

Pearson Edexcel Level 3 GCE

History

Advanced Subsidiary

Paper 2: Depth study

Option 2E.1: Mao's China, 1949–76

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

Sample assessment materials for first teaching
September 2015

Sources Booklet

Paper Reference

8HI0/2E

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Sources for use with Section A. Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Source for use with Question 1a.

Source 1: From 'Big Scab Liu Shaoqi Is the Mortal Foe of the Working Class', an article in the *Beijing Review*, published 10 January 1969. Liu Shaoqi was a high-ranking communist official who was removed from his post as Head of State in October 1968. The *Beijing Review* was a newspaper that was published in English for distribution overseas to inform the rest of the world about events in China.

During the last few decades, the big scab Liu Shaoqi engaged in deception and blackmail everywhere and committed countless crimes. He did his best to sell out the leadership of the working class and tried to corrupt the revolutionary soul of the workers' movement. He brutally suppressed the workers' movement in a vain attempt to destroy the proletarian revolution. He is a running dog. He is the mortal foe of the working class. 5

The big scab Liu Shaoqi made use of the power he had stolen and stood completely on the side of the bourgeoisie. He always opposed Chairman Mao's great teachings. He launched an attack against the revolutionaries in a vain attempt to put down the great proletarian Cultural Revolution started by Chairman Mao. 10

The arch scab Liu Shaoqi is the top spy sent by the Jiang Jieshi (Chiang Kai-shek) regime into the ranks of the working class.

Source for use with Question 1b.

Source 2: From Rae Yang, *Spider Eaters: A Memoir*, published 1998. Rae Yang was sixteen years old when the Cultural Revolution began in 1966 and she joined the Red Guard. Her father was a diplomat who travelled abroad with his family and both her parents were committed communists. She later became disillusioned with the regime and emigrated to the USA.

In the beginning, the Cultural Revolution exhilarated me because suddenly I felt that I was allowed to think and say what was on my mind. At school, the teachers created a contradiction. On the one hand, they wanted us to be smart, rational and analytical. On the other hand, they forced us to be stupid, to be 'the Party's obedient tools'. By doing so, I think, they planted a sick tree; the bitter fruit would soon fall into their own mouths. 15

Looking back, I should say that I felt good about the Cultural Revolution when it started. It gave me a feeling of superiority and confidence that I had never felt before. Yet amid the new freedom and excitement, I ran into things that made me very uncomfortable. I saw a teacher in the fountain, a middle-aged man. 20

His clothes were muddy. Blood was streaming down his head, as a number of students were throwing bricks at him. This teacher survived; another was not so fortunate. Teacher Chen was beaten to death by a group of senior students for his 'crimes'. 25

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

Source for use with Question 2a.

Source 3: From a secret report made by a *Pravda* correspondent to his editor about the events of 16–17 June 1953. The report was written on 22 June 1953 and passed on to Nikita Khrushchev, a senior Soviet politician, two days later. *Pravda* was the official paper of the Soviet Communist Party.

In the evening we drove to the city centre to listen in on the discussions among the people. I heard discussions in about ten groups (every group comprised 20 to 40 people). For the most part, specially-prepared Western agitators spoke, passing from one group to another. I followed one and confirmed my finding.

The content of the discussions: eight years have now passed since the end of the war, but there hasn't been any improvement in the life of the East German worker. The SED always feeds us with promises. They constantly urge us to work harder, but with our wages we can't even have a decent meal, not to mention clothing. The SED corrupts individual workers, provides them with good living conditions, so that they betray their comrades. 5 10

The main topics were wages, high prices, lower pensions, housing issues. Among all groups, Western propaganda prevailed.

Source for use with Question 2b.

Source 4: From the introduction to *Ten Years of the German Democratic Republic*, written by Wilhelm Pieck, President of the GDR. It was published in 1959 by the GDR government on the 10th anniversary of its establishment to commemorate the accomplishments and policies of the GDR.

Entirely new industries were built on the basis of socialism, branches that did not exist in Eastern Germany before 1945. Despite occasional shortages of raw materials, new heavy industry developed. The products of the people's industries of the GDR have won a respectable place in international trade. Working farmers everywhere are joining collective farms. This enables them to use new technology provided to them through the governmental machine and tractor stations to develop large-scale socialist agriculture. 15 20

Together with these developments is the continuing growth of the material wealth of the society and of each individual citizen of the GDR. The national income of the German Democratic Republic has nearly doubled since its foundation. Individual consumption has increased to a similar degree. This has created the material foundation for the economic goals established by the Party Congress of the Socialist Unity Party of Germany in July 1958. The goal is to build the economy of the GDR to the point that, by 1961, our per capita consumption of all important foodstuffs and consumer goods will equal that of West Germany. 25

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Acknowledgements

Sources 1 and 2 are from Alan Lawrence, *China Since 1919 – Revolution and Reform: A Sourcebook*, Routledge 2003; Source 3 is from Christian F Ostermann (ed.) *Uprising in East Germany, 1953: The Cold War, the German Question and the First Major Upheaval Behind the Iron Curtain*, Central European University Press 2001; Source 4 is from the German Propaganda Archive, Calvin College © Randall Bytwerk.

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