



## Mark Scheme (Results)

October 2020

Pearson Edexcel GCE  
In History (8HI0/2E)

Paper 2: Depth study

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

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 1(a)/2(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
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little, if any, substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>3-5</b>	<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>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• 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 1(b)/2(b)

**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</li> </ul>

		substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
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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	1-4	<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> </ul>

		<ul style="list-style-type: none"><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>
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## Section A: Indicative content

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

Question	Indicative content
<p><b>1(a)</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 the reasons for the Great Famine of 1958–62.</p> <ol style="list-style-type: none"> <li>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> <li>• It suggests that the Great Leap Forward demotivated the peasants ('everyone was told that they had to take part...hardly anyone did much farming')</li> <li>• It claims that collectivisation led to a reduction in crop production ('we joined a big collective...only a few crops by the roadside')</li> <li>• It provides evidence that the government investigation teams believed that collective farms were producing bumper harvests ('it was reported that several thousand kilograms...the numbers were exaggerated.').</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>• Zhu Erge was a peasant who had lived through the Great Leap Forward and had first-hand experience of its impact</li> <li>• Zhu Erge may have been more willing to speak to the researcher more frankly than to other researchers because the researcher was Chinese by birth</li> <li>• The promise of anonymity may have encouraged the interviewee to be candid.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• The Great Famine coincided with Mao's introduction of the Great Leap Forward; Mao hoped to increase agricultural productivity through the implementation of scientific farming methods</li> <li>• The aggressive and often violent introduction of collectivisation appears to have led to some apathy in the countryside, so reducing crop production</li> <li>• The 'backyard furnace' policy encouraged collectivised peasants to produce iron and steel and so drew peasants away from farming, so reducing crop production</li> </ul> </li> </ol>

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|  | <ul style="list-style-type: none"><li>• Cadres, believing that harvests were plentiful, requisitioned increasingly large quotas of crops to feed the urban population reducing the food available in the rural areas.</li></ul> |
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Question	Indicative content
<b>1(b)</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the success of the barefoot doctor scheme in rural China.</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 book was published purposefully to promote positive aspects of the life in a commune in Mao's China; the authors had been trained to write in a manner and tone that would appeal to a foreign audience</li> <li>• The authors are writing from experience having visited a real commune; communes visited by journalists were often 'model' operations</li> <li>• By 1973 the barefoot doctor scheme had been in operation for five years and so the scheme would have had time to establish itself.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that the barefoot doctors provided a range of medical and health services, e.g. family planning, prevention and cure of disease, dental treatment</li> <li>• It provides evidence that the barefoot doctors are conscientious and have training ('leave at once', 'learn medicine', 'skilled in acupuncture')</li> <li>• It suggests that despite claims of success there are shortcomings that cannot be hidden, e.g. part-time healthcare, reliance on local knowledge, limited numbers, lack of painkillers</li> <li>• It implies that youthful enthusiasm and revolutionary credentials rather than training and skills are the criteria for becoming a barefoot doctor ('fairly high level of socialist consciousness', 'free from old ideas').</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: <ul style="list-style-type: none"> <li>• The barefoot doctor scheme was introduced in 1968 when an already distinct shortage of professionally-trained rural doctors had been made worse by the excesses of the Cultural Revolution</li> <li>• The barefoot doctor scheme did provide basic healthcare in rural areas and was particularly successful in implementing preventative health campaigns to combat endemic disease</li> <li>• There was a limited supply of barefoot doctors, the first group consisted of only 28 trainees, and villagers were often wary of young people so directly connected to the party organisation</li> </ul> </li> </ol>

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|  | <ul style="list-style-type: none"><li>• The decline of the Cultural Revolution saw a concerted effort to link the barefoot doctors with professional doctors so using the strengths of each to create a more effective health service in the countryside.</li></ul> |
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### Option 2E.2: The German Democratic Republic, 1949-90

Question	Indicative content
<b>2(a)</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 significance of the opening of Hungary's border with Austria in 1989.</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 of the ease with which it was possible to cross the border ("drive ... to the open border...continue right into Austria")</li> <li>• It indicates that people were desperate to leave the GDR ("happy to have "left everything behind", "Our father has no idea where we are")</li> <li>• 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").</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>• It was written in August 1989 at the height of exodus from the GDR through Hungary</li> <li>• It provides eyewitness accounts from a variety of different people</li> <li>• Having been written in West Germany the article was not subject to censorship and the interviewees were able to speak frankly.</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>• 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</li> <li>• 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</li> <li>• 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</li> <li>• The majority of the 100,000 refugees who left in 1989 were skilled workers or professionals that the GDR could ill afford to lose.</li> </ul> </li> </ol>

Question	Indicative content
<b>2(b)</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 extent to which the GDR had achieved international prestige by 1985.</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 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</li> <li>• As it was written for World Peace Day and published in English it was probably meant to send a message to the international community</li> <li>• In 1984 Honecker is able to reflect on the 35 years since the GDR was established.</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 presents the GDR as a strong, independent nation ('one of the most advanced industrial nations', 'National defence is always maintained')</li> <li>• 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')</li> <li>• It claims that the GDR has been effective in stabilising the security of Europe ('effective force for stability')</li> <li>• It asserts that the GDR is a fully-fledged member of the international community ('equal and active member of the United Nations').</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>• 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</li> <li>• 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</li> <li>• The presence of the Berlin Wall and a fortified barrier between East and West Germany contributed heavily to Cold War tensions</li> <li>• 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.</li> </ul> </li> </ol>

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## 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 extent to which Mao was able to maintain a dominant position within the Chinese government in the years 1949-62.</p> <p>Arguments and evidence that Mao was able to maintain a dominant position within the Chinese government in the years 1949-62 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mao was head of state from 1949-1959 (Chairman of CPG 1949-54 and of PRC 1954-59) and his decisions and policies were those that were implemented, e.g. intervention in Korea, the 'antis' campaigns, the Great Leap Forward</li> <li>• Throughout the period Mao was Chairman of the CCP; the influence of the Politburo on the State Council meant that his own influence remained strong even when he stood down as head of state in 1959</li> <li>• Mao maintained a strong support base from amongst the 'ideologues' in the government</li> <li>• As Chairman of the National Defence Council Mao had control and influence over the PLA.</li> </ul> <p>Arguments and evidence that Mao was not able to maintain a dominant position/his position was limited within the Chinese government in the years 1949-62 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By 1962, the government of China was an increasingly collective leadership with other influential leaders, e.g. Zhou Enlai, Peng Dehuai, Liu Shaoqi and Deng Xiaoping</li> <li>• Mao suffered some setbacks in the mid-1950s; ill-health allowed opponents to criticise Mao Zedong Thought and the initial reaction to the Hundred Flowers Campaign was lukewarm</li> <li>• Mao was challenged by 'pragmatists' in the government throughout the period but particularly after 1958 over the nature of his economic policies during the Great Leap Forward</li> <li>• In the aftermath of the Lushan Conference (1958), Mao stepped down as head of state (1959) and withdrew further from frontline politics in 1962.</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 success of the Red Guard attack on the 'four olds' during the Cultural Revolution.</p> <p>Arguments and evidence that the Red Guard attack on the 'four olds' during the Cultural Revolution was successful should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Young people enthusiastically took part in activities that undermined the 'old habits' of deference to parents, elders and those in authority, resulting in the breakdown of family life for many and the closure of schools</li> <li>• The Red Guard were used to destroy pre-revolutionary cultural artefacts and places of historic importance and took part in large numbers in the new 'revolutionary culture' being created under Jiang Qing</li> <li>• People deemed by the Red Guard to be connected to 'old ideas', e.g. bourgeois, capitalist, religious, were labelled as supporters of 'Confucius', leading to physical attack, ridicule and loss of employment and property</li> <li>• A new revolutionary culture was developed that encouraged conformism to Mao Zedong Thought, the chaos of permanent revolution and the cult of Mao.</li> </ul> <p>Arguments and evidence that the Red Guard attack on the 'four olds' during the Cultural Revolution was not successful/limited in success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Traditional attitudes, e.g. the importance of the family and respect for the dead, were difficult to eradicate in the long-term, particularly in rural areas</li> <li>• Zhou Enlai deployed the PLA to protect significant sites of historical and cultural importance, e.g. the Forbidden City (August 1966)</li> <li>• Many people secretly maintained and practised their religious beliefs and continued attempts to undermine Islam in Xinjiang were largely unsuccessful</li> <li>• The attacks of the Red Guard were so successful in the short-term (1966-67) that Mao was forced to rein in their activities to lessen the impact on economic and educational progress.</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 statement that the status of women in China improved in the years 1949-76.</p> <p>Arguments and evidence that the status of women in China improved in the years 1949-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mao's proclamation and personal belief that 'women hold up half the sky' informed CCP policies that focused on improving the status of women</li> <li>• The Marriage Law (1950) gave women greater rights within marriage and family planning policies allowed women greater control over reproductive rights</li> <li>• Women were given equal status in the working environment and in education; their contribution was deemed vital to the development of the Communist state</li> <li>• Women were encouraged to join the Red Guard where the uniform and expectations of women were equal to those of men.</li> </ul> <p>Arguments and evidence that the status of women in China did not improve in the years 1949-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Traditional patriarchal attitudes towards women were difficult to break down, particularly in the rural areas</li> <li>• Very few women achieved leading roles within the CCP or the government and during the Cultural Revolution wives of high-ranking officials were often abused because of their relationship rather than for their own actions</li> <li>• Equality was often seen in relation to masculine achievements; the points system on communes was based on production quotas that few women were able to sustain</li> <li>• Both collectivisation and the Cultural Revolution undermined the status of women as mothers and parents.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the statement that the crisis of 1960-61 in the GDR was caused by external influences.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• The economic crisis in the GDR was the result of unpopular socialist economic policies, particularly the impact of collectivisation</li> <li>• The emigration crisis was a result of internal push factors such as consumer shortages and repressive measures</li> <li>• 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.</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 statement that <i>Ostpolitik</i> was beneficial to the development of the GDR.</p> <p>Arguments and evidence that <i>Ostpolitik</i> was beneficial to the development of the GDR should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Basic Treaty (1972) allowed the GDR greater international recognition and to become a member of the United Nations</li> <li>• Between 1972 and 1989 the GDR received substantial loans from the FRG, which helped to bolster economic and social policies</li> <li>• Trade agreements between the GDR and the FRG opened up trade with the European Economic Community and boosted industrial production</li> <li>• The relaxation of travel and communication links between the GDR and the FRG were popular and encouraged social stability.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• The GDR became economically reliant on the loans provided by the FRG, particularly in the early 1980s</li> <li>• 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</li> <li>• 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</li> <li>• 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.</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 statement that the status of women in the GDR improved in the years 1949-85.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Women were officially encouraged to take paid employment with 90% of women working by the 1980s</li> <li>• Women were encouraged to pursue careers in science, technology and the professions; by 1980 half of all doctors and teachers were women</li> <li>• The Family Code (1966) expected men and women to share domestic work and childcare equally, while family planning policies gave women reproductive rights</li> <li>• 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).</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• Women were still disproportionately employed in low paid and lower-skilled occupations; traditional views of 'male' and 'female' work remained entrenched in society</li> <li>• 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</li> <li>• Despite large numbers of women being in employment, very few women became senior managers or held senior positions at work</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p>

