

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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Time 1 hour 30 minutes

Paper
reference

8HI0/2E

History

Advanced Subsidiary

PAPER 2: Depth study

Option 2E.1: Mao's China, 1949–76

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

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.
- Good luck with your examination.

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SECTION A

Choose EITHER Option 2E.1 (Question 1) OR Option 2E.2 (Question 2),
for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

1 (a) Study Source 1 in the Sources Booklet before you answer this question.

Why is Source 1 valuable to the historian for an enquiry into attitudes towards foreigners living in China at the launch of the Cultural Revolution?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

(b) Study Source 2 in the Sources Booklet before you answer this question.

How much weight do you give to the evidence of Source 2 for an enquiry into the impact of revolutionary art and culture in China?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

(Total for Question 1 = 20 marks)

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Choose EITHER Option 2E.1 (Question 1) OR Option 2E.2 (Question 2),
for which you have been prepared.

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

Answer Question 2, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the extent of emigration from the GDR to West Germany in the 1950s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

(b) Study Source 4 in the Sources Booklet before you answer this question.

How much weight do you give to the evidence of Source 4 for an enquiry into the use of propaganda and censorship in the GDR?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

(Total for Question 2 = 20 marks)

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SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

Option 2E.1: Mao's China, 1949–76

EITHER

- 3 From October 1949, reunification campaigns were launched in Tibet, Xinjiang and Guangdong.

How successful were the reunification campaigns in achieving their aims?

(Total for Question 3 = 20 marks)

OR

- 4 How far do you agree that Chinese involvement in the Korean War had a positive impact on Communist rule in China?

(Total for Question 4 = 20 marks)

OR

- 5 How far do you agree that the introduction of people's communes improved the lives of the peasantry in China in the years 1958–76?

(Total for Question 5 = 20 marks)

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

EITHER

- 6 How accurate is it to say that the system of government established in the GDR in the 1950s was democratic?

(Total for Question 6 = 20 marks)

OR

- 7 To what extent did the relationship between the SED and the Protestant church change in the years 1949–85?

(Total for Question 7 = 20 marks)

OR

- 8 How far do you agree that the main reason for the collapse of communist rule in the GDR was Honecker's refusal to introduce reforms?

(Total for Question 8 = 20 marks)

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TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS



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Time 1 hour 30 minutes

Paper
reference

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History

Advanced Subsidiary

PAPER 2: Depth study

Option 2E.1: Mao's China, 1949–76

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

Sources Booklet

Do not return this Booklet with the question paper.

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Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

Option 2E.1: Mao's China, 1949–76

Source for use with Question 1(a).

Source 1: From *'Eyewitness of the Cultural Revolution'*, an article published in Britain, December 1966. The author was a British lecturer working in Beijing when Red Guard activity began in August 1966.

The launching of the Red Guards took us by surprise. During the first two weeks, our own reactions were mixed. I think most of us, though, felt some fear. Many of us were involved in minor scuffles with the Red Guards, generally for taking photographs or reading specific revolutionary posters. Only a few foreign journalists and diplomats were actually physically abused, mainly outside the Soviet embassy. 5

Hostility to foreigners was evident everywhere and the mood hardened. A significant amount of photographic film was handed over to the Red Guards to avoid physical violence. However, our treatment seemed to depend largely on the actions of particular groups of youths rather than on a general policy against us. In some cases, foreigners filming events were actually escorted about the city by the Red Guards. A softening in attitudes in September produced smiles and cheers for us lecturers but, as we know, this change was just temporary and not the end. 10

Source for use with Question 1(b).

Source 2: From Chai Pien, *A Glance at China's Culture*, published 1975. This booklet was produced in China by a government-sponsored publishing company but written in English and intended to be distributed overseas.

The Great Proletarian Cultural Revolution has smashed the counter-revolutionary revisionist line so that far-reaching changes have taken place in the whole of China's culture. The revolution in Beijing opera has ended the domination on the stage of the roles of emperors, generals, ministers and beauties. Now heroic workers, peasants and soldiers have replaced them in the spotlight. The modern Beijing operas have won the enthusiastic approval of the worker, peasant and soldier masses. 15 20

The successful creation of these model revolutionary theatrical works is a practical example of Chairman Mao's revolutionary line on literature and art. These revolutionary works are creating new heroic proletarian characters but also drawing from the fine artistic legacies of China and other countries. Literary and artistic creation on a mass scale is beginning to flourish in China. A number of excellent or fairly good examples have appeared on the theatrical stage (including local operas), in films, music, dance, literature and other fields of art. The number of proletarian revolutionary literature and art workers is growing. Socialist literary and artistic works flourish like a hundred flowers blossoming. 25 30

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

Source for use with Question 2(a).

Source 3: From *'He Who Leaves the German Democratic Republic Joins the Warmongers'*, published 1955. This article, published by a propaganda unit of the SED, provided arguments for supporters of the SED to use when discussing emigration.

How should one judge those who leave the German Democratic Republic?

There can only be one answer. From both the moral standpoint and the interests of the whole German nation, leaving the GDR is an act of political and moral backwardness and criminality.

Those who allow themselves to be persuaded to leave are serving West German interests, whether they are aware of it or not. It is disgraceful when someone leaves a country, in which a new and more beautiful life is already beginning, just for the sake of a few attractive job offers or false promises about a 'guaranteed future'. 5

It is an act of political immorality when citizens, whether young people, workers, or academic intellectuals, leave our republic to betray what our people have created through common labour. Those who leave merely go to work for reactionary West German factory owners and landowners. 10

Source for use with Question 2(b).

Source 4: From Maxim Leo, *Red Love: The Story of an East German Family*, published 2013. Leo grew up in East Germany in the 1970s and 1980s.

It was through my parents that I found out how things really worked. I had a pretty good idea about what I had to say in public and where I had to say it, if I wanted to avoid getting into trouble. I always got top marks in citizenship in school because we had lists of things to learn, such as 'What we have achieved since the foundation of the GDR'. I went to FDJ propaganda meetings but at home I read copies of a West German newspaper that my mother sometimes secretly brought home from her work. 15
20

I was proud to have been made aware of my parents' secrets without my teachers noticing. My mother particularly liked to tell me about historical events. She said she wanted me to know the truth before other people told me lies. I knew, for example, that on 17 June 1953 there had been a workers' uprising in East Berlin, which had been brutally suppressed by the Soviet Army. In class I wrote that the uprising had been started by counter-revolutionaries and West German agents who had wanted to damage the working class of the GDR. 25

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Acknowledgements

Source 1 from: China Now By D J Dwyer © Longman, December 1974

Source 2 from: A Glance at China's Culture By Chai Peink © Foreign Language Press, 1975

Source 3: © Randall Bytwerk

Source 4 from: The Story of an East German Family By Maxim Leo © Pushkin Press, 2013