



# Mark Scheme (Results)

November 2021

Pearson Edexcel GCE  
In History (9HI0)

Paper 2: Depth study

2E.1: Mao's China, 1949–76

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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• 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.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

### Option 2E.1: Mao's China, 1949–76

Question	Indicative content
<b>1</b>	<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 winding down of the Cultural Revolution.</p> <p><b>Source 1</b></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"><li>• It was written by someone who appears to have experienced directly all of the different phases of the Cultural Revolution</li><li>• It was written thirty years after the events being described and Li's observations may have been influenced by the reaction to the Cultural Revolution that had taken place during those years</li><li>• Having been in a privileged position as a journalist and Party member, Li was in an excellent position to be able to comment on both the personal and wider impact of the winding down of the Cultural Revolution.</li></ul> <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 winding down of the Cultural Revolution:</p> <ul style="list-style-type: none"><li>• It claims that by 1972 the main excesses of the Cultural Revolution had come to an end ('The Red Guards were gone.', 'mass criticism...all of it was over')</li><li>• It suggests that there was a sense of normality being resumed ('Everyone...wanted to stay at home', 'made up for lost time', 'found myself with a family.', 'restored to their former positions.')</li><li>• It indicates that the winding down of the Cultural Revolution could not eradicate the psychological damage done during the years of excess ('not necessarily true of people's hearts and minds.', 'distrust and suspicion')</li><li>• It claims that the political intrigue and radicalism of the Cultural Revolution had not gone away ('it was not the end of political movements', 'the Shanghai group...revolution to go on forever.').</li></ul> <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"><li>• From 1969, Mao began to distance himself from the behaviour of the Red Guards and, with the aid of the PLA, put in place policies to curb their often violent and excessive behaviour</li><li>• Lin Biao, who had been the architect of the cult of Mao, fell from grace in 1971</li><li>• From the top to the bottom of society, people who had been denounced were often reinstated, e.g. Deng Xiaoping returned to the leadership cadre, tenants returned to their original homes</li><li>• The Cultural Revolution was wound down rather than brought to an official end and so China continued to exist in a state of uncertainty.</li></ul>

Question	Indicative content
	<p><b>Source 2</b></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"> <li>• As a visitor to China in 1972, the author witnessed the situation and events on which he is commenting and was in a good position to comment on the impact of the winding down, which had begun in 1969</li> <li>• The tone and language, and the use of a pen-name, suggest that the author was attempting to give a candid account of what he had seen</li> <li>• It was written by a European and so may, either wittingly or unwittingly, reflect western values and beliefs in regard to events in China</li> <li>• As an academic and diplomat, Leys would have been able to use his knowledge of the wider context in China to comment on the events he saw.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences the impact of the winding down of the Cultural Revolution:</p> <ul style="list-style-type: none"> <li>• It suggests that the lives of Chinese people had become more peaceful and less frenetic ('pavements crowded with people doing very little', 'give the masses some breathing space')</li> <li>• It claims that order has been restored ('army had the situation well in hand') but indicates that China may have stored up potential problems for the future ('Youth...biggest problem...deported for life')</li> <li>• It provides evidence that elements of the Cultural Revolution still existed ('Mao cult...toned down...not appear to be totally true')</li> <li>• It suggests that the situation in China is volatile and uncertain ('give the masses some breathing space', 'under the shadow of guns', 'charged tension in the air.').</li> </ul> <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"> <li>• From 1969, the PLA took control of most of the political, economic and social institutions that had come under the influence of the Red Guard, creating an environment of martial law</li> <li>• 'The up to the mountains and down to the countryside' policy was introduced to disperse the Red Guard away from the urban areas; families were torn apart as young people were compulsorily moved to rural areas</li> <li>• The re-establishment of educational institutions in the early 1970s was unable to compensate for the lack of skills amongst the young created by the abandonment of organised education in the years 1966-69</li> <li>• From 1973, the Shanghai group, or 'Gang of Four', which included Mao's wife Jiang Qing and which advocated radical revolutionary policies, began to gain influence over Mao.</li> </ul> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• The sources provide an eyewitness account from an internal observer (Source 1) and an eyewitness account from an external point of view (Source 2) of the situation in the early 1970s</li> <li>• Both Sources indicate that China was in a more peaceful state but that underneath there was still latent fear and uncertainty</li> <li>• Both Sources provide evidence that the political intrigue of the Cultural Revolution was far from over.</li> </ul>

## 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 problems facing the government of the GDR in the late 1980s.</p> <p><b>Source 3</b></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"><li>• It is written by an observer of the situation and in the immediate aftermath of the events</li><li>• The tone and language of the article suggests that the journalist is attempting to write an accurate account of events</li><li>• It is written by an American journalist for a Western readership and so may, wittingly or unwittingly, reflect anti-GDR values and beliefs</li><li>• It is being written because the discontent being described was unusual and may not be indicative of the situation in the GDR as a whole in 1987 or in other years.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about problems facing the government of the GDR in the late 1980s:</p> <ul style="list-style-type: none"><li>• It indicates that the GDR was facing open discontent and defiance from young people ('hundreds of young...clashed with...police', 'demonstrators tossed small firecrackers', 'Down with the police!')</li><li>• It suggests that the reforms being made by Gorbachev in the Soviet Union were having an impact on the authority of the SED in the GDR ('chanted Gorbachev! Gorbachev!')</li><li>• It suggests that despite the relatively high standard of living in the GDR there was a desire for more openness and freedom ('bar them from listening to a rock concert', 'The Wall must go!')</li><li>• It suggests that the GDR government was concerned about the situation in the GDR ('attempts made...to provoke trouble', 'recently sought to highlight the country's successes').</li></ul> <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"><li>• The policy of <i>Ostpolitik</i> and technological developments in communications had made East Germans more aware of the differences between living in the GDR and the West</li><li>• In 1985, Gorbachev had come to power in the USSR with promises of reform ('<i>glasnost</i>' and '<i>perestroika</i>') and many in the GDR hoped that the East German government would follow his lead</li><li>• In the late 1980s, there were increasing social problems, such as alcoholism, which often led to social discontent and the beginnings of anti-authoritarianism</li><li>• During the 1980s, the GDR robustly maintained its established system of state repression, and remained the most prosperous and economically advanced of the Soviet satellite states.</li></ul>



Question	Indicative content
	<p><b>Source 4</b></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"> <li>• The fact that the letter was written to the state broadcasting company suggests that it is commenting on problems that were clearly visible in the GDR in the late 1980s and could no longer be hidden by censorship</li> <li>• It was written in the spring of 1989 at a time of increasing discontent and unrest in the GDR and across Eastern Europe</li> <li>• The purpose of the letter may have been to highlight publicly to the authorities the growing discontent of ordinary citizens who had previously been willing to conform under a socialist state.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about problems facing the government of the GDR in the late 1980s:</p> <ul style="list-style-type: none"> <li>• It suggests that there was a systemic production quality problem in the GDR ('after waiting 15 and a half years', 'after a four-hour wait', 'only has a sales office in Berlin', 'wasn't his problem')</li> <li>• It provides evidence of the problems with the quality and quantity of consumer goods ('neither wiper moved', 'serious defects') and suggests that this caused frustration ('have to drive all the way to Berlin')</li> <li>• It suggests that there were rising consumer expectations in the GDR ('my family deserved a good product for the good money we earned') that it would not be possible meet ('problems due to manufacturing issues')</li> <li>• It suggests that the economic problems might be also causing political problems ('situation we can tolerate...in the lead up...local elections).</li> </ul> <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"> <li>• The GDR was renowned for its production of poor-quality consumer items, particularly cars, with the 'Trabi' being the most well known</li> <li>• In the 1980s, Honecker continued to base GDR economic policy on his belief that material social welfare was more important to ordinary East Germans than the ownership of consumer goods</li> <li>• By the end of the 1980s, a growing economic crisis meant that outward complacency of the GDR's 'niche society' was being replaced by a more critical public voice</li> <li>• In the 1980s, the GDR government cautiously, and selectively, allowed certain media organisations to highlight social and economic problems, hoping to appear more transparent and more understanding of concerns.</li> </ul> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Source 3 highlights social problems and increasing social discontent whereas Source 4 highlights economic problems and economic frustrations</li> <li>• Both Sources suggest that there was growing political discontent; Source 3 suggests that there are growing calls for reform and Source 4 suggests that the economic difficulties could influence local elections</li> <li>• Both sources provide evidence of a decline in the authority of the SED; Source 3 indicates a willingness by the young to challenge the police, Source 4 that the authorities may have been forced to accept criticism.</li> </ul>

## Section B: indicative content

### Option 2E.1: Mao's China, 1949–76

Question	Indicative content
<b>3</b>	<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 popularity of Mao's land reform policies in the years 1949-57 was mainly responsible for the successful establishment of communist rule in China.</p> <p>Arguments and evidence that the popularity of Mao's land reform policies in the years 1949-57 was mainly responsible for the successful establishment of communist rule in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The early introduction of the Agrarian Reform Law (1950) enabled the CCP to keep its major promise from the civil war period to redistribute land more fairly in the countryside</li><li>• The CCP gained the support of the poor and middling peasantry by involving them directly in the redistribution process, e.g. struggle sessions</li><li>• The initial emphasis on the redistribution of landownership, rather than the collectivisation of land, won over many peasants sceptical of Communist rule</li><li>• Early collectivisation via the MATs was based around traditional communal farming practices so allowing a relatively smooth transition to collective landownership without causing instability in the countryside</li><li>• The popularity of the land reform policies meant that the majority of the vast rural areas of China were under control so enabling the CCP to concentrate on establishing rule elsewhere.</li></ul> <p>Arguments and evidence that the popularity of Mao's land reform policies in the years 1949-57 was not/other factors were responsible for the successful establishment of communist rule in China should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Mao's land reform policies were enforced violently by the PLA and the countryside was ruled by fear rather than through popular consent</li><li>• Communist rule was established through the 'Great Terror', with extensive use of violence and terror against potential CCP opponents</li><li>• China's participation in the Korean War allowed the CCP to both gain popular domestic support and to repress opposition</li><li>• In the early years, Mao's policies of moderation in the urban areas, particularly towards middle-class bureaucrats and professionals, brought post-civil war stability</li><li>• The 'antis' movements were genuinely popular in their aim to crackdown on corruption, inefficiency and crime.</li></ul> <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 suggestion that the CCP was very successful in suppressing religious practice in China in the years 1949-76.</p> <p>Arguments and evidence that the CCP was very successful in suppressing religious practice in China in the years 1949-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Anti-religious policies resulted in the majority of Chinese people abandoning religious worship; the young Red Guards enthusiastically denounced religion as one of the 'four olds' during the Cultural Revolution</li> <li>• Tibetan Buddhism was undermined by the ban on public worship, the Dalai Lama being forced into exile after the brutal PLA suppression of the 1959 Tibetan uprising and the 'engineered' famine of the Great Leap Forward</li> <li>• Attacks on the infrastructure of organised religions prevented access to, and led to decline in, religious practice, e.g. the destruction of Christian churches and Muslim mosques, the persecution of clerics</li> <li>• Confucian philosophy was essentially replaced by Communist ideology; it was suppressed via continual propaganda attack and intimidation, with CCP opponents often being labelled as 'Confucian-loving'</li> <li>• The border Muslim areas were particularly targeted, experiencing a reunification campaign in 1950 and a systematic policy of eradicating Muslim culture, e.g. amongst the Uyghurs.</li> </ul> <p>Arguments and evidence that the CCP was not successful in suppressing religious practice from in the years 1949-76 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many Confucian traditions were entrenched in Chinese culture and, despite collectivisation and the Cultural Revolution, devotion to family and family values continued to be strong</li> <li>• Traditional ancestor worship retained a strong presence, e.g. the public reaction to the death of Zhou Enlai exhibited elements of traditional mourning</li> <li>• Public suppression of all the major pre-Communist religions led some to public defiance, e.g. from Catholic clergymen</li> <li>• Although outwardly the Chinese people conformed to Communist principles, many continued to practise religious beliefs in private</li> <li>• The creation of the CCP controlled 'patriotic' Christian churches, the Chinese Buddhist Association and the Chinese Islamic Association was an admission that they had been unable to eradicate organised religion.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<b>5</b>	<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 suggestion that there was little change in the government of the GDR by the SED as a result of the rising of June 1953.</p> <p>Arguments and evidence that there was little change in the government of the GDR by the SED as a result of the rising of June 1953 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Despite the widespread and violent nature of the uprising, Walter Ulbricht maintained his position as leader of the GDR</li><li>• The SED consolidated its control over the political system and maintained one-party rule; the last remaining SPD members were purged from the SED as were non-SED affiliated members of the civil service</li><li>• Despite the economic discontent shown by the uprising, the SED continued with the present Five-Year Plan and continued to establish a command economy, which included agricultural collectivisation</li><li>• The SED continued to follow a policy of repressive measures to control the lives of the East German population</li><li>• The SED government retained the support of the USSR in its advancement of its policies in the GDR.</li></ul> <p>Arguments and evidence to counter the statement that there was little change in the government of the GDR by the SED as a result of the rising of June 1953 became should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The need for Soviet intervention to put down the uprising resulted in the SED government becoming less autonomous, more dependent on the USSR and directly reliant on the USSR for its defence</li><li>• In the immediate aftermath of the uprising, the SED revoked the economic target in work productivity that had sparked the uprising, made concessions on pensions, reduced basic prices and ended food rationing</li><li>• The Second Five-Year Plan, starting in 1955, focused on the production of consumer goods and raised living standards, partly as a reaction to, and acknowledgement of, the discontent voiced in the 1953 uprising</li><li>• The SED government extensively increased its repression by transforming itself into a 'surveillance state' based on covert intelligence; it was after the uprising the Stasi began extensively to recruit IMs.</li></ul> <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 the suggestion that the SED government was very successful in undermining the role of the Protestant church in the GDR in the years 1949-90.</p> <p>Arguments and evidence that the SED government was very successful in undermining the role of the Protestant church in the GDR in the years 1949-90 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In the 1950s, the SED government worked actively to undermine the influence of the Protestant church in the GDR, e.g. role in education, role in politics, anti-Church propaganda campaigns</li> <li>• By the late 1960s, 90% of young people took the <i>Jugendweihe</i>, which was in direct competition with Christian confirmation rites; by the 1980s, church membership had declined from 80% to 30% of the population</li> <li>• The SED set up the FDJ to counteract the influence of the youth section of the Protestant church; membership of the FDJ brought privileges while Christian youngsters were discriminated against and persecuted</li> <li>• The SED were successful in forcing the GDR churches to break away from the all-German Protestant Church network, so undermining their commitment to reunification</li> <li>• Across the period, the Stasi were used to undermine the Protestant church via direct persecution and through the infiltration of IMs; the Stasi were particularly active in recruiting informants from 1978 onwards.</li> </ul> <p>Arguments and evidence that the SED government was not very successful in undermining the role of the Protestant church in the GDR in the years 1949-90 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The stated aim of the SED was to eradicate the influence of religion in a Marxist-Leninist state but the Protestant church survived as an organisation across the period</li> <li>• In the 1960s, Ulbricht began to tone down the anti-Church rhetoric and, in the 1968 constitution, religious freedom continued to be recognised</li> <li>• In March 1978, a state-Church accord was agreed in which, in return for agreeing to work within the state apparatus, the Church was granted the right to build new churches and access to the media</li> <li>• In the economic downturn of the early 1980s, the Church supported the state by offering social welfare policies, which the state was increasingly unable to provide</li> <li>• Opposition from within the Church existed across the period, e.g. collective opposition in the 1950s, individual acts of resistance in the 1960s and 70s</li> <li>• The Protestant church became a focus for the opposition movement, which challenged and brought down the authority of the SED in the late 1980s, e.g. the <i>Kirche von Unten</i>, the Leipzig protests.</li> </ul> <p>Other relevant material must be credited.</p>