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Examiners' Report
Principal Examiner Feedback

Summer 2019

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

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Summer 2019

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, the fourth year of the reformed AS Level paper 2E which covers the options: : Mao's China, 1949-76 (2E.1) and The German Democratic Republic, 1949-90 (2E.2). The paper is divided into two sections. Section A contains a compulsory two-part question for the chosen Option studied, each part based on a different source and assessing source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting a variety of second order concepts - cause, consequence, change, continuity, similarity, difference and significance.

In common with the previous series, candidates found Section A more challenging than Section B. Some candidates were still not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. (Please note the guidance given in the *Getting Started* guide pp 31-34.) Performance in Section A was also affected by the absence of the historical knowledge base required to add contextual material to support/challenge points derived from the sources. Once again, many candidates were able to show understanding of the source material but did not identify, and therefore have an opportunity to develop, any valid inferences that could be made from the content of the source. Relevant and integrated contextual material to support/challenge points and inferences derived from the sources was also often absent. However, more candidates are aware that just stating what is not mentioned in the source is not valid without some justification for the author not referring to it. (It may be useful for centres to refer to the *Applying Criteria* resource that can be found in the Course Materials section on the Pearson Edexcel History GCE website.) A significant number of candidates also seem to just read the first few lines of each source which means that, in particular for Q(b), they do not interrogate the content of the source sufficiently well to reach the higher Levels.

In Section B, most responses had an analytical focus and there were very few that were wholly descriptive essays lacking in analysis and, for the most part, responses were soundly structured. However, many candidates do not discriminate when they are determining the extent to which factors or key issues contribute to the conceptual focus of the question. For example, it is not uncommon for all the paragraphs in the main body of an essay to start, 'The most significant reason for x is y' or 'Another most important factor is...'. Some candidates also begin every paragraph with the statement that 'x is the most significant factor to a limited extent'. Indeed, several candidates appear to have gone back to the essay after rereading it and inserted 'to a limited extent' for every factor they have discussed. This does not help the candidates to create a coherent argument or come to a reasoned judgment. It is not good

practice either for candidates to begin every paragraph in a response for both Section A and Section B with the sentence, 'It is a compelling argument to state that...'

The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important. It should be noted that this is a Depth Study.

Most candidates used their time effectively and, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions in both sections. The ability range was diverse, but the design of the paper allowed all abilities to be catered for.

This summer there was a worrying trend of candidates using the mark scheme and/or the indicative content structure as a scaffold or writing frame for writing responses. The wording of the mark scheme and the organisation of the indicative content is for the assessors to determine the skills that are seen and the knowledge that might be applied. The mark schemes are not designed as writing frames in which the candidates insert their understanding of the content, the provenance and their contextual knowledge. More often than not this approach limits candidate performance.

Also there was increase in the number of barely legible scripts seen this summer. While it is appreciated that few candidates write much outside of the educational environment and every effort is made to read individual candidate responses, illegible handwriting makes it very difficult for assessors to read responses with any flow and to determine the quality of the argument.

Candidate performance on individual questions for paper 2E is considered in the next section. Please note that it is recommended that centres look at a selection of Principal Examiner Reports from across the different routes of the paper to get an overall sense of examiner feedback, centre approaches and candidate achievement.

8H10_2E_Q01_a

Most candidates answered this question well and there were a significant number of good Level 3 responses. Most candidates understood the question and were able to comprehend the source and comment on what it revealed about the response of young people to the Cultural Revolution. There were some well-focused responses that drew out inferences about the extent to which young people were willing to criticise others in their devotion to Mao. The best answers developed the inferences with well-selected context to establish their validity. Some candidates were able to use their knowledge of the fanaticism of the Red Guard and the breakdown of social and familial ties to validate Yafe Hui's claims. However, it is important to remember that the response is being rewarded in relation to the enquiry focus

and some candidates used their knowledge to discuss the source in relation to the impact of the Cultural Revolution on education. Some candidates were able to show the value of the source by showing that it gave valuable evidence for a range of responses, for example, by acknowledging that it provided evidence that not all children were willing to conform. Some candidates were able to use the attributes of the source effectively to develop their ideas about the value of the source as a memoir of someone who had actively participated in the Cultural Revolution and was still willing to admit their devotion to the cause many years afterwards. Those candidates who discussed the limitations of the source could not be rewarded for that part of their answer as it is not the focus of part (a) responses. The discussion of limitations prevents candidates from developing further rewardable material in relation to value.

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Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .


Chosen question number: Question 1 Question 2

(This is for part (a))

Source 1 is valuable for a historian for an enquiry into the response of young people during the Cultural Revolution in terms of its context and provenance.

Source 1 is valuable in its context because it provides a detailed insight into a first-hand experience. It explicitly describes Hui's response to the Cultural Revolution, initiated by the CCP. She talks about how what she did in middle school to aid the Cultural Revolution. This is valuable because it can be supported by the fact that this was a special focus put upon these "middle schools" by the party. These students were encouraged to teach others the "Thought of Mao" once they were deemed well-taught in communism. This gives value to the source because the facts are explained. The "teaching of revolutionary songs" demonstrates how immersed the children were into this revolution - every aspect of school life focused around it. This suggests that a response from the children was inevitable - showing the value of this source. The fact that Hui was "devoted" to the cause

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(This is for part (a)) ~~Source 1~~ relates a positive response from her. She turned on her classmates, began by criticising them in letters to read in front of fellow students. This action accentuates how committed young people were to the Cultural Revolution - demonstrating once again the source's value. Her reference to one of the children's grandparent's being landlords conveys how well-informed the children were of these 'capitalist roads'. The source is valuable providing insight into the response of young people to the Cultural Revolution because it gives a detailed context, emphasised by the fact that their duties of socialisation went far beyond previous expectations.

Source 1 is also valuable in terms of its provenance. The nature of the source is a memoir which means it will provide further detail than a newspaper source report would - what the information may be summarised. It came from a young person who experienced the events from 1966 first-hand, meaning it is reliable and directly provides detailed information for a historian with this enquiry. The purpose of the source is to portray her experience as a young person called in the Cultural Revolution. Therefore all information


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Turn over ▶



(This is for part (a)) in the source can be used for this enquiry. Her parents were members of the communist party which means she knew a lot about the situation and was enthusiastic to play a part of it. The source is value for this enquiry in terms of its provenance because it is a detailed description from a direct experience, with all of the information being relevant.

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8H10_2E_Q01_b

Candidates understood the source material and were able to select from it to develop some inferences about the impact of the Cultural Revolution on China. Many candidates were able to produce strong answers here and used the provenance of the source – Frida Knight – to question the reliability of the source. There were some effective answers that weighed up the

strengths and limitations of the source and used this as a basis to reach a judgement about the weight that should be attached to the source for the enquiry. Many candidates still approach the consideration of weight by writing about adding and subtracting weight rather than considering the strengths and weaknesses of the source material and then reaching a judgement about the weight that the source would bear in an enquiry. However, there were some excellent responses that integrated content, provenance and contextual knowledge to interrogate the source with regard to Knight's clearly favourable view of the impact of the Cultural Revolution. Candidates were able to use their knowledge of the events of the Cultural Revolution to challenge Knight's view. Some particularly good responses picked up on her references to 'things had quietened down' and 'no means 'all disaster'', using contextual knowledge to make reasoned inferences that she clearly knew about some of the more negative aspects of the Cultural Revolution. When this was combined with information about Knight's Communist sympathies then a clear judgement on weight could be made. However, some responses were not selective in their use of contextual knowledge to challenge Knight's views. These responses either wrote discrete paragraphs about the Cultural Revolution and asserted that she was not telling the truth or chose indiscriminate knowledge to mention what Knight did not include even though she could not have seen them on this visit e.g. peasant life in the countryside. Also it was disappointing that many candidates were unable to interrogate the wealth of information provided by Knight because they concentrated on the 'barefoot doctors' mention in line 15 and barely addressed any other of the points made by Knight.

determine the different methods used by the Stasi and the pervasive fear that was engendered as a result, and to integrate this with contextual knowledge of the work of the Stasi. However, a significant number of candidates were unable to reach more than L2 for bullet point 3 in the mark scheme as they made judgements based on questionable assumptions. Many candidates did not comprehend that this was an official Stasi document and not a personal memoir in which Lorenz was recounting his own experience, while others suggested that the Stasi document may have been edited sometime afterwards. This does highlight the need for candidates to be aware of different types of documentary evidence and also of any evidence that might be specific to the Option being studied.

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Indicate which question you are answering by marking a cross in the box. If you change your mind, put a line through the box and then indicate your new question with a cross.

Chosen question number: Question 1 Question 2

(This is for part (a)) Source 3 is useful for an enquiry into the methods used by the Stasi for multiple reasons. Firstly, the source is an 'official declaration' this adds validity to the content of the source, because it wasn't for publication, so due to the fact that this source was used for private communications adds validity because it is unlikely to have been embellished for propaganda, and thus should more accurately reflect the role of the Stasi, and the methods which they used. A more useful aspect of this source, is that it mentions the person 'Lorenz', the person writing it, was also a 'trained sports cycling team'. This implies that he may have been an 'unofficial collaborator', of which there were 500,000 in the GDR. Many GDR infiltrated organisations and reported rumours and other important information back to the Stasi. The source accurately reflects this method of surveillance used by the Stasi which was a widespread and particularly prominent method of surveillance that was used.

The source also reflects a key way in which the Stasi aimed to control dissidents. The source mentions that he will report 'rumours' or 'any indication of crimes planned'. This reflects the Stasi's policy of stamping out dissident activity before it could manifest. The Stasi often arrested people for 'crimes' which they had not yet even committed, in an attempt to prevent dissident activities before they'd started. This adds to the usefulness of the source, as it reflects the primary way in which the Stasi operated, and conducted its surveillance.

Finally, the mention of consequences for not following Stasi orders, or 'skated clearly, saying that he would face 'prosecution' and a 'removal of my freedom'. This is useful, because it shows how the Stasi used harsh discipline to control its informants, which was a crucial aspect to its control of its agents. It also reflects the constant threats of prosecution which was a vital crucial way in which the Stasi was able to exert its control over not only its agents but its population as a whole. People like Nönschenhausen were nonnewly feared and interrogation techniques that would be faced by those caught served as a threat that enshrined the GDR.

8H10_2E_Q02b

There were some good responses to this question in which candidates made effective use of the source and were able to develop valid reasons for attributing weight to it. However, in many cases, candidates did not engage with the provenance of the source and simply repeated it from the caption. The better responses were able to refer to the intention of the author to present the memories of his wife as authentically as he could using the content of the source to show that Alcoa's wife did not see everything as bad despite the poor living conditions. Most candidates were able to use contextual knowledge to illuminate the

strengths of the source with references to the shortage of consumer goods and the downturn in the economy in the 1980s. It was disappointing that many candidates did not interrogate the source beyond the mention of bananas in the very first sentence or the ability to buy a car (line 20). There was a wealth of evidence in the source that the candidates could have used to create a bigger picture of the overall strengths and weaknesses of the source content. As a result many candidates missed the opportunity to discuss the more positive memories recorded towards the end of the source and use their knowledge of the GDR's Social Contract policies. Centres should encourage candidates to read the source as a whole and interrogate more of the source content.

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(This is for part (b)) I would give this source a significant weight for an enquiry into the social conditions of East Germany in the 80s, it does make reference to many key and important aspects of life ~~at~~ by the time including references to the lack of availability of consumer goods, and housing and the general aim of the social contract, however the origins of the source have significant drawbacks.

The primary drawback of this source, is that it is ~~not~~ a non-contemporary source, which was written years after by an individual who spoke of ~~his~~ 'needs' from someone who was there. This decreases the source's weight, because it may not accurately reflect the conditions of the time. It also fails to produce much detail that is specific to the time period in question, the 80s, and could largely apply to any period of the GDR from the 60s onwards.

The content does however, allude to many important aspects of social conditions in

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(This is for part (b)) the GDR, one of which being the lack of availability of consumer goods. The source specifically mentions 'bananas' as an example, mentioning how they could only obtain 'one banana per person'. This accurately reflects the real condition experienced by people in the 80s. Many basic consumer goods, particularly fruit were lacking in the GDR, as it had relatively few trading connections, primarily the FRG and USSR. The lack of consumer goods is also accurately mentioned by the '16-17 year' waiting list for cars. Similarly, consumers could wait 6-12 years for the installation of a phone. Tech goods were in particularly short supply in the GDR, as its economy lacked the ability to produce high industrial and tech goods. The source's accurate depiction of access to consumer goods ~~may~~ adds weight to the source.

Additionally, the source correctly ~~allude~~ mentions the idea of the social contract, as it mentions that people were 'generally happy' and necessities were extremely cheap.

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(This is for part (b)) This reflects the government's extensive social welfare programmes which subsidised the prices of necessities, including rent, which was only 4% of a person's monthly wage. Although many consumer goods weren't widely available, they were cheap and affordable when they were. This reflected the idea of the 'social contract', which guaranteed a basic standard of living for all under tacit support for the regime. Again, this helps to add to the weight of the source, as it accurately depicts the official policy of the PRC government towards improving social conditions in the 1950s.

Another useful aspect of this source is its accurate exploration of housing conditions in the 1950s. It mentions that her home 'had no bathtub or shower', and that water was heated by a 'stove'. Many homes in the 1950s were inadequate and lacked facilities. When the 1950s collapsed in 1997, it was found that 34% of the housing stock predated 1950. 65% of homes lacked an indoor toilet.

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(This is for part (b)) and that lacked central heating. This source accurately explores the housing conditions in the 1950s in the 1950s which again adds validity and weight to the source, as it highlights a prevalent social issue.

Overall, this source has a large amount of weight, despite its drawback of being a second-hand account, because despite that factor, the source does succeed in accurately portraying the social conditions of the 1950s in the 1950s. It focuses on many key aspects, including the social contract, housing, and the availability of consumer goods and various other items. Overall, this source is a very precise and provides a useful and insightful account of social conditions during the period.

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Examiner Comment

Both of the responses analyse the content of the sources to show understanding and to make inferences, although the Q1(a) response determines value more through the provenance of the source. The candidate understands that this is an official document and the insight that this can provide. The Q1(b) response mainly uses contextual knowledge to determine the accuracy of the evidence. The response integrates content, contextual knowledge and provenance to determine the weight to be given to the source through its strengths and weaknesses.

Examiner Tip

Responses to the (b) question are asked to assess the weight that can be given to the source. Candidates should assess the reliability of the source in relation to its strengths and weaknesses as a source of evidence for an historian. Always make sure that the responses are focused on the enquiry given in the question.

8H10_2B_Q03

This was one of the most popular essay questions on the paper. Most candidates were aware that this question was focused on the establishment of Communist rule and were able to analyse the role of violence in the early years of Communist China. Candidates were able to

explain the role of violence within the process of establishing the proletarian revolution with many identifying its significance in land redistribution and the reunification campaigns. However, a significant number merely described the use of violence without analysing the ways in which violence enabled the Communists to establish their rule. Most candidates were able to establish relative significance by analysing the role of other factors such as the introduction of popular policies, particularly land redistribution, the use of propaganda and the initial 'moderate' stance of the Communist regime. Although many candidates were able to introduce other factors they often did not explore the relationships between the factors and so were unable to come to a reasoned judgement as to the relative significance of the use of violence in relation to, for example, popularity or propaganda. The best responses were able to show, rather than just state, that the establishment of Communist rule was a complex interaction of factors. These responses usually found that the use of violence and the fear that it brought was the factor binding everything together.

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Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
 Question 6 Question 7 Question 8

During the years 1949 ~~to~~ to 1957 the communist regime, under Mao, established a wide array of methods to consolidate power across China. ~~From~~ Mao's aim to establish a strict communist rule meant the range of methods had both direct and indirect effects on the citizens of China. Some of ~~the~~ the features he used ~~were~~ included violence, whereas ~~he~~ Mao also took a more peaceful approach to gain support. Throughout this essay I will evaluate the effect of each method ~~he~~ Mao used and the significance of each one on the establishment of the communist rule.

Mao utilised many campaigns to help establish communist rule, to do this he needed to eliminate his opponents. The counter-revolutionary campaign targeted Nationalist sympathisers and spies who tried to undermine the regime. Mao used this to inflict violence onto people who he classed



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as a class-enemies. Anyone who had worked for the previous nationalist campaign was targeted along with many others such as Christian missionaries and western businessmen who were forced to leave the country. Anyone who studied at foreign universities was deemed a spy or saboteur and many imprisoned. Mass rallies were held where victims had to admit their guilt in front of large crowds and were often beaten and killed there. The Korean War also ~~gave~~ gave Mao justification to increase his use of violence as he was suspicious of nationalist spies. Mass participation was also encouraged, as Mao ~~had~~ claimed he wanted regular citizens to become involved in political activities. They were encouraged to join the mass rallies to denounce victims, however this was to ensure the establishment of the communist regime.

Mao also used violence during the 100 Flower campaign. Many historians argue ~~whether~~ this was a trick to remove any anti-communist so Mao could establish



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the communist regime and tighten his grip on China. Mao stated let 100 flowers bloom ~~and 100 schools of thought~~ as he realised he would need the help of intellectuals to build China into a great economic power like the west. However the following criticism of the communist regime, and Mao personally ~~made~~ led to the ~~Anti-Communist~~ Anti-Communist campaign, where intellectuals ~~was~~ were purged and deemed as enemies to the communist regime. This widely helped Mao establish the communist rule in China. To ^{the} spread ~~the~~ the communist rule, the Reunification campaign was introduced. Mao attempted to use military force to spread the communist rule to the peripheral regions of China which included Taiwan, Gungdong, Tibet and Kingyong. This was out of fear that they could be easily influenced by the bordering countries. However, ^{the} intrusion of Taiwan ~~was~~ was prevented by the Korean War.

~~the~~ ~~At~~ ~~the~~ ~~end~~ ~~of~~ ~~the~~ ~~text~~ ~~to~~ In addition to Mao's ruthless and violent campaigns, he did use non-violent methods to establish

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his control. The 1950's marriage law was introduced to help liberate and gain support from women. It was one of the first pieces of legislation introduced when the communists took power, ~~and~~ it ruled that, ~~the~~ women had equal legal rights and could ~~be~~ divorce and own land, free will had to be required to marry and bride prices and child brides became illegal. This insured that women supported the communists which helped them establish their rule. ^{Furthermore} land reform was also introduced which gained the communists popularity from the peasants as land was redistributed to them from the landlords.

In conclusion I strongly agree that violence was the most significant reason to which Mao established the communist rule in China. Although Mao introduced reforms which helped gain support for the communists which helped them easily establish their rule, the use of violence was more significant as it inspired fear into any enemies of the communist party, ~~the~~ which led to utter loyalty to the CCP.

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Examiner Comment

The response has identified and explained a variety of key issues related to the use of violence and other factors in establishing Communist rule. It explains the key issues rather than exploring and does not sufficiently analyse the relationships between the key features in the main body of the response to reach Level 4. The conclusion shows an attempt to show valid criteria for judgement with reference to the help that reforms gave to the establishment of Communist rule in relation to violence but the impact of violence in relation to other factors is not clearly demonstrated.

Examiner Tip

Level 3 responses describe and explain rather than exploring/discussing the relationship between the key issues/features and the focus of the question.

8H10_2E_Q04

This question was relatively popular and most candidates had reasonable knowledge of the aims and objectives of the First and Second Five Year Plans. Most candidates had a secure analytical focus on similarity and difference and were able to determine the extent to which the Plans were different from each other. Some candidate responses remained in L3 as they

Examiner Comment

The response identifies key issues and explores the relationship between the key features of the economic plans rather than just explaining the aims and objectives and stating difference or similarity. There is an attempt to look at varying degrees of difference and similarity within the framework of industrial aims, agricultural objectives and ideological issues. It is worth noting that the Level 4 descriptors have limitations written into the mark scheme and so full marks can still be achieved with these limitations apparent. For example, sufficient knowledge is required to meet most and not all of the demands.

Examiner Tip

Make sure that the opening sentences of each paragraph develop the argument being made. Paragraphs that begin with the same sentence structure each time often lead to explanatory Level 3 answers rather than discursive and exploratory Level 4 responses.

8H10_2E_Q05

The candidates who chose to do this question were well informed and, as a result, wrote responses that focused securely on success. Most candidates approached the question by looking at the experience of individual religions but others took a more thematic approach. Both of these approaches were able to achieve the higher Levels of the mark scheme. There was some interesting discussion of the extent to which the physical attack on religion might have met with some success but that, for many, religious practice continued in private and that Confucianist ideas of ancestor worship and attitudes towards family remained strong. Some responses suggested that the need to introduce the attacks on the 'four olds' during the Cultural Revolution was an indication of the failure of the early attacks on religious practices and ideas. At the lower Levels candidates tended to write descriptions of the attacks on different religions.

Examiner Tip

There is no set way to answer a question. Responses can reach Level 4 in more than one way. It is the level of analysis, depth of knowledge and the reference to criteria for judgement that will determine the Level.

8H10_2E_Q06

This was a popular question in Section B for 2E.2. Most candidates were knowledgeable about the policies introduced by the SED government and were able to come to a judgment as to how successful they were. Only a few candidates confused the policies of the 1960s and 70s with the policies in the years 1949-61. Some candidates wrote interesting responses which analysed success in terms of both material success and ideological success. At the lower Levels candidates just described or explained the policies but most were able to judge success in relation to the economic growth of the state, industrial and agricultural output and the standard of living of the people.

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Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

After world war ~~to~~ two Germanies entire economy was in a poor state, and the ~~GDR's~~ once the GDR was set up in 1949 various policies were implemented in attempts to improve it. These economic ~~poor~~ policies effected three areas the most, including industry, agriculture and living standards. Although some successes emerged it must be seen that overall the economic policies were a failure due to the GDR never overtaking the FRG - which was always their main aim.

When the GDR was established there was very little industry due to the stripping of factories during the scorched earth policy, and the soviets looting whatever remained. In attempts to improve, this two 5 year plans were implemented - both basic aim was to boost industry, however the first more

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heavily enforced this whereas the 2nd plan focused on nuclear energy and technological developments. High quotas were also put in place to attempt to improve productivity and although coal output increased by 400% coal and oil production still fell short of targets. This, although a drastic improvement considering the harsh post WWII context, was not considered a success by the SED as they set quotas in competition with the FRG - meaning their overall goal was to overtake them which they largely failed at, making their industrial policies an overall failure.

After WWII large amounts of agriculture were also destroyed due to farmland being bombed and the scorched earth policy dictating they saw their own land to avoid it's use by enemies. In attempts to increase food production collectivisation was implemented, which included land being taken from Junkers (rich peasants) and redistributed amongst poorer peasants.

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Although this was partially successful due to 1/2 all land being redistributed - and the requisition from Junkers being popular amongst the other peasants; it must be seen as an overall failure as many peasants given land didn't know how to effectively farm like Junkers, combined with a lack of machinery and live stock led to a 30% decrease in productivity and grainout put which triggered the introduction of rationing. Therefore, collectivisation must be seen as less successful as despite high targets coal production still increased by 400% which then allowed the GDR to fuel further industrialisation - eventually replacing Poland as the USSR's main trading partner. In comparison agriculture declined by 30% (despite having popular aspects) which triggered rationing - affecting both living standards and industry as the workers were not properly nourished - making agriculture a larger failure than industry.

Living standards were very important for the success of the GDR's economy as it influenced both the workers and peasants productivity, however in the years 1949-61 living standards were greatly neglected. Workers had to endure long hours in hard manual jobs for little pay, and without enough food due to rationing triggered by the 30% decrease in grain output under collectivisation. Much like the incredibly high industrial targets that made the 400% increase in coal output a failure, Ulbricht ordered a 10% increase in productivity from builders without an increase in pay. This triggered the June 1953 uprising, which started in one city but spread across the entire city - this wide spread protest shows how living standards were an economical failure due to how large scale the social discontent was. However, these failures were only triggered by the failures in industry (such as the high quotas) and in agriculture (such as the decrease in food production triggering rationing). If these failures had not occurred under the

Examiner Comment

This good Level 4 response uses sufficient knowledge to analyse and explore the extent to which the economic policies of the GDR in the period 1949-61 were successful. The response looks at the period in relation to industry, agriculture and living standards with an understanding of the chronology. The response analyses the relationship between key features of the period before coming to a judgement.

Examiner Tip

Always make sure that sufficient knowledge is deployed to be able to support the argument being developed within the main body of the answer.

8H10_2E_Q07

This was the least popular of the questions on the GDR but resulted in some very interesting responses. Candidates who chose this question tended to be knowledgeable about the ways in which Honecker sought to improve the international standing of the GDR. Most candidates focused on the sporting achievements of the GDR, *Ostpolitik* and the diplomatic status of the GDR. Some candidates were aware of the efforts made by the GDR to extend their profile in the developing world. There were some excellent responses which countered the apparent achievements with the reality of the human rights record of the GDR, the growing awareness of the drug dependency of GDR athletes and the lack of success in establishing relationships with western countries apart from the FRG.

Indicate which question you are answering by marking a cross in the box. If you change your mind, put a line through the box and then indicate your new question with a cross.

Chosen question number: Question 3 Question 4 Question 5
 Question 6 Question 7 Question 8

International prestige grew a lot under Grah Honecker's leadership during 1971-85. In the years prior to this, GDR had trouble with prestige and relationships. There were a couple of ways through which this occurred. The ways include sports, FRG relations and prestige worldwide. All of these will be evaluated in this essay.

First of all, I will explain how sports created international prestige of GDR. GDR, prior to this, sent a joint team with FRG, as a united Germany. However in the early 1970s, they were accepted by the International Olympics Committee, thus allowing them to take part in the Olympics, in 1972. This was a huge boost to international prestige of the GDR. This was because this meant, that GDR was officially accepted as a country. This meant that, people didn't see the FRG, GDR's

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enemy, as the only rightful Germany. At the Olympics, the GDR was successful, at both the Summer and Winter Olympics. In most cases, they even overtook FRG. This again caused international prestige, since people would view GDR as a nation further, which could be feared. Also, under Honecker, the country qualified for its only World Cup, held in the FRG. This improved prestige, as it proved that the GDR was somewhat successful. This is how sports improved GDR's international prestige under Honecker's leadership.

Second of all, worldwide relations also created international prestige of GDR. During Honecker's era, the GDR signed many ties with many socialist countries in Asia, such as Laos or Vietnam, as well as in Africa, such as Angola. Also, many European countries made ties with the GDR, and often visited, like Greece did in 1980s. Mainly, this happened due to the acceptance of the GDR membership into the United Nations.

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In the 1970s. This increased international prestige, since if a country is a member of the UN, it is an official country, thus making the GDR a legitimate country, with which countries could make ties with. Also the GDR was present at the 1975 Helsinki Accords, which were determining for how countries should act, like allow freedom of expression and religion. The presence at the Helsinki Accords created international prestige, as only around 60 countries visited, thus the GDR, was a select few, who were for a change in attitudes. This is how worldwide events and relations, created international prestige in the years 1971-85 under Honecker.

Lastly, the relations with the FRG, also increased GDR's international prestige. Under Honecker, the GDR was more willing to cooperate with its Western neighbor. The policy of 'Ostpolitik' was key to these relations. 'Ostpolitik' brought in by Grich Honecker, was created to improve the FRG and GDR relations, as well as

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to allow the GDR to branch out of the Eastern Bloc, and improve Western Relations. It started with Honecker visiting Brandt in Bonn, West Germany's capital city. Ostpolitik, allowed for closer ties, as well as for both nations to exchange goods. This was important, as prior to this, the GDR was fully reliant on the USSR and the Eastern Bloc and other communist states. Ostpolitik, increased GDR's international prestige, as it portrayed the GDR as a country open to ties with the West, thus potentially opening doors for other countries to tie ties down.

Overall, I personally believe that the extent to which international prestige grew of GDR the GDR grew under Honecker's reign in between 1971-85, was pretty big. Under Honecker, the GDR was officially accepted by the EOC and UN, certifying the GDR to be a full sovereign, recognised country. After the acceptance, lots of countries starting ties with GDR, communist and capitalist. Also, Ostpolitik created the sense that the GDR was a country, open to ties with the West.

Examiner Comment

The candidate has identified several key issues relevant to the focus of the question and has explained them in relation to the growth in international prestige. However, the response

does not show the relationship between the issues/features discussed and so this makes it difficult to explore the extent to which international prestige grew.

Examiner Tip

Candidates should consider a counter argument in order to establish extent or determine the degree to which they agree or disagree with a statement given.

8H10_2E_Q08

This was a popular question but the responses were variable. Candidates chose to respond to the question either by analysing Gorbachev's significance as 'significant/less significant' or in relation to other significant factors such as SED intransigence, economic collapse and the growing protest movements within the GDR and the Soviet bloc. A significant number of candidates appear to have not read the time period accurately – 1985-89 – and assumed that this was similar to a question asked previously just about the year 1989. Most candidates were aware of Gorbachev's influence and were able to reference his political and economic reforms in the Soviet Union and the impact of his visit to the GDR in 1989 but many candidates struggled to develop analysis in relation to his role. The best responses were those that considered Gorbachev's role in relation to the unwillingness of the SED government to adapt to a changing world and the economic decline of the GDR.

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Indicate which question you are answering by marking a cross in the box. If you change your mind, put a line through the box and then indicate your new question with a cross.

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

The influence of Gorbachev was highly significant in contributing to the declining authority of the SED government in the years 1985-89, however there were also other factors that contributed to the SED losing control over its people such as economic issues, protests and the opening of the Berlin Wall. ~~These~~ The ~~role~~ influence of Gorbachev underpinned many of these issues.

Firstly, the influence of Gorbachev was highly significant in the ~~declining~~ declining authority of the SED government in the years 1985-89. Gorbachev came to power in the USSR in 1985 and launched his policies of glasnost and Perestroika. This meant that Gorbachev was allowing a more liberalised USSR and Soviet zone that could embrace more democratic ways of life. The Sinatra Doctrine further emphasised this when Gorbachev announced that Soviet States could take their own path to communism and did not have to remain a part of the Warsaw Pact, fully denouncing

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The 1988 Brezhnev Doctrine. Gorbachev visited the GDR on 7th October 1989 and shows were held from mass East German Youth (FDJ) marches saying, "Gorby! Gorby! Help us!" This showed a clear loss of authority towards the SED as the FDJ were meant to be the pride of East young German Communists. The fact that Gorbachev made such a poignant speech in the Politburo that the USSR and history would leave reactionary forces and governments behind led many Politburo members to lose faith in Honecker. The lack of faith was clearly shown on the 17th August October 1989 when Honecker was told he no longer had the support of the Politburo. This led many citizens to believe the SED lacked authority as they had no belief in their leader and had been easily influenced by the USSR. However, Gorbachev's ~~thinking~~ new thinking and visit could be seen as having limited influence. Honecker did not embrace many of the reforms that Gorbachev initiated such as 'democratisation'. Also, the limited influence of the media on GDR citizens throughout the second half of the 1980s meant that many were unaware of the radical nature of the reforms that Gorbachev was

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trying to introduce in the Eastern Bloc. Overall, the influence of Gorbachev's visit and policies were highly significant as it led to increased belief that the SED was no longer in power and led to the dismissal of Honecker which meant that the GDR lacked strong leadership.

Another factor that was significant in contributing to the declining authority of the SED was the opening of the Berlin Wall. The Berlin Wall had been installed on the 13th August 1961 and many GDR citizens had learnt to accept it and believed that the wall would always be in place. However, on the night of the 9th November 1989 a draft was issued to the Interior Ministry which gave the impression that the border would be opened with immediate effect. This was not the case however, but Schwabowski had already announced at 10:30pm that the border would open. By 11:30 thousands of people were waiting by the borders believing they would not need a visa or passport to enter the West. At 11:30 the border guards insisted they had to open the border as a crowd control measure. The wall was opened and as many historians have



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described it the "biggest street party" in their history. However, the wall was not formally opened until November 12th. The spring of the wall and the misleading information led many citizens to believe that the SED no longer had a clear plan for the future of East or the whole of the GDR leading to increased opposition. Despite the wall being a significant factor it could not have occurred without the influence of Gorbachev. The fact that Hungary had opened its borders and many East German citizens had announced their independence from Soviet control meant the wall was deemed redundant. The influence of Gorbachev's ideology both in the USSR and GDR led to the SED losing significant dominance overall, the collapse of the Berlin Wall was a significant factor however it would not have helped contribute to the declining authority of the SED so quickly without Gorbachev's reforms.

A further fact that helps explain the declining authority of the SED in the years 1988-89 was the protests. There were mass protests about the situation in the GDR especially in Leipzig. Leipzig became the centre for mass demonstrations.



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especially in 1989 where they became a regular occurrence on a Monday evening. This weakened SED authority as it showed that they were no longer engendering a sense of national identity. On 3rd October 1989 Erich Mielke (head of the Stasi) issued a shoot-to-kill policy for the Monday's protest. However, the protest of 70,000 people on the 9th was peaceful and the Stasi barely attempted to stop the protesters. This showed the declining authority of the SED as the Stasi were no longer fully obeying government orders. However, the protests were not always about the SED and communism and the authorities failed to recognise this. Lots of groups of people were protesting such as the Christians who wanted better rights of worship and the GDR Green party who wanted to raise the issues of that were affecting the environment. This suggests that the SED's authority had not been weakened to an irreparable state. Overall, protests did affect the authority of the SED in a negative way but were not as significant as other factors.

Finally, the economic crisis of the 1980s had an impact on the authority of the SED.



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government. By 1989 the GDR owed the USSR a total of \$ 2.3 billion roubles and the loss of USSR supplies of oil was having a significant impact on the economy. This led to growing mistrust in the government as citizens tried to achieve better standards of living but were hindered by the economic issues. However, the economic crisis which contributed to the SED losing authority could not have occurred without Gorbachev and the USSR. The continued membership of COMECON which was dominated by the USSR meant that the GDR lost many of its economic goods to other countries therefore many people thought the SED was not putting #1 its own country first, as the GDR had a lack of healthcare (such as only having 30% of equipment needed for successful heart surgery) and the growing housing crisis. Overall, economic issues led to growing mistrust in the GDR towards the SED and therefore limited the influence that the SED had over its people.

To conclude, the influence of Gorbachev on the declining authority of the SED government in the years 1988-89 was the most significant factor.



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Both Gorbachev's policies and his state visits meant that many citizens, including loyal communists such as the FDJ, no longer trusted the SED's governance and wanted to reach a better economic standard and have greater levels of freedom. The influence of Gorbachev was a direct cause of the collapse of the wall and protests. Therefore, Gorbachev's reforms helped to fatally undermine and lead to the declining authority of the SED in this period and ultimately led to the downfall of the communist regime in the GDR.



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Examiner Comment

The significance of Gorbachev in the declining authority of the SED government across the period of the question is considered along with other features. Key issues with regard to impact are developed and the relative significance of both Gorbachev and other factors are explored. The inter-relationships between the key issues/features are brought together in the conclusion.

Examiner Tip

It is very important to consider the given factor or key issue in sufficient detail to be able to explore the conceptual focus of the question and to reach a supported judgement.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

Value of Source Question (1(a)/2(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to support inferences by adding additional contextual knowledge from beyond the source or make reasoned inferences using contextual knowledge
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source eg look at the specific stance and/or purpose of the author
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry. The (a) response is only assessing value.

Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience and be aware of the values and concerns of that audience
- In assessing weight, candidates should consider the use of contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key issues and then provide an analysis of the issues in relation to the given focus, setting its importance against the other issues rather than providing a description or explanation of the key features of the period
- The given focus needs to be analysed sufficiently in order for a judgement to be reached
- Pay more careful attention to key phrases in the question when analysing and use them to prevent deviation from the central issues and concepts
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.