



Examiners' Report

June 2018

GCE History 9HI0 2E

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range with the A Level paper 2E which deals with 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 question which is based on two linked sources. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change and continuity, similarity and difference, and significance. Candidates appeared to organise their time effectively and there was little evidence of candidates being unable to attempt both answers within the time allocated. Examiners continue to note this year that a number of scripts posed some problems with the legibility of handwriting. Examiners can only give credit for what they can read.

In Section A, the strongest answers were able to develop reasoned and supported inferences based on the sources and to evaluate the sources thoroughly in relation to the demands of the enquiry on the basis of both the contextual knowledge displayed and an awareness of the nature, origin and purpose of the source. It is important, as was stated last summer, that candidates should be clear that weight is not likely to be established by a discussion of what is missing from a source. If the author of the source has omitted something intentionally in order to modify meaning or distort the message of the source, then it will be relevant to discuss that omission in reaching a conclusion regarding the use that a historian might make of the sources. However, comments on all the things that the sources might have contained, but failed to do so, is unlikely to contribute to establishing weight. This approach was still evident this summer, although less so than last summer. The question requires candidates to use the sources 'together' and it was pleasing to see that the majority of candidates continue to be aware of this requirement. It can be achieved using a variety of different approaches.

In section B it was clear that most candidates had a secure knowledge base, but this was not always effectively used to address the specific focus of the questions posed. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question, although weaker candidates continued this summer to often engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Last summer candidates were advised to ensure that there was both an argument and a counter argument in their responses; it is pleasing to note that there was less evidence this summer of a lack of counter arguments. Candidates need to be aware of the chronological parameters of questions and to ensure that they write across the chronology, not merely using the start and end dates as bookends with little consideration of the events between. Not all candidates have a secure understanding of what is meant by 'criteria' in terms of bullet point 3 of the mark scheme. Some candidates explicitly state in the introduction to the essay that they are naming the criteria that they plan to use, when in actual fact they are referring to the issues or the factors that will be discussed in the response. 'Criteria' in bullet point 3 of the mark scheme refers to the basis on which candidates reach their judgement, not the issues that are discussed in the process of reaching that judgement.

Question 1

Responses to this question came from across the ability range. Stronger answers were able to identify from both sources that the Cultural Revolution had a number of different effects on education in China, for example a greater stress on practical rather than academic work and a change in emphasis when deciding university entrance qualifications. They were also able to develop inferences with a depth of knowledge specific to the period from which the two sources were taken, concerning the effects of the 'Up to the Mountains, Down to the Villages' campaign most especially. With reference to weight, the better answers identified that both sources were broadly supportive of the changes and were able to consider the reasons why this might be taking into account, for example that the author of Source 2 appeared to benefit from them. Comments on Source 1 often centred on the purpose of the booklet in the wake of the turmoil of the Cultural Revolution.

Weaker answers tended not to engage fully with the content of the sources, a problem caused by rushed reading perhaps but one which hindered candidates' ability to engage with the enquiry. Many wrote extensively about the nature, origin and purpose of the sources often along stereotypical lines without attempting to apply this to the content of the sources in coming to a judgement on their weight. It was less noticeable this year how many candidates appeared not to have read the information about the sources in the preamble to them however.

These sources, when used together, are useful in revealing the impact the Cultural Revolution had on education after its most chaotic period (1966-1968) had ended. However, while there is some allusion in ~~the~~ source 2 to the impact of the Cultural Revolution on education at the height of the movement, the weight of this impact is not conveyed by either source.

These sources are useful due to the areas in each which overlap, thereby giving more validity to what they are stating. For example, both sources have a focus on the recruitment of workers, soldiers and peasants into higher education in the 1970s. Source 2 details how Xu worked hard to be nominated for one of these places and source 1 describes ~~to~~ how this new system of enrolment removed the 'barring' of the children of the 'labouring people' from

entering a higher education. This new system of enrolment displayed communist values in that it allowed education to be open to all. These sources however don't reveal why this form of enrolment was necessary. While it did indeed represent communist values it was also caused by the severe drop in the education of the population due to the Cultural Revolution. As many members of the Red Guard were secondary school age it makes sense that by 1975 (the publication year of source 1) ~~there~~ enrolment into university had to be made easier with less 'stress on academic excellence' because the majority of those enrolling missed out on education from 1966-68 when the schools were forced to shut. Therefore while these sources do reveal the impact of the Cultural Revolution on education, in particular, the necessary changes to university enrolment, ~~as~~ they do not explain why this change was necessary which in itself was the bigger impact of the Cultural Revolution on education.

This lack of detail on the negative impact of the Cultural Revolution on education can be expected from source 1 due to its nature of being propaganda. The nature of the source as propaganda implies that the negative impacts of an event will be glossed over while the more positive consequences, like the idea that 'the educational revolution has had notable success' and that the recent graduates are 'far above that of old university graduates', are likely to be emphasised or possibly exaggerated. The source's nature however does offer insight into how the government wanted its enrolment reforms to be viewed and it does display the links between the reforms and Mao's socialist agenda when it says that the changes were made 'in the light of Chairman Mao's teachings'. Therefore while this source cannot be fully trusted due to its nature as propaganda it is nonetheless useful in viewing the impacts of the Cultural Revolution because it shows

how the government sought to promote its reforms that followed the chaotic years of said Revolution.

While these sources are limited in their expression of the more immediate impacts of the Cultural Revolution on education, Source 2 does open with an allusion to them through the phrase 'ten years of turmoil and personal hardship'.

This phrase along with Xu's subsequent development about how he 'wasn't given much choice' over his move to the countryside reveals the conditions of the Cultural Revolution and its immediate impacts. The Cultural Revolution was driven by Mao's hold on the younger generation who were unaware of his failures during the Great Leap Forward (1958-62). His instructions led to violent attacks against authority figures such as teachers and eventually ~~the~~ schools across the country shut. This impact of the Cultural Revolution meant that as many as 130 million children lost their opportunity to be educated. When the

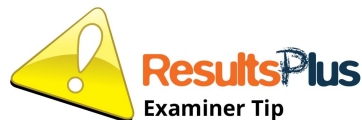
Situation was calmed by the PLA in 1958 as many as 18 million of the Red Guards were sent to the countryside in the 'Up to the Mountains and Down to the Villages' campaign. In these rural areas, they weren't allowed access to education and their miserable lives often led to disillusionment. While these impacts to the education of millions are alluded to by Xu in his interview, the weight ~~and~~ of the impact isn't conveyed as he seems to have been one of the few that made the best of their lousy situation.

To conclude, these sources are useful in revealing the longer term impact of the Cultural Revolution on education as they both have a focus on the reformed university enrolment system. However, other than a subtle allusion in source 2, neither source reveals much on the immediate impacts of the Cultural Revolution which actually held more weight because they caused the disillusionment of almost an entire generation.

with Mao's regime. Therefore, these sources are only partially useful as they focus on the less immediate and less significant impacts of the Cultural Revolution on education.



This answer interrogates the evidence of both sources with confidence making a series of reasoned inferences. Knowledge is deployed to discuss the limitations of what can be gained from the content of the sources and evaluation takes into account the weight the evidence will bear as part of coming to a judgement. It was given a top L5 mark.



Make sure to use fully the content of both sources in your answer, to develop inferences from these and support them with evidence from the source material and your own knowledge.

Question 2

In this question the better answers clearly identified the ways in which the GDR extended control over young people suggested by the sources. A close reading of Source 3 indicated that indoctrination was a purpose of the FDJ despite the surface attractions of sport or music while Source 4 clearly pointed out the penalties risked for not joining. Contextual knowledge was often added to expand on these methods and to consider just how effective they were by discussing Source 4's assertion that few among the young were committed communists. When considering the weight of the evidence, many pointed out the reasons for the positivity of the FDJ's Statute in the context of the GDR's need to control and retain its younger people during the late 1950s while also assessing the degree to which the author of Source 4 was a reliable witness for the enquiry.

Weaker answers tended not to engage fully with the content of the sources, a problem caused by rushed reading perhaps but one which hindered candidates' ability to engage with the enquiry. Many wrote extensively about the nature, origin and purpose of the sources often along stereotypical lines without attempting to apply this to the content of the sources in coming to a judgement.

Source 3 describes the role of the Free German Youth (FDJ) from an official point of view, and Source 4 describes the life of a Christian who ~~did not~~ was not a member of the FDJ. Both sources can be used to investigate the control of the young in the GDR, as both sources describe opposing viewpoints around how the FDJ was used.

Source 3 comes from an official Statute document outlining the role of the FDJ. Therefore, due to the origin being an official document, the source has an agenda to promote the FDJ, showing it in a positive light. Moreover, the agenda of the document will be to explain the impact that the FDJ organisation will have on the young people and will ensure what is written can not be viewed as negative towards youth, only helping them throughout their youth years separate from schooling institutions.

The source begins by describing member-

ship to the FDJ as "voluntary". Indeed, this ~~is~~ was true, however those not part of the FDJ were limited to their career options and often failed to gain university places. Source 3 continues to explain the role of the FDJ in terms of representing "political, economic and cultural interests. The aim of the FDJ was very much to train ~~the youth~~ the youths to become the next generation of loyal Communists, therefore the ~~was~~ political and cultural aspects of the FDJ were geared towards building socialism in the GDR. The source describes the aims of educating the youth "to become healthy persons", however, it was more to create a loyal socialist generation. ~~The~~ The FDJ is described as a group who come together "in music, song and dance". Indeed, the FDJ was popular with the majority of youth being members, and in the 1960s 1.8 million attended camps organised by the group. However, by the 1980s, most of the youth would prefer to ~~be with their~~ ~~hang out~~ go out with their friends and listen to Western music over ~~songs~~

Singing socialism songs. The source ends describing how the role of the FDJ ~~was~~ is to "win over the entire youth". The SED used members of the FDJ to spy on people around their community, for example, if a person's satellite for their television was facing towards the West, the FDJ were supposed to report them. Instead of winning over the youth, the FDJ were used ~~as~~ as a tool of the government to promote a socialist life by providing activities that the youth would ~~was~~ participate in, whilst training them to be the best members of society.

Source 4 comes from an article published in a church newsletter in 2014 by a Reverend who ~~was previously~~ grew up as a Christian in the GDR. This source therefore comes from a person's perspective of what it was like growing up, rather than an official censored document.

Reverend Tasche describes ~~the~~ how he was "never a member" of the FDJ, and

did not participate in the "Jugendweihe" ceremony, which he describes as a "cunning" measure. This ceremony was introduced by the FDJ as an alternative confirmation from that of the Church. A "cunning" move it was as it separated those who were ~~on the~~ following the socialism path and choosing 'man over God', and those who still followed the Church. ~~However~~ Ulbricht believed that the Church and Communism were not compatible, using the FDJ as an alternative group that the youth could follow rather than the Church. Moreover, Reverend Tasche describes how he "could not apply for higher education" and could not study what he wished, even through "requests" ~~of~~ from his parents. This highlights the way that the SED used the FDJ to boost its membership by denying those who were not part of it further education and job prospects. He describes himself as the "minority", with the majority of "92-98 percent of

children" being able to pursue ~~these~~ careers. This demonstrates the control that the FDJ had over young people as they "turned their backs on Church" in order to "pursue careers". The source finishes by describing how in the majority very few were "ardent Communists" but this did not bother the GDR as they were content with "yes-men" who did not oppose the system.

Overall source 3 is useful to some extent as it describes the role of the FDJ from an official view, moving away from the "controlling aspects" and towards how it acted as a peaceful group for all the youth to enjoy. Source 4 is more useful as it shows how not being a member of the FDJ affects your future life chances, and that the majority simply gave up the Church and conformed to what the SED in order to obtain

a career without intervention. Together both sources are useful to some extent to investigate the control of young people through the FOTJ as on one hand source 3 describes the intended role and on the other hand source 4 describes the actual role of the FOTJ and how it was used as a tool for people to conform to socialism by giving up the Church and following new socialist rule. Therefore sources 3 and 4 are useful to some extent as source 4 is more useful in describing the control that the FOTJ had over the young people.



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Examiner Comments

This answer makes some inferences from the two sources and supports these with some knowledge, though this is sometimes not directly related to the enquiry. It also notes some relevant considerations with regard to the utility of the sources when attempting to evaluate their weight but does not really apply them in coming to a judgement. Lastly, the sources are barely used together. It was given a top L3 mark.



Make sure the knowledge you use in your answer is applicable to the sources as well as to the enquiry. Use what you know to support inferences and to illuminate and/or discuss the limitations of what can be gained from the content of the sources.

Question 3

The better-performing candidates in this question had considerable knowledge of means by which the CCP consolidated its control of China in the early 1950s. When considering its degree of popular support, many referenced the land reforms, the successes of the first Five-Year Plan and the degree to which the Korean War demonstrated the competence of Mao's regime in comparison with the rule of the GMD. Such evidence was balanced by the intimidation used during the 'Antis' campaigns and use of the PLA in areas such as Xinjiang. The best answers were able to note, for example, that intimidation was used particularly against groups likely to be resistant to the regime or that it intensified as the initial promises of the CCP soured in coming to a judgement.

Less strong answers tended to describe rather than analyse some of the ways in which the CCP attracted support or its methods of intimidation. Many answers lacked range and depth of knowledge, and some strayed outside the years specified in the question to consider the Cultural Revolution for example.

Although between 1949-56 there was much support for the Chinese Communist Party, ultimately this support came from a place of terror. The brutality and violence used against anyone deemed as opposition created a climate of terror so great that citizens ~~were aware they~~ the absence of opposition was not enough, Mao demanded absolute enthusiasm. ~~The~~ Thus, although support from the CCP came from their victorious interaction with war, and their social benefit system, ultimately the consolidation of their rule came from the fact that citizens were too afraid to show anything less than active support. Thus, ~~it is~~ only to a small extent can consolidation of communist control be attributed to support of the party.

Nevertheless, genuine support for the communist party came from the appreciation of Chinese citizens

to the CCP for ending conflict. When the CCP came to power in 1949, they ended years of unrest and chaos that was the result of the civil war between nationalist and communist forces. Although the economy and infrastructure was in tatters, soon the CCP increased production levels to great heights. In 1949, the inflation rate stood at 1000%, and the communists managed to reduce this and solve the issue within months of coming to power. Furthermore, food production was 30% lower by 1949 than it had been at the start of the war, and so ~~the~~ party cadres were quickly put to work to raise food production. Mao's awareness of China's issues, and his willingness to solve them, truly commended him to the Chinese people. Furthermore, another conflict which generated support for the victorians Communists was the Korean War.

When the Korean War ended in 1953, China emerged ~~at~~ with enhanced internal and international prestige, making Chinese citizens proud of their government and subsequently generating a tidal wave of support for the party. However, arguably this support came from a place of fear. Soon after ~~the~~ China entered the Korean War, the CCP launched the Great Terror against 'counter-revolutionaries', or anyone deemed opposition. The attack was ruthless as it was justified in the name of national security, and encouraged people to actively show support for the party. The climate of terror that emerged meant support was necessary for survival. Thus, terror remains the most important factor

in the consolidation of communist rule, despite the element of support the CCP gained for ending conflict.

However, another area which ~~inspired~~ inspired support for the party was the social benefits provided by the state. For example, for the first time ever in Chinese history, women were put

on equal status as men, and this generated much support for such an egalitarian society. Furthermore, ~~the~~ ~~for~~ on 1950, Mao outlawed arranged marriages, concubinage and polygamy, further elevating the status of women, much to their ~~ple~~ pleasure. Education was also invested in, and meant that by 1956, 100% of rural school girls completed their ^{primary} education, a feat never achieved before in China. This created genuine goodwill towards a party which wanted to make social changes for the better. Furthermore, healthcare ~~was~~ gained much investment, which made life expectancy increase continually between 1949-56 and allowed infant mortality to decrease. These successes, and societal improvements generated true support for the Communist party which did indeed aid their consolidation of power. However, many of these social benefits were hard to implement as many traditional attitudes towards women remained, such as in rural areas, and of ~~party~~ policies which

benefitted the party always recieved ~~priority~~
~~priority~~ priority. Thus, the support
recieved ~~to~~ wavered and was not
constant, meaning the ~~consolidation~~ consolidation of
CCP power cannot be wholly attributed
to ~~the party~~ support for the party.

Indeed, the main method ~~which~~
with which the party confirmed their
power was through terror. ~~For~~ The use
of terror was a fundamental part of
Chinese government between 1949 and
1956, which often got boosts from
campaigns, such as the 'Three Antis'
campaign of 1951, which heightened
the atmosphere of fear. The labour
camps of the CCP, the laogai, were
used extensively throughout ~~the~~
^{communist} ~~communist~~ party rule, with 4 or
million individuals being in the
laogai by 1953. The fear of
this labour camp, with dire
conditions and no standard of living
meant people supported the
party ^{out of fear} for their own
lives. ^{Furthermore,} The ~~Antis~~ 'Three Antis'
movement of 1951 ~~to~~ was said to

target corruption, waste and destructionist bureaucracy, but in reality, anyone could be denounced given denunciation boxes were all over China and struggle sessions and beatings were common. The constant use of violence ensured no one dared voice their concerns and instead put on a facade of active support.

Another strand of terror that remained throughout ~~the~~ 1949-1956 was the PLA. In 1950, with five million men, the ~~army~~ army was the largest in the world, increasing in size by 80,000 each year. The PLA was used to crush any opposition both internationally or internally, and played a key role in the reunification campaigns which allowed China to consolidate its hold over areas such as Tibet, Xiangjiang and ~~Guangdong~~ Guangdong. This permanent fear of the PLA meant that Chinese citizens

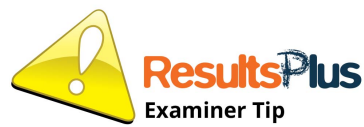
learnt to stop show support for the party as they ~~had~~ could be easily crushed by such a large army. Thus, the climate of ~~terror~~ fear and use of terror encouraged support, and thus it is the use of intimidation which explains to a greater extent how the CCP consolidated their hold.

Although there was some genuine support for the CCP, which came from ~~the~~ communist policies and the way they ended many wars and conflicts, it was terror which ensured citizens ~~show~~ displayed active support and enthusiasm. ~~Thus,~~

the consolidation of communist rule in China can be explained more by use of intimidation than support for the CCP in the years 1949 - 1956.



This answer fully satisfies the criteria for a top L5 mark. Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. Sufficient knowledge is deployed and criteria for judgement are applied fully as part of coming to a judgement.



Top answers demonstrate an understanding of the interaction between key features relevant to the question and apply this in coming to a reasoned and nuanced judgement.

Question 4

There were many good answers to this question which concentrated candidates' attention, in some detail, on the successes or otherwise of the reforms of Liu Shaoqi and Deng Xiaoping in the years 1962-65. These were able to use their knowledge to consider the ways in which Mao's policies, especially the Great Leap Forward, were adjusted or reversed during the Third Five-Year Plan and just how effective these reforms were in tackling the problems of the Chinese economy. Many contended that the relaxation of communist ideals incentivised the peasantry and industrial workers and showed real promise in the increased rates of economic growth achieved but also how problems were too deep-rooted to be solved in the brief period before Mao re-asserted control.

Weaker candidates read the question as an invitation to recount the economic history of the 1950s, pointing out the problems caused but giving little attention to the economic policies of Liu and Deng. If discussed at all, these were often very one-sided in their consideration of the issues.

agricultural/industrial problems.

✓ Korean war - 1st 5 yr plan

✓ Great Leap Forward - 2nd 5 yr plan

↳ Failed

→ Great Famine

Consequences:
Backyard
Furnaces.

reforms

↳ private farming

↳ restored

peasants

could own

land.

It is relatively accurate to say that the agricultural and industrial problems in 1952-62 were solved by the reforms of Liu Shaoqi (Liu) and Deng Xiaoping (Deng) in 1962-65.

Agricultural and Industrial Problems in the years 1952-62 can be seen as a result of the Korean War and the consequences of the Great Leap Forward. The First Five Year Plan was introduced by Mao to try and recover from the Korean War. Help was enlisted from the USSR, who gave China loans and expertise to help

rebuild agriculture and industry. This led to the signing of the Sino-Soviet Treaty, which showed the support that each country would have and give to the other. The First Five Year Plan did help to improve industry but agriculture was still problematic. This led Mao to launch the Great Leap Forward. However, the Great Leap Forward led to a famine in 1958-62 which led to the deaths of 30-50 million people.

The Great Leap Forward was ~~was~~ introduced by Mao to help boost agriculture. This included the creation of communes. The communes saw an end to privately owned land and the emergence of shared land which was collectivised. This meant that there was an increase in agricultural production, due to men and women both working

the land. The output of grain on communal land was approximately double that of privately owned land. Thus meaning, agriculture was almost as efficient as industry.

As part of the Great Leap Forward, Mao commissioned the Backyard Furnaces campaign. This encouraged peasants to create and produce their own steel and iron in these furnaces. However, many peasants reverted to burning their pots, pans, and doorknobs to keep the furnaces burning. This would suggest that the problems with agriculture were never solved.

As a result of the Great Leap Forward, a famine occurred in 1958-62. It was believed to be the worst recorded famine in the 20th century. Due to

a high amount of food shortages and poor hygiene, around 30-50 million people died. Many people reverted to eating bark off trees, and some even turned to cannibalism. Additionally, the fertility rate of women ~~continued~~ significantly dropped and the number of children and elderly dying due to malnourishment increased. This would suggest that the problems of agriculture were not solved in 1952-62.

Liu and Deng brought in reforms during 1962-65 which are seen to solve the agricultural and industrial problems of 1952-62. One reform that Liu and Deng brought in was the Restoration of Private Farming. This enabled peasants to reclaim or buy land to farm themselves as opposed to communes. This can be seen to have solved the

agricultural and industrial problems in 1952-62 because it meant that there was an end to the famine and more grain was produced compared to that of productions in the communes. Additionally, the introduction of the Barefoot Doctor campaign led to a rise in awareness of disease and illness prevention. This meant that healthcare improved under Liu and Deng's reforms.

In conclusion, it is relatively accurate to say that the reforms of Liu and Deng solved agricultural and industrial problems created in China in 1952-62.



The major weakness of this essay is that it barely engages with the focus of the question, spending considerable effort describing the problems created by the economic policies of the 1950s. Only latterly does it engage with the reforms of Liu and Deng and even then, the answer lacks depth and balance. It was given a mid L3 mark.



Take time to read the question so that you understand fully its focus and demands. A brief plan can help you remain relevant to the question throughout your essay.

Question 5

The best answers to this question were able to evidence in some depth the different ways in which East German leaders sought to project the GDR's national identity to the rest of the world in the years before 1985. Such evidence was balanced by the GDR's long-standing image as a satellite of the USSR and its increasing financial dependence on the FRG. Some very good responses were also able to consider the success of attempts to build an independent identity within the GDR by the use of language and the media though questioning the degree of success achieved with evidence of how many East Germans continuously envied the attractions of life in the West.

At the lower range of responses, while many knew of the GDR's use of sport as a means of creating an independent national identity, accuracy, range and/or depth of knowledge was lacking. Some also struggled with the concept of identity even though this is clearly signposted in the specification.

When viewing the establishment and development of the German Democratic Republic it is evident that there was a significant amount of attention paid to competing with the FRG as well as separating themselves from it. As such, the success of the GDR's separate identity from the FRG is dependant on how their people feel and the separation of their population's culture from another. The success of their identity as an independent state can also be ~~also~~ assessed by their capability to succeed and develop on their own. It can be said that when looking at these criteria that whilst there short-term changes were made in the long-term they may not have been as successful on a wider scale.

The initial changes through demarcation and separation of culture from the west enabled the GDR to establish a more successful identity. Through ~~the~~ Honecker's process of demarcation there were immediate changes in language and culture that separated the eastern state from the west. Such as, changing products made in the GDR from 'made in Germany' to 'made in the GDR' to establish a clearer separation between the two states to

more on a more international level as well as ~~providing~~ ^{providing} a clear separation between the goods that were sold. Similarly, ~~for~~ other changes to language such as 'collective' being changed to 'kollektive' and 'Berkbi' signs for 'Berlin' to 'Berlin the capital city of the GDR'. These small changes in language that get taught and become a part of daily life help to establish a greater sense of individuality when compared to the FRG but it is not ^{on a} ~~on a~~ ^{Soviet} ~~Soviet~~ scale to make a dramatic impact externally or to the people. However, Honecker's use of sport and ~~culture~~ ^{culture} helped to better establish a sense of unity and independence within the GDR both internally and on an international level. 1 million children out of a population of 2.2 million ~~were~~ ^{attended} ~~invited~~ ^{a sports} camp which helped to instil communist propaganda and adoration for the government of the GDR at an early age. Using sport as a mode of transport for the GDR's new and united identity was successful as it also aided in increasing morale. This independent identity is furthered through the GDR and FRG entering ^{as} ~~as~~ separate teams in the Olympic games, the FRG as 'Germany' and the GDR as 'East Germany'. Although this does hint towards the GDR being the lesser option of the two it demonstrates a greater sense of individuality and national identity for the GDR that was not there previously when they entered the Olympics in the same team as the FRG. Furthermore, the successes of the GDR

displayed through sport such as the women bringing home 11 out of 13 ^{gold} medals in swimming aids in creating a positive ~~and~~ representation of the GDR and highlighting their individual identity.

It can also be said that the GDR were able to establish an identity as an independent state through ~~the~~ Honecker's use of propaganda and media. Radios and TVs ~~became~~ became more common household goods throughout the 1970s and as such it provided another medium for the GDR to create an independent identity within ~~the~~ Germany that the people had not yet experienced. The GDR had created their own radio and TV channels as well as providing media for the more niche tastes such as children's music. In doing this the GDR better enable a sense of identity and individuality within its people. Similarly, the first publishing of the Neues Deutschland newspaper was the day after the separation of the two sides occurred, this in itself already establishes a separation between the two sides and a sense of independence. However, it can also be said that although the GDR did make attempts to strengthen the sense of ^{their} independence as a state ^{in their people} they were often undermined ^{by both the population and} ~~and the~~ ^{changes} ~~through~~ the west. The TV sets found in the majority of eastern homes were able to receive western television stations, except Dresden, and

This gave the population of the GDR an idea of what life was like in the FRG and how they portrayed the wall. Consequently, the population of the GDR became aware of the disparaging differences in lifestyle and consumer goods between the two states, causing a greater sense of resentment than unity, and as such dampening the notion of an ~~rather~~ independent national identity. Although they tried to combat this through lightning brigades ~~to~~ to check to see whose ariels faced the west and banning Western media the population grew smart and took their TV ariels indoors and received western media in private. This undermines the notion that the GDR had established an independent identity as a state as they were being constantly undermined by the population and did not necessarily have them on board or generating pride for the identity that was being established around them. ~~Thus~~ The heavy influence that western media had on the GDR's population is most evident ~~through~~ within the youth. Many ~~boys~~ boys copied the mushroom hairstyle or mohican of the west whilst mothers and children mimicked western fashion. Through this we see a clear undermining of the GDR as a separate state and the short-term effects of the sense of unity provided by the Berlin wall. By the GDR's ~~not~~ identity they are trying to establish being consistently undermined by the population it cannot be successful.

Furthermore, the independent identity the GDR attempted to establish was both aided and diminished through state visits and their international recognition. The FRG and numerous other ~~countries~~ ^{non-communist} countries failed or refused to acknowledge the existence of the GDR until the 1970s. As such, it is hard to say that they developed a successful identity if they were not recognized as independent for numerous years. It was not until numerous state visits between the GDR and non-NATO and non-socialist countries took place that the GDR ~~received~~ ^{received} recognition on an international level and as a consequence a national identity. Their numerous visits to Cyprus and Italy ~~and~~ ^{also} helped ~~the~~ the GDR to establish ^{ish} their own connections and generate an independent identity separate from the FRG. However, it is hard to regard the GDR as ~~an~~ an independent state when they received numerous loans from the FRG to prop up their economy as well as turning to the USSR to be its main trading partner. By doing this the GDR no longer presents the identity of an independent state but one that leans and relies upon the FRG for loans, totaling adding up to 40 billion Deutschmarks, to help them survive.

to conclude, it is evident that by 1985 the GDR

had established an identity separate to that of the FRG but this did not necessarily present them as an independent state. The GDR were constantly undermined by the west, their culture and their reliance upon their money. As such, ~~it~~ ^{the GDR} did create an identity to an extent but this was not wholly separate from the FRG. The tears and use of Ostpolitik brought the FRG and GDR closer rather than separating them.



This answer achieved full marks for the sustained analysis of key issues relevant to the question, consideration of the relationships between these issues, and the depth of knowledge applied throughout. It comes to a considered and nuanced judgement.



A 'Study in Depth' requires detailed knowledge of the Key Themes identified in the specification. Make sure you add precise and detailed knowledge to evidence your answer.

Question 6

There were many very good answers to this question. These showed awareness of the complex interaction of factors, both external and internal, which contributed to the fall of the GDR and were able to fashion convincing arguments in coming to a judgement. Such answers were able to discuss a range of ways in which external factors impacted on the GDR, for example Gorbachev's reforms in the USSR and the manner in which they affected Eastern Europe as well as Kohl's response to the fast-changing events of 1989-90. The long-standing economic problems of East Germany were often cited as evidence of internal factors as were the mistakes of Honecker and his successors in handling the escalating crisis.

Weaker responses had some knowledge of the course of events in the later 1980s but they lacked range and/or depth, especially with regard to the GDR's economic problems. Many also had some difficulty in structuring their answers.

The GDR was effected by both external and internal problems. These problems combined contributed to the collapse of the GDR in the years 1985-90. External influences include; the influence of Gorbachev, withdrawal of USSR support, Hungary's borders and opposition. Internal problems include national debt, high spending on social welfare and lack of consumer goods.

Gorbachev's influence was potentially the most significant factor in the collapse of the GDR. His reforms; Perestroika and Glasnost scolded public desire for reform, and ultimately caused ~~the~~ opposition which undermined SED authority. Gorbachev was extremely popular upon GDR citizens. A survey in 1988 showed that 83% of young people supported him, because he provided hope. GDR citizens began to oppose the regime in a way they had never done before, destabilising the regime. For example opposition groups formed like at the Olaf Palme Peace March in 1987, whereby unofficial banners joined the parade, campaigning for human rights. Other events like the Rosa Luxemburg and Karl

Liebknecht parade undermined SED authority, considering this was an annual event celebrating the wives of communist heroes. Protesters used Luxembourg's own slogan 'freedom is always the freedom to think differently', which was a mockery of SED control. Gorbachev's influence in the Soviet Union led people in the GDR to lose their fear of the Stasi, considering they were so desperate for change that they did not care what happened to them. Gorbachev's influence set off a series of chain reactions which ultimately caused the SED to lose control, as the favour of reform seemed impossible. With regards to Gorbachev's influence, it shows that external influences were very significant in the collapse of the GDR.

Other external influences which contributed to the collapse of the GDR include the opening of Hungary's borders in 1989. The borders were opened with Austria, and thousands of East German tourists on holiday crossed the border. Once the borders were officially opened, a law was put in place whereby citizens could not leave the GDR without having an exit visa. This law did not help prevent people leaving. 30,000 people in the GDR left within two weeks of the border opening. In response, considering these opened borders made a mockery of GDR's closed border with the West, the GDR closed all its borders, making it as isolated as Albania and North Korea. The extent of emigration

to the west had knock on effects in the GDR. The economy suffered as there were not enough workers and it shows the extreme dissatisfaction with the regime. The external influence of the opening of the Hungary border in 1989 allowed ^{more} freedom of movement, and then stopped it again. This further stoked public dissatisfaction and opposition, causing the collapse of the GDR.

The withdrawal of Russian support in the 1970s under Brezhnev caused other problems for the GDR in the 1980s. Brezhnev could no longer afford to subsidise COMECON members and announced that he would be rising prices to world market levels. Considering the USSR supplied 87% of GDR's oil, and this was a significant way of ensuring the flow of money into the economy. Therefore when it stopped, the economy declined. However, this took place in the 1970s, and whilst contributed to economic decline experienced between 1985 - 90, it was not as significant as Gorbachev's influence or the opening of Hungary's borders.

Despite these external influences, it was not solely down to these that the GDR collapsed. It was also due to internal problems. For example, the high spending on social welfare. The GDR had an extensive system of social welfare, costing 49.8 billion marks by 1989. One of the main problems for the GDR was maintaining

sufficient economic growth alongside this spending on social welfare. By the mid 1980s, spending on social welfare was not tenable. The SED were reluctant to cut expenditure because they thought problems would be solved by centralised planning, and still believed their own propaganda about the strength of the GDR. This extreme spending led to the poor availability of consumer goods. This was made worse as it was becoming increasingly apparent that the goods available in the west, showing the GDR was lagging behind. This was significant in the ~~the~~ collapse of the GDR, arguably more important than external influences, because it was due to the poor economy and shortage of consumer goods caused by high social welfare spending that GDR citizens wanted reform. External influences like Gorbachev's reforms and the opening of Hungary's borders may not have had as big of an impact on the GDR, had it not been due to the extreme decline in the economy.

~~For~~ Internal problems like debt was also significant in the collapse of the GDR. Debt to capitalist countries increased from 30 billion DM in 1980 to 46 billion DM in 1989. This amount of debt had serious consequences on the economy. The government had no money to invest in the economy, leading to increased dissatisfaction with the regime. Again, like high social welfare spending, the internal problem of debt led to the declining economy,

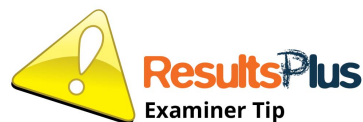
which ultimately made the impact of external influences more significant.

In conclusion, I agree to an extent that external influences were more significant than internal problems in explaining the collapse of the GDR in the years 1985-90. I think this because, Gorbachev's influence gave GDR citizens the motive to oppose the regime through the introduction of his reforms, perestroika and Glasnost. The Hungary Border also allowed people to initially leave, heightening their desire to leave when travel restrictions were imposed. These factors were ultimately very significant in the collapse of the GDR. However, I also feel that internal problems contributed to its demise. High spending on social welfare and international debt to capitalist countries caused the decline of the economy, increasing dissatisfaction. I would argue that the impact of Gorbachev's influence and Hungary Borders were greater because people were so desperate for change, due to the failing economy, caused by internal problems. Whilst without internal problems, these external influences would have had an impact, it wouldn't have been significant enough to cause the collapse of the GDR. Therefore, I agree that external influences were significant in the collapse of the GDR. But I also disagree to an extent because I think that external influences and internal factors collectively

caused the collapse of the GDR. Overall, I disagree ^{to an extent} with the statement that external influences were more significant than internal problems in explaining the collapse of the GDR between 1985-90, because both factors combined caused the economic crisis that led to the collapse of the GDR.



This strength of this answer is in the range of factors it deploys to answer the question, together with a depth of knowledge which is confidently handled. It is less secure in establishing criteria for judgement and applying them fully in coming to a judgement; nevertheless it was awarded a low L5 mark.



Make sure you take note of the dates in the question and make sure you remain relevant to them throughout your answer. Pay particular attention to the key dates detailed for your option in the specification.

Paper Summary

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

Section A

- Candidates should go beyond paraphrasing the content of the sources to draw out reasoned and developed inferences
- Candidates should move beyond stereotypical approaches to the nature/purpose and authorship of the source by, e.g. looking at and explaining the specific stance and/or purpose of the writer
- Contextual knowledge should not be used to list all the information that is missing from the sources, unless omission was the aim of the author
- Contextual knowledge should be linked to the material provided in the source
- Candidates should make use of the sources together at some point in the answer.

Section B

- Spending a few minutes planning helps to ensure the second order concept is correctly identified; candidates need to be aware that not all questions demand a factor/other factors approach
- Candidates must provide more precise contextual knowledge as evidence. Weaker responses lacked depth and sometimes range
- Candidates should avoid a narrative/descriptive approach; this undermines the analysis that is required for the higher levels
- Candidates need to be aware of key dates as identified in the specification so that they can address the questions with chronological precision
- Candidates should try to explore the links between issues rather than merely present a list of factors.

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>

