



## Mark Scheme (Results)

October 2020

Pearson Edexcel GCE  
In 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

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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.

## 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>

Level	Mark	Descriptor
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</li></ul>

Level	Mark	Descriptor
		<p>of the relationships between key features of the period.</p> <ul style="list-style-type: none"><li data-bbox="384 210 1390 322">• 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 data-bbox="384 338 1374 450">• 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 data-bbox="384 465 1337 528">• 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 investigate the effectiveness of the Great Leap Forward.</p> <p><b>Source 1</b></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>• May 1958 was in the early period of implementation and so may reflect a true picture of the initial phase. However, it is unlikely that such initiatives would have made such rapid progress</li><li>• Liu Shaoqi was a leading member of the CCP, and in 1958 he was fully supportive of the Great Leap Forward; as such he may have exaggerated the success of the initiative being described</li><li>• In 1958 not all party officials were supportive of the Great Leap Forward initiative and Liu may have felt it necessary to use the Eighth Congress as a platform to persuade party members of its efficacy.</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 effectiveness of the Great Leap Forward:</p> <ul style="list-style-type: none"><li>• It claims that, even in its early stages, the Great Leap Forward was transformational ('greater and more rapid growth', 'outstanding features...industrial achievement') across a variety of economic sectors</li><li>• It claims that the increase in production of iron and steel is due to the development of local industry ('rapid growth of local industries')</li><li>• It suggests that the Great Leap Forward was underpinned by the effective deployment of human labour ('the masses of the people have demonstrated to conquer nature')</li><li>• It implies that the Great Leap Forward is effective due to the socialist policies of the CCP ('communal farmers', 'productive forces of the people').</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 Great Leap Forward was proposed by Mao and his supporters to</li></ul>



Question	Indicative content
	<p>advance, even more rapidly, gains made during the First Five Year Plan</p> <ul style="list-style-type: none"> <li>• The CCP continued to claim through the period of the Great Leap Forward that the policies were breaking all agricultural and industrial production records</li> <li>• Production statistics were provided by local cadres who were often scared of the consequences of reporting any failure to a party leadership who were obsessed with statistical evidence of success</li> <li>• The production of iron and steel undoubtedly increased as a result of the local backyard furnace campaign but the quality of the metal produced made much of it unusable.</li> </ul> <p><b>Source 2</b></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>• ‘Liushi’ was an eyewitness to the impact of the Great Leap Forward in his home region and experienced the consequences himself</li> <li>• ‘Liushi’s’ position within the local communist party structure makes his criticism of the Great Leap Forward particularly credible</li> <li>• The promise of anonymity probably encouraged ‘Liushi’ to be truthful about events but there is the possibility that he may have exaggerated events because this is what he thought the interviewer wanted to hear.</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 effectiveness of the Great Leap Forward:</p> <ul style="list-style-type: none"> <li>• It provides evidence that local iron and steel production was detrimental to agricultural production (‘hardly any labourers left in the countryside’)</li> <li>• It implies that the mass mobilisation of the populace was enforced (‘farmers were sent’, ‘no one dared to ask’) rather than supported and that it was unpopular (‘some people escaped’)</li> <li>• It provides evidence that incompetence (‘the measurements were wrong’) and corruption (‘“Wind of Exaggeration”, ‘people would cheat’) undermined the effectiveness</li> <li>• It suggests that the Great Leap Forward was a total failure (‘stopped building’, ‘hardly any food was produced’, ‘productivity decreased...dramatically’).</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>• Although there is some evidence of early successes during the Great Leap Forward these were often at an experimental scale and right from the start the national picture was less positive</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li>• Close planting was encouraged as a feature of Lysenkoism; fields were oversaturated with seedcrops that struggled to compete for nutrients and water</li><li>• Local cadres would often provide false visual evidence, e.g. wheat stands, backyard furnaces to prove that agriculture and industry was productive</li><li>• Natural disasters, such as flood and drought, also added to the difficulties in implementing the Great Leap Forward.</li></ul> <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>• Source 1 provides the 'official version' of the success of the Great Leap Forward, whereas Source 2 is an eyewitness account of the reality</li><li>• The claims in Source 1 are refuted in Source 2</li><li>• Both Sources agree about the major policies implemented during the Great Leap Forward but disagree as to their outcome</li><li>• Source 1 is a snapshot on the first few months of the Great Leap Forward; Source 2 provides a longer overview of its implementation.</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 investigate the position of women in the GDR.</p> <p><b>Source 3</b></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>• Erich Honecker was the leader of both the SED and the GDR and so is in a position to outline the policies implemented with regard to women in the GDR</li><li>• In 1986 the GDR was beginning to experience clear economic and social difficulties; the 40th anniversary celebrations was a perfect time to highlight the gains made by women during SED rule</li><li>• The purpose of the speech would have been to focus on the positive gains made by women in the GDR under the SED.</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 position of women in the GDR:</p> <ul style="list-style-type: none"><li>• It suggests that the position of women has improved as a result of the policies of the SED ('creating an environment...equal rights has produced satisfying results')</li><li>• It provides statistical evidence for the participation of women in education and the workplace ('women currently employed...training...higher learning...91.3 per cent of the GDR's female population of working age')</li><li>• It suggests that women in the GDR benefit from an environment which values them as both workers and mothers ('create opportunities...to better balance employment, social commitment and maternal duties')</li><li>• It unwittingly provides evidence that women's access to leadership roles was limited in relation to the proportion of women in work ('managerial positions...more than 34 per cent').</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 SED government in the GDR made a commitment to the creation of an equal society from the beginning of its rule</li></ul>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• From 1972, under the leadership of Honecker, social policies were introduced to give mothers the opportunity to work, e.g. childcare provision, maternity leave without prejudice</li> <li>• The imperative behind policies regarding working women was economic, rather than the creation of gender equality; for the GDR economy to advance it required all adults to be employed and still having families</li> <li>• There were very few women in political leadership roles; the only woman to become a minister was the wife of Erich Honecker, Margot Honecker.</li> </ul> <p><b>Source 4</b></p> <p>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>• Martina Daske was a young working mother employed as an engineer and so she was in a very good position to give her views on the life of women in the GDR</li> <li>• Sherzer's journalistic reputation may have encouraged Daske to give a candid view of her life so giving the account credibility</li> <li>• Surveillance of ordinary people in the GDR may still have meant that Daske chose her words carefully.</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 position of women in the GDR:</p> <ul style="list-style-type: none"> <li>• It provides clear evidence of the social welfare measures available to working mothers ('day-care...an apartment...day to do housekeeping')</li> <li>• It suggests that the lives of working women have improved over time ('I know that women used to have to work...hours at the factory')</li> <li>• It suggests that in reality gender equality at work was often arbitrary ('the factory...can either hinder or help you') and dependent on managers ('the department head did not look very enthusiastic')</li> <li>• It implies that women were still expected to carry out the bulk of domestic duties ('I bring...to day-care, race to the factory', 'my day away from work to do the housekeeping each month').</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>• Specific social welfare measures to aid working mothers included leave to look after a sick child, childcare opening hours to suit shift patterns</li> <li>• There was a genuine commitment in the GDR to provide opportunities for women in science and technology; 50 per cent of doctors were women by the 1980s</li> </ul>

Question	Indicative content
	<ul style="list-style-type: none"><li>• The majority of women remained in low-skilled occupations throughout the existence of the GDR</li><li>• The traditional German view of a woman as wife and mother was difficult to challenge; this was itself reflected in social policies which aided working women to be mothers rather than all workers to be parents.</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>• Both provide a snapshot of the position of women in the GDR after nearly forty years of SED rule</li><li>• Source 1 provides an official view of the advancements made by women under the rule of the SED by 1986 while Source 2 evidence of the reality of life for working women in 1986</li><li>• Source 2 corroborates the claims made in Source 1 about the social welfare and education available to women</li><li>• Both sources suggest that it was expected that women would be productive both as workers and mothers in the GDR.</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 the statement that the most significant consequence for China of its intervention in the Korean War was the enhancement of China's international prestige.</p> <p>Arguments and evidence that the most significant consequence of China's intervention in the Korean War was the enhancement of China's international prestige should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• China's reputation as an effective military power was enhanced by three years of conflict with US/UN forces from which China emerged undefeated</li><li>• China's direct support for North Korea signalled China's willingness to support communist governments and encourage the spread of communism in the international arena</li><li>• It affected Sino-Soviet relations; in the short-term it indicated that China's junior role in the alliance should not be taken for granted and in the long-term may have encouraged Mao to become more independent</li><li>• China was involved in diplomacy to bring about the armistice in Korea (1953) and Chinese representatives attended the Geneva Conference (1954).</li></ul> <p>Arguments and evidence that the enhancement of China's international prestige was limited and/or other consequences were of more significance should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Korean War ended in a stalemate with the Panmunjom truce; three years of fighting resulted in a return to the geopolitical situation of 1950</li><li>• China remained largely isolated in the international community; the US and the UN continued to recognise Taiwan diplomatically as the 'true' China</li><li>• China remained beholden to the USSR; it had effectively fought a physical war on its behalf with the cost of the war making China dependent on the Soviets for loans and aid</li><li>• The prosecution of the war allowed Mao to consolidate his personal power and the rigorous implementation of the national unity campaign allowed the rapid and complete consolidation of the political power by the CCP</li><li>• The cost in money, resources and lives was hugely detrimental to the social development and economic advancement of China in the 1950s</li><li>• The war was used to justify the brutal suppression of any remaining GMD</li></ul>

sympathisers in Guangdong and, in particular, the border areas of Xinjiang and Tibet.

Other relevant material must be credited.

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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 the statement that Mao's main motivation for launching the Cultural Revolution was a genuine intent to restore the principles of communist revolution in China.</p> <p>Arguments and evidence that Mao's main motivation for launching the Cultural Revolution was a genuine intent to restore the principles of communist revolution in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mao wholeheartedly believed in the communist principle of 'permanent revolution' and that the Cultural Revolution would fulfil this belief</li> <li>• Mao had always viewed the reforming economic policies of Liu Shaoqi and Deng Xiaoping as a temporary measure; the Cultural Revolution provided the opportunity to return to communist economics</li> <li>• Mao was of the opinion that the bureaucratic underpinning of all governments ultimately led to corruption and stagnation; he believed that by 1966 the first cohort of CCP bureaucrats required purging</li> <li>• Mao believed that Chinese youth was lacking in revolutionary ideals; he believed they needed to be both 'educated' in communist ideas and used as the vanguard to restore the intensity of the early communist period</li> <li>• Mao believed that the ideals of the revolution took precedence over human happiness ('revolution is not a dinner party') and that by 1966 Chinese communism was under threat of dilution.</li> </ul> <p>Arguments and evidence that counter the statement that Mao's main motivation for launching the Cultural Revolution was a genuine intent to restore the principles of communist revolution in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Mao was worried that the genuine popularity of Liu Shaoqi and Deng Xiaoping would undermine his own personal popularity and legacy</li> <li>• Mao's motivation was political rivalry within the CCP; Mao hoped to reverse the gains made by the 'pragmatist' wing of the CCP</li> <li>• The Cultural Revolution was a reflection of Mao's own self-indulgent personality, with the groundwork already having been laid through the cult of personality and the 'Little Red Book'</li> <li>• Mao was manipulated into action by Lin Biao (collator of the 'Little Red Book'), who hoped to advance the power of the PLA in relation to the CCP</li> <li>• Mao was manipulated by extreme Maoists in the CCP, including his wife Jiang Qing as part of the Gang of Four, in their political rivalry with more moderate communists; in particular, in their pursuit of anti-intellectualism.</li> </ul>



	<p>Other relevant material must be credited.</p>
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## 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 suggestion that the formation of the GDR in 1949 was primarily a reaction to the attempts of the western Allies to undermine the post-war agreement in Germany.</p> <p>Arguments and evidence that the formation of the GDR in 1949 was primarily a reaction to the attempts of the western Allies to undermine the post-war agreement in Germany should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Attempts at economic rationalisation in the three western zones, through the development of Bizonia/Trizonia (1947) and currency reform (1948), started a move towards economic unity in the western sector</li><li>• It was the provocation of the western Allies that led to the Berlin Blockade; the failure of the Soviet blockade made the division of Germany almost inevitable</li><li>• The western Allies' agreement of the Basic Law (May 1949) was a direct challenge to the political post-war agreement; it planned for a Federal government of the western zones and a 'western-led' reunification</li><li>• The formal creation of the FRG (September 1949) was the direct trigger for the creation of the GDR (October 1949).</li></ul> <p>Arguments and evidence that the formation of the GDR in 1949 was not primarily a reaction to the attempts of the western Allies to undermine the post-war agreement in Germany and/or was the result of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The chain of events began as a result of Soviet attempts to undermine the post-war agreement in the eastern zone, e.g. tension with the western Allies over harsh reparations and the lack of democracy</li><li>• It was the aggressive Soviet decision to blockade West Berlin, and its ultimate failure, that led to the political division of Germany</li><li>• The formation was due to general post-war Cold War animosity between the USA and USSR rather than a specific attempt to undermine the post-war agreement in Germany</li><li>• The east German Soviet zone had developed its own political identity, which facilitated the development of a separate GDR, e.g. sympathy for socialist policies, the creation of the SED</li><li>• Many in the GDR resented the enthusiasm with which German politicians in the western zones had accepted the move towards 'western unity' and became supportive of an identifiable 'east Germany'</li><li>• Long-term traditional differences between 'east' and 'west' Germany facilitated the formation.</li></ul>

	Other relevant material must be credited.
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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 about the statement that the GDR's relationship with West Germany, in the years 1969-85, was of great benefit to the GDR.</p> <p>Arguments and evidence that the GDR's relationship with West Germany, in the years 1969-85, was of great benefit to the GDR should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <i>Ostpolitik</i> brought a more stabilised relationship between the GDR and the FRG, which in turn allowed the GDR to concentrate on developing an independent identity and a more stable political environment</li> <li>• The GDR was able to trade with the FRG and use loans from the FRG to develop and support its economy thus allowing the GDR to remain the leading economy in the eastern bloc</li> <li>• The Basic Treaty (1972) brought greater international recognition for the GDR by reducing international tensions over West Berlin and 'normalising' relations between the GDR and the FRG; the GDR joined the UN in 1973</li> <li>• Agreements over travel and communications between the GDR and the FRG, e.g. the Four-Power agreement (1971) created greater social stability as East Germans were able to visit relatives in the west.</li> </ul> <p>Arguments and evidence that the GDR's relationship with West Germany, in the years 1969-85, was not of great benefit to the GDR should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The GDR economy became dependent upon credit from the FRG, which contributed to, and exacerbated, the economic difficulties of the early 1980s</li> <li>• Constitutionally West Germany still aspired to reunify Germany, so undermining the development of an 'independent' GDR and encouraging dissent</li> <li>• The continued presence of an armed border between the GDR and the FRG contributed to the high expenditure on defence by the GDR (5.8% GDP), which in turn added to the economic problems of the early 1980s</li> <li>• Continued travel restrictions, and various crackdowns on travel from the GDR, created resentment in the GDR so fuelling criticism of the SED</li> <li>• Access to West German popular culture and travel to West Germany undermined the propaganda messages of the SED government and fuelled discontent.</li> </ul> <p>Other relevant material must be credited.</p>

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