

Examiners' Report
June 2016

GCE History 8HI0 2E

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2016

Publications Code 8HI0_2E_1606_ER

All the material in this publication is copyright
© Pearson Education Ltd 2016

Introduction

It was pleasing to see many responses of a good standard from candidates attempting the new AS Paper 2E: 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 general, candidates found Section A more challenging mainly because some of them were uncertain in applying the concepts of 'value' and 'weight' in the context of source analysis and evaluation. 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. There were many pleasing responses to be found in Section B, where few candidates produced wholly descriptive essays devoid of analysis and, for the most part, responses were soundly structured. The most common weaknesses in Section B essays were a lack of relevant detailed knowledge and a lack of focus on the targeted second order concept, for example, assuming all response require discussion of a given factor and other factors.

It was pleasing to note that although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B. The majority of candidates appeared to be prepared well for their chosen Option and the range of responses seen by examiners suggests that the design of the paper allowed all abilities to be catered for. However, 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 important.

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.

Question 1

Section A

Section A questions target AO2 skills – analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Both questions require candidates to evaluate the source material in relation to an enquiry; (a) questions target utility while (b) questions targets value and reliability. The questions require candidates to explain their answers using the source, the information given about it and the historical context. The application of this evidence is outlined in the three bullet-pointed strands found in the generic mark scheme.

Section A was the least familiar aspect of the new qualification for Paper 2 and candidates did find this the most challenging. Most candidates were aware of the need to address the content of the source itself, the provenance of the source and to include knowledge of the historical context. However, many candidates were uncertain in their approach and so often did not achieve above Level 2 in question (a) and Level 3 in question (b). It is important to note that candidates do need to identify inferences as well as selecting key points from the source content to achieve above Level 1 and to develop and explain those inferences to progress through the Levels. Also for question (b) candidates could consider analysing the strengths and limitations of the source material before weighing up the value of the source to the enquiry rather than applying weight to each element of the source considered.

Several misconceptions led to many candidates writing about aspects which were either unnecessary or lacking in relevance. Please note that the (a) question assumes usefulness in the question stem – Why is Source 1 valuable to the historian...? – and so there is no need for candidates to discuss the limitations of the source. Many candidates discussed the limitations of the source when they could have been developing their response with regard to usefulness. The value is assumed and so the response requires a focus on how the source can be used by the historian and why it is, therefore, useful.

In the case of Q1(a), for example, the propaganda value of the source, which some candidates suggested made it lacking in any use at all, needed to be developed.

A focus on 'missing factual information' was also problematic in the response of many students both in questions (a) and (b), but mainly in question (b). While the failure of a source to mention something which is pertinent at the time might affect the reliability of a source, the fact the source does not mention everything it possibly could about the topic is generally not a valid criteria for limiting the weight of the source. A direct statement saying that the source lacks weight because it does not mention a particular fact relevant to the enquiry is not an explanation. Relevant references to 'missing' information might be valid if contextual knowledge suggests that the author may have left out information on purpose or has only witnessed a specific element of events. However, these need to be explained in the context of the values and concerns of the society from which the source is drawn. For example, in 1(b) Peng had visited the countryside and is trying to highlight problems with the Great Leap Forward but may have chosen not to mention the growing evidence for starvation. A statement that the author has not witnessed something which happened after the source was written, however, does not suggest relevant missing information unless in relation to an explanation that the source only deals with the early stages of an event, for example. It is probably worth noting that direct reference to missing evidence is found in the AO3 mark schemes for Paper 1 rather than the AO2 mark schemes for Paper 2.

One final comment, many candidates assumed that by just writing out the attribution of the source they were affirming the usefulness of the sources. Rewriting the attribution without explaining why the nature/origin/purpose of the source is useful cannot be rewarded. Also all of the sources used are primary/contemporary sources and so stating that the source is primary does not add to its usefulness.

Q1(a)

Although most candidates were able to articulate the usefulness of the magazine article and its poem, candidates rarely differentiated the explanations of usefulness from the statements of limitation. Indeed, some candidates suggested that there was no value at all in the source. Explanations of usefulness were rewarded while discussion of limitations was not relevant and time could have been better spent explaining why a historian could have used this idealised version of life for women on a collective farm to gain an understanding of the experience of women in the early years of Mao's China. However, overall there was an understanding of the sources, with the majority being able to make at least one inference from the source, even if it was undeveloped. Most candidates referred to aspects of equality ("on an economic and social level at last") and were able to contextualise this with reference to the Marriage Laws.

The content of the material was well considered in general. The best responses did use the propaganda element of the provenance and article to support an explanation of value in terms of how China wished to be viewed internationally or to show the difference between the idealised version of the life of women and the reality for many. Some candidates suggested that its value was reflected in the changing roles of women in the early years of communist rule, commenting on how despite the reality of life for many women the changes mentioned in the poem did reflect legal reforms and social provision in many of the early communes. There were some responses that although noting some aspects of source provenance, based their response on the questionable assumption that the article was a particularly accurate reflection of the life experiences of most women.

Q1(b)

Candidates were more confident in understanding what was required from the (b) question with most responses attempting to weigh up the usefulness and reliability of the source. Quite a few candidates, however, read the question as an enquiry into the successes of the Great Leap Forward and so considered weight by considering the lack of reference to either success or failure in the letter. In terms of provenance, there was some re-statement of the source attribution, but it was clear that most candidates knew who Peng Dehuai was, beyond the information already given, or were able to use the information given about the source to some effect. These candidates were often able to use the content and tone of the source to interrogate the reliability and usefulness of source – acknowledging that Peng may have been holding back on giving the whole truth but was probably being as critical as he could be.

Although many candidates considered key points within the content of the source, the number of candidates identifying and developing inferences was limited and this, in turn, limited marks awarded within Levels and the ability to progress between Levels. Weaker responses often based their response on the questionable assumption that the letter was of little value because it had been written by a Communist leader who would have been biased. There was a surprisingly narrow range of contextual knowledge offered with many responses referring to backyard furnaces and little else. However, some of the best responses were aware of the context of Peng's letter in regard to the Lushan Conference and the impact that even such opaque criticism might have. As mentioned previously, it was appropriate here to refer to the lack of reference to the suffering in the countryside as Peng had visited the rural areas and is likely to have seen the growing problems for himself.

(This is for part (a)) Plan 'experiences of women'

C - more equality - highlights their role, no longer the family.

A - 'promote the communist revolution' - Propaganda
'international audience' 'unreliable'

K - communes didn't provide great facilities
- not every women enjoyed it.

Within Source A, the article demonstrates ~~them~~ how the role of women changed because of the communes, which does have some validity as the use of the communes did create better lifestyles for women. The source implies that women were made equal with men, and because of this equality, they were 'blossoming'. In term of equality, the Chinese government had quickly ensured their legal rights, as they would provide support for the women. This suggests that the Source is valuable as there is validity in their statements. The verse that the source also provides proof on how the domestic duties of women were not encouraged. The source is highlighting the benefits that this change in women's role has provided. The values of family were eradicated with the introduction of the communes, as the values of socialism were deemed more

(This is for part (a)) important. This meant that the communes removed the everyday chores that women had, to allow them to concentrate on the agricultural production, but also to remove the importance of women within the family. The source demonstrates how these chores and the care of the family was replaced with the needs of agriculture. This does add value to the source as it shows how women's experiences were changed to match the requirements of communism, and how this change was portrayed by the government as beneficial for women.

The article is published in a magazine and was used to 'promote the communist revolution'. Due to this purpose, the source could be considered to be biased, as its use of propaganda was to promote the communes. However, this doesn't take much value from the source, as it does demonstrate how the government were forced to ~~use~~ promote the communes. While some women enjoyed the freedom from domestic duties, others rejected this, as they wanted to keep their domestic role. The source shows how the government needed to promote this freedom, and so does have value, as it implies that not everybody wanted to accept these new roles. The article was also published for an 'intentional purpose' showing that the Chinese government also wanted to promote the communes and women's roles to

(This is for part (a)) Countries other than China.



ResultsPlus

Examiner Comments

In this part (a) response the candidate focuses on the usefulness of the source by reference to the content detail and the provenance of the source. The response identifies and develops inferences and is centred on the use of the source.



ResultsPlus

Examiner Tip

Focus on the usefulness of the source. The question stem asserts usefulness/value and so requires an explanation of why the source is useful to an historian. Also always try to identify and develop inference that can be made from the source content.

This is an example of a response to a (b) question.

(This is for part (b))

Source 2 is an extract from a letter written by Peng Dehuai to Mao Zedong. Peng had visited the rural areas of China and spoken out about the Great Leap Forward. The letter voices Peng's concerns in a clear manner, but does praise parts of Second Five Year Plan (Great Leap Forward)

Peng starts his letter off in a clear manner, voicing his concerns but also giving Mao the ability to show any counter arguments. Peng mentions in the letter that, while the Great Leap Forward did have some success (in building socialism and economic results), it also had a few faults (public works projects). Peng counter balances his statement and this gives weight to the source as Peng is speaking honestly, not just about positive effects but also about negative effects. For example, Peng references to public works projects such as the Gorge Dam, which ended up causing more irrigation due to trapped mud and silt deposited downstream and soon led to salinisation. So Peng's argument does show validity as it agrees with our own knowledge. Peng also claims that some projects had to be postponed and this is also true. When Liu and Deng took over for the third five year plan many of the projects had to be scrapped all together.

Peng also sheds light on the backyard furnaces scheme, stating that material, money, and manpower was wasted. In the backyard furnaces scheme, peasants all over towns and villages had been encouraged to melt down household

(This is for part (b))

equipment such as pots and pans into steel, to reach the 10.7 million ton target issued by Mao and the Party. The 'steel' melted down by the peasants was useless compared to that of the 'real steel' produced by the workers in industry. The backyard furnace scheme also cost money, as trees were chopped down to keep the furnaces going. In order to stay in Mao's good books, Peng states that, ~~and~~ while the backyard furnaces scheme did fail, there were advancements in the training of technicians and cadres. This statement, in my opinion, lacks weight, while the cadres did get experience of the backyard furnace scheme and GLEF, this was not good experience. Many cadres realised the steel was useless but none had thought to tell their local Party official or the Party leadership. Many cadres exaggerated targets in order to get the Party officials off their back and to show that they were a good cadre. In addition, there was still a lack of technical expertise while the peasants thought that they were benefiting from the technical expertise they were not. They were not corrected on their methods, with Zhou Enlai even encouraging children to stop melting steel and get back to school, but with no reason why to stop.

While Peng does outline points that show weight such as the failure of the backyard furnace scheme and the failure of the public works projects, the source still lacks weight. Peng, while writing a letter to Mao, is

(This is for part (b)) trying to get Mao 'on his side', so has to emphasise the positive effects, not just the negatives, as if he did not, he would be dismissed. But, the style of writing Peng shows raises concerns that maybe he is only saying the positives of the Second Five Year Plan to not make Mao angry, as he even states at the beginning 'point out what we are doing, and give me your instructions'. The last thing Peng wants is to be dismissed from the Party, so writes not criticising the GLF but hinting need for improvement.

The source does show weight as it does give an insight into the key events of the GLF such as backyard furnaces scheme and Peng is more likely to be ^{more} reliable than many of the other Party members / officials as he has had the courage to speak out openly about the failures of the GLF which other people had been scared / ~~reluctant~~ reluctant to do (this led to Peng's demise). But the historian would have to investigate deeper into the GLF to really find the successes of the GLF. But, Peng does / would show more weight / reliability than an average cadre in giving the full story behind the GLF and the successes and failures.



ResultsPlus
Examiner Comments

This response begins to interrogate the evidence to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion but could be more clear in making reasoned inferences. It considers the historical context in which Peng is making his speech.



ResultsPlus
Examiner Tip

Always attempt to investigate and discuss (interrogate) the content of the source in order to come to a judgement as to the weight of the source.

This part (a) and (b) question achieved higher Level marks but both also highlight aspects that should be considered in order to be rewarded at the top of Level 3.

Chosen question number: **Question 1** **Question 2**

(This is for part (a)) Source 1 is of limited value for an enquiry into the experiences of women in China during the early years of Communist rule. The provenance of the source, as well as its content, checked and analysed by context prove that source 1 may not be very truthful, and just a propaganda stunt to make Mao's communes look advantageous for Chinese women.

The source was published in the 'China Pictorial' magazine. This was a pro-Communist publication, so it will clearly avoid criticising any Communist action. It makes reference to women's lives; a matter of huge concern in China, and as the magazine is for both domestic and international readers, they will want to look good and successful. Claiming that the Communist regime obtained freedom and 'equality' for women might gain foreign sympathy. Thus, the source may be simple propaganda, and an exaggerated account that makes it look like Mao has succeeded, through the communes, in emancipating the role of the women. In terms of provenance, the source isn't very valuable, as it isn't truly trustworthy, and clearly biased.

The content of the source shows that women are "blossoming in every way". They dress beautifully and are interested in poetry. The source ~~for~~ quotes a boy's poem, where she speaks of "nurseries", caring for the children and "machines" grinding the flour. This shows what the true aims of Communists were when thinking of women. The liberation of the female traditional role was vital. For this, they would stop caring for children, cooking and cleaning. The source

(This is for part (a)) also ~~says~~ says "let's produce more by the day", showing that women were encouraged to put all their efforts in production to boost the economy. The content seems valuable to see the aims of women's situation in society, but context must be evaluated before seeing if it is actually useful to a historian who wants to know more about women at the time.

Context proves that the utopian view of Source 1 wasn't fully achieved. The "economic and social level with men" is utter nonsense. Women could receive a maximum of 8 work points, compared to 10 for men, regardless of the production. On top of this, women in communes were abused, forced to work when pregnant and discriminated against education opportunities. The "interest in poetry" seems hard to achieve, as most girls in communes studied agricultural teachings if any at all, as the educational reform left liberal arts and literature behind ~~the~~ with the previous curriculum. On top of this, the "nurseries" or crèches that supposedly liberated women from "cooking" or caring for babies were in deplorable conditions. Diseases were common (99% of Shanghai children in nurseries fell sick in 1956), and as famine rose, children were deprived of food. It could be seen as true that women did "drive ahead to communism", as they did work in the fields and farm the land, but never getting rid of the "double-burden" historians claimed they took during the time. Context proves that the source isn't very valuable at all.

Overall, Source 1 could be helpful in analysing the aims of Communists had for women, and how they spread the idea of success through the media. However, the source isn't valuable

(This is for part (a)) for an enquiry into the real situation for women in the communes. It is exaggerated, biased and intended for people to believe in something that was ~~the~~ ultimately inexistent.

(This is for part (b)) Source 2 ~~is~~ has quite a lot of weight for an enquiry into the successes of the Great Leap Forward. Peng Dehuai was a colleague of Mao, who dared point out some of the plan's failures, and was severely punished for doing so. In the 1959 Lushan Conference, Mao pointed out that no further criticism would be accepted, but his letter had already stated some of the major problems of the second Five Year Plan, and it is today very important for historical analysis.

The letter was written by Peng, who was an old friend of Mao. Therefore, one should think that there is confidence to point out both successes and failures; ~~but~~ however, Mao had instilled such fear, that even his closest colleagues had come with their heads down. "Point out whatever is wrong and give me your instructions". Clearly, Peng writes with fear of being punished, which he was. Therefore, a historian could ~~rather~~ interpret a lack of full sincerity in the letter, meaning that the successes are less than those mentioned, and failures are ~~more~~ many more. Also, Peng had visited the rural areas of China, and so he ~~can~~ had seen the effects of the Great Leap Forward first hand, making this source a primary one. Overall, however, ~~it~~ highlights the fact that not all truth may be said, but the intention of the letter is to point out at least some of it, ~~and~~ adding ~~to~~ quite a lot of weight to ~~the~~ the source.

The content of source 2 is useful for a historian, as it makes reference to key successes and failures of the second Five Year Plan, and shows how Peng constantly makes it clear that successes were present, probably in fear of Mao's reaction. He says that the plan

(This is for part (b)) "proved the correctness of the General Line for building socialism" and that it trained "many technicians". Peng clearly shows Mao he admires these successes, by using words such as "greater", "quicker" and "better". It shows historians how even the closest people to Mao feared him, and once again alerts historians of the fact that not all failures may be highlighted, and that the apparent successes may have been exacerbated by Peng.

The successes mentioned in the letter can be backed up by context. "Building socialism" was achieved through large communes and pooling of resources in factories. Education was directed towards moving China rise ~~from~~ above other superpowers, emphasising the role of leaders like Marx, Lenin and Mao himself. Also, the education of technicians was achieved through Soviet help: 28,000 Chinese studied in the USSR and 11,000 Russians travelled to China to help. However, the "greater, quicker, better results" can be put into doubt. Industrial production didn't rise at all, and the mentioned "too many blast furnaces" made tons of waste steel and allowed crops to wilt away, lacking vital attention. On top of this, some other problems, ~~a~~ consequences, apart from "postponed essential projects", or "waste of money" are avoided in the letter. No mention of the Great Famine is made despite it killing between 30 and 50 million people. The letter is the most politically correct it can be, and so it does have weight, but lacks a lot of information.

Overall, a historian could undoubtedly use source 2 to enquire on the success of the Great Leap Forward. The letter written by Peng highlights the apparent benefits of the plan, but warns Mao that

(This is for part (b)) there are a "few profound lessons to learn". The letter clearly lacks information, as terror struck Mao's colleagues, restricting their criticism. The letter could be valuable for historians, but they should not solely rely on this source to analyse the little success of the devastating second five year plan.



ResultsPlus

Examiner Comments

The (a) response considers the content, provenance and historical context of the source but is limited in its focus on value/use by attempting to weigh up the value while the (b) response uses historical context and provenance well but has read the question as being an enquiry into the successes of the Great Leap Forward rather than the success of.



ResultsPlus

Examiner Tip

Question (a) only requires a discussion of why the source has value to an historian for the enquiry being carried out. Always read the question carefully before answering the question.

The (a) and (b) responses here provide examples of low to mid level responses.

Chosen question number: Question 1 Question 2

(This is for part (a)) Source 1 is an optimistic article regarding the experience of women under communist rule at the start of the second 5 year plan. However, the article holds no value in truthfully understanding the experiences of women as it is propaganda.

Source 1 claims that 'women are blossoming in every way'. This is simply not true, especially at the time the article was published. 1958 was the beginning of the worst man-made famine in history under 'the great leap forward' where between 20-40 million people starved. The ~~poem~~ ^{article} claims 'they wear colourful prints', implying happiness, whereas in reality most were being sold as prostitutes, begging or starving to death. Since the article contains no factual information on the experiences of women, Source 1 is not useful at all.

The magazine responsible for this article

(This is for part (a)) was 'China pictorial' who were essentially only propaganda designed to encourage communism. This means their motive behind this article would have been presenting the experiences of women as the CCP wanted them to be presented. ~~How~~ This makes the source biased and therefore not useful in an enquiry into the experiences of women. However, it is useful in identifying how women were indoctrinated into the communist regime as propaganda similar to this was heavily used to advertise communism to women.

In conclusion, ~~the~~ Source 1 is somewhat useful in an enquiry into the experiences of women under communist rule, but only if it is used to analyse how women were indoctrinated, not what their life was truly like as the source is simply propaganda.

(This is for part (b)) Source 1 is an interesting piece as it gives great insight into the inner workings of the CCP as well as information to do with the successes and failures of the Great Leap Forward.

Source 2 describes numerous successes of the second 5 year plan. Firstly, it claims it provided 'greater, quicker, better and more economical results'. Peng Dehuai also mentions how it 'trained many technicians' and 'raised the values of cadres'. None of this is true except for the training of a very small number of technicians. The only economical results of the great leap forward were total disaster and the deaths of over 20 million people. Cadres during this time were forced to lie in order to meet Mao's ludicrous production targets and the focus on 'backyard furnaces' had a terrible impact on the economy.

Therefore it is incorrect to say cadres had their values raised or their were 'better' economic results, and for this reason little weight can be given to source 2 in an enquiry into the success of the

(This is for part (b)) ^{second} 5 year plan.

Source 2 does also discuss the failures of the Great Leap Forward, such as 'too many small blast furnaces were built'. This was a large failure of the Great Leap Forward as peasants abandoned producing food in favour of the worthless and useless metals produced in backyard furnaces. This is an accurate criticism and therefore some weight must be given to source 2. However, it does not mention the ~~the~~ worst problem facing the Great Leap Forward: Widespread corruption and Mao's incompetence. By setting ~~unobtainable~~ unobtainable targets, party officials lied about success leading to total economic mismanagement. ~~Ma~~ Mao gave ~~gives~~ gifts of food to neighbouring countries as his own people starved. Since source 2 does not mention the most crucial failure of the Great Leap Forward, only limited weight can be given to it ~~when~~ in an enquiry into the success of the second five year plan.

(This is for part (b)) The origin of source 2 was Peng Dehuai, a well respected communist official. This shows that the great leap forward must have been a huge failure. At the time, Mao was worshipped as a god. Before the Great Leap Forward no one would criticize his leadership for fear of their lives. For a party official to directly criticize his decisions, no matter how small and buried under praise, it is clear that the situation must have been dire. ~~As~~ The origin of the source also shows that any pro successes mentioned in source 2 could easily be lies or grossly exaggerated and that any ~~other~~ failures were most likely greatly understated. This means some weight must be given to source 2 in an enquiry into the success of the Great Leap Forward.

In conclusion, Source 2 holds a lot of weight as long as the origin and inherent bias is considered in a historical context. Although successes mentioned are exaggerated or false,

(This is for part (b)) failures must have been severe for Peng to directly criticize Mao. Therefore a considerable amount of weight must be given in an enquiry into the success of the second 5 year plan.



ResultsPlus Examiner Comments

The (a) response here has attempted to give value to the source rather than determining the utility of the source. The examiner has had to read the response very carefully to identify aspects which refer to use. At several points the response suggests that the source is not valuable at all when the question has already asserted that the source can be used by the historian to investigate the specified enquiry. The (b) response meanwhile although providing some valid criteria in determining weight is limited by a lack of inferences and some questionable assumptions with regard to provenance.



ResultsPlus Examiner Tip

Always try to interrogate the content of the source to find inferences as well as key points of information. Try to avoid statements with regard to bias and exaggeration or reference to lies unless it is clear that this is the case but do try to put the provenance of the source into the context in which it was written.

Question 2

Q2(a)

There were fewer candidates responding to the GDR questions than the China questions. The responses showed a wide variability in the understanding of the source material, ranging from a lack of awareness of the nature and purpose of a constitution to those who had excellent knowledge of the context in which the constitution was established and its relevance to the development of the government of the GDR in the 1950s. Many candidates were aware that the purpose of the question was to elicit the usefulness of the source but there were still a substantial number who discussed the reliability of the source and so limited the material available to be awarded. A significant number of responses merely copied out the attribution using this to assert the value of the source.

Many responses with knowledge of the historical context would have benefited from a greater acknowledgement of the content of the source itself in order to make and develop valid inferences.

Stronger responses demonstrated a clear understanding of the source material and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the suggestion that this was a constitution promoting democracy). Knowledge of the historical context was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or challenge some matters of detail (e.g. the lack of democratic rights in reality). Explanation of utility referred with relevance to the nature or purpose of the source material suggesting that the constitution could be used by historians as a benchmark from which to establish the promise and reality of the GDR.

Weaker responses demonstrated limited understanding of the source material as an official document. Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material to expand or confirm some points but these were not developed very far. Although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. suggesting that the authors of the constitution were biased).

Q2(b)

On the whole, this was a well answered question and showed a good range and depth in identifying and developing inferences and integrating the historical context. Many responses interrogated the content of the source material looking at key points and discussing the tone of the article. Most candidates were able to make more than one inference and back it up with relevant context. Apart from education in Stalinstadt, the general consensus overall was that the source was unreliable in terms of its content – for example, the source's portrayal of Stalinstadt as an ideal town was questioned by way of it being unrepresentative of the GDR as a whole ('many houses had no toilets or bathrooms', 'concrete desert', 'bomb-damaged properties').

In terms of provenance, the role of the Deputy Mayor was considered by some to have purposely presented the good side of the town to the West German journalist, but fewer than would have been hoped. That said, the majority felt that source was reliable as to the conditions in Stalinstadt because as a West German he would have been more naturally inclined to criticise the GDR. A few did discuss the tensions leading up to the building the Wall, and in this context suggest that the journalist was attempting to take the heat out of East-West relations. There was some excellent contextual knowledge with regard to the social conditions in the GDR at the time. Weaker responses often paraphrased the source content while suggesting that the journalist could not be biased because he was a journalist from West Germany.

This is an example of a higher Level response in both the (a) and (b) response.

Chosen question number: **Question 1** **Question 2**

(This is for part (a))

The opening lines of the constitution are significantly valuable in suggesting ~~that~~ the primary aims of the government when forming the GDR or ~~Stalin's~~ 'unwanted child' as it is often referred to. It allows a historian to understand that the SED was keen for the German Democratic Republic was to appear ^{to have a} 'democratic' ^{nature}. It is suggested by the source that the primary aims are human rights and liberalisation of the people, ~~however there is an underlying~~ ~~reference to~~ the welfare of its citizens, and it is suggested to be guaranteed and therefore a certainty. Although with ~~a~~ hindsight a historian is aware of the SED dominance of the state - the lack of democratisation due to the front organisations and SED biased writing of candidates ~~the~~ however the source is very useful in suggesting the immediate aim the government constitution had after the GDR formation. It also is very ~~useful~~ valuable in informing a historian of the peaceful ~~&~~ nature the constitution ~~is~~ desired to have - it wanted peaceful co-existence and friendship with all nations, West and East. This is later reflected by Ostpolitik in the 1970s and later by the Treaty of ~~the~~ Friendship and Mutual Assistance with the USSR, it is valuable as

(This is for part (a)) ~~it~~ ^{and} allows a historian to understand the peaceful aims ~~of~~ ^{and} rather the constitution originally had. Furthermore it's useful and valuable with the suggestion of state dominance, ~~stating~~ ~~it's~~ ~~operable~~ that the majority of political decisions would be directed by the state, ~~decided by the state and carried out by the state.~~ ~~this is valuable~~ ~~as it shows~~ the state dominance (even in the original constitution) over the republic.

In terms of the provenance, the source is very valuable to a historian as firstly it's the official state document - the constitution itself allowing exact insight to aim and nature of the constitution. Secondly it was published on 7th October 1949, ~~immediately and~~ during the immediate process of the GDR creation - it's an exact and primary insight to the constitution's nature.

Furthermore the historian, and the constitution, will have insight to the promising ~~incident~~ events leading to the 2 Germany's creation (which was increasing tensions) allowing a historian to have a greater and more valuable insight of the constitution's nature.

~~This is reinforced by the historian's knowledge of Article~~

(This is for part (a)) 6 and 8 - allowing the state to respond to undesirable behaviour as ruthlessly as needed.

In conclusion, the source is valuable to a historian inquiring the nature of the constitution. It allows a historian to understand the ~~for basis~~ fundamental basis - its peaceful and democratic aims backed up through free election and its loyalty to COMECON and the USSR. It's useful to see the political and official interpretation of the constitution rather than ~~the~~ an account effected by opinion or experience. Overall it's significantly valuable.

Its purpose to inform rather than create opinion or reaction make it extremely useful to an enquiry.

(This is for part (b))

Source 4 gives us a useful insight into life in the new towns formed in the GDR after the war. It ~~is~~ suggests the impressive and improved living standard, it was clean and hygienic, education was vast, social opportunities high.

This is backed up by a historian's knowledge of the government aim in increasing living standards, reflected in economic policies of the NES, and the development of the social contract when the government accepted control of the people through repression could not last forever - people needed to want to live here. It's useful in showing the people were content, availability of food was flourishing and people were healthy and well nourished and luxuries such as nice clothing became available further suggesting the new towns did NOT suffer from shortages of food stuff or consumer goods. This idea of happiness is backed up by constant SED surveys, for example one found 76% of people were satisfied with new housing - adding weight to the source's statements of increased happiness and standards of living. However, when discussing the weight of the source it's key to consider that the source lacks details on the negative aspects on new town life.

(This is for part (b)) His suggesting of extreme happiness however ~~rejects~~ rejects to mention the increase in people feeling isolated and lonely in the new towns or that a lot of people, especially the younger generation mentioned in detail, had never experienced anything else (not a pre-war Germany, or were old enough to understand the Western advantages not exposed to Western advantages so could not wish for better when this was already an improvement. Furthermore, the source fails to discuss the crime rate in new-towns, which were far higher than in original towns or the fact that although standard of housing had improved, there was still a waiting list of 800,000 repairs and 61% of people continued to lack an inside toilet. Therefore the source holds a significant amount of weight for an enquiry into the benefits and improvements of social welfare but lacks weight for an overall enquiry into positives and negatives.

In terms of provenance, it's published by a Westerner for a Western magazine where censorship would not have affected the SPD had no control of the publication - which is the context for honesty. The article was published

(This is for part (b)) In 1961 at the end of the period for the historical enquiry, so hindsight of the whole period (+ time given for changes to create effect) gives the source weight in describing the change in social welfare. However the source lacks weight in the sense the journalist was only exposed to one town 'Stalinstadt', the name suggests one of its better towns as it's dedicated to Stalin so a historian doesn't get an overview of social welfare across the GDR.

In conclusion, overall a historian could give a fair bit of weight to source 4 in an enquiry on social conditions as the source gives weight into the entire period of the enquiry - the Mayor gave personal insight into personal experience of the conditions, the articles purpose was to show off the benefits so ~~although exaggerated~~ ~~somewhat biased~~ not all weight can be given as it's clearly positively & biased and the negatives dismissed further more the Mayor is trying to ~~highlight~~ ~~promote~~ promote the benefits of his town, it's not the same as an ordinary citizen. So when considering the weight of this source a historian must consider ~~it~~ it has large amounts of weight for positive changes but

(This is for part (b)) *positive only.*



ResultsPlus

Examiner Comments

Both responses use the content of the source, the information provided about the provenance of the source and provide relevant historical context. Both inferences and key points of information have been selected from the content and put into the context of the type of source and the historic environment at the time. The (a) response is aware of the nature of the German constitution and that the source can be used to compare the ideals promised at the creation of the GDR with the realities of government in the 1950s. While the (b) response uses knowledge of the historical context to show understanding that Stalinstadt was not an ordinary town in the GDR.



ResultsPlus

Examiner Tip

The question asks candidates to use the source content, the information provided about the source and their knowledge of the historical context in order to consider the usefulness/weight/reliability of the source material and in order to achieve a high level of response all three aspects should be taken into account. Here all the elements are integrated together well.

This is an example of a weak representation of the AO2 skills required for Question 1a and 1b.

Chosen question number: **Question 1** **Question 2**

(This is for part (a)) Source 3 is an extract from the Constitution of the Democratic Republic from October 1949. The fact that it is from an official government Constitution is useful because it is likely to be accurate. However, it may be ~~biased~~ ^{unreliable} and not give a true reflection of what their actual aims were. This is because they may have used it as a form of propaganda.

At the beginning of this source it states that "The German people have given ~~themselves~~ themselves this Constitution to guarantee freedom*." This is useful because it shows that the GDR believe that they would have been unable to guarantee human rights in an undivided Germany.

Furthermore, this source shows that the government had very idealistic views of what would happen in the future. For example "to serve social progress". This was hard for the GDR however, as they were still suffering from the Second World War. This is useful as it shows that the government did not achieve all of its aims straight away.

Later on in the source, it states that "the decisions of the republic are carried out

(This is for part (a)) by the states." This is useful because it shows that ~~the~~ Germany was still being controlled by the Republic.

In conclusion, I believe that this source is useful for an enquiry into the nature of the government of the GDR in the 1950's. This is because it is from a government source which makes it reliable.

* .. and human rights."

(This is for part (b)) Source 4 is a report from a West German Journalist on life in the town of Stalinstadt in June 1961. Initially, the fact that it is written by a West German about East Germany would ~~give~~ give the idea that it would be biased. However, the source is very complimentary about the town and shows no clear sign of bias. This means that it would be reliable for an enquiry into social conditions in the GDR.

In the source it states that the town is "a model of a well-planned and well-built development". However, across the rest of the GDR this was rarely the case. Housing targets were fairly ambitious, meaning that most housing targets were not met. This meant that many people were left with inadequate facilities. This means that this source may not be useful for an enquiry due to the fact that it does not take into account the bigger picture of the GDR.

Also in the source it states that their "hygienic dwellings" were "really ideal". In actual fact, many people lacked basic facilities in their own home, meaning that as many as four families could be sharing one bathroom. Again, this source does not take into consideration the bigger picture of what many people in the GDR were struggling with.

(This is for part (b))

Later on in the source it goes on to state that many people lived in "living complexes, each for around 4000 to 6000 people". This is accurate for the rest of the GDR as it was rare for families to own their own homes. Many people lived in large complexes and flats with others.

Furthermore in the source it

However, there are some limitations to the source. For example it does not take into account other social conditions such as the status of women or of the benefits that people received.

In conclusion, I believe that this source paints a unrealistic picture of the GDR; and therefore would not be useful for an enquiry into social conditions.



ResultsPlus Examiner Comments

This response does use all the elements required of source content, provenance and historical context but using lower level skills such as attempting analysis, by selecting and summarising information and making undeveloped inferences relevant to the question, using relevant but limited contextual knowledge to add information to matters of detail and evaluating the source through a brief reference to the source provenance which may be based on questionable assumption.



ResultsPlus Examiner Tip

Always try to interrogate the content of the source by selecting key points and developing inference and use relatively detailed contextual knowledge to add information and draw out inferences.

Question 3

Section B

Candidates were more familiar with the essay section of Paper 2 and most candidates were well prepared to write, or to attempt, an analytical response. There was little evidence that the range and depth of essays were affected by the time taken to consider Section A. Most candidates were able to access Levels 3 and 4 with weaker responses either not providing enough factual support for a depth study essay or not dealing well with the conceptual focus of the question. Any of the second order concepts listed in the introduction can be addressed in the essay section and candidates need to be aware that not all questions will refer to causation and that not all responses require a main factor/other factors response. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note their progression. At Level 4 there is a requirement for the exploration of key issues by an analysis of the relationships between key features of the period and many good responses remained in Level 3 because these relationships were stated rather than explained or because key features were addressed separately e.g. stating that each key feature in turn was a main reason rather than developing a logical argument.

There were some interesting and thoughtful answers and examiners commented on the quality of many of the responses, particularly Q5 and those for the GDR.

Q3. Most candidates who answered this question understood the focus of the question well, although many produced stronger analysis with regard to either industry or agriculture. Unfortunately a significant minority of candidates failed to read the question carefully, and produced responses on the Second Five-Year Plan so focusing predominantly on material out of the time period and consequently not rewardable. The question did begin with a clear statement of reference to the First Five-Year Plan and the time period was indicated as being that of 1952-57. Many weaker candidates referred to statistics which were clearly inaccurate.

Stronger responses targeted how accurate it is to say that industrial and agricultural policies were successful in the years 1952–57. These also included an analysis of relationships between key issues and a focus on the concept of success in the question. Sufficient knowledge to develop the argument was clearly demonstrated (e.g. improvements in industrial output,

Soviet support, urbanisation, collectivisation, labour intensiveness, inequalities and shortages).

Judgements made about the extent of success were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the success of either agriculture or industry. Low scoring answers also often lacked focus on success or were essentially a narrative of the implementation of policies in the years 1952-57 or strayed from the time period.

Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments about collectivisation or heavy industry). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

This is a higher Level response.

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

The In some ways it is accurate to say that industrial and agricultural policies were successful, especially from the view point of Mao due to growth in industry and perhaps increased control over the peasants and more of a movement to socialism. However ~~in the view of~~ success can also be viewed in other ways such as, facts or figures.

Industrial policies can be said to be successful to the achievement of its goals. This can be shown through the fact that heavy industry grew by 16% ^{during the first Five Year plan 1952-56.} per annum ^{exceeding its target of a} ~~15%~~ 14.5%. Therefore industry ~~was~~ ^{can be seen} extremely successful as growth rates were very high and ~~its target of~~. In addition Mao's aim of making China into an autarkic state was also closer to ^{being} ~~achieved~~ achieved. ~~Therefore it~~ In addition to this many workers benefitted due to the increased

amount of work available and also basics such as education and healthcare were provided for free and as*

However ~~for~~ the industrial policy can also be deemed as a failure due to the heavy costs of this industrial growth. For example Soviet assistance, which did greatly help however ~~with~~ did cost a lot especially with the loans, ~~with~~ with \$300 million US ~~do~~ dollars loaned to the China ~~with~~ with high interest ^{rates} also that ~~restrictively~~ only 5% of those loans were pure capital investment shows the heavy cost. This ~~is~~ also may have been a reason for the starting of the Great Leap Forward as Ma did not want to rely heavily on Soviet assistance ~~which show~~ which again shows the large cost.

Agricultural policy can be deemed successful due to the fact that in some ways Mao achieved his goals. ~~It~~ With the introduction of APCs in 1953, which meant that 30-50 households shared lands and tools meant that agriculture shifted more to a ~~social~~ true socialist way. In addition

With around 90% of ~~the~~ peasants farmers in APC's by the end of 1956, shows a large shift. Therefore ideologically agricultural policy can be seen as successful. In addition Mao had managed to increase control on the countryside, ~~with~~. Also with the higher level APC's introduced in 1956 which contained ~~over~~ more households around 150-200 households shows that in some ways he ~~was successful~~ agriculturally, agricultural policy was successful.

However in terms of production, agriculture suffered. With ~~a~~ ~~an~~ average growth of 2% per year, were during 1949-52 growth was around ~~24%~~^{23%} shows a sharp failure in agricultural production, growth was also expected ~~to be~~ to be at around 24%. Therefore ~~the~~ agriculture was not successful as its targets were not reached and they were below by a significant amount.

A target ~~of~~ ~~an~~ increase for the fall in agriculture was due to the unpopularity of the APC's especially ~~of~~ ~~the~~ as peasants prior to this owned their own land, ~~as~~ as a result only 14% of farmers joined APC's by 1954. However during 1955 it was made compulsory, leading to a rise in the number of APC's. The unpopularity could also

show failure in terms of the peasants/farmers as they lost out in some way and.

Peasants also suffered due to the fact that grain was sold at low fixed prices to pay loans and also feed the workers. Despite low gains in agricultural production grain still was sold at cheap prices and as a result led to many peasants being barely able to survive at subsistence level. This links to industry and can be seen as another cost to the first Five Year Plan. Therefore as there was a fairly high human cost associated with both industry and agriculture they can be deemed as unsuccessful.

Overall the agricultural and industrial policy can be said to be successful in terms of Mao's view point, as he managed to gain more control over the country and, ideologically there were gains and more to gain as a nationalist, as industry did grow by a lot. However in terms of perhaps the general public it was not successful as despite workers gains in money, wealth and opportunity, they lost some freedoms and also still health care was poor, and for peasants many suffered. Therefore

* Mao also gained more control as ~~know~~ now Mao could these workers as were exposed to more propaganda through agit-prop and education.

At the overall both industrial and agricultural could be said to have mixed successes.



ResultsPlus
Examiner Comments

The response considers the key issues with regard to the success of both industrial and agricultural policies within the relevant time period. The criteria used to establish success include both the ideological success of the policies and their impact on the people who were affected by them.



ResultsPlus
Examiner Tip

Always focus on the question directly and discuss the key issues relevant to creating a coherent argument. Clearly establish links and inter-relationships between key features and establish criteria by which a judgement can be weighed.

Question 4

Q4. Most candidates had very good knowledge of the Cultural Revolution but were less certain in approaching a question which focused on consequences. Centres need to prepare students to consider the whole range of second order concepts targeted by Paper 2 and candidates need to consider a variety of different consequences that may occur as a result of an event or policy. Although there were a variety of different definitions, many candidates had some understanding of the impact of the Cultural Revolution on traditional Chinese culture and some were able to discuss this in relation to other consequences. A few responses focused on the reasons for rather than the impact of the Cultural Revolution.

Stronger responses included an analysis of the links between key factors and a clear focus on the concept (consequence). Sufficient knowledge to develop the stated factor (destruction of traditional Chinese culture) and a range of other factors (e.g. strengthening of Mao's position in China, the impact of the Red Guards, the collapse of the economy, increased power of the army) was demonstrated. Judgements made about the relative impact on traditional culture were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on consequence or were essentially a narrative of the events of Cultural Revolution. Where some analysis using relevant knowledge was often evident, it tended to lack range/depth (e.g. limited comments on religion or the Red Guard). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

This is an example of a high Level 2 response.

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

Despite the fact that the destruction of traditional Chinese culture was a significant consequence of the cultural revolution, it was Mao's reaffirming of political control and removal of opposition within the CCP that was most evident.

Following Mao's sidelining from frontline politics and abdication from head of state, he faced opposition from pragmatists and counter revolutionaries who he claimed were reintroducing capitalism in to Communist China. The Cultural Revolution acted as a method of control exerted by Mao to eliminate leaders like Deng Xiaoping and Liu Shaoqi who had criticised ~~his~~ ~~their~~ his failings during the Great Leap Forward and attempted to reintroduce capitalist ideals by way of private farming and a less oppressive approach towards communes. During the cultural revolution these leaders

Were attacked through indoctrinated Red Guards and removed, reestablishing Mao as head of the party and exhibiting the unbending loyalty he still had from the Chinese population to attack in some cases their own families and teachers in the name of Mao and the revolution.

Another significant consequence was the loss of a generation caught up in revolutionary vigour. Due to the removal of teachers and independence given to the young generation causing anarchy in China, this resulted in a generation of uneducated, purposeless children. Ordered "up to the mountains and down to the villages" with no future prospects.

The destruction of Chinese culture was prominent to an extent following the cultural revolution.

Through the attack on the four olds, traditional buildings, clothing and ideals were all targeted but evidence even in China today suggests that these values in

culture weren't forgotten. A communist culture was failed to be established and could only really be recognized in communes.

In conclusion Mao's reaffirming as unrivalled leader was the main consequence of the cultural revolution as the removal of pragmatists and denouncers of the Great Leap forward established Mao as head of the CCP once more.



ResultsPlus
Examiner Comments

This response does highlight a range of relevant key features but the organisation of the response and the depth of supporting knowledge means that it is placed at the top of Level 2. Greater development of each of the key features and the establishment of links between them would have placed this into Level 3. The organisation of the response would have benefited from a more central focus being given to the given factor of the question - the destruction of traditional Chinese culture.



ResultsPlus
Examiner Tip

Paper 2 is a depth study and so it is important to develop points with adequate and sufficient detail to make the points made stand up particularly in regard to the given factor. Organisation of material to focus clearly on the question asked is important.

Question 5

Q5. This was a popular question which was often well organised although most responses were stronger on health provision than education provision. Candidates were aware of a variety of policies such as the barefoot doctors and the introduction of Pinyin and most were able to discuss the impact of the Cultural Revolution on the 'lost generation'. Some of the best responses were able to trace the patterns of improvement and regression over time.

Stronger responses targeted the extent to which social policies improved health and education provision in the time period outlined. These also included an analysis of relationships between key issues and a focus on the concept (change/continuity) in the question. Sufficient knowledge to develop the argument was clearly demonstrated (e.g. free educational provision, public health organisation, success and limitations of barefoot doctors, the setbacks of the Cultural Revolution).

Judgements made about the extent of improvement in both health and education provision were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on change/continuity or were essentially a description of the policies during the period under discussion.

Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments on barefoot doctors or the Cultural Revolution). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

This is a Level 3 response.

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

When Mao ~~came~~ and the Communist took control of China in 1949, he pushed through a number of programmes in order to improve the lives of the Chinese population, by providing them with social benefits. This was needed as, the Communist took control over everything and this could only be justified if the government could provide for its people. To an extent Mao Zedong's social policies were effective in improving health especially in rural areas, where medical knowledge was unheard of. ^{also improved} and education provision, as many became literate yet from 1966 education took a turn for the worst.

~~In 1952~~ In the early 1950's Mao launched the barefoot doctors programme, in which 1 million medical trainees were took part in a 6 months intensive programme, which was mainly practical, to equip them with the basic knowledge of hygiene and diseases. ~~as~~ They would then be dispersed to go teach ~~the~~ others what they had learned and treat basic illnesses. This was effective especially in rural areas to install knowledge of how hygiene and diseases

were linked, as many peasants died due to scarlet fever or malaria. The programme was effective as the number of people who died due to waterborne disease reduced. However their main aim was to prevent diseases rather than cure them. This was due to the limited numbers of hospitals and doctors who had been victims of the ~~anti-~~ campaigns of 1951 - 1952. Overall Mao's ~~policy~~ ^{policy} was effective in teaching the population of basic hygiene.

In addition, Mao's policies improved the education provision. Even though at the start Mao stated he disliked the education system, he soon came to realise the importance of education in allowing the spread of communist ideas and improving the workforce. In 1949 the number of people who were educated was at 20% by 1964 this rose to 64%. This therefore shows the extent of success Mao's policies had. However improvements could have been made quicker, as only 6.4% of the state budget was used for education and this lessened when China went to aid Korea in 1950. However to an extent his policy was successful in raising the standards of education. Key schools were becoming

established in which high pass rates of examination was needed in order to gain a place. And students could go to Russia to study their university degrees.

However once the cultural revolution began in 1966, education became labelled as one of the four olds, which needed to be eradicated. Schools were closed down for 2 years and education simply stopped for 120 million students. & The education system was labelled as useless and universities and books were vandalised. After the revolution ended in 1969 it was hard to restore pupils faith back into the system and the emphasis was more on vocational courses. Therefore to an extent Mao's policies in improving education was unsuccessful, as the system was burnt upside down and once the revolution was over students were sent up to the mountains down to the villages stopping them from going to school.

Overall to an extent Mao's policies were effective in improving health and education than to the position which they were previously. Many became aware of basic hygiene and understood how to prevent themselves from getting

ill, even though if they were there was little chance of recovery due to the conditions of hospitals. Education improved, as well as the literacy rates among the population, who in 1949 were mostly illiterate, yet after the ~~Cultural~~ Cultural revolution it was very hard to restore people's faith in the education system due to the brutality it ~~were~~ faced.



ResultsPlus

Examiner Comments

In this response the candidate provides some analysis of key features related to health and education provision in some depth. Some linkage is suggested and change over time is acknowledged.



ResultsPlus

Examiner Tip

Try to establish the general trend of the argument by beginning each paragraph with a phrase which shows how the argument is being developed. Here the response uses phrases such as 'in the early 1950s', 'in addition', 'however, once the Cultural revolution began'.

Question 6

6. Most candidates were comfortable with this question and were able to offer a range of knowledge on both sides of the argument, although the weight of this knowledge supported the proposition. Most popular other factors included the desire of GDR government to protect the population from Western ideology and culture with better answers suggesting that this was a key reason for emigration and accordingly made valid links; the role of Soviet Union was also widely cited. However, few discussed the Vienna Summit and the political and economic implications were often discussed as alternative explanations without the links or relationships being identified.

Stronger responses targeted the reasons for the building of the Berlin Wall and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (prevention of emigration to the West) and a range of other factors (e.g. long-term issues resulting from the Cold War and/or the Berlin blockade, events earlier in 1961, issues arising from SED control of the GDR in the 1950s). Judgements made about the relative importance of the prevention of emigration were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on causation or were essentially a narrative of the building of the Wall. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. limited comments on extent of emigration). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

This is a high Level response.

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

How accurate is it to say that the main reason for the building of the Berlin Wall was to prevent emigration ~~from~~^{to} the West?

① Intro - emigration

② - Emigration - ^{decrease}_{-of workforce} - 10% - skilled workers - doctors

③ - Appeal of the FRG - censorship, employment opportunities, less repression, financial + housing support

④ Main reason for it was Berlin crisis 1960-61 - had Khrushchev not approved - after Kennedy declined - Summer 1961.

The building of the Berlin Wall occurred in 1961 as a result of 'Operation Rose' in which, under high secrecy a meeting was held in which it was decided that the border between the GDR and the FRG would close. The reasons for this decision greatly centered around emigration as it ~~had~~ hindered economic growth, the benefits offered by the FRG and the Berlin crisis of 1960-61. Although each factor had some contribution to the building of the Berlin Wall, it could be argued that the main reason was the Berlin crisis of 1960-61, as without Khrushchev's approval to build the Berlin Wall, it may never have happened.

Emigration was a significant reason for the building of the Berlin Wall as it meant that the GDR was losing valuable labour resources that it needed for economic development. For example, many young skilled workers such as doctors ~~were~~ had emigrated which meant that ~~the~~ production was hindered. In the years 1951-55, almost half a million people left the GDR which meant it was unable to resolve some of its most prominent issues such as the lack of consumer goods and the ~~recovery it needs~~ lack of industrial goods it produced because the USSR had continued to take reparations until 1953, resulting in the dismantling of factories and the loss of 20% of industrial goods. With the Berlin Wall in place, the GDR would be able to kickstart improvements to the economy through a stable workforce and thus emigration was a crucial reason for the building of the Berlin Wall in 1961.

Another reason for the building of the Berlin Wall was the large appeal of the FRG, this ~~further & further~~ encouraged emigration and meant that the GDR was ~~losing its people~~ seen as a the best place to live. These benefits were offered by the FRG such as full censorship, generous financial and housing support as well as employment opportunities. This further emphasised the failures of the GDR to provide for the interests of its own people as socialism promotes. Furthermore, West Berlin agents were known to go into East Berlin and attempt to encourage ~~immigrant~~ emigration from the East. Thus, the appeal of the FRG emphasised the problems in the GDR such as the severe shortage of consumer goods and encouraged people to leave the GDR. For this reason,

perhaps the appeal of the FRG was more significant than emigration itself, because the ability to see the higher living standards and better wages in the FRG is what effectively led to the emigration in the first place and therefore made the Berlin Wall essential for ensuring that the citizens didn't leave rather than keeping people out.

Finally, another important factor for the building of Berlin Wall was the crisis of Berlin in 1960-61. This entailed Khrushchev's demand to ~~leave the~~ for Western troops to leave ~~the~~ Berlin so that it could become a 'free demilitarised zone'. The USA initially refused and offered to negotiate ~~however~~ with a Paris peace conference however this was cancelled due to the U2 crisis causing a worsening of international relations. This worsening of relations caused the Berlin Wall to be built because Khrushchev became aware that there was no way in which the West would back down. His approval is important because the government of the GDR had discussed the closing of the border many times ~~to~~ with the USSR however leadership had declined the suggestion causing it not to go ahead. Furthermore, the GDR was tightly linked with Soviet attitudes and policy and was increasingly referred to as a 'puppet state'. Thus, Khrushchev's influence was truly the most significant in the building of the Berlin Wall because the GDR would only do what the USSR wanted it to. Thus it could be said that the main reason for the building of the Wall was down to Khrushchev's ^{failure at getting the West to do what he wanted} ~~approval rather than any real issues the~~

and therefore his reaction to this was to give the GDR the 'okay' to go ahead and build the Berlin Wall.

Overall, emigration is ~~a~~ ^{one of a} ~~perhaps the most~~ significant reasons for the building of the Berlin Wall because the GDR extent to which people were leaving was detrimental to the stability and growth of the economy.

However, ~~it is correct~~ ^{the} ~~Khrushchev giving his approval~~ ^{given by Khrushchev} to build the Berlin Wall ~~has~~ has to be given some responsibility because arguably without Soviet support, the creation of the wall may not have gone ahead.

Although ~~it is~~ this is difficult to calculate because emigration may have ~~gotten so bad that~~ become so serious that the GDR decided to build the Berlin Wall without Soviet support, ~~which it has shown it had~~

~~the~~ ~~could be~~ ^{this} ~~was~~ is possible as there have been times where the GDR hasn't relied on Soviet support such as the ~~the~~ creation of the new economic system. However, arguably this was unlikely as the GDR was

based on Soviet policy and therefore the main reason for the building of the Berlin Wall ~~could~~ ^{could be considered to be the} ~~was~~ the Berlin Crisis 1960-61.



ResultsPlus

Examiner Comments

This response considers the key issues relevant to the focus of the question displaying sufficient knowledge to demonstrate understanding of the demands and conceptual focus of the question. There is analysis of the relationships between the key features and the inter-relationship between them is established within paragraphs.



ResultsPlus

Examiner Tip

This response has reached the highest level but the argument could have been more clearly shown by considering making the opening sentences of each paragraph more directly focused on the points being made in each paragraph.

Question 7

Q7. This was answered by fewer candidates than either Q6 or Q8 but those who did attempt it had a sound knowledge of the relationship between the two Germanies during this period. Many were aware of the different elements encompassing the relationship but only a few were able to establish the inter-relationship between, for example, political, diplomatic and economic relations adequately. Most candidates had a sound understanding of *Ostpolitik* but some were confused as the key individuals involved. Weaker responses often referred to key issues outside of the time period either in the 1960s or the 1980s.

Stronger responses targeted the extent to which the GDR's relations with West Germany improved in the 1970s. These also included an analysis of relationships between key issues and a focus on the concept (change/continuity) in the question. Sufficient knowledge to develop the argument was clearly demonstrated (e.g. *Ostpolitik*, the Basic Treaty, territorial agreements, Honecker's attitude, strained relations in the later 1970s, diplomatic differences).

Judgements made about the extent of improvement relations were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on change/continuity or were essentially a description of relations during the period under discussion.

Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments on *Ostpolitik* or travel restrictions). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

This is a Level 2 response.

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

The relation between the GDR and FRG were very tense as factors and or situations, for example the building of the wall & effected the relationship as the FRG were very suprised and thought ~~the~~ that the GDR were remaining any freedom that the citizens had. However in the 1970's Ostpolitik changed the relations as this policy now meant that the FRG & GDR could ~~be~~ get along, alongside the western bloc. This allowed the GDR to gain economic support from the FRG ~~so~~ but it created tensions with the USSR.

Ostpolitik benefited and helped ~~with~~ in the GDR as the FRG; would now ~~fini~~ financially assist them. ~~This was a~~ ~~to~~ better This gave the GDR hope as they would now be supported, as the FRG were stable. The GDR were in ~~an~~ deficit and already owed the West a substantial amount of money. So joining the FRG could assist them in moving the country ~~for~~ forward. This policy also ~~help~~ helped with travel as East Germans could

now travel to the west, and the people from the West could travel to the East. This new & found friendship opened up the door for both ~~countries~~ sides. ~~That~~ The FRG experience similar benefits as they could travel to the GDR compared to before where they couldn't. This also gave hope to the ~~the~~ public that one day the FRG & GDR could reunite and be a better and much more stable country.

However, it was not all good as the USSR began to see the friendship between the two sides as a threat. The Soviet Union was the one that provided ~~the~~ the GDR with all economic ~~problem~~ need i.e. money and goods. But now that these two ~~countries~~ republics had ~~merge~~ formed a friendship, Brezhnev thought that this would lead to the two sides coming together and the style of leadership would not be communist. At the time; Ostpolitik seemed like a great idea however it would mean that the FRG not only ^{would} look after itself but the GDR as well. Due to the GDR's economic ~~un~~ instability the FRG would now have to assist them

in any financial needs in order to boost the economy. This would now mean the GDR would also have the FRG money.

To conclude the relation between the GDR and West Germany improved to a greater extent as they could now assist one another in any economic problems. Although Ostpolitik did bring about some tension between the USSR ~~and the other countries~~ as the Soviet Union did not like the fact that the West were trying to form a friendship with their side of Germany. But overall relations were improved in ~~the years~~ between the two sides.



ResultsPlus Examiner Comments

This response has identified some key features relevant to the demands of the question and has attempted to organise a response showing key points for and against an improvement in relations between the GDR and West Germany in the 1970s. However, the material lacks range and is not developed enough to provide sufficient evidence to move into Level 3.



ResultsPlus Examiner Tip

Always try to establish a range of key issues which develop the key features for and against an argument so that the demands of the question can be fully met.

Question 8

8. This was also a popular question and reflected an awareness of the role of the Protestant church in the events leading to the collapse of communism in the GDR. This was a significance question and, as such, focus was required on the role of the Protestant church. Significance could be established by consideration of the contribution to, or limitations of, the role of the Protestant church and/or its relative importance in relation to other key factors but the wording required that the role of the Church be central to the response in order to reach the highest Level. Many candidates were well prepared with a very good knowledge of the contribution of the Protestant church and the protest groups with which it was connected. However, some candidates chose this question with only minimal knowledge of the role of the Church and concentrating mainly on other factors in the collapse of communism which was not the main focus of the question.

Stronger responses targeted the extent to which the Protestant church was significant in the collapse of communism in the GDR. These also included an analysis of relationships between key issues and a focus on the concept (causal significance) in the question. Sufficient knowledge to develop the argument was clearly demonstrated (e.g. the position of the Protestant church in the GDR, the events at St Nikolai Church, the importance of Leipzig, protest groups in the 1980s, the influence of Gorbachev).

Judgements made about the extent of improvement relations were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis. Low scoring answers also often lacked focus on causal significance or were essentially a description of relations during the period under discussion.

Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments on the mass rally in Leipzig or greater discussion of other factors such as Gorbachev). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

This is a higher L3 response.

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

- ① Church - 1978 (taufs), peace groups.
100 of pörm peace march (1987).
- public lack of support, undermined SED.
- ② Economy - NES + CS*
- 46 bill by 1989.
- loans - 1983 + 84.
- welfare +
- COMECON + USSR (70%)
- ③ Gorbachev - perestroika etc.
- x Brezhnev doc. (1989).
- 86% youth
- 2.5 mill, 86,000 (1989).
- ④ Emigration - 1961 - 10,000/month.
- May - Austria/Hungary
- border closed (Oct.) → protest.

plan

The collapse of communism in the GDR from 1989 until 1990 is argued to have been caused by a variety of factors. The protestant church is a key factor due to its role in the creation of opposition groups which undermined and therefore,

weakened government. However, other factors, such as the failure of the economy, leading to economic and, therefore, potential political collapse are also thought to be significant. In my opinion, I would view economic weakness as the most significant factor in the collapse.

Firstly, the role of the church. The protestant church almost acted as a sanctuary for opposition toward the government due to it having full control over decision-making, unlike other organisations. This sense of power led to the church holding conferences with Honecker in 1978, in an attempt to urge reform. The church also helped in the creation of the peace groups in the 1970's, due to the creation of the Dresden Peace Forum, which was largely created in response to the introduction of compulsory military training in schools. ^{in 1978} The government attempted to use force against the groups, however, failed, ~~to~~ due to the growing intensity and lack of fear from them, for example, they took part in the Olof Palme peace march in 1987, despite opposition. Overall, the protestant church can be argued to be significant due to its majority undermining the government.

and creating an overwhelming pressure for change.

Another factor, which was mentioned in the introduction, is the idea of economic weakness. The GDR had become increasingly economically weak due to such policies as the New Economic System (NES), introduced in 1963, which majory decreased production levels in 1969. Another weakening policy was consumer socialism, introduced by Honecker in 1971. Between 1971 and ~~444~~ 1979, under this, spending on welfare increased by 90% but national income by only 4.6%, the demand for welfare was also only becoming more apparent due to an ageing population. This weakness eventually led to two massive loans from the west in 1983 (DM 1 billion) and 1984 (DM 950 million). Economic weakness can therefore be argued to be significant as may argue that economic collapse leads to political collapse but also because loaning from the west undermined the communist idea of seperation for ~~capitalism~~ capitalism.

thirdly, is the idea of Gorbachev's reforms and the impact on the GDR. The reforms of 'perestroika' and 'glasnost' within themselves weakened the union and communism but also created friction between himself and Honecker. The introduction of the so called 'sinatra doctrine' in 1989 was the final straw, Honecker claimed Gorbachev ~~was~~ had betrayed the GDR ~~(his policy)~~. Honecker therefore banned any USSR material for the GDR, which may have saved communism so long as Honecker and the GDR had public support but they did not, in ~~an~~ 1989, for example, 2.5 million requested exit permits. This ~~policy~~ factor, therefore, further undermined the SED and, therefore, further weakened communism.

A final factor which may have been significant is emigration and Honecker's reaction to it. Emigration had been a significant long term problem for the GDR, in 1961, for example 10,000 citizens were leaving a ~~the~~ week, majorly weakening the state and any reform. In 1989, this majority increased once again, 86,000 were granted permanent

emigration, although this failed to remain a secret, undermining SED and communist authority. ~~Austria~~ Hungary also began to weaken its borders with Austria, leading many to flee and eventually Austria in the September in 1989, similar events also occurred in Poland and Czechoslovakia. Honecker's response was to close borders and use force leading to demonstrations which, ultimately led to the fall of the ~~wall~~ Berlin wall and communism a few months later. Overall, emigration is significant as it largely weakened the GDR, SED and, therefore, communism. The events in Austria/Hungary also left a gap in the iron curtain, weakening communism as a whole. Emigration could be argued to be the 'trigger' on the GDR as it ultimately led to the fall of the wall.

In conclusion, a number of factors can be argued to be significant in the fall of communism. In response to the question, however, I would say the Protestant church caused this to a small extent.



ResultsPlus

Examiner Comments

This response attempts to analyse the significance of the Protestant church by considering the given factor in relation to other factors. There is some attempt to explain links and the supporting material shows some range and depth. The focus of the question is the significance of the Protestant church in the collapse of communism in the GDR and so this factor could be more clearly developed. Each factor is considered in turn rather than establishing relationships between them and, although the trend of an argument is apparent in the main body of the response, the conclusion is limited.



ResultsPlus

Examiner Tip

Always try to use valid linking phrases at the beginning of paragraphs to establish a coherent argument and consider using the conclusion to justify the judgement made and to validate criteria used in coming to that 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 just paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Note that the usefulness of the source to the enquiry is a given and so avoid writing about the deficiencies of the source when assessing its 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; be aware of the values and concerns of that audience
- Try to distinguish between fact and opinion by using contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, take account of the weight that may be given to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, a statement that information is missing from the source is unlikely to further the argument effectively but it is perfectly permissible to assess reliability by considering where relevant what has been perhaps deliberately omitted from the source

Section B

Essay questions

- Candidates must provide more relevant factual detail as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan the answer before beginning to write a response
- Pick out several key issues relevant to the question and provide an analysis in relation to the conceptual focus of the question by setting their importance in relation to each other or establishing their inter-relationship rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing and use them purposefully throughout the essay 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

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London WC2R 0RL.