



## Mark Scheme (Results)

Summer 2019

Pearson Edexcel 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

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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>
<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.
<b>1</b>	<b>1–3</b>	<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>
<b>2</b>	<b>4–7</b>	<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>
<b>3</b>	<b>8–12</b>	<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>
<b>4</b>	<b>13–16</b>	<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>
<b>5</b>	<b>17–20</b>	<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
<b>1</b>	<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 threat posed by Lin Biao, in 1971, to Mao's position.</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>• It is the official response to the Lin Biao 'incident' and so reflects the immediate response of the Party hierarchy</li><li>• Despite evidence of Party rhetoric, the relatively straightforward language, the detail and its 'top secret' nature might suggest that the purpose of the document is to give Party leaders a candid outline of events</li><li>• The gap of five days between the 'incident' and the communication could indicate how serious the event was and may even suggest that the Central Committee was waiting to see what else might unfold before sending it.</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 threat posed by Lin Biao, in 1971, to Mao's position:</p> <ul style="list-style-type: none"><li>• It indicates that Lin Biao was connected to 'foreign agencies' ('British-made', 'surrendering...to our enemy'); this might in turn suggest he had been popular and needed to be painted as a national traitor</li><li>• It provides detailed evidence of the alleged assassination plot ('making an inspection tour... blow up the train')</li><li>• It claims that Lin Biao had support ('sworn followers') and that he was part of wider plot ('monstrous conspiracy')</li><li>• It implies that ultimately Lin Biao was little threat to Mao's power, e.g. references to the loyalty of Lin's daughter ('above family devotion') and the military ('intercepted by the Air Force').</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>• Lin Biao's connection to the PLA meant that he was at the forefront of the winding down of the Cultural Revolution; increased PLA power was viewed by some as a potential threat to Mao's position</li><li>• After being required to submit to self-criticism in regard to his apparent popularity, Lin Biao became somewhat reluctantly involved in an internal plot led by Lin Biao's son to assassinate Mao</li><li>• On 12 September 1971 the planned assassination attempt was revealed by Lin Biao's daughter and on 13 September Lin Biao attempted to escape by a plane that ran out of fuel and crashed in Mongolia.</li></ul>

Question	Indicative content
	<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>• The press statement reflects the official public line determined by Mao and the Communist Party with regard to Lin Biao's motives</li> <li>• The statement was released over 10 months after Lin Biao's death; this could reflect the fact that Mao was still concerned about the strength of Lin Biao's support</li> <li>• The use of a smaller diplomatic embassy to make the statement could indicate that the Chinese hoped that its admittance of the attempt to overthrow Mao would not be noticed.</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 threat posed by Lin Biao, in 1971, to Mao's position:</p> <ul style="list-style-type: none"> <li>• It suggests by the repeated references to Mao's position of strength over Lin Biao ('waged many struggles', 'unmasked his plot') that Mao may have actually feared Lin Biao</li> <li>• It suggests by its reluctance to destroy completely Lin Biao's legacy ('accomplish some useful work', 'made propaganda') that Mao may still be aware of Lin Biao's latent popularity</li> <li>• It claims that Lin Biao was a master manipulator ('fool the masses', 'underhanded nature', 'planned, premeditated way').</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>• Lin Biao had been responsible for the utilisation and dissemination of Mao's Little Red Book</li> <li>• Lin Biao had been chosen by Mao to make the main keynote speech at the Ninth Party Congress where he had been named by Mao personally as his successor</li> <li>• In the year after Lin Biao's death, Mao launched the 'criticise Lin Biao and Confucius' campaign in an attempt to eradicate Lin Biao's legacy completely</li> <li>• Lin Biao was a popular figure and his death was seen by many Chinese as suspicious; many came to see Lin's fate as a symbol of Mao's growing paranoia.</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>• Both refer to the events of the assassination plot and agree on the circumstances of Lin Biao's death</li> <li>• Source 1 reflects the initial private response of the Communist Party to the Lin Biao 'incident' while Source 2 reflects the considered public response.</li> <li>• The 10-month gap between the private and public response suggests that this was a significant event that could not just be forgotten.</li> </ul>

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

Question	Indicative content
<b>2</b>	<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 impact of mass protest on the authority of the SED government in 1989.</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>• East German newspapers were stringently controlled, however the neutral tone of the writing would suggest that the details provided are accurate</li><li>• It is a news item rather than an opinion piece and so is reporting on events rather than commenting</li><li>• The article includes an eyewitness account and, as the newspaper was produced in Leipzig, the journalist was possibly an eyewitness.</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 mass protest on the authority of the SED government in 1989:</p> <ul style="list-style-type: none"><li>• It suggests that as a result of the involvement in protest by church groups the SED may have been losing its moral authority ('church working groups on justice, human rights, and environmental protection')</li><li>• It suggests that the SED government may have been unwilling or felt unable to use force against the demonstrators ('calm response of the police force and militia')</li><li>• It claims that there was a belief that the demonstration would force the SED government to come to the negotiating table ('pave the way for dialogue').</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>• Prayers for peace had been said at the Nikolai Church every Monday from the early 1980s but in 1989 it began to be followed by a small public rally; in the autumn of 1989 these were transformed into mass demonstrations</li><li>• The SED government had previously used force to break up strikes and demonstrations, e.g. during the 1953 June Uprising government forces had been backed by Soviet troops</li><li>• On 6 October, in response to a speech made by Honecker on the 40th anniversary of the founding of the GDR, Gorbachev had made a speech cautioning the SED for the need to reform</li><li>• In 1989 new political groups were founded that openly challenged the authority of the SED, e.g. Democratic Awakening; Democracy Now and the New Forum.</li></ul> <p><b>Source 4</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>• Werner Bramke was a member of the SED in 1989 and so his reflections would provide valuable insight into the impact of protest on those</li></ul>



Question	Indicative content
	<p>naturally supportive of the SED government</p> <ul style="list-style-type: none"> <li>• As a historian, Bramke probably would have wanted to provide accurate information for the researcher</li> <li>• The interview took place two years after the events and it might have been in Bramke's interest to amend his opinions, in light of the downfall of the SED subsequent to the protests.</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 mass protest on the authority of the SED government in 1989:</p> <ul style="list-style-type: none"> <li>• It claims that October 9 demonstration potentially had the power to undermine SED rule completely ('lead to a 'breaking apart' of the existing system')</li> <li>• It provides evidence that even loyal SED members no longer believed that the SED government had legitimacy ('this demonstration simply had to take place')</li> <li>• It provides evidence that many people in the GDR no longer feared the forces of the police state ('did not think...would use violent measures against them')</li> <li>• It suggests that the police state had become a paper tiger ('tried to convey a very clear message prior to 9 October').</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 the autumn of 1989 the Leipzig rallies began to attract wider support from those hoping that the SED would begin to discuss reform with opposition groups</li> <li>• The October 9 demonstration in Leipzig attracted over 70,000 demonstrators and mass protest spread to other East German cities, including Dresden and Berlin</li> <li>• In 1989 Gorbachev made it clear to Honecker that Soviet troops would not be deployed in the GDR to support the SED government</li> <li>• Honecker was dismissed as leader on 18 October and the SED government began to contemplate reforms in a bid to retain authority in the GDR.</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 sources provide evidence that the SED was being openly challenged by both its opponents (Source 1) and its supporters (Source 2)</li> <li>• Both sources suggest that the protests potentially had the power to force change</li> <li>• Both sources suggest that in the face of non-violent protest the SED government was unwilling to use force.</li> </ul>

## Section B: Indicative content

### Option 2E.1: Mao's China, 1949–76

Question	Indicative content
<b>3</b>	<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 statement that the launch of the Great Leap Forward was motivated by a genuine desire to build upon the achievements made in agriculture and industry in the years 1949–57.</p> <p>Arguments and evidence that the launch of the Great Leap Forward was mainly motivated by a genuine desire to build upon the achievements made in agriculture and industry in the years 1949–57 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Many in the CCP felt that by 1958, with agricultural productivity increasing and the First Five-Year Plan seeing growth in heavy industry and construction, it was important to build on initial successes</li><li>• The Great Leap Forward was intended to harness industry to the strengths of the relatively more successful agricultural sector</li><li>• Mao genuinely felt that recent successes in collectivisation policies meant that the Chinese peasantry was ready and able to undergo the transition to mass mobilisation as an industrial as well as an agricultural workforce</li><li>• The programme for the Great Leap Forward was based on the success of water infrastructure projects, which had been implemented in the mid-1950s</li><li>• Exaggerated reports of success in some regions encouraged Mao and other leaders to believe that there was a healthier economic foundation from which to launch the Great Leap Forward than there really was.</li></ul> <p>Arguments and evidence that the launch of the Great Leap Forward was not mainly motivated and/or was motivated by other reasons than a genuine desire to build upon the achievements made in agriculture and industry in the years 1949–57 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Mao was actually frustrated by what he saw as the lack of progress in industry and saw the Great Leap Forward as a chance to force the pace of industrial production more aggressively</li><li>• As relations with the Soviet Union began to sour in the mid-1950s, Mao was motivated by a personal desire to develop an economic programme unique to China</li><li>• Control of the Great Leap Forward was with the CCP rather than state organisations, suggesting that there was a political motivation for its launch</li><li>• The launch was motivated by a desire to promote Chinese socialist revolutionary thinking and concepts, e.g. the mass mobilisation of the peasantry, permanent revolution</li><li>• The Great Leap Forward provided an opportunity to advance Mao's political and personal power over China, e.g. cadres could prove their revolutionary credentials and peasants and workers show their devotion.</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 social reforms transformed the lives of the Chinese people during the years 1949–76.</p> <p>Arguments and evidence that social reforms transformed the lives of the Chinese people during the years 1949–76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Social reforms were successful in undermining traditional social inequalities and customs, particularly in urban areas, e.g. foot-binding</li> <li>• Social welfare provided by communes initially transformed the lives of women and created access to education and medical treatment</li> <li>• The legal status of married women was transformed by the Marriage Law 1950</li> <li>• Mass literacy campaigns, spearheaded by the introduction of pinyin in 1955, led to an increase in literacy rates from 20% in 1949 to 70% in 1976</li> <li>• Health improved due to increased health provision, e.g. training of medical staff in the 1950s, barefoot doctors from the late 1960s, and public health campaigns that eradicated endemic diseases.</li> </ul> <p>Arguments and evidence that social reforms did not transform the lives of the Chinese people during the years 1949–76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• A lack of resources and sustained commitment meant that the social welfare policies underpinning the communes proved to be a disaster; early gains by women were often eradicated and family life destroyed</li> <li>• Social conservatism, traditional customs and patriarchal attitudes proved difficult to eradicate and remained stubbornly present throughout</li> <li>• The ideological intensity and anti-intellectualism of the Cultural Revolution wiped out the early gains in educational provision creating a 'lost generation' and saw decreased numbers of fully-trained medical staff</li> <li>• The impact of the Cultural Revolution was so great that reforms introduced after 1972 were slow to take hold; only one-third had a secondary education and one per cent of workers had a university degree.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<b>5</b>	<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 the economic policies of the GDR in the years 1949–61 were very different from those in the years 1963–71.</p> <p>Arguments and evidence that that the economic policies of the GDR in the years 1949–61 were very different from those in the years 1963–71 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Before 1961 economic decision-making was centralised through the State Planning Commission and National Economic Council; the New Economic Policy (1963–68) introduced decentralised decision-making through sector-led Associations of People's Enterprises (VVB)</li><li>• The pre-1961 Five-Year Plans focused almost entirely on production targets and output; the New Economic Policy (1963–68) recognised the need to increase profitability and improve the quality of goods</li><li>• The building of the Berlin Wall in 1961 restricted the flow of emigration to the West and so, in the years 1963–71, the GDR was able to plan and implement wage policies based on a stable employment pool</li><li>• The years 1963–71 saw a desire to create an economic policy less dependent on the Soviet Union; the Economic System of Socialism (1968–71) looked to create a uniquely East German high tech economy</li><li>• Before 1961 the industrial economy was based on heavy industry and construction; from 1963–71 economic planners targeted diversification of industrial development to include consumer goods, nuclear energy and technology.</li></ul> <p>Arguments and evidence that that the economic policies of the GDR in the years 1949–61 were not very different and/or were similar to those in the years 1963–71 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Central planning and state control of the economy remained a key feature of economic policy – increased production and productivity continued to be the main goal of GDR policy</li><li>• The collectivisation of agriculture and nationalisation of industry – which had been 90% achieved by 1961 – remained the core basis for economic production</li><li>• Some recognition of the need to take into account profitability and the production of consumer goods had already begun before the end of the Second Five-Year Plan</li><li>• The Soviet Union, COMECON and other socialist countries remained the focus of trade relationships</li><li>• Economic theories and policies championed in the Soviet Union continued to dominate GDR thinking, e.g. the Five-Year Plans pre-1961 and Liberman's influence on the New Economic System (1963–68).</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 accuracy of the statement that the quality of life for people in the GDR improved greatly under Honecker's leadership.</p> <p>Arguments and evidence that the quality of life for people in the GDR improved greatly under Honecker's leadership should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Increased social security was provided through social welfare policies that guaranteed full employment, a minimum wage, rent controls, pensions, etc.</li> <li>• East German living standards improved considerably with most homes owning a television and a refrigerator, and by the 1980s many households had cars and access to holidays</li> <li>• East German workers benefited from economic policies which saw increased incomes and, particularly in the early 1980s, government controls on food prices</li> <li>• Women benefited from greater employment and educational opportunities, e.g. attempts to improve promotion at work (1977), generous maternity leave and provisions for working mothers</li> <li>• Ostpolitik and the signing of the Helsinki Accords led to a lightening of restrictions on some social freedoms, e.g. increased access to Western television and radio, travel restrictions, tolerance of the Protestant Church.</li> </ul> <p>Arguments and evidence that the quality of life for people in the GDR did not improve greatly under Honecker's leadership should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Repression of social freedoms remained a constant feature with people living in the shadow of the Stasi and its network of informers; freedoms gained were often arbitrarily withdrawn</li> <li>• The quality of consumer goods was often poor and availability low with waiting lists of many years, e.g. the Trabant car</li> <li>• Growing social inequalities became apparent by the mid-1980s; SED officials experienced a better quality of life than ordinary East Germans while immigrant workers experienced poor conditions and some hostility</li> <li>• By the mid-1980s standards of living were in obvious decline as economic problems led to a reduction in economic growth; later in the 80s incomes, welfare payments and social provision suffered as a result</li> <li>• Gender inequalities still existed, which impacted on the quality of women's lives, e.g. employment in lower-skilled jobs and expectations that women would both work and maintain the domestic household.</li> </ul> <p>Other relevant material must be credited.</p>

