

Mark scheme

Sample assessment materials for  
first teaching September 2015

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

## 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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4–7</b>	<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>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• 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>
<b>4</b>	<b>13–16</b>	<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>
<b>5</b>	<b>17–20</b>	<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>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 sources to consider how far the historian could make use of them to shed light on the consequences of the mass campaign to make iron and steel in the late 1950s.</p> <p><b>Source 1</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• The writer had access to Mao and members of the leadership, so potentially offers genuine insights</li> <li>• His decision to emigrate to the USA may impact on the way in which events are portrayed, especially as recalled significantly after the events described in the passage</li> <li>• The references to 'hysteria' and 'jumping on the utopian bandwagon' suggest the author's critical stance.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the consequences of the campaign: <ul style="list-style-type: none"> <li>• It provides evidence of the extent of Mao's influence as members of the communist leadership were following his lead, suggesting his position was enhanced</li> <li>• It provides evidence of the loss of experienced agricultural labourers to direct the harvest of 1958 in southern provinces</li> <li>• It provides evidence of the poor quality of iron and steel produced in light of the raw materials used, reinforced by reference to 'what came out of the furnaces was useless' and suggests the campaign was a failure</li> <li>• It provides evidence of the extent to which the campaign had mass support and suggests continued support for the regime.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> <li>• The propaganda role of the backyard furnaces</li> <li>• Political support for the campaign and for Mao</li> <li>• Links between the campaign and the famine</li> <li>• The Lushun Conference and its significance.</li> </ul> </li> </ol>

Question	Indicative content
	<p><b>Source 2</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• Zhou Enlai's position as a high-ranking communist official would give him access to a range of material</li> <li>• Its date of origin means that the source can contain only very short-term comparisons – 1958 is compared to 1959</li> <li>• It is intended for an international audience, and so there is potential for obfuscating the data</li> <li>• The nature of the source as propaganda, setting out to challenge the view that there was 'more loss than gain'.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the consequences of the campaign: <ul style="list-style-type: none"> <li>• It provides evidence of opposition to the campaign ('some people hold')</li> <li>• It contains implicit acknowledgement that quality of production was originally poor ('progress made... in raising quality')</li> <li>• The statistical data presented suggests that the campaign resulted in increased output</li> <li>• It uses additional criteria as a basis for claiming success ('masses acquire technical skill', cadres 'gain experience')</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> <li>• Own knowledge of quality of the iron and steel produced is used to cast doubt on the accuracy of the data presented</li> <li>• The propaganda role of the backyard furnaces</li> <li>• The role played by Zhou Enlai in the Great Leap Forward</li> <li>• Wider political and economic consequences of the campaign.</li> </ul> </li> </ol> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Agreement on the extent of mass participation, criticism of the outcomes and the poor quality of production originally</li> <li>• The intended audience of the two sources is clearly very different</li> <li>• The two authors are using different criteria to measure the consequences of the campaign.</li> </ul>

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

Question	Indicative content
2	<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 sources to consider how far the historian could make use of them to shed light on conditions in the GDR in the 1950s.</p> <p><b>Source 3</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• It is from a high-ranking Soviet official reporting to Moscow on the situation during the rising of June 1953</li> <li>• The urgency of the situation is made clear</li> <li>• The author is seeking to reassure Moscow that events have now been brought under control.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about conditions in the GDR in the 1950s: <ul style="list-style-type: none"> <li>• It provides evidence of widespread dissatisfaction with the government ('The office building of the GDR government, which was attacked by demonstrators')</li> <li>• It suggests that opposition is being stirred up by 'provocateurs from West Berlin'</li> <li>• References to the use of Soviet troops suggest that the GDR has not been able to deal with the situation independently.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: <ul style="list-style-type: none"> <li>• The root of the 1953 rising in economic grievances as well as political discontent</li> <li>• The extent of the protests outside Berlin and their continuance beyond the time of this report</li> <li>• The role of the Soviet Union in the GDR</li> <li>• The events in June 1953, in the context of the 1950s, are not typical.</li> </ul> </li> </ol> <p><b>Source 4</b></p> <ol style="list-style-type: none"> <li>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: <ul style="list-style-type: none"> <li>• It represents the views that the SED wanted disseminated</li> <li>• It was intended for party activists, and indicates the party's priorities</li> <li>• The nature of the source as propaganda, aiming to put a positive spin on all aspects of life in East Germany.</li> </ul> </li> <li>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about conditions in the GDR in the 1950s: <ul style="list-style-type: none"> <li>• It provides evidence of the successes of the regime ('jobs for everyone')</li> </ul> </li> </ol>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• It contains implicit acknowledgement that the successes do not have the support of all workers – the situation surrounding the construction workers seems to point in the opposite direction</li> <li>• It provides evidence of the differences between East and West Berlin.</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 attitude and policy of the GDR government to the ‘border crosser’ workers in Berlin</li> <li>• The role of the SED and its political dominance</li> <li>• The social and economic policies of the GDR in the 1950s, e.g. education, collectivisation of agriculture.</li> </ul> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Overall, the two authors share a positive stance on the regime and its impact</li> <li>• Both authors raise implicit points that suggest there are problems in East Germany</li> <li>• The two authors are addressing different audiences: the Soviet government and East German party activists.</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 on the suggestion that the benefits of Chinese involvement in the Korean War far outweighed the costs.</p> <p>Arguments and evidence for the benefits of Chinese involvement should be analysed and evaluated, drawing on evidence of consequence, change or continuity, where appropriate. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The appeal for national unity strengthened communist hold on power</li> <li>• It enabled the justification of even greater use of repression at home, which contributed to the communist hold on power</li> <li>• Mao used the war to draw greater distinctions between Chinese communism and Soviet communism</li> <li>• It made China aware of international context</li> <li>• A communist North Korean state was maintained on the Chinese border</li> <li>• It increased China's standing – it was able to claim a degree of success in matching the USA and UN, for example in the use of successful tactics such as the crossing of the Yalu River.</li> </ul> <p>Arguments and evidence for the costs of Chinese involvement should be analysed and evaluated drawing on evidence of consequence, change or continuity, where appropriate. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• South Korea was still not under communist rule</li> <li>• The USA continued to support Nationalist China in the UN until 1972</li> <li>• The cost in Chinese lives, estimated at about 400,000–800,000</li> <li>• There was no opportunity to retake Taiwan</li> <li>• Economic costs – domestic resources were diverted into the war effort</li> <li>• It needed to repay loans to the Soviet Union.</li> </ul> <p>Other relevant material must be credited.</p>



Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether there was a genuine improvement in the position of women in China in the years 1950–76.</p> <p>Arguments and evidence about the ways in which there was a genuine improvement in the position of Chinese women in the years 1950–76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The 1950 Marriage Act provided women with greater freedoms in their choice of marriage partner and the availability of divorce</li> <li>• Collectivisation appeared to grant women some equality of status</li> <li>• There were greater opportunities for employment</li> <li>• The emergence of some high-profile women with political powers, e.g. Jian Qing</li> <li>• The 1973 campaign to 'Criticise Lin (Biao), Criticise Confucius' campaign openly addressed gender inequality, indicating a commitment to greater equality.</li> </ul> <p>Arguments and evidence about the ways in which there was <i>not</i> a genuine improvement in the position of Chinese women in the years 1950–76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The purpose behind the reforms – the removal of the traditional family structures, which were seen as an impediment to the changes Mao wished to enact</li> <li>• Further laws were required in the 1950s, such as the right to own and sell land and property</li> <li>• The impact of the Cultural Revolution</li> <li>• The restrictions experienced by women in the communes</li> <li>• The limited number of women in prestigious positions within the party.</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 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 the extent to which <i>Ostpolitik</i> affected the economy of, and standard of living in, the GDR in the 1970s.</p> <p>Arguments and evidence for the view that <i>Ostpolitik</i> did affect the economy and standard of living of the GDR in the 1970s should be analysed and evaluated, drawing on evidence of consequence, change or continuity, where appropriate. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• It encouraged increased trade between the FRG and the GDR, and this was seen as a long-term process to bring about change by Brandt</li> <li>• The availability of loans from West Germany enabled Honecker to implement reforms to improve living standards, e.g. subsidised housing, free medicine, which by the end of the 1970s matched those of Greece and Portugal</li> <li>• There are clear indicators of improved standards of living in this period, e.g. the number of households with a television rose from 70% in 1970 to 91% by 1983</li> <li>• It increased movement between the two countries.</li> </ul> <p>Arguments and evidence for the view that <i>Ostpolitik</i> did not affect the economy of, and standard of living in, the GDR in the 1970s should be analysed and evaluated, drawing on evidence of consequence, change or continuity, where appropriate. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The GDR already had the most effective economy of all the Eastern European states, even if less efficient than the west</li> <li>• The purpose of <i>Ostpolitik</i> could be argued to be primarily political, rather than economic</li> <li>• The impact of the 1973 oil crisis – this had a damaging effect on the economy and living standards as imports rose and exports fell</li> <li>• The costs of Honecker's programme to improve living standards ultimately led to spiralling debts by the end of the decade</li> <li>• Industry was undercapitalised as loans were spent on imports of food and consumer goods to keep the citizens happy.</li> </ul> <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 the suggestion that the withdrawal of Russian support was the main reason for the collapse of Honecker's government in the GDR in 1989.</p> <p>Arguments and evidence about the role of the withdrawal of Russian support as the main reason for the collapse of Honecker's government in the GDR in 1989 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The lack of military support for the regime following the Soviet Union's abandonment of the Brezhnev Doctrine</li> <li>• The previous reliance on Russian military might to defend the communist regime in the GDR</li> <li>• The weakening of government authority following the withdrawal of Russian support</li> <li>• The consequent emboldening of opposition.</li> </ul> <p>Arguments and evidence about the role of other factors as the main reason for the collapse of Honecker's government in the GDR in 1989 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Honecker's personal intransigence in the face of calls for reform</li> <li>• The effects of reform in the Soviet Union and elsewhere in Eastern Europe, highlighting contrasts and weakening the authority of the regime</li> <li>• The consequent growing confidence and size of dissenting groups, e.g. the New Forum</li> <li>• The consequences of Hungary opening its borders</li> <li>• The significance of the October demonstration in Leipzig and elsewhere.</li> </ul> <p>Other relevant material must be credited.</p>

