

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History  
(8HI0) Paper 2E

Paper 2: Depth study

Option 2E.1: Mao's China, 1949-76

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

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the uppermiddle mark if there is an even number of marks) and then move the mark up or down to find the best mark.

To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</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 if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis 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 or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>6–8</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>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li></ul>

## Section A: Questions 1b/2b

**Target:** AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</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. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, 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. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li></ul>
<b>3</b>	<b>6–9</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 weight 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, with some justification.</li></ul>
<b>4</b>	<b>10–12</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.</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 not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</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>1–4</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>5–10</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 question.</li><li>• Mostly accurate and relevant knowledge is included, but it 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>11–16</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>17–20</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>

## Section A: indicative content

### Option 2E.1: Mao's China, 1949-76

Question	Indicative content
<b>1a</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 the source to consider its value for an enquiry into the experiences of women in China under the early years of communist rule.</p> <p>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:</p> <ul style="list-style-type: none"><li>• It indicates that women have become more equal ('on an economic and social level with men at last')</li><li>• It implies that women are benefiting from the changes ('blossoming in every way')</li><li>• It claims that women's lives have changed ('Freed from household drudgery')</li><li>• It suggests that women are being encouraged to do work outside of the home ('Let's produce more by the day').</li></ul> <p>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"><li>• As an officially endorsed publication the China Pictorial is providing a view of what communist social policies aspire to for women</li><li>• The poem has been written by a woman living on a commune and so is possibly conveying her actual experiences</li><li>• The China Pictorial was also published for an external audience and so provides evidence of how China may have wished to be viewed in other countries.</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Mao Zedong believed that 'women hold up half the sky' and from the 1950s social policies were introduced to make women more equal</li><li>• Women in communes were expected to work on an equal level with men and so childcare facilities were provided</li><li>• The communes were designed for communal living and domestic tasks such as cooking, cleaning and the making of clothes were organised centrally.</li></ul>

Question	Indicative content
<b>1b</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 source in relation to an enquiry into the success of the Second Five-Year Plan (the Great Leap Forward).</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 giving weight to selected information and inferences: <ul style="list-style-type: none"> <li>• Peng Dehuai was an admired Communist leader with impeccable communist credentials</li> <li>• The letter was originally written privately to Mao with no intention to publicise Peng's views widely</li> <li>• Peng was writing the letter based on personal observations.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides an overall summary of the success of the Great Leap Forward so far ('has basically proved the correctness of the General Line') and suggests solutions (' a number of problems ...merit attention')</li> <li>• It provides evidence of success ('train many technicians') and failure ('waste of material, money, and manpower')</li> <li>• It suggests the author is afraid of being too critical ('my views I have not expressed fully').</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 the content. Relevant points may include: <ul style="list-style-type: none"> <li>• By July 1959 China faced food shortages and there was a rural crisis</li> <li>• Many agricultural and industrial initiatives failed because of the ignorance of the party cadres who implemented them</li> <li>• The official media exaggerated reports of the successes of the Great Leap Forward, covering up the famine, with very few leaders willing to criticise Mao's policies</li> <li>• Mao resigned as head of state during the Lushan Conference, which suggests that he did accept some of the criticisms made.</li> </ul> </li> </ol>

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

Question	Indicative content
<b>2a</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 the source to consider its value for an enquiry into the nature of the government of the GDR in the 1950s.</p> <p>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:</p> <ul style="list-style-type: none"><li>• The use of language and tone suggests that the GDR will be guided by socialist principles ('to shape communal and economic life in social justice')</li><li>• It indicates that the GDR would develop international relations with other countries ('support friendships with all nations')</li><li>• It claims that, despite creating a federal structure, that central government would make the most important decisions ('The republic decides in all matters which are essential')</li><li>• It suggests the GDR wanted to be seen as the true 'Germany' ('the colours are...black-red-gold', 'the capital is...Berlin').</li></ul> <p>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"><li>• The Constitution was an official legal constitutional document</li><li>• The Constitution was a written declaration outlining the structure and principles by which the GDR would be governed</li><li>• It was formulated in response to the creation of the Federal Republic of Germany (FRG) and so may have been purposefully worded to show clearly the nature of government in the GDR in comparison to the FRG.</li></ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The GDR introduced socialist policies including nationalisation, collectivisation and state planning – known as 'building socialism'</li><li>• The GDR developed international relations with some Soviet-backed states and became an Olympic nation in 1951</li><li>• The federal structure was revised in 1952 creating a more centralised political system</li><li>• The GDR passed laws confirming human rights and freedoms, despite these not necessarily being put into practice.</li></ul>



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

Question	Indicative content
<b>2b</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 source in relation to an enquiry into social conditions in the GDR in the years 1949-61.</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 giving weight to selected information and inferences:<ul style="list-style-type: none"><li>• It was written by a West German journalist for publication in the west – viewpoint might be expected to be critical of the GDR</li><li>• The author appears to be a serious journalist and so could be seen as attempting to describe conditions in Stalinstadt accurately</li><li>• The GDR government tried to control the activities of western journalists and this is a description of a model town.</li></ul></li><li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:<ul style="list-style-type: none"><li>• It provides evidence of good living conditions and educational facilities ('hygienic dwellings, schools and community centres')</li><li>• It provides evidence that there is some choice and variation in the lives of the people and the children ('variety in their architectural styles')</li><li>• It indicates that conditions in the GDR as a whole are positive ('like everywhere else in this country')</li><li>• It suggests the visit of the journalist was controlled and that he observed rather than experienced conditions in the town ('shown to me by the Deputy Mayor...It is a model of...').</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 the content. Relevant points may include:<ul style="list-style-type: none"><li>• In the early 1950s the GDR suffered from poor economic and social conditions but by 1961 some areas were beginning to see improvements</li><li>• People were unhappy with the social conditions in the GDR with many even seeking to leave</li><li>• Other western commentators suggested that the GDR was well-ordered but lacking in basic commodities and with little choice.</li></ul></li></ol>

## 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 how accurate is it to say that industrial and agricultural policies were successful in the years 1952-57.</p> <p>Arguments and evidence that industrial and agricultural policies were successful in the years 1952-57 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The First Five-Year Plan resulted in improvements in industrial output, the growth of heavy industry and construction leading to annual economic growth of 9% per year</li><li>• Industrial strength was boosted by Soviet support in the form of advice, materials and money</li><li>• Industrial policies strengthened the economic development of urban areas</li><li>• In rural areas collectivisation policies continued to be put into place reaching 90% of agricultural land by 1957.</li></ul> <p>Arguments and evidence that industrial and agricultural policies were not successful or were limited in the years 1952-57 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Industrial projects used high proportions of labour to machines which was not always efficient</li><li>• Policies led to severe inequalities in economic development between urban and rural areas – many peasants moved to the more comfortable urban areas</li><li>• High agricultural production targets and grain requisitioning led to some disruption in food production leading to food shortages in some rural and urban areas.</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 on how accurate it is to say that the main consequence of the Cultural Revolution was the weakening of traditional culture.</p> <p>Arguments and evidence that the Cultural Revolution destroyed traditional Chinese culture should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Red Guards destroyed traditional cultural symbols and works of art including buildings, paintings, books and artefacts</li> <li>• Regions traditionally associated with Confucianism such as Qufu and minority cultures in Mongolia and Tibet were targeted</li> <li>• Cultural norms such as obedience to parents and teachers were replaced by Chinese youth being encouraged to criticise and abuse these groups</li> <li>• New revolutionary forms of culture were promoted as the only 'true' culture.</li> </ul> <p>Arguments and evidence that consider other consequences of the Cultural Revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The strengthening of Mao's control over the Party and China</li> <li>• The impact of the Red Guards was more widespread than just attacks on traditional culture with the use of psychological fear and violence against people (estimated 3 million deaths).</li> <li>• The implementation and containment of the Cultural Revolution increased the power of the army (PLA)</li> <li>• The collapse of the economy and a reversal in the standard of social provisions such as education.</li> </ul> <p>Other relevant material must be credited.</p>

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 on the extent to which Mao Zedong's social policies improved health and education provision in the years 1949-76.</p> <p>Arguments and evidence that Mao's Zedong's social policies improved health and education provision in the years 1949-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Educational provision was made free and available to all - a national system of primary education was introduced</li> <li>• To aid communication and writing, Pinyin Mandarin and simplified characters were introduced - between 1949 and 1976 literacy rates increased from 20% to 70%</li> <li>• Party organisation of public health movements was very successful resulting in greater awareness of the causes of disease and drug addiction</li> <li>• Basic medical care was provided free of charge and the training of barefoot doctors during the Cultural Revolution saw decreased rates of infection from infectious disease.</li> </ul> <p>Arguments and evidence that health and education did not improve in the years 1949-76 or were limited in their success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Rates of educational improvement suffered a setback during the Cultural Revolution – 130 million Red Guards abandoned schooling during this period</li> <li>• In 1976 only 1% of the population had a degree and 35% of children did not continue education after the age of 12, many of these being girls</li> <li>• Policies to encourage communes to build and provide their own medical and hospital facilities meant that by 1976 there was an inadequate hospital infrastructure</li> <li>• Professionally trained doctors had come under attack during the Cultural Revolution leading to a reduced standard of medical care which was only just beginning to recover in 1976.</li> </ul> <p>Other relevant material must be credited.</p>

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

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 how accurate it is to say that the main reason for the building of the Berlin Wall was to prevent emigration to the West.</p> <p>Arguments and evidence that the prevention of emigration to the West was the main reason should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In 1960-61 over 350,000 East Germans emigrated with about 50, 000 arrested for the crime of 'attempted flight from the republic'</li><li>• The GDR could not afford economically to lose the skilled workers and professionals leaving for the West</li><li>• In the summer of 1961 Ulbricht informed the USSR that the emigration was out of control and gained the approval of the Soviets to block entry into West Berlin.</li></ul> <p>Arguments and evidence that there were other reasons that led to the building of the Berlin Wall should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• West Berlin had become a wider symbol of western attitudes and capitalism which threatened the GDR psychologically and practically</li><li>• The building of the Wall was a response to the long-term memory and legacy of the Berlin Blockade (1948-49)</li><li>• The Wall was part of a wider response to Cold War tensions that emerged in the late 1950s and early 1960s, including events in Cuba and the arms race</li><li>• The Wall was a response to events earlier in 1961 when Berlin became the centre of a superpower dispute at the Vienna summit between Khrushchev and newly-elected US President Kennedy.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<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 extent to which relations with West Germany improved in the 1970s.</p> <p>Arguments and evidence that relations with West Germany improved in the 1970s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The promotion of Ostpolitik by West German Chancellor Willy Brandt and his successors</li> <li>• West Germany ended adherence to the Hallstein Doctrine and the Basic Treaty was signed in 1972 which agreed normal relations between East and West</li> <li>• Territorial agreements were signed and limited access to East Berlin allowed in the early 1970s</li> <li>• Honecker's new leadership in 1971 allowed greater access to West German media, improved communications links and sporting activities.</li> </ul> <p>Arguments and evidence that relations with West Germany in the 1970s did not improve or improvements were limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• West Germany still did not accept the GDR as a separate foreign state in the international arena and its constitution was still committed to reunification</li> <li>• GDR and West Germany did not recognise each other diplomatically with formal ambassadors but appointed representatives instead</li> <li>• Tensions re-emerged in later years as travel restrictions remained in place and the GDR refused to acknowledge human rights agreements</li> <li>• Both states still prepared for the possibility of nuclear war and tensions became strained as the Cold War gained strength in the late 1970s.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<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 extent to which the Protestant Church was significant in the collapse of communism in the German Democratic Republic.</p> <p>Arguments and evidence that the Protestant church was significant in the collapse of communism in the German Democratic Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• From the early 1980s the SED relaxed restrictions on the Protestant church which led to increased freedom for expression of discontent – one-third of Germans expressed some religious affiliation</li> <li>• By 1989 reform groups had begun to emerge centred around the churches in Leipzig, particularly the St Nikolai Church, small weekly demonstrations calling for political reform escalated into mass demonstrations</li> <li>• Protestant reformers organised a mass rally in Leipzig on 9 October, 1989 attended by 70,000 people</li> <li>• The lack of intervention by GDR state forces was seen as a turning point in the loss of authority of the communist government and the rallies spread to other parts of Germany.</li> </ul> <p>Arguments and evidence that the role of the Protestant church in the collapse of communism in the German Democratic Republic was limited or that other factors had a significant role should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Protestant reformers were one of a number of different reform groups which emerged including 'Democratic Awakening' and New Forum</li> <li>• The Soviet leader, Mikhail Gorbachev's refusal to support the Brezhnev Doctrine and his reform rhetoric was more significant in undermining Honecker's government</li> <li>• Honecker's government was undermined more by the social and economic crises of the late 1980s, particularly emigration</li> <li>• The fall of the Berlin Wall had the most significant influence on the final collapse of the communist government under Krenz.</li> </ul> <p>Other relevant material must be credited.</p>