



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel  
In GCE History (9HI0/2E)  
Advanced

Paper 2: Depth study

Option 2E.1: Mao's China, 1949–76

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

## Edexcel and BTEC Qualifications

BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2024

Question Paper P75763A

Publications Code 9HI0\_2E\_2406\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2024

## 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

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	1–3	<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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	8–12	<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 utility 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 but with limited justification.</li> </ul>
4	13–16	<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, although treatment of the two sources may be uneven.</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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing 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 secure 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 fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<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	4–7	<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 focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but 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	8–12	<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	13–16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

**Option 2E.1: Mao's China, 1949–76**

Question	Indicative content
1	<p><b>Answers will be credited according to candidates' deployment of material</b> 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 sources to consider how far the historian could make use of them to investigate the impact of the introduction of <b>the people's communes</b> on the lives of Chinese peasants.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• The 'Resolution', having been endorsed by the leaders of the CCP, reflects the official CCP view of the beneficial impact of the people's communes</li> <li>• The relentlessly positive tone of the 'Resolution', so shortly after the introduction of the people's communes, might suggest that the CCP was trying to persuade a domestic audience of the benefits of communal living</li> <li>• The publication of the 'Resolution' in the <i>Peking Review</i> was clearly intended for an international audience and may have been intended to counter foreign criticism at the time.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the <b>introduction of the people's communes</b> on the lives of Chinese peasants:</p> <ul style="list-style-type: none"> <li>• It claims that the people's communes were overwhelmingly beneficial to the lives of Chinese peasants ('peasants are already conscious of the obvious benefits', 'living standards...have been improved')</li> <li>• It claims that the people's communes have been transformational ('completely emancipated women', 'constantly worried...now able to 'eat without paying'.', 'history-making news.')</li> <li>• It implies that the communes are the best means to provide social welfare for all ('set up...community dining rooms, nurseries, homes of respect for the aged', 'daily meals... the most important...kind of social insurance.')</li> <li>• It suggests that the CCP has almost total control over the lives of the peasants ('have been closely co-ordinated and rapidly developed under the unified leadership of the commune.').</li> </ul> <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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The people's communes were seen by the CCP as the apotheosis of communist agricultural policies. Since 1949, the CCP had seen an evolution of the policy of land-holding from ownership to collectivisation</li> <li>• The first official people's commune, known as Sputnik, was a model commune designed to encourage China's peasantry to make local decisions to collectivise on a large scale</li> <li>• Initially, the promise of social welfare provision was very popular, particularly amongst women, and there was a feeling of optimism as to the long-term positive impact</li> <li>• In the early stages, productivity increased and provision of services improved in many of the communes but this was often due to the ability to invest resources gained by rural communities before full collectivisation.</li> </ul>

Question	Indicative content
	<p>Source 2</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• The posters appear to have been produced by ordinary peasants and so genuinely reflect the feelings of some of the peasantry</li> <li>• With the general climate of fear in China, particularly in the aftermath of the Hundred Flowers campaign, the appearance of such posters suggests that the situation being outlined was a reality</li> <li>• The fact that the posters were confiscated, rather than destroyed, by a senior Communist Party official suggests that they may have had some element of truth that the Party wished to investigate further.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences the impact of the introduction of <b>the people's communes</b> on the lives of Chinese peasants:</p> <ul style="list-style-type: none"> <li>• The posters suggest that collective social welfare was failing ('has to share a bowl of rice.', 'old people and children have become soldiers.', 'no coffin to bury')</li> <li>• The posters claim that material well-being has become worse ('clothing has become shabby.', 'no cash in their pockets.', 'no oil or salt to cook')</li> <li>• The posters indicate that the introduction of communal accommodation has been particularly challenging for peasants ('private housing has been replaced.', 'cannot build individual housing.', 'no household furniture')</li> <li>• The posters suggest a sense of despair ('cannot have any children.', 'no one has any...family.') and resentment, with the constant use of negative language, such as 'no', 'cannot', 'not'.</li> </ul> <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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The level of agricultural productivity, along with the 'backyard furnace' campaign', required by the Great Leap Forward, meant that the development of social provision was often left behind</li> <li>• People's communes were designed to provide communal services facilitating all aspects of life from the cradle to the grave. Access to cash and property ownership were steadily phased out</li> <li>• The level of work commitment required initially on the people's communes meant that many young people were encouraged to put off having families and the commune militia relied on older and younger people</li> <li>• Good weather meant that the harvest across China was generally good in 1958 but this was not repeated in 1959 and this had an impact on the ability of the newly-formed communes to fulfil their initial promise.</li> </ul> <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Source 1 is an official view of the impact of the people's communes, while Source 2 would appear to be the genuine views of people actually living in the communes</li> <li>• The two Sources may give an indication of changing circumstances in the development of the people's communes; Source 1 was published in December 1958, while the posters were produced in April 1959</li> <li>• Source 2 corroborates some of the claims made in Source 1, such as the 'unified leadership of the commune' and the 'large numbers of community' facilities.</li> </ul>



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

Question	Indicative content
2	<p>Answers will be credited according to <b>candidates' deployment of material in</b> 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 sources to consider how far the historian could make use of them to investigate the attitude of the USA to German reunification.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• In making the speech in Europe to the Western military alliance, President Bush is clearly outlining the public response of the USA to the potential impact of events in the GDR</li> <li>• The speech is being made less than a month after the fall of the Berlin Wall and so is a clear indicator of the immediate response of the USA</li> <li>• The public nature of the speech will have allowed the US President to send signals of intent to his Western allies, the leaders and people of both the GDR and the FRG, and to the Soviet-led Warsaw Pact powers.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitude of the USA to German reunification:</p> <ul style="list-style-type: none"> <li>• It claims that the reunification of Germany has been the goal of the USA since the division of Germany c1949 ('we in NATO have all supported German reunification for four decades')</li> <li>• It indicates that the USA will primarily be led on the matter of reunification by the wishes of the peoples of Germany ('self-determination must be pursued without influencing its outcome.')</li> <li>• It indicates that the USA sees the process of reunification taking a considerable time ('must be peaceful, gradual and part of a step-by-step process.')</li> <li>• President Bush's direct mention of NATO, the European Community, the Four Powers and Helmut Kohl suggests that the US attitude is to act relatively cautiously in relation to the many interested parties.</li> </ul> <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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In December 1989, it was not clear what the final repercussions of the events of November 1989 would be for the GDR, and so the US public response reflected both possibilities and caution</li> <li>• In public, President Bush was more cautious than he was in private. In private, Bush sensed that reunification might be inevitable, and his Secretary of State worked with this premise in mind</li> <li>• On 28 November 1989, Chancellor Kohl of the FRG publicly declared a Ten Point Plan for German reunification</li> <li>• The attitude of the other three of the Four Powers: Britain and France were wary of the implications for German power in Europe; for the Soviet Union, it indicated a potential collapse of power completely.</li> </ul>

Question	Indicative content
	<p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• As the letter is written between two of the leading participants in the reunification process, and was not public at the time, it gives a direct insight into US attitudes at the time</li> <li>• The tone and language of the letter suggest that this was an open exchange with Kohl and so reflects genuinely the attitude of the USA at the time</li> <li>• The letter was written at a time of ongoing diplomatic negotiations and so may have been less frank and more manipulative than it appears.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the attitude of the USA to German reunification:</p> <ul style="list-style-type: none"> <li>• It indicates that the USA had accepted that the reunification process was going to happen more quickly than expected ('accepting...reunification was inevitable', 'to proceed very quickly after 18 March elections in the GDR'.)</li> <li>• It indicates that the USA believed that negotiation was the best way to deal with the external security issues of reunification ('I noted that a Two Plus Four arrangement...the most realistic way to proceed')</li> <li>• It indicates that the USA was strongly supportive of the FRG's position on reunification ('FRG's leadership was strongly in favour of a unified Germany remaining in NATO... I explained that the USA agreed')</li> <li>• It suggests that the USA felt that it was in a strong position to gain its desired outcome for reunification ('I explained that...the Soviet Union should not reject such an outcome.').</li> </ul> <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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• SED control of the GDR collapsed much more rapidly than expected. It seemed possible that the pro-reunification group, 'Alliance for Germany', heavily supported by Kohl, could win the March 1989 elections</li> <li>• Helmut Kohl was strongly in favour of a reunified Germany belonging to NATO and breaking all links with Soviet influence. He worked tirelessly to persuade the Gorbachev of the inevitability of events</li> <li>• With the British and French scepticism about reunification, the USA was in an increasingly strong position to take advantage of the rapid turn of events in the GDR in early 1990 and to work closely with Helmut Kohl</li> <li>• The USA proposed the idea of the Two Plus Four negotiations that became the foundation of the agreements for the external security issues that enabled formal reunification in October 1990.</li> </ul> <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both Sources reflect the views of the US leadership at the time; Source 1 from the President and Source 2 from the Secretary of State in charge of foreign affairs</li> <li>• Source 1 is a public statement of the views of the US President, while Source 2, although a diplomatic letter that will probably become public later, provides an opportunity for frankness</li> <li>• The Sources together indicate that, while the basic underpinning of US attitudes did not change from December 1989, US attitudes towards the timeframe of reunification had changed considerably by February 1990</li> <li>• Both Sources suggest that US attitudes are strongly connected to the response of Helmut Kohl towards events in the GDR and reunification.</li> </ul>

## 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 about whether, in the years 1949–56, the CCP was able to defeat overwhelmingly its opponents within China.</p> <p>Arguments and evidence that in the years 1949–56, the CCP was able to defeat overwhelmingly its opponents within China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• From the outset of CCP rule, the PLA carried out military activity to rid China of remaining GMD opposition and influence, particularly in the southern regions. A reunification campaign took place in Guangdong</li> <li>• In 1950, the CCP used the need for domestic security at the time of the Korean War to launch a campaign of fear and violence (the Great Terror) against any groups or individuals deemed to be 'enemies'</li> <li>• In 1951–52, the 'three antis' and 'five antis' campaigns were introduced to crackdown on perceived 'bourgeois' threats from the business-minded middle classes and bureaucrats</li> <li>• Reunification campaigns took place in Tibet and Xinjiang to bring regions and ethnic groups under control that were considered by the CCP to be potential hotspots for resistance</li> <li>• The CCP attempted to eradicate the landlord class through early agricultural policies of land redistribution and through peasant-led struggle sessions</li> <li>• Systematic structures were put in place to ensure conformity of the masses in both urban and rural areas, e.g. CCP cadres, police use of the <i>dangan</i> and the Laogai system.</li> </ul> <p>Arguments and evidence that in the years 1949–56, the CCP was not able to defeat overwhelmingly its opponents within China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After the military campaigns against the remaining GMD, there was still the potential for GMD-influenced opposition in the border regions and the CCP considered Nationalist-held Formosa/Taiwan to be part of China</li> <li>• During this period, the CCP still depended on the expertise of bureaucrats and technocrats to administer and deliver economic policy, despite suspicions of their 'bourgeois' tendencies</li> <li>• The reunification campaign in Tibet was not completely successful, with a genuine threat of Tibetan resistance emerging, supported by US-supported insurgency</li> <li>• The reunification campaign in Xinjiang did not result in the complete conformity of the Uyghur people, particularly in relation to Muslim religious observance</li> <li>• Land redistribution had been popular with the peasantry, and many took advantage of opportunities to gain land; by 1956, this newly-emerging middle peasantry were viewed with suspicion by the CCP</li> <li>• In 1956, academic intellectual opposition within China was still possible, e.g. the emergence of the Hundred Flowers movement, and had not been cracked down on to the same extent as other opposition.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about the suggestion whether the instability in China caused by the Cultural Revolution in the years 1966–67 was successfully overcome in the years 1968–76.</p> <p>Arguments and evidence that the instability in China caused by the Cultural Revolution in the years 1966–67 was successfully overcome in the years 1968–76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The PLA was brought in to restore order in the wake of the disruption caused by the mobilisation of the Red Guards and the local civil wars that had erupted</li> <li>• The 'up to the mountains and down to the villages' campaign was put in place to redirect the idealistic fervour created by the Cultural Revolution amongst the youth in urban areas towards practical work in rural areas</li> <li>• The end of Lin Biao's influence in 1971 saw the return of more pragmatic politics with the resurgence of Zhou Enlai and the rehabilitation of Deng Xiaoping from 1973</li> <li>• The destabilisation of China's economy and security was addressed from 1972 through Zhou Enlai's Four Modernisations programme, including a focus on economic productivity and links with the West</li> <li>• The educational decline reflected by the Red Guard 'lost generation' was addressed by the reopening of middle schools and the return of university entrance examinations</li> <li>• From 1972, the influence of the Gang of Four was increasingly 'reined in', as Mao began to withdraw his support and question their quest for power over their idealism.</li> </ul> <p>Arguments and evidence that the instability in China caused by the Cultural Revolution in the years 1966–67 was not successfully overcome in the years 1968–76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The atmosphere of terror and arbitrary violence continued under the PLA, and was often more systematic, e.g. the 'cleansing of the class ranks' campaign, 1968–71</li> <li>• The 'up to the mountains' campaign created a different form of social dislocation, with many youths being separated from their families for years and often becoming resentful of their circumstances</li> <li>• The disruptive impact of the initial years of the Cultural Revolution on the economy, living standards and education continued throughout the period</li> <li>• Mao's unpredictability in maintaining political relationships, continued belief in 'permanent revolution' and physical decline, created a febrile political atmosphere in which it was difficult to create stability</li> <li>• Deng Xiaoping's rehabilitation was not a certainty. He was continually challenged by the Gang of Four from their Shanghai base, and at the time of Mao's death in 1976 Deng had withdrawn himself from Beijing</li> <li>• The radical influence of the Gang of Four ebbed and flowed; having lost some influence around 1971, they briefly re-emerged with the 'criticise Lin Biao and Confucius' campaign in 1973 and again in early 1976.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p>Answers will be credited according to <b>candidates' deployment of material in relation to the qualities outlined in the generic mark scheme</b>. 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 the statement that, throughout the years 1949–85, the economy of the GDR was characterised by limited achievement.</p> <p>Arguments and evidence that, throughout the years 1949–85, the economy of the GDR was characterised by limited achievement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Throughout the period, economic development was limited by limited access to, or availability of, resources, e.g. the impact of Soviet reparations, the loss of access to the Ruhr, migration, oil supplies</li> <li>• Collectivisation of agriculture was initially resisted by farmers, leading to a disastrous fall in agricultural output, mainly due to migration, from which it struggled to recover until the late 1970s</li> <li>• Economic policy was characterised by a series of economic plans and strategies, e.g. Five-Year Plan, Seven-Year Plan, NES, ESS, all designed to deal with the problems of the previous plan and never quite succeeding</li> <li>• Access to consumer goods was often limited due to a focus on heavy industry and lack of resources, and the GDR became renowned for the poor quality of its consumer products</li> <li>• The economy was often limited by the influence of outside powers, e.g. the influence of the USSR on central planning and exports</li> <li>• The GDR struggled to maintain productivity throughout the period, and on-going structural issues combined with an inability to secure credit, resulted in a major economic crisis in the early 1980s.</li> </ul> <p>Arguments and evidence that counter the statement that, throughout the years 1949–85, the economy of the GDR was characterised by limited achievement should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The First Five-Year Plan was relatively successful in establishing post-War economic development without aid from the West, and despite the asset stripping of the Soviet Union in the immediate aftermath of the War</li> <li>• Economic growth was an achievement, particularly after the end of mass migration in 1961 when GNP rose steadily until 1970, and industrial production increased across all areas of economic activity in the 1970s</li> <li>• The GDR remained the most successful of the eastern European economies through the period and, as such, was often resented by other members of COMECON</li> <li>• The GDR developed an economic identity producing goods for export with the label 'Made in the GDR' and claimed a place in the top 10 industrialised economies of the world</li> <li>• By the end of the 1970s, consumer goods were becoming more available with most households having access to a washing machine, refrigerator and television, with car ownership becoming more common</li> <li>• The GDR benefited from its relationship with the FRG through exports, 'free trade' tax and tariff agreements and loans.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p><b>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.</b></p> <p>Candidates are expected to reach a judgement about whether, in the years 1949-85, the most effective means of controlling the people of the GDR was state use of propaganda and censorship.</p> <p>Arguments and evidence that, in the years 1949-85, the most effective means of controlling the people of the GDR was state use of propaganda and censorship should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The state controlled all aspects of the output of mass media, directing the ideological view of newspapers and television and ensuring that content reflected Communist principles</li> <li>• 'Western cultural' influences were discouraged and certain 'westernised' music, literature and visual arts were banned; western radio and television transmissions were blocked</li> <li>• The school curriculum was used to indoctrinate children from kindergarten onwards and to reflect a pro-SED and Soviet viewpoint, e.g. the 1953 uprising was portrayed as having been instigated by 'western' agents</li> <li>• Intellectuals were seen as particularly problematic and were often classed as enemies of the state, with their work heavily controlled and censored and their ability to travel internally restricted</li> <li>• The SED, particularly under Honecker, portrayed the GDR as having its own national identity, which it 'sold' to the people as one of high achievement, e.g. Olympic and team sports, overseas aid projects.</li> </ul> <p>Arguments and evidence that, in the years 1949-85, state propaganda and censorship was not effective and/or other means of controlling the people of the GDR were more effective should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many East Germans were quietly sceptical of propaganda efforts while some young people openly defied the cultural norms expected, e.g. music and dress styles. Many families illegally accessed western media</li> <li>• Failure to censor the Protestant Church completely led to development of critical voices in the mid-1980s who used churches to meet and distribute political, 'green' and cultural material</li> <li>• The use of repression, particularly the work of the Stasi, created an environment of arbitrary control where individuals were unsure of anyone. Up to 20% of the population may have been working for the Stasi as IMs</li> <li>• The Stasi used internment as a means of control, using Hohenschönhausen as a prison for people waiting to be sentenced. The prison was infamous for its use of physical and psychological torture</li> <li>• The FDJ was used as a means to control young people; membership of the organisation was essential for young people to advance in education and careers. Failure to join could mean being ostracised from social groups</li> <li>• The development of the niche society; most East Germans were sufficiently content with full employment, relatively good living standards and community participation to accept the control of the SED.</li> </ul> <p>Other relevant material must be credited.</p>