



Mark scheme (Results)

Summer 2022

GCE History (8HI0/2E)
Advanced Subsidiary

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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Summer 2022

Question Paper Log Number P66256RA

Publications Code 8HI0_2E_2206_MS

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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"> • 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	<ul style="list-style-type: none"> • 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.
3	6-8	<ul style="list-style-type: none"> • 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. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • 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.

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"> • 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. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3-5	<ul style="list-style-type: none"> • 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, confirm or challenge matters of detail. • 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.
3	6-9	<ul style="list-style-type: none"> • 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	10-12	<ul style="list-style-type: none"> • 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. • 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. • 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.

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"> • 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	5-10	<ul style="list-style-type: none"> • 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. • 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. • 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	11-16	<ul style="list-style-type: none"> • 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	17-20	<ul style="list-style-type: none"> • 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.

Section A: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
<p>1a</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 attitudes towards foreigners living in China at the launch of the Cultural Revolution.</p> <ol style="list-style-type: none"> 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"> • It suggests that generally there was an air of mistrust towards foreigners ('minor scuffles...for taking photographs or reading specific revolutionary posters.') • It indicates that attitudes were changeable ('the mood hardened', 'A softening...produced smiles') and arbitrary ('our treatment...depend largely...particular groups...rather than a general policy') • It suggests that some foreigners may have been viewed as more dangerous than others ('only a few foreign journalists and diplomats were actually physically abused', 'cheers for us lecturers'). 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"> • It was written and published in 1966 very soon after the events being described and so the author is able both to document events that are fresh in the mind and to reflect on the impact of events • The article was published in Britain and so would not have been subject to censorship • The tone and use of language suggests that the author was trying honestly to convey the situation at the time in a balanced way. 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"> • Foreigners in Mao's China, even those sympathetic to the regime, were generally treated with mistrust and suspicion, often being accused of spying for 'enemy' states • The purposefully chaotic nature of the Cultural Revolution meant initially that policies and targets were not always clear • Diplomats were often the target of the Red Guard and, in 1967, the attacks escalated, e.g. Sino-Soviet disagreements saw Soviet diplomats being attacked and the British embassy was ransacked and burned.

Question	Indicative content
1b	<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 revolutionary art and culture in China.</p> <ol style="list-style-type: none"> 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"> • It was written in 1975, towards the end of the Cultural Revolution, and so the author was in a position to comment on the effects of nearly a decade of revolutionary art and culture, in so far as he was free to do so • It was written specifically to extol the virtues of the introduction of revolutionary art and culture in China • It is written in the official tone and language of the Communist regime in China but is unusual in admitting that not everything is 'excellent'. 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"> • It claims that the imposition of revolutionary art and culture has completely transformed the cultural life of China ('smashed the counter-revolutionary revisionist line...far-reaching changes') • It claims that the revolutionary arts are popular ('won the enthusiastic approval') and flourishing ('creation on a mass scale') • It suggests that the quality of some of the new revolutionary art and culture may be questionable by damning with faint praise ('or fairly good examples have appeared'). 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"> • The imposition of revolutionary art and culture was overseen in the name of Mao by his wife, Jiang Qing • Many artists refused to co-operate with the official rules and regulations for the production of art and the quantity and quality of artistic work is generally agreed to have declined under Mao • Millions of Chinese people had the opportunity to see opera and film but there were only a limited number of officially approved productions, such as the 6 official Beijing operas, which were viewed over and over again.

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

Question	Indicative content
2a	<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 extent of emigration from the GDR to West Germany in the 1950s.</p> <ol style="list-style-type: none"> 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"> • It suggests that the extent of emigration is such that the economy of the GDR is under threat from the number of people leaving ('betray what our people have created through common labour') • It provides evidence that a wide variety of different groups in society are leaving the GDR ('young people, workers, or academic intellectuals') • It suggests that the extent of emigration is such that it is threatening the political and social foundations of the GDR, and hence its very existence ('the interests of the whole German nation', 'life is already beginning'). 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"> • It shows that the SED were sufficiently concerned about the situation to produce propaganda to address the issue of emigration • It was written in 1955 at a time of growing dissatisfaction with the SED authorities and as emigration was beginning to increase • As propaganda it provides unwitting evidence of the nature of the problems caused by emigration to West Germany. 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"> • In the years 1951-54, one and half million East Germans emigrated to West Germany and this continued to increase throughout the 1950s • The GDR increasingly suffered a skills gap in technology and manufacturing as emigrants were often the most educated and skilled workers • The imposition of collectivisation led to many farmers and agricultural workers emigrating to the FRG • As emigration increased, the East German government imposed bureaucratic regulations, such as deregistration from the GDR, in an attempt to slow down <i>Republikflucht</i>.

Question	Indicative content
2b	<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 use of propaganda and censorship in the GDR.</p> <p>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:</p> <ul style="list-style-type: none"> • It is written by someone who grew up in the GDR and so had first-hand experience of the influence of propaganda and effects of censorship • The author is reflecting on his life in the GDR after several decades and is writing from the hindsight of the collapse of the GDR • The author's family background means that he would have insight into both the conformist and non-conformist elements of society in the GDR. <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> • It indicates that propaganda and censorship were used to attempt to indoctrinate the youth of the GDR ('What we have achieved since the foundation of the GDR', 'FDJ propaganda meetings') • It provides evidence that the history of the GDR was censored to promote the ideals of the GDR and attack those of the West ('In class I wrote that...started...by West German agents...damage the working class') • It suggests that the use of propaganda and censorship was ineffective ('I found out how things really worked', 'without my teachers noticing'). <p>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:</p> <ul style="list-style-type: none"> • The SED controlled all aspects of the media, e.g. journalists were given strict guidelines as to what they could write about and even the vocabulary they were to use, television was state-owned and broadcast • Young people were subject to propaganda through the school curriculum and membership of the FDJ youth organisation; children who did not conform were often unable to progress into tertiary education • By the end of the 1970s, it was increasingly difficult for the SED to prevent East Germans from getting access to West German radio and television broadcasts.

Section B: indicative content

Option 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 about how successful the reunification campaigns were in achieving their aims.</p> <p>Arguments and evidence that the reunification campaigns were successful in achieving their aims should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Attempts to suppress potential opposition in 'troublesome' geographical areas for the CCP resulted in the successful subjugation of the people in these areas by the military, and later the Party • A force of 60,000 Tibetans proved unable to defend Tibetan independence. By 1951, the CCP had introduced a policy of systematically destroying Tibetan culture and identity while encouraging Han Chinese to settle in Tibet • In the GMD heartland of Guangdong, the CCP were able to establish control relatively swiftly, as the GMD abandoned its defence of the province and the province capitulated within two weeks of the establishment of the PRC • In Xinjiang a combination of the CCP co-option of local Uighur leaders, a Han settlement policy and military occupation successfully subjugated the area and created a buffer zone of security for the PRC. <p>Arguments and evidence that the reunification campaigns were not successful in achieving their aims should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In Tibet opposition remained a constant feature during the 1950s, leading to the Tibetan uprising in 1959; the subsequent exile of the Dalai Lama continued to highlight Chinese repression in Tibet • Opposition remained so strong in Tibet that, in 1958, the CCP appear to have resorted to a policy of deliberately creating a famine in Tibet • In Guangdong resistance to the CCP continued for some time in the south of the province and the CCP treated the province with some suspicion throughout Mao's rule • In Xinjiang attempts to control the Uighurs and, in particular, the Muslim religion were not wholly successful with acts of opposition and resistance to religious persecution remaining constant throughout Mao's rule. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether Chinese involvement in the Korean War had a positive impact on Communist rule in China.</p> <p>Arguments and evidence that Chinese involvement in the Korean War had a positive impact on Communist rule in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The war provided an opportunity for the CCP to strengthen its hold on power through its appeal to national unity against the threat of the 'foreign interests' • The CCP was able to consolidate its rule by using national security concerns related to the war as a justification for implementing greater repression against domestic opponents • The relative success of the Chinese forces in Korea against the US-led UN forces increased the international standing of Communist China, and thus enhanced the standing of the communist regime at home • Mao's personal standing as leader of the CCP was enhanced; the war gave Mao an opportunity to hone his leadership skills, to develop his brand of communism and to act as an international protector of communism. <p>Arguments and evidence that Chinese involvement in the Korean War had a negative impact on Communist rule in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Economic progress and stability were seriously undermined by the need to divert domestic resources into the war effort • The loss of 400,000-800,000 lives in the war, along with the human impact of the policy of repression, particularly after the ravages of the civil war period, was detrimental to the development of communist China • In order to resource the war, Mao was forced into a loan agreement with the Soviet Union which required repayment at the expense of economic and social progress. <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 as to whether the introduction of people's communes improved the lives of the peasantry in China in the years 1958–76.</p> <p>Arguments and evidence that the introduction of people's communes improved the lives of the peasantry in China in the years 1958–76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The people's communes offered peasant farmers greater access to agricultural technology and the opportunity to farm productively through collective agricultural methods • Communal living brought social welfare such as better housing, improved educational access and more effective healthcare • Women had equal status within the communes and were freed from their previous 'dual' responsibility of work and domestic duties; communes provided communal canteens and kindergartens • The peasantry was freed from the inequality of the peasant-landlord relationship that had been a source of peasant resentment in pre-PRC China. <p>Arguments and evidence that the introduction of people's communes did not improve the lives of the peasantry in China in the years 1958–76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The reality of life in the people's communes was one of continued management and oversight by CCP cadres; social welfare policies were often the last to be implemented as cadres focused on productivity • Exhausting manual labour was the mainstay of the working practices within the communes, with the fittest and strongest men gaining the most from the points-based system of work credits • People's communes led to the erosion of many cultural practices, such as traditional funerals and festivals • The implementation of the Great Leap Forward in the people's communes from 1958 was devastating for agricultural production, resulting in famine and starvation in the rural areas with an estimated 30-50 million deaths. <p>Other relevant material must be credited.</p>

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 whether the system of government established in the GDR in the 1950s was democratic.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • 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. <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 the relationship between the SED and the Protestant church changed in the years 1949–85.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • 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. <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 whether the main reason for the collapse of communist rule in the GDR was Honecker's refusal to introduce reforms.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Other relevant material must be credited.</p>