were mostly counter-revolutionaries'; 'radically changed their lives').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• At any one time Laogai camps held up to 10 million prisoners, the majority of which were overwhelmingly political prisoners</li> <li>• The purpose of the prison camps was to re-educate those identified as 'class enemies' through hard work and political propaganda</li> <li>• Prisoners were used as forced labour in industrial production; these were often the most labour intensive and dangerous jobs, e.g. mining</li> <li>• Survivors of the system described conditions as being intolerable, e.g. minimal food rations, lack of medicine, use of torture, summary execution.</li> </ul> </li> </ol>



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

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons for the building of the Berlin Wall.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It provides evidence that 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')</li> <li>• 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')</li> <li>• It suggests that the GDR was forced to build the wall in response to aggression from West Germany ('cooled off a number of hotheads').</li> </ul> </li> <li>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> <li>• The booklet was published only six months after construction of the Wall began</li> <li>• It was published by the GDR authorities to provide an official justification for the building of the Wall</li> <li>• It was published in English to reach an audience in the West.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• Emigration of skilled workers and professionals from the GDR to West Berlin and West Germany increased dramatically in the late 1950s</li> <li>• 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</li> <li>• In the summer of 1961 Ulbricht publicly asserted that the GDR had no intention of building a permanent division in Berlin</li> <li>• The GDR described the Wall as an 'anti-fascist protective wall'.</li> </ul> </li> </ol>

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

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the impact of socialist economic policies on the GDR in the 1950s.</p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• The report was written by a SED party official working for the government authorities</li> <li>• The purpose of the report was to record the honest opinions of workers</li> <li>• The workers appear to have been willing to highlight economic difficulties despite knowing that the meetings were state-sponsored and recorded</li> <li>• The report was written in 1955 so reflecting the situation in the GDR after six years of SED economic policies.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It suggests that socialist economic policies led to resentment and discontent ('if the situation... work...does not change, he'll head for the West'.)</li> <li>• It claims that the economic situation was worsening ('things were better in 1951 and 1952'.)</li> <li>• 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').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• Socialist economic planning was introduced from 1949 but after 1952 nationalisation, collectivisation and production quotas intensified</li> <li>• After economic discontent led to the June 1953 uprising, there was a crackdown on criticism of SED policies</li> <li>• 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.</li> </ul> </li> </ol>

## Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the accuracy of the suggestion that the great famine (1958-62) was caused by the policy of Lysenkoism.</p> <p>Arguments and evidence that the great famine (1958-62) was caused by the policy of Lysenkoism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Lysenko's eight-point agricultural 'constitution' was enforced on farmers uniformly in all areas of China regardless of the climate and soil conditions</li> <li>• Practices designed to increase crop yield, such as 'close planting' and 'deep ploughing', and to implement pest control, such as the Four Pests campaign, actually decreased the yield</li> <li>• Food production was disrupted by the enforced removal to labour camps of peasants who refused to implement the compulsory production policies</li> <li>• The decision to enforce Lysenkoism in Tibet after the 1959 uprising was made deliberately with the knowledge that it would extend the famine into the province.</li> </ul> <p>Arguments and evidence that the great famine (1958-62) was not caused by the policy of Lysenkoism should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A series of natural disasters, such as flooding, drought and insect infestation, in the years 1958-62 seriously affected food production</li> <li>• The overall extent of change in agricultural and industrial policy, such as collectivisation and the Great Leap Forward, put great strain on food production, e.g. the impact of the backyard furnace campaign</li> <li>• Mao was responsible; Mao personally drafted the agricultural programme introduced in 1958 and the cult of the personality he encouraged prohibited any criticism and remedial action being taken.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the Red Terror of the Cultural Revolution declined after 1967.</p> <p>Arguments and evidence that the Red Terror of the Cultural Revolution declined after 1967 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 'up to the mountains' campaign diverted the energies of the Red Guard away from the excess of the Red Terror in urban areas towards living and working in rural areas</li> <li>• Violent and disorderly conduct carried out by the Red Guard began to decrease</li> <li>• The role of the Red Guard in dealing with 'enemies of the state' declined and was taken over by the more disciplined PLA</li> <li>• In the early 1970s, the re-emergence of Zhou Enlai and Deng Xiaoping lessened the brutality of the Cultural Revolution, e.g. attacks on foreigners discouraged.</li> </ul> <p>Arguments and evidence that the Red Terror of the Cultural Revolution did not decline after 1967 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 'cleansing the class ranks' campaign carried out by the PLA resulted in large-scale arrests, torture and thousands of deaths</li> <li>• Jiang Qing's Gang of Four continued to encourage hardline Maoist beliefs and sponsor a climate of fear</li> <li>• Chinese regions with significant minorities or with historical connections to the Guomindang continued to be targeted with violent activity, e.g. Inner Mongolia and Yunnan province</li> <li>• The number of prison camps and political prisoners expanded throughout the period to Mao's death.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which Jiang Qing was successful in creating a revolutionary culture in China in the years 1966-76.</p> <p>Arguments and evidence that Jiang Qing was successful in creating a revolutionary culture in China in the years 1966-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Jiang, as 'purifier of the nation', created a cultural policy that would reflect revolutionary China and suppress the 'four olds'</li> <li>• Jiang commissioned a series of opera-ballets that championed the ideals of the communist revolution in China; films of the opera-ballets were viewed billions of times</li> <li>• Traditional and western art forms were prohibited or redefined for revolutionary purposes, e.g. wall paintings/posters</li> <li>• Censorship ensured that only writing, art, film and cultural media that were directly relevant to contemporary China could be produced.</li> </ul> <p>Arguments and evidence that Jiang Qing was not successful/had limited success in creating a revolutionary culture in China in the years 1966-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Only a limited number of revolutionary artistic works were produced, e.g. there were only eight opera-ballets, less than 150 revolution inspired novels published</li> <li>• The requirement for all cultural activity to reflect political reality stifled creativity leading to artistic works that were often formulaic and repetitive, and which many observers regarded as lacking in quality</li> <li>• Many of the most talented artists, writers and performers either refused to work or were brutally persecuted resulting in a quantitative decline in cultural activity; some observers described China as a cultural wasteland.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement the economy of the GDR strengthened in the years 1961-71.</p> <p>Arguments and evidence that the economy of the GDR strengthened in the years 1961-71 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The building of the Berlin Wall and the 'inner-German border' stabilised the labour supply so creating a foundation for growth and normalisation</li> <li>• Ulbricht's more flexible New Economic System brought improvements in industrial and agricultural production</li> <li>• Wage increases and a greater supply of consumer goods brought an increased standard of living</li> <li>• The GDR established international trade links and by 1971 was ranked 11th in the world industrial rankings.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• A return to more centralised economic planning (Economic System of Socialism) from 1968 undermined economic gains made earlier in the 1960s</li> <li>• By 1971 new labour shortages were beginning to undermine further industrial expansion</li> <li>• Underlying weaknesses in the economy threatened economic stability, e.g. limited supply of consumer goods</li> <li>• Trade with other COMECON countries saw limited growth due to resentment at the perceived comparative 'success' of the GDR.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which control of the East German population was maintained through the use of repression in the years 1961-85.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• The Stasi created a climate of fear through the use of an extensive surveillance network, using both security forces and IMs</li> <li>• Political opponents were censored, arrested, tortured and imprisoned</li> <li>• Everyday activities were subject to censorship and control, e.g. travel restrictions, entertainment</li> <li>• 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.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Propaganda policies, such as the development of youth groups (FDJ) and the promotion of sporting excellence, helped to create a positive identity</li> <li>• Public apathy; a 'niche society' developed in which East Germans outwardly accepted governmental control but were critical only in private</li> <li>• The SED, at both national and local level, made compromises to stem potential confrontation, e.g. relations with the Protestant Church.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on 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).</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Kohl's initial suggestions for reunification envisaged the process taking years rather than months</li> <li>• 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</li> <li>• Continuing domestic problems in the GDR fundamentally undermined the SED; democratic elections were brought forward to March 1990</li> <li>• The international situation was favourable; the US was positive from the outset and Gorbachev was faced with domestic challenges in the USSR.</li> </ul> <p>Other relevant material must be credited.</p>