



Mark Scheme (Results)

Summer 2025

Pearson Edexcel
In 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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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

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

Levels containing two marks only

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

Levels containing three or more marks

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

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

Indicative content

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

Generic Level Descriptors

Section A: Questions 1a/2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	6–8	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the impact of the Korean War on China. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It suggests that the Korean War led to challenges for the Chinese economy ('reducing China's bureaucracy...economic savings', 'budget...increased by 60 per cent. 32 percent...directly...used in Korea.') - It suggests that Mao is using the Korean War to establish greater control for the CCP over China as a whole ('carrying out various measures within China to secure stabilisation...develop... further') - It suggests that participation in the war has made Mao more confident of China's international position ('Peace is advantageous to us but we are not afraid of prolonging the negotiations.') - It indicates that China may have become more reliant on the USSR ('The military loans provided by the Soviet Union to China'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - As the Chinese Head of State, Mao would be in an excellent position to comment on the extent to which the Korean War was affecting China - The relatively frank tone of the telegram is useful because it conveys Mao's perspective on the ways in which the Korean War is impacting China - The telegram was sent in November 1951, over a year into the fighting in Korea, and so the impact on China would be becoming clearly apparent. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - China supported Korea with resources from the beginning of hostilities in June 1950, with commitment in both men and materiel increasing substantially after China's direct entry into the war in October 1950 - The CCP presented the Korean War as a national struggle against imperialism, so allowing the Party to consolidate its physical and ideological control over China through conformity in all aspects of life - The draining of its resources, both human and material, damaged China's ability to recover economically from the civil war period - China's international position was impacted. China's military intervention was notice of its potential to influence world events in the future but also made it more dependent on the support of the Soviet Union.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the nature of the reunification campaign in Tibet in the 1950s. - The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: - As a product of the Publicity Department of the CCP, the booklet was clearly designed as a propaganda exercise - Being written in English, the purpose of the book was to explain to a foreign audience the experiences of, and attitudes towards, national minorities under Mao, without being reliant on unofficial translations - The booklet gives a retrospective account of the events in Tibet in the 1950s from the official viewpoint of the CCP at the end of Mao's rule. - The evidence could be assessed in terms of giving weight to the following points of information and inferences: - It suggests that the reunification of Tibet proved to be a challenging experience for the CCP ('peacefully liberated in May 1951...In 1959,...counter-revolutionary armed rebellion.') - It claims that China's actions were justified ('complete the reunification of our country, defend China and emancipate the people.') and beneficial ('Highways...hospitals...loans...trade') - It claims that, in the events of 1959, the CCP were acting against illegitimate and violent opponents ('conspired with imperialist(s)', 'The agreement...was torn up', 'slaughtered...attacked...disrupted...massacred') - It claims that the treatment of Tibet by the CCP was completely benign ('warm support') and that most of the people of Tibet wished to be part of communist China ('overcome...support and assistance', "stood up"). - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: - In 1949, Tibet was recognised internationally as being independent but the new CCP government believed it was legitimately part of China and identified the need for 'reunification' to strengthen China's security - China began its 'reunification' campaign in October 1950, taking until May 1951 to take control of Tibet. Although China claimed sovereignty, initially Tibetan leaders attempted to work with the CCP 'Reunification' included the suppression of traditional Tibetan culture and increasing Han in-migration and favouritism, leading to resentment and active resistance backed by foreign anti-Communists - In March 1959, protests were violently suppressed by the PLA, resulting in the Dalai Lama's exile and the imposition of further authoritarian rule and communist policies by China.

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

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the growing international prestige of the GDR in the 1970s. - The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: - It claims that after 1969, the GDR began to develop international links, particularly with Africa ('visit of GDR leader...increasingly important role', 'In 1969, Sudan...in 1973...in central Africa') - It indicates that the international role of the GDR before the 1970s had been minimal ('relatively recent development.') - It suggests that the GDR owed its growing international presence in the 1970s to external developments ('The new <i>Ostpolitik</i> in Europe led to friendlier relations', 'GDR became a member of the United Nations') - It suggests that the GDR hoped to spread the influence of communism both ideologically and in more direct ways ('foundation stone...first Karl-Marx-Monument', 'GDR military advisers'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - The article was printed in a journal published outside of the GDR and by an organisation with independent credentials, so indicating the veracity of the content - The article was published in 1980 and so is able to give a clear overview of the developments in the 1970s from a very recent perspective - The title of the article suggests that its purpose was to focus on the growing importance of the GDR internationally, specifically in Africa. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - From 1971, under the rule of Erich Honecker, the GDR attempted to increase its global influence, particularly in less-developed areas of the world that were socialist or where there were independence struggles - Willy Brandt's <i>Ostpolitik</i> softened the position of the FRG on the Hallstein Doctrine and sovereignty of the GDR, so enabling the GDR to establish relations with other sovereign states outside of eastern Europe - The acceptance of the GDR as a member state of the UN in 1973 meant that the GDR could be legally recognised by other nations and was also freer to come out of the shadows of the Soviet Union internationally - In the late 1970s, the GDR began to provide scholarships for education and medical professions, give military advice and weapons, and construct infrastructure in newly independent states sympathetic to communism.

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the effectiveness of the economic planning of the GDR in the years 1965-70. 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: • The speech was made by one of the most important politicians in the GDR to a meeting of the top SED leaders and so it might be expected that Stoph would be putting forward the official party view • That the speech was later published in an English language version for foreign consumption, suggests that this is the view that the SED wished to be made public • The tone and language of the speech suggests its purpose was to both laud the economic successes of the GDR but also to highlight failures of the long-term plan, making it more candid than might be expected. 2.The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that, although overall the long-term planning has been very effective, ('created the conditions for reaching the goals...even exceeding') there is still some way to go with the economy ('goals were not reached') • It implies that the successes of the long-term economic plans have been achieved through the commitment and support of the whole nation working together ('better use of Socialist economic practices...advantage.') • It indicates that the GDR is benefiting from the development of new sectors of industry based around new technologies ('electrical engineering, electronic and scientific instruments...highest rate...data processors') • It suggests that there had been failings in the economic planning that needed to be dealt with more effectively ('calculate correctly the pace of future development.') 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: • The long-term economic plan for 1965-70 was covered by the tail end of the more decentralised New Economic System (1963-68) and the introduction of the more centralised Economic System of Socialism • The NES emphasised the need to develop a more technical and scientific base to industry and this was widened in the ESS to include electronics, chemicals, plastics and computer technology • There was industrial progress across the period, with the GDR economy growing by at least 5 percent and industrial production increasing. The production of consumer goods grew but quality issues existed • In September 1970, Honecker used Ulbricht's absence on holiday to announce the end of the ESS and a return to even more controlled centralisation of the economy across industry, trade and agriculture.

Section B: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about how similar the key features of the Hundred Flowers Campaign and the Cultural Revolution were. Arguments and evidence that the key features of the Hundred Flowers Campaign and the Cultural Revolution were similar should be analysed and evaluated. Relevant points may include: • Both were rooted in Mao's ideological belief of continuous revolution. The Hundred Flowers Campaign was intended to bring remaining, mainly intellectual, outsiders under the auspices of the CCP, and the Cultural Revolution to reinvigorate the revolution after perceived complacency • Young people played an important role in advancing the aims of both, e.g. on university campuses in the Hundred Flowers Campaign and in the activities of the Red Guard in the Cultural Revolution • Both followed a pattern of initially questioning the 'present' situation for the 'good' of the Party, going beyond what was intended (public criticism; Red Guard violence) and being 'reined in' (Anti-Rightest Campaign; PLA restoration of order) • Both resulted in promoting fear of the power of the CCP and conformity with CCP views amongst the general population. Arguments and evidence that the key features of the Hundred Flowers Campaign and the Cultural Revolution were different should be analysed and evaluated. Relevant points may include: • The initial methods used to achieve Mao's objectives were different. The Hundred Flowers Campaign looked outwards, encouraging open criticism of the CCP, while the Cultural Revolution looked inwards, encouraging the Red Guard to 'bombard the HQ' • The groups specifically targeted by the campaigns differed. The main focus of the Hundred Flowers campaign was on the intellectual elite within China, while the Cultural Revolution targeted the bureaucratic elite of the CCP • The impact on attitudes towards Mao's leadership differed. The Hundred Flowers Campaign led to open criticism, so undermining his position, while the Cultural Revolution enhanced his power, leading to the 'cult of Mao' • The campaigns differed in the intensity of their impact. The Hundred Flowers Campaign lasted only a year and came at the end of a continuous trend of intimidation in the 1950s, whereas the Cultural Revolution produced a decade of profound change and disruption for the majority of the population. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the main cause of the Great Famine (1958-62) was the impact of the backyard furnaces campaign. Arguments and evidence that the main cause of the Great Famine (1958-62) was the impact of the backyard furnaces campaign should be analysed and evaluated. Relevant points may include: • Human resources were diverted away from agricultural production to the production of iron in the backyard furnaces, leaving an insufficient workforce both in numbers and in capacity to work the land • Material resources were diverted from agricultural production, e.g. metal implements and machine parts were often melted down to fulfil the ever-increasing quotas for iron production, making harvesting challenging • The impact on the rural environment, e.g. tree clearance, land for furnace sites, led to soil erosion, soil degradation and vulnerability to flooding on previously fertile, agricultural land. Arguments and evidence that the Great Famine (1958-62) was caused by other factors should be analysed and evaluated. Relevant points may include: • The sheer scale of the Second-Five Year plan as a whole, combining industrial growth with the collectivisation of agriculture, created insufficient capacity to deliver sufficient agricultural output to feed everyone in China • The uniform introduction of Lysenkoism, as the basis for agricultural production, regardless of geography or education in its practices, resulted in systemic crop failure • Systemic issues in the CCP's administration of China meant that the gravity of the situation in the countryside was not addressed until it was too late, e.g. exaggeration of output, fear of failure amongst cadres, 'sparrowcide' • Mao's willingness to sacrifice Chinese lives to secure a 'better future' in the long-term, e.g. prioritising towns over the countryside, exporting grain to the USSR, the ideological 'purging' of experts • Natural disaster. Under-production due to drought conditions across several harvest seasons was exacerbated by sporadic flooding, typhoon damage and insect infestation. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about the significance of the role of Jiang Qing during the Cultural Revolution. Arguments and evidence that the role of Jiang Qing was significant during the Cultural Revolution should be analysed and evaluated. Relevant points may include: • Jiang Qing played a prominent role in the early period. She was made deputy of the Central Cultural Revolution Group (1966), worked with Lin Biao to develop 'the cult of Mao' and became a member of the Politburo • Jiang Qing played a fundamental role in the organising, and 'activating', of the fanaticism of the Red Guard activity • Jiang Qing was responsible for implementing the cultural policies of the Cultural Revolution and ensuring the creation of a Maoist style culture, e.g. attacks on 'Westernised' culture, producing revolutionary films and operas • As a member of the Gang of Four, Jiang Qing advanced the more radical aspects of Maoism and became fully embroiled in the internecine struggles of the CCP that characterised the later stages of the Cultural Revolution. Arguments and evidence that the role of Jiang Qing was not significant during the Cultural Revolution should be analysed and evaluated. Relevant points may include: • Jiang's role was often overshadowed. Other CCP leaders often used a negative perception of Jiang, based on her position as Mao's wife, to sideline or dismiss Jiang's contribution, e.g. Lin Biao in the 'cult of Mao' • Jiang's cultural policies were not particularly popular or successful; revolutionary artistic output was limited and often viewed as unstimulating, while many resented the censorship and control involved. • The power base of the Gang of Four was based in Shanghai. This meant that Jiang's influence was often limited, particularly in the latter stages of the period when Mao's health was declining • Other individuals played a more significant role, e.g. Mao, Lin Biao, Deng and Zhou. Other relevant material must be credited.

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

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

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

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