



Examiners' Report

June 2024

GCE History 9HI0 2E

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Introduction

Once again, candidates from across the ability range were able to engage effectively 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.

Significantly, examiners continue to note that a number of scripts posed some problems with the legibility of handwriting. This appears to have become more marked this year. Candidates are reminded that examiners can only give credit for what they can read. Similarly, examiners have remarked on the increasing use of shorthand and abbreviations in candidates' answers, which often hinder meaning and spoil the flow of an argument.

In Section A, the strongest answers were able to develop reasoned and supported inferences based on the sources. Such responses evaluated the sources thoroughly in relation to the demands of the enquiry on the basis of both the contextual knowledge that was on offer and through an awareness of the nature, origin and purpose of the source. It continues to be disappointing to have to note that a number of candidates do not explicitly address the focus of the enquiry, but rather discuss issues arising from the sources in general terms. This question requires candidates to use the sources 'together' and most candidates are now able to deal with this reasonably well. Approaches to how it is approached do vary, but that is perfectly acceptable, as long as it is present. Some candidates still continue to use their contextual knowledge to describe events in great detail, rather than using it to illuminate and to discuss the sources. This sometimes resulted in candidates not dealing with the sources adequately. In other cases, candidates might offer up little or, on occasion, no contextual knowledge to support their arguments and analysis. These were not always weaker candidates; some answers were seen that were strong in bullet points 1 and 3 of the mark scheme, but had very little that could be credited for bullet point 2. The impact of this was to hold down the marks that were achievable in this question.

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. Weaker candidates either engaged in a narrative approach that made links to the question in the conclusion or alternatively shaped their responses analytically but lacked sufficient substance and accurate contextual knowledge to support the arguments that they were making. It continues to be the case that there are a number of responses that have a tendency to only deal with one side of an argument; some of these were a sophisticated analysis of that one side, showing the links between the issues that were raised, but it is essential that candidates acknowledge the existence of a counter argument, where appropriate. Candidates are encouraged to ensure that they take the most appropriate approach to answering a question. Candidates should always aim to show the links between the issues raised, not merely to present a list of factors. Candidates continue to need to be aware of the chronological parameters of questions and to ensure that they write across the chronology. Equally, the evidence that is presented should come from within the timeframe of the chronology of the question.

Question 1

Responses to this question came from across the ability range but there were many strong answers. These were able to develop inferences from both sources and added to these with impressive contextual knowledge. Many noted that the sources suggested a number of different ways in which the introduction of the communes impacted the lives of the peasants, some in a seemingly positive way and others that were significantly more negative. These were often discussed with reference to the origins of the two sources, one being a piece produced by the CCP at the start of the process and the other by peasants themselves, some months after the communes had been introduced. In considering the weight that the evidence of the sources could bear in relation to the enquiry, candidates frequently made valid comments on the uses of Source 1 in particular, but there were some excellent appraisals of Source 2's value to the enquiry as well.

Weaker answers tended not to engage fully with the content of the sources, a problem caused by rushed reading perhaps but one which affected 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. A significant minority of candidates did not consider the utility of the sources at all.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2

- Source 1 is useful to an extent to ~~to~~ investigate the ^{impact of} introduction of the people's communes to the life of Chinese peasants as it gives an official statement ~~into what the~~ detailing what the peasants experienced in the communes and how it benefitted their lives. ~~For~~ Source 1 gives ~~an~~ positive portrayal of communes, where food is plentiful, and peasants ~~are~~ access a multitude of social benefits. It details that the impact of people's communes on the peasants was beneficial to all ages and genders - allowing them freedoms and privileges that they had not previously had on individual collectives. The Source claims that the communes have 'completely emancipated women from thousands of years of ~~and~~ kitchen drudgery' and ~~brought broad smiles to their faces~~. This ~~demonstr~~ denotes that ~~women were able to benefit~~ communes were able to undermine and ~~to~~ reverse traditional, entrenched gender roles they had experienced in the past, and ~~to~~ now had freedom from being expected to cook. ~~'Broad smiles to their faces'~~ ~~or~~ 'Brought broad smiles to their faces' paints an idealistic image of the communes and suggests that ^{peasant} women, with their newfound freedoms, are now happier than they have been before. In communes, all the peasants cooked and ate together, so the task of cooking was no longer specifically delegated to women. Ostensibly, women and men were now equal under communes as ~~they~~ everyone did the same work. However, the ingrained patriarchal system was not completely ~~to~~ ~~to~~ ~~enough~~ dissolved ~~to~~ dismantled because of this;

women were still considered inferior to men. Furthermore, women suffered disproportionately in communes as they had to partake in the same tough, harsh manual labour as men, and the ~~famine~~ Great Famine as a result of communes that the peasants experienced in 1958-1962 saw daughters die first - as many families did not wish to sacrifice their sons. All this evidence demonstrates that the impact of ~~collective~~ communes on ^{peasant} women was far from beneficial as the source suggests, ~~but~~ and women were not happy, but starving, exhausted, and still socially inferior. The source states that 'the living standards ^{of the peasants} have improved' due to the communes setting up ~~new~~ facilities such as nurseries and homes of respect for the aged'. This suggests that ^{the lives} children and the elderly ~~was~~ were also improved - as the source focusses on all groups and ages to portray how communes had an ~~important~~ optimistic, beneficial impact on all peasants. ~~However~~ Despite this, due to the Great Famine experienced in rural areas and communes in this year, many of the elderly perished. In families, the sons and ~~young~~ parents would be prioritised for the scarce food, and whilst the children, mainly daughters, and elderly were starved and left to die first. ~~It~~ This suggests that even if these facilities did improve the life of the youths and the ^{elderly} peasants, communes, in general had a negative impact on these groups as they would be the first to starve when food was scarce, and were often expected to do the same manual labour as the able-bodied. ~~The source~~ ~~is~~ source comes from an official Source 1 is

an official source of the CCP. The intended audience is English-speaking countries in the Western world - who had historically been intolerant and suspicious towards Communism. The intention of the source is to convince the West that Communes were not a bad thing, and were running successfully - after increased foreign criticism of Communes. The CCP wished would have wished to portray communes in the best way possible, as they were a symbol of Communism and the regime; which they wanted to prove to the Capitalist West was superior. Also there is debate to whether senior CCP members were aware of the struggles of the communes, as local officials would lie and manipulate numbers to claim success in fear of punishment. The source was published in 1958, 2 years after the first commune was established so able to give a current, up to date review, however.

Source 2 portrays a different ~~in~~ view of communes, in which the peasants struggle for basic necessities due to the introduction of communes and details how the communes have caused mass suffering. 'In the people's communes old people and children have become soldiers' demonstrates this suffering. The quote details how there has been a decline in traditional familial roles and respect, as even the most vulnerable members of society are forced to work against their will. Communes saw a decline in Chinese traditions - such as ~~for~~ strong familial bonds and elder respect. All people - regardless of age - were forced to work

in harsh conditions. 'If someone dies, there is no coffin to bury that person in' is another quote that presents the devastating impact of the ~~famine~~ ^{communes} on peasants. Even in death, the peasants are not free from the turmoil and lack of dignity. In extreme cases, when daughters died of starvation, their corpses would be swapped with that of a neighbour's daughter and boiled into a stew to eat.

The source portrays the impact of communes as overwhelmingly difficult, causing nothing but suffering for masses.

This source is a first-hand account from peasants who were experiencing the reality of the communes. It was publicly displayed in rural areas in 1959 - so during the height of the famine when communes had been established for three years. It was from ~~people~~ peasants who opposed communes, so any positive impacts that communes had may have been omitted in order to push forward their anti-commune stance.

Both sources ~~were~~ are from around the same time, so ~~were~~ ^{were} able to give a current account on the impact the communes were having on the peasants. However, there are ~~many~~ differences in the nature of the sources as well as the tone.

Source 1 portrays a quixotic view of communes, in which there are 'obvious ~~the~~ benefits for the peasants' ~~It~~

On the other hand, Source 2 emphatically details the detrimental effect of communes through describing the

poor living conditions of the peasants. The intended audience for Source 1 was English-speaking countries, who did not have a personal insight into life for Chinese peasants. This meant the CCP could manipulate the truth, as their official account would be the main image the Western world were receiving. Also, the CCP had motives to ~~provide the~~ ^{show} be biased in their portrayal of the effects of communist policies for the Western world. Source 2 is an unofficial account of communes, but has less incentive to be biased. It was displayed in rural areas, so other peasants who were also experiencing these hardships and knew the reality of living on communes were the audience. This source was produced by peasants, the people experiencing the impact first hand, who had no diplomatic motive and reason to lie. ~~Source 2 is more~~ Together, both sources detail extremely different portrayals of the impact of the introduction of communes on peasants. Source 1 is not extremely useful due to its political motives. Source 2 is more useful, as it describes the impact of communes on all peasants. However, Source 2 ~~only~~ was published only 3 years after communes were established so does not describe the long-term impact they had on peasants.



This response interrogates the evidence of both sources with confidence and discrimination. It deploys knowledge of the historical context illuminate what can be gained from the content of the source material, displaying a secure understanding of the values and concerns of the society from which the sources are drawn. Evaluation of the use of the sources to the enquiry considers valid criteria and takes into account the weight the evidence will bear in coming to a judgement. It was awarded a high L5 mark.

Question 2

In this question, the better answers clearly identified the support for German reunification displayed in both Sources 3 and 4, and used their contextual knowledge to consider the position of the USA during a fast-developing period of time with regard to its own preferences and those of other nations and the German people. In Source 3, many drew inferences that indicated that President Bush was indeed in favour of reunification, though only if the newly reunited Germany was aligned with western values, while from Source 4, many appreciated that the 'gradual' process referred to in Bush's speech was no longer possible and that the attitude of the USSR was now crucial. Contextual knowledge relevant to the period was often used with discrimination to illuminate the content of the sources.

Weaker answers tended not to engage fully with the content of the sources, a problem caused by rushed reading perhaps but one which affected 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. A significant minority of candidates lacked any engagement with the utility of the sources and/or included knowledge that was tangential to the focus of the question, that is, relations between the USA and the process of German reunification in the years 1989-90.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2

Source 3 is a speech made by US president Bush in December 1989. His attitude is that he wants the reunification to go ahead. For example it states, 'We in NATO have all supported German reunification for four decades.' This inferring that USA and its allies in the west all want reunification of Germany to enable the people to live freely and become allies with the Western countries, USA, Britain and France. This meaning that the USA's attitude towards the reunification was positive. Also by it stating 'for four decades' it shows this is something they have wanted since the split of Germany in 1949. In Source 3 it also states 'the right to self-determination - to determine their own way of life.' This meaning that individuals trapped by this divide and leadership of the East should be set free. This could be linked to past events such as the June uprising of 1953.

Source 4 is a letter written by James Baker, the ~~secretary~~ US secretary of State, to Kohl the

Chancellor of the FRG. Like previously stated the US and FRG are allies and therefore proves that Source 4 also has a positive attitude towards the reunification and believes that it needs to happen. For example, ~~the report letter is a report~~ it states, 'reunification is inevitable' we know this due to events and lack of popularity for the East German president. By having outside leaders such as USA stating that 'reunification' is inevitable this meaning that it is even more obvious within the GDR. For example, it also states, '18th March elections' these were the first elections the GDR had and therefore allowed the people to have their say. It is suggested that 'internal aspects of reunification proceeded quickly after' March. This meaning that the USA was clear about what was happening in Germany and how they believed that reunification was going to happen at some point.

Both sources 3 and 4 are useful together ~~one~~ to talk about USA's attitude to German reunification. This is because both sources state the USA's attitudes. For example, the first one is by President Bush, which is a

speech made by him in December 1989. Source 4 is ~~about~~ by the US Secretary of state which is ~~by~~ a letter to the Chancellor of the FRG. ~~Barer~~ James Baker is briefing the Chancellor on a meeting he recently had with the Soviet leaders. By both sources having the same view about the reunification it ~~helps~~ enables historians to know that they are useful in investigating the attitude of the USA to Germany reunification. It can also be argued that by the sources both being formal and from members of political hierarchy, that they are reliable sources of information due to there being lack of opinion and more facts.

Overall, the historian could make use of sources 3 and 4 together to investigate the attitude of the USA to German reunification due to the origin of the sources and what they include.



Here, the candidate attempts to make inferences from the source material that are relevant to the enquiry. Some contextual knowledge is deployed to support these inferences but this is not extensive and not closely linked to the enquiry. With regard to evaluation, some attempt is made to come to a judgement by noting the provenance of the sources but there is limited support for the judgement made. It was awarded a mid-L3 mark.

Question 3

This was a popular essay question, and it was often done very well. Many candidates had extensive and detailed knowledge of the process by which the CCP consolidated power in China, with reference to the defeat of the remaining Nationalist strongholds and the elimination of ideological enemies most commonly. Where some candidates stumbled a little was with reference to the word 'overwhelmingly' in the question. The stronger answers were able to use this to come to reasoned judgements on the extent of opposition still remaining in China in 1956; those less confident in their reasoning often hedged with reference to phrases like 'quite overwhelmingly' or 'to some extent overwhelmingly'.

Many weaker answers lacked range and depth of knowledge, and their answers were often imprecise and lacking accuracy. Judgements tended to assertion without being supported by the evidence presented. There was, in some cases, imprecision with regard to the dates specified in the question, with some ranging significantly after 1956.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4

Question 5 Question 6

overwhelmingly

In the years 1949-56, the CCP was able to ^{overwhelmingly} defeat its opponents within China, through the consequences of the Korean War, Re-unification of Xinjiang and Tibet, and the Hundred Flowers Campaign, but these also brought external opponents.

The Korean War, 1950-53, allowed the CCP to defeat more GMD officials. ~~China~~ ~~The CCP~~ ~~were able to use the war as propaganda~~ ~~against their internal enemies.~~ China were able to hold out against the USA for three years and were the only other country that sent troops to fight. The CCP used this to show how strong China was under their leadership and gain more followers than the GMD.

~~However, the Korean War did have its drawbacks.~~ Additionally, the CCP were able to gain more control over the rural areas.

Similarly, when Mao introduced the Hundred Flowers Campaign, he was able to weed out his opponents. The Hundred Flowers Campaign

was a way for people to criticise the CCP government without punishment. Initially, people didn't budge and only some spoke out. Mao spoke of the HCF once more to get more people to join in and so more did. After this a lot more people came out to criticize the CCP, rallies were formed, protests started and shortly after Mao halted the HCF and stated things have ~~got out~~ gone extreme.

However, Mao ~~was able~~ used the HCF to show him who his opponents were and persecute them. Most victims were punished by shaming sessions or sent to labour camps to be enlightened. Mao got rid of majority of his opponents through this and increased his control on China.

China had many regions within that were not governed by the CCP, Xiandong and Tibet were two of them. ~~Mao set out~~ The CCP set out a plan of re-unification which Xiandong obliged to with no resistance.

However, Tibet were completely against this. Tibet followed a different religion, ~~living~~ and life styles to the Chinese. The CCP used

force against Tibet and humiliated the Tibetans in the process. The Dalai Lama had to evacuate Tibet since the CCP were allowing the priests and nuns to be brutally abused. ~~The Dalai Lama was able to voice his situation to the world and~~ There was an uprising in Tibet after collectivisation was introduced, which was brutally handled by the CCP. Tibet would continue to be a thorn in the CCP's back.

In conclusion, in the years of 1949-56, the CCP was able to overwhelmingly defeat its opponents however Tibet was able to continue being an opponent.



This low L3 answer includes some analysis of relevant key features of the period, and includes some knowledge that is relevant to the question though it lacks depth. In coming to a judgement, it attempts to establish criteria for judgement, but the conclusion is weakly substantiated.

Question 4

There was a range of responses to this question from across the ability range. Some very good answers had an impressive knowledge of the Cultural Revolution and its consequences in a range of areas. These were able to assess convincingly the degree to which political, social and/or economic stability was restored in China in the years 1968-76, referencing the impact of the Cultural Revolution on the young in particular.

Weaker candidates knew something of the aftermath of the first phase of the Cultural Revolution though it was often patchy and imprecise. This often affected the chances of making a convincing and reasoned judgement. A number of candidates also struggled with the conceptual focus of the question, writing about the causes or course of the Cultural Revolution rather than about how the instability it caused was, or wasn't, overcome before Mao's death.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4

Question 5 Question 6

✓ Purification Campaign → learn from peasants

✓ Few Modernisations Nixon 1972

X Still violence 1968-71, 100 000 deaths

Tiarauner Incident

X Youths - disillusioned with Mao = lost generation

The Cultural Revolution which began in 1966 created mass, widespread chaos around the country of China. Mao himself realised this in August 1967 when he enlisted the PLA to reign in the Red Guard units which were creating discontent all around the country. On one hand this instability was successfully averted in 1968-76 by the Purification Campaign calming the violence of the youths as well as the roles of Zhou Enlai and Deng Xiaoping in ~~returning~~ bringing political stability to China. However the country still lacked complete stability in 1968-72 as shown by the reaction to Zhou Enlai's death and the danger posed by the youths becoming the lost generation. In order to fully assess if the instability was successfully

overcome I will have to judge whether the level of violence in the country decreased as well as if the tension created by the Cultural Revolution was ~~expressed~~ disguised.

One way China's instability created by the Cultural Revolution was successfully overcome was through the Rustication Campaign calming the violence of the Chinese youths. During the Cultural Revolution over 130 million students left education and joined Red Guard units. These Red Guards were dedicated to removing Mao's 'four olds' and would unleash huge amounts of violence to prove their allegiance to Mao. This led to huge amounts of deaths being created during the revolution which is estimated to be as high as 500,000. Therefore in 1968, Mao announced the Rustication Campaign which saw 5 million urban 18 year olds being sent to the countryside. This brought stability to China as the violent youths were removed from the streets and were ~~could~~ therefore no longer continue their brutal attacks on the 'four olds'. The campaign aimed to educate the youths on the importance of the peasantry as Communism was built off of the ^(who made 80% of society) backbone of the peasantry. Therefore the youths were able to channel their revolutionary

ambition away from violence and could instead learn the fundamental features of Communism of the peasants. This led to tension in the country being diffused as the population no longer feared being attacked by the Red Guards. Mao also sensed that the youths ^{were} continuing to support Communism, hence they their violence was diminished. Therefore the Rurification campaign successfully led to the instability in China being averted.

Another way the instability was successfully averted was through Zhan Enlai and Deng Xiaoping improving China's international relations. In order to bring stability to the country Zhan Enlai introduced the Four Modernisations (industry, defence, education and agriculture) to oppose and bring an end to the fight against the Four Olds (habits, customs, ideas and beliefs). By directing the population's focus onto areas of which would lead to economic growth, Zhan was able to encourage people to put their energy into positive outlets. This led to a reduction in attacks on the four olds, thus reducing the violence present in society. Zhan was also involved in improving relations with the US and he helped to facilitate President Nixon's visit to China in 1972. Clearly

China lacked stability, the president would not have risked coming to visit China. Deng Xiaoping further improved international relations by becoming the Chinese delegate to the UN in 1971. China was now able to be treated as a world power and could be involved in important international decisions. Without the roles of Deng and Zhou, China would never have been able to have these opportunities to improve their international relations. By having improved international relations, this brought improved stability as they now had access to a wide range of allies. ~~If the~~ ~~instability~~ This therefore led to the tension in society being reduced. If the instability created by the Cultural Revolution was still present then China's international relations would not have improved. This therefore shows the instability had been successfully overcome.

However, violence was still present in society between 1968-72, showing the instability had not been completely overcome. Although the last Red Guards unit was shut down by the PLA in 1968, this did not bring an end to the violence. In fact between 1968-71, the highest amount of deaths

were created during the Revolution. This was due to the CCRG leading the 'cleansing of the ranks' campaign. This campaign aimed to remove capitalist elements from all aspects of society and thus led to 100000 deaths. This highlights ^{that} the instability ^{was} still present in society as although the Red Guards were no longer causing chaos, this did not mean that the revolution and the violence was over. Similar violence was unleashed in 1976 in response to Zhou Enlai's death. In January 1976 Zhou died and Mao wanted a plain and simple funeral as he thought that elaborate funerals were bourgeois. However the population wanted to honour Zhou's death (a symbol of ancestor worship which Mao had been trying to remove) by laying wreaths. Mao objected this and sent trucks to remove the wreaths which led to an outbreak of violence, which is now known as the Tiananmen Incident. The violence had an underlying message from the population who wanted to signify to Mao that they wanted the government to be more pragmatic, like Zhou ~~at~~ had been. This highlights how there was huge ^{amounts of} political tension in the country which showed instability was still present in society. Therefore, although the Red Guards had been removed, the instability had not completely

been successfully overcome.

Finally, instability was created by the Rustication Campaign due to the discontent felt by the youths as a result of the campaign. The Urban youths hated the campaign due to them not being used to living in such basic, primitive conditions. The youths had gone from being ~~to loyal, violent~~ ~~Red~~ fearless Red Guards fighting for Mao's cultural Revolution to becoming peasants practically overnight. The youth population began to realise that they had been used by Mao, as they gave him huge amounts of support upon his return to frontline politics from 1966. However once he had achieved his aim of gaining this support, Mao simply disposed of the youths ^{by} sending them away to the countryside. Also ~~with~~ the young population posed a huge issue for society as they had lost out on a huge part of their education due to the revolution and were about to enter society uneducated and disillusioned with the CCP. This led to widespread urban unemployment in China which further created instability in China. The youths described themselves as the 'Lost Generation' who had been used by Mao to achieve his goals. The Rustication Campaign also caused instability for the peasants who

hated that they had to work and support the urban youths. This therefore increased the instability in society as Mao had angered two key parts of society: the peasantry and the youths. Therefore ^{the} instability was not completely successfully overcome.

In conclusion, ~~it~~^I is partially agree that the instability in China created by the Cultural Revolution was successfully overcome. It is clear that the country was still unstable due to the violence continuing in the period. However, this violence was more tightly controlled by the authorities and the CCP. This meant that the ~~country~~^{country} held more stability as the Red Guards were no longer causing chaos. Similarly, although the Purification Campaign left the peasants and youths upset, one could argue that the campaign did more good than bad as this was what was able to physically remove the Red Guards, who were causing the instability in China during the revolution. Therefore when you compare the violence and tension in society during the beginning of the Revolution to the end, it is clear that China is in a more stable position. Therefore the instability was successfully overcome.



This high L5 answer understands fully the conceptual focus of the question, and sustains an analysis of key issues throughout. Knowledge is sufficient to respond fully to the demands of the question and, in coming to a judgement, valid criteria are applied and their relevant significance evaluated.

Question 5

The best answers to this question were able to evidence, in some depth, the strengths and weaknesses of the GDR's economy throughout the period 1949-85. Such responses considered fully the ways in which economic policy overcame significant weaknesses and difficulties in the 1950s to become one of the more high-performing Eastern Bloc economies in the 1960s and 70s, and the degree to which this was able to support the standard of living for East German citizens. Many came to convincing judgements on the basis of this evidence.

The weaker responses tended to recount the detail of the initial Five-year Plans, or the ESS for example, without consideration of the wider implications of the success or failure of such policies. It was notable that many lacked chronological range, sometimes ending in the 1960s. Some candidates lacked a sufficient knowledge of GDR economic policy to be able to answer the question convincingly.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4

Question 5 Question 6

Throughout the years 1949-85, the economy of the GDR was characterised by little achievement, indicated by the many policies intended to improve but which ultimately failed. GDR was destined to fail due to its problematic beginning. From the beginning they were indebted to the western allies due to reparations. Due to this start, the GDR had was unable to make consistent growth that would allow for major achievement.

The economy of the GDR was characterised as little achievement from the beginning, attempting growth whilst also having to pay off reparations from WW2, such as the USSR who had taken 25% of all of the GDR's industrial goods up until 1950. As an attempt of improving agriculture Ulbricht implemented collectivisation⁽¹⁹⁴⁹⁾ which had Junkers (wealthy landowners) relinquish their land and reallocated equally amongst farmers. Amongst the working class this ~~would~~ ^{was} seen as a ~~set~~ success due to the rich benefitting the working class. However, instead this caused agricultural production to plummet due to several factors: 15 000 farmers emigrating to the FRG, lack of tools, lack of livestock, lack of skill. These factors caused many to give up, causing agriculture to drop.

As retaliation to 'little achievement' Ulbricht implemented an increase in work productivity (10% increase) as an attempt of achieving more. This change led to ~~ca~~ 300 m builders, working on the street of Stalinallee to strike and cause a revolt (June Revolt 1953) due to wages not being increased. This revolt led to 21 deaths and a further 20 executions and 500 arrests. Therefore, highlighting another attempt at improving the economy, ending in 'little achievement'.

In 1963 the New Economic System was introduced, breaking away from centralised planning, providing workers with incentives. The NES was successful at incentivising workers, however struggled due to its ideological conflict with communism, causing many to dislike the NES due to its capitalist nature. This was important as it was due to capitalism being the ~~PR~~ reason for the FRG being separate from the GDR. Therefore, making the GDR look foolish.

An ~~exam~~ consequence of the GDR's 'little achievement' would be its reliance on the USSR for resources, such as oil, emphasised by 87% of GDR's oil coming from the USSR. This would later become even more problematic, during the OPEC oil crisis in 1973 which caused worldwide oil prices to increase. ~~by~~ This reliance on another nation for resources emphasises the GDR's lack of personal achievement. Therefore, characterising the GDR's economy by 'little achievement' would be accurate.

In conclusion, the GDR's economy did have little economic achievement due to many problematic events that caused it to drop and the failed policies that couldn't provide enough of an impact.



Here, there is some analysis of relevant key features of the question. Mostly accurate and relevant knowledge is included that demonstrates some understanding of the focus, but the material lacks chronological range. There are attempts to establish criteria for judgement throughout the essay, and the overall judgement is supported. The answer is generally well organised. This was awarded a top L3 mark.

Question 6

This was by some distance the more popular of the essay questions for Paper 2E.2 and there were many impressive answers. The best were able to sustain their focus on various means by which the GDR government was able to control the people throughout the years 1949-85, with particular reference to both the use of propaganda and censorship. Other means of control were often considered alongside propaganda and censorship, most notably the state security apparatus, but also the degree to which the SED was able to provide welfare and a decent standard of living for the people.

Weaker responses sometimes lacked sufficient focus on propaganda and censorship, preferring to associate control merely with the use of the Stasi, and some ranged beyond the year 1985 in the question. As is common, many candidates at the lower levels lacked sufficient knowledge and understanding of the material.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4

Question 5 Question 6

During the ~~the~~ entire existence of the GDR, the state sought to ~~remove~~ suppress opposition from itself to ensure its dominance over the country, as well as gathering support from its people to ensure loyalty to the system. State use of propaganda and censorship was somewhat effective for this, however it can be argued that other means such as the Stasi and organisations like the Free German Youth had a more widespread effect as ~~the state~~ their control was more consistent.

State use of propaganda and censorship was highly effective, in earlier years, for controlling what people in the GDR had access to. The SED controlled 70% of all publications, with its own official newspaper which had a circulation of 1.1 million. This was extremely effective for controlling the people of the GDR as it ~~gave the state~~ ~~control over~~ mass media is where you get your information from, and

so to have control over that would mean that they could portray a version of the GDR that is more successful than reality, as well as creating a negative image of other countries, such as the FRG, to fit their ideology. Von Schitzler's 'Black Channel' published weekly programmes of anti-FRG propaganda ~~this document~~ during the 60s and 70s - this demonstrates the consistent reinforcement of ideology that was made possible by mass censorship, which limited people's access to the world outside of the GDR. Despite this, propaganda became less effective after 1972 as increased relations between the GDR and FRG saw western TV decommunalised. This renders the effectiveness of propaganda on control as people now have access to sources outside of SED control, subsequently invalidating the propaganda which has been previously published.

To have full control over the people of the GDR, the SED needed an organisation that could extensively repress the population and ensure that they remained in the dominant voice even with failures of propaganda. This was made possible with the Stasi, who were the official state security from 1950 to the end of

the period. The Stasi were extremely effective in controlling the public due to the sheer numbers of its organisation - they were rumoured to have over 91,000 official employees as well as 190,000 unofficial informants in the 80s, compared to just 1000 employees in its infancy. This was a clear example of extensive surveillance over the people which made it almost impossible for any serious opposition to grow. However, lack of opposition did not ensure support for the SED, therefore meaning that control could not reach its ~~full~~ full potential, as people are only compliant as to not be targeted. This would be described as the growth of a niche society, ~~which shows that the SED are effectively~~ in which people are desensitised to these mechanisms of control and choose to live an easy life. This can be noted by the fact that up until 1985 there had been no notable opposition since the 1953 uprising, which may not reflect the support of the SED or their effective control over the population, but rather the incredible repressiveness of the Stasi.

A form of effective control with ensured some

loyalty to the SED ~~was~~ was the use of youth groups such as the Free German Youth (FDJ). The FDJ was particularly effective for control of young people as it embedded ideals of socialism into citizens at an early age. These ideals included equality, as the FDJ was a mixed sex organisation, as well as the importance of work, as those who did not join found it harder to get into university as well as good work. This was effective in making sure that future generations were compliant and involved in the system of the GDR as it taught them early on that compliance was best. Despite such ~~effectiveness~~ effectiveness in compliance to the state, very similarly to the role of the Stasi, it can be argued that control of the people was not genuinely achieved as ~~those that~~ those that took part only did for personal privileges. This can be seen by the fact that 18-25 year old membership dropped to 35% - further demonstrating the superficial support for the GDR as people took advantage of the organisation until they got what they were guaranteed, such as university and work places. This consequently limits the effectiveness of the FDJ for control as

people did not become subservient permanently to the control of the SED.

In conclusion, it is clear that control of the people was mostly achieved, not by censorship, but by the Stasi as they provided permanent surveillance of the people which significantly reduced the possibility of opposition to the SED. While effective, propaganda and censorship wavered in the later years in the GDR due to increased western influence, when ~~before~~ before the state had complete control over peoples' access to information.



This response explores key issues relevant to the question and deploys sufficient knowledge to respond fully to its demands. In coming to a judgement, valid criteria are established and the overall conclusion is supported. It was awarded L5 mark.

Paper Summary

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

Section A

- Candidates should read the question carefully and ensure that they explicitly address the focus of the enquiry rather than merely discuss the issues raised by the sources in general terms
- Candidates should aim to go beyond comprehension and summary of the sources by developing reasoned inferences that are fully discussed
- Candidates should read the caption and make full use of it when evaluating the sources
- Contextual knowledge should be used to illuminate and discuss what is in the source, rather than provide an answer to the enquiry. Long descriptions of linked events are unlikely to gain much, if any, credit
- Candidates should ensure that their responses address the demands of all three bullet points that are assessed in this section of the paper.

Section B

- Candidates must provide precise contextual knowledge as evidence. Weaker responses generally 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 presenting a list of factors
- Candidates should ensure that they deal with both sides of an argument where the question requires this.

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

