



Pearson

Mark scheme

Pearson Edexcel
GCE History (9HI0/2E)
Advanced

Paper 2: Depth study

Option 2E.1: Mao's China, 1949–
76

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	13–16	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4–7	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8–12	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13–16	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.
5	17–20	<ul style="list-style-type: none"> • 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 to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: Indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the Cultural Revolution on education in China.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• Published in 1975 it provides an overview of the educational changes since the introduction of the Cultural Revolution• The booklet was published in English by the Chinese authorities purposefully to explain education policies to a foreign audience• The tone of the booklet is celebratory; it highlights the positive changes and achievements in education as a result of the Cultural Revolution. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Cultural Revolution on education in China:</p> <ul style="list-style-type: none">• It claims that the Cultural Revolution had, and is still having, a revolutionary impact on education ('the transformation of the old educational system')• It provides evidence that the Cultural Revolution promoted educational advancement and achievement through practical work rather than academic learning ('removes the "book-knowledge first" criterion')• It suggests that the educational policies of the Cultural Revolution have been a force for good in China. <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none">• An underpinning tenet of the Cultural Revolution was that traditional educational practice and teaching methods were undermining the radicalism of the revolution• From 1966 Chinese youth was encouraged to join the Red Guard directly in order to both attack the education system and to take part in manual labour• 1966–68 saw the closure of many urban schools and the College Entrance Exam was abolished until after Mao's death. <p>Source 2</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• Xu experienced the events of the Cultural Revolution and his educational opportunities were affected by its policies• Xu is describing his experiences with hindsight; he appears to have benefited to some degree from the post-1966 educational policies

Question	Indicative content
	<ul style="list-style-type: none"> • The tone of the language seems to suggest that he may be trying to justify his experiences to the researchers ('You can't say we didn't'). <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Cultural Revolution on education in China:</p> <ul style="list-style-type: none"> • It provides evidence that Xu's education was disrupted ('I went from school to the countryside in 1968. I wasn't given much choice.') • It provides evidence that new opportunities were made available to those from poorer backgrounds ('I was the first from our family to go') • It suggests that the initial changes to education may have had some detrimental effects that needed to be rectified later ('our training wasn't completely worthless.'; 'I only wish I'd had more years of study.'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • The Cultural Revolution impacted most greatly on those secondary school students who were due to graduate 1966–68; they have sometimes been described as the 'lost generation' • In 1968 the 'up to the mountains' campaign saw millions of young people sent to the countryside in the Great Exchange • By the early 1970s, the disruption to the education system caused by the Cultural Revolution had created a shortage of qualified technicians and workers; degree level vocational courses had to be quickly developed. <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both provide evidence of the anti-intellectualism in education that was a feature of the Cultural Revolution • Source 2 corroborates some of the changes in educational practice outlined in Source 1, e.g. combining education with work, opening up of university places to poorer students, nature of vocational courses • Both suggest that the quality of university courses may have been compromised as a result of changes made during Cultural Revolution.

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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the control of young people in the GDR through the Free German Youth (FDJ).</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• This is an official document produced by the official state youth group the FDJ• The purpose of the document is to outline the work of the FDJ and its relationship with the young people of the GDR• It was produced in 1959 during a time of potential crisis in the GDR and, with many young people considering emigrating to the West, may have been formulated to highlight the positive aspects of the organisation. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the control of young people in the GDR through the Free German Youth (FDJ):</p> <ul style="list-style-type: none">• It claims that it is a voluntary organisation organised for the benefit of all young people in the GDR ('a friendship league of all boys and girls')• It suggests that its main role is to provide enjoyable activities that will bring young people together ('is a community...develop a joyous life.')• It provides evidence of an element of political control ('to become young patriots'; 'win over the entire youth for participation'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none">• The FDJ had political ties to the SED, and was influential until the fall of East Germany; its members were aged 14–25• Membership was not compulsory but it was difficult to gain advancement within GDR society without being involved• The FDJ put a great deal of effort into providing social activities which could compete with western cultural influences. <p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• Reverend Tasche is describing his own experiences of having been discriminated against for not participating in FDJ activities• The article is written in 2014, long after the collapse of the GDR, and so he is free to describe his experience without fear of censorship• The purpose of the article is to highlight the difficulties of growing up as a Christian in the GDR in the 1960s and 70s, and so may be open to exaggeration.

Question	Indicative content
	<p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the control of young people in the GDR through the Free German Youth (FDJ)</p> <ul style="list-style-type: none"> • It provides evidence that failure to join the FDJ or participate in their activities resulted in discrimination ('I could not apply for higher education'; 'The other 92–98 per cent of children...could pursue careers') • It suggests that the FDJ was more than just a voluntary social group ('I would not salute the flag...which was raised at certain times in school') • It suggests that most young people in the GDR were willing to participate in the activities of the FDJ in order to get by ('the State was content with comfortable yes-men seeking a quiet life.'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • The GDR was established as a socialist state and actively promoted atheism; young Christians were actively discriminated against • The <i>Jugendweihe</i> was introduced in the 1950s as a socialist FDJ alternative to Christian confirmation ceremonies; 90 per cent of GDR youth participated by the 1980s • There is evidence of a 'niche-society' in the GDR; many young people outwardly conformed but privately criticised the FDJ. <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> • Both sources provide evidence of the methods used by the FDJ to control young people • Source 4 provides evidence that the FDJ did not 'win over the entire youth' as hoped in Source 3 • Together they suggest that most young people in the GDR did comply with ideals of the East German state and supported FDJ activities – at least in public.

Section B: Indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the consolidation of communist rule in China, in the years 1949–56, can be explained more by support for the CCP than by the use of intimidation.</p> <p>Arguments and evidence that the consolidation of communist rule in China, in the years 1949–56, can be explained by support for the CCP should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• A large percentage of the Chinese population had participated in or were sympathetic to the CCP during the Civil War; many of these people gained advancement in the new China• Many Chinese believed that Mao and the CCP offered a genuinely revolutionary solution to the problems of pre-1949 China and were willing to support radical policies in the 1950s• Initial compromises offered to the middle-classes by the CCP brought support in the form of knowledge and expertise• Initial agricultural reforms gained the support of peasants• Compensation for the owners and shareholders of nationalised businesses brought cooperation• China's commitment to the Korean War created a wave of support for the CCP. <p>Arguments and evidence that the consolidation of the communist rule, in the years 1949–56, can be explained by the use of intimidation should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Many supporters of the CCP used the power structure created in 1949 to settle personal scores and intimidate local areas into conformity• The introduction of the 'anti-movements' (1951–52) began to target the 'bureaucratic capitalist class'• Involvement in the Korean War was used to intimidate Party officials themselves and brought enforced conscription• Anti-landlordism and the 'speak bitterness' campaign after the 1950 Agrarian Reform Act created an atmosphere of intimidation in rural areas• Mao supported, and believed in, the use of intimidation as a fundamental tenet in the consolidation of communist rule. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the statement that the agricultural and industrial problems created in China, in the years 1952–62, were solved by the reforms of Liu Shaoqi and Deng Xiaoping in the years 1962–65.</p> <p>Arguments and evidence that that the agricultural and industrial problems created in China, in the years 1952–62, were solved by the reforms of Liu Shaoqi and Deng Xiaoping in the years 1962–65 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The most immediate problem of food supply was solved by importing grain • A reduction in the size of collective farms and restoration of some private farming led to a return to previous levels of grain production by 1965 • The movement of millions of people from urban to rural areas brought greater stability in the countryside • Unrealistic production targets were replaced with more realistic planning (Third Five Year Plan) which led to increased industrial production • Relaxation of the persecution of scientific experts and managers, along with the closure of inefficient projects, created a more stable economy. <p>Arguments and evidence that the agricultural and industrial problems created in China, in the years 1952–62, were not solved by the reforms of Liu Shaoqi and Deng Xiaoping in the years 1962–65 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Agricultural regions continued to suffer from a lack of labour supply due to the impact of the Great Famine and urbanisation • Grain production levels remained vulnerable with China dependent on imports until the 1970s • The suspicion and antipathy of some Communist leaders towards market principles and individual incentives constrained the scope of the reforms • The agricultural and industrial decline of some areas, e.g. Tibet was purposefully not addressed • The reforms failed to address the fact that industry was unable to keep pace with demand for manufactured goods. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the GDR had successfully established an identity as an independent state by 1985.</p> <p>Arguments and evidence that the GDR had successfully established an identity as an independent state, by 1985, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The GDR had established internationally-defined borders; the creation of the Berlin Wall, the 'inner-German' border and diplomatic agreements in the years 1961–71• The Basic Treaty (1972) saw the normalisation of relations between the GDR and the FRG with an acceptance of being 'separate'• By 1985 the GDR had been a member of the UN for over twenty years with state visits from world leaders occurring regularly• East Germany had been recognised as a separate sporting nation since 1964 and was particularly successful in Olympic competition• Manufacturers specifically branded their products as 'made in the GDR'. <p>Arguments and evidence that, by 1985, the GDR had not successfully established an identity as an independent state/the establishment of an identity as an independent state was limited should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Many in the GDR continued to believe that German separation was temporary and supported reunification• The Basic Treaty (1972) did not create full diplomatic relations between the GDR and FRG; diplomatic missions not embassies were established• Many East Germans continued to seek residency in the FRG and the GDR continued to maintain a high security border with the FRG• The GDR had become increasingly dependent on the FRG to help prop up its ailing economy• The enormous influence of the Soviet Union was still very apparent; in 1984 Soviet nuclear warheads were moved into the GDR. <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether external influences were more significant than internal problems in explaining the collapse of the GDR in the years 1985–90.</p> <p>Arguments and evidence that external influences were significant in explaining the collapse of the GDR in the years 1985–90 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Mikhail Gorbachev's reforms (<i>perestroika</i> and <i>glasnost</i>) in the USSR challenged the political and economic environment in eastern Europe • Mikhail Gorbachev's international policy altered the relationship between the USSR and the GDR: improved relations with the FRG and his rejection of the Brezhnev Doctrine for the 'Sinatra' Doctrine • The situation in other eastern bloc countries, e.g. Poland, created challenges for Honecker and the SED • Access to western culture and the comparative wealth of the FRG encouraged open criticism of the GDR • In 1989 the visit of Mikhail Gorbachev to the GDR and the opening up of the Hungarian border had a direct impact on the fall of the Berlin Wall • Kohl's Ten-Point Plan for reunification and the attitude of other western leaders put pressure on the remaining elements of SED control in 1990. <p>Arguments and evidence that internal problems were significant in explaining the collapse of the GDR in the years 1985–90 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Honecker's government found it increasingly difficult to deal with a stagnant German economy • Economic problems affected standards of living and increasing hardship for ordinary Germans caused resentment of the SED government • Compromises made with the Protestant Church opened up opportunities for criticism of Honecker's government • Ineffectual SED policies, both repressive and reforming, undermined the ability of the government to control the GDR • Large scale demonstrations in 1989–90 were fundamental in hastening the end of the GDR, e.g. Honecker's resignation, the fall of the Berlin Wall, the collapse of SED power and the March 1990 elections. <p>Other relevant material must be credited.</p>