

Examiners' Report

June 2018

GCE History 8HI0 2E

Edexcel and BTEC Qualifications

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

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



Giving you insight to inform next steps

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

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

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

Pearson: helping people progress, everywhere

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

June 2018

Publications Code 8HI0_2E_1806_ER

All the material in this publication is copyright
© Pearson Education Ltd 2018

Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, the third year of the reformed AS Level Paper 2E which covers the options Mao's China, 1949-76 (2E.1) and the German Democratic Republic, 1949-90 (2E.2). The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. 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/continuity, similarity/difference and significance.

Generally speaking, candidates found Section A more challenging mainly because some of them were still not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. The detailed knowledge base required in Section A to add contextual material to support/challenge points derived from the sources was also often absent. Having said this, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important.

Candidate performance on individual questions for Paper 2E is considered in the next section. Please note that it is recommended that centres look at a selection of Principal Examiner Reports from across the different routes of the paper to get an overall sense of examiner feedback, centre approaches and candidate achievement. It may also be of use to refer back to previous series.

Section A

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

As with the 2017 series candidates still find Section A the most challenging part of the examination paper. The majority of candidates were aware of the need to address the content of the source itself, the provenance of the source and include knowledge of the historical context. However, many candidates are unable to access Level 3 or Level 4 because they do not address one of the areas identified in the bullet points in the mark scheme. With 'best-fit' marking, failure to address BP2 with regard to historical knowledge and context means that the response cannot be rewarded for that aspect of the descriptor.

A significant number of candidates still evaluate the provenance of the source rather than use the provenance of the source to evaluate its content. Candidates should be evaluating the content of the source as evidence for the specific enquiry. They should be explaining/evaluating why the content of the source is of 'value' as evidence for the specified enquiry for the (a) question and evaluating the strengths and limitations of the source content to establish its 'weight' as evidence for the enquiry specified for the (b) question. Knowledge of the historical context and the

provenance of the source allow the 'value' and the 'weight' of the content to be established. Higher Level responses are invariably those that combine the strands effectively.

Candidates are being asked to explain 'value' or establish 'weight' with regard to the evidence provided by the source. The skills identified in analysing the content are the ability to select information and make inferences from the source content. Candidates do need to identify inferences as well as select key points from the source content to achieve above Level 1, and to develop and explain those inferences to progress through the Levels. A significant number of candidates do not attempt to make inferences from the content and so limit the extent to which they can be rewarded for the first strand of the mark scheme. Candidates are also still applying weight to each paragraph or element of the source content rather than analysing the strengths and limitations of the source material before weighing up the overall utility/reliability of the evidence provided.

A significant number of candidates are still assuming that by copying out the attribution of the source they are affirming or even challenging the utility of the source. A small number are still stating that the source is either primary or contemporary to the time period when this is a prerequisite of the AO2 skill being assessed.

Responses focusing on 'missing factual information' continue to be problematic for students in answering both question (a) and (b), but mainly in question (b). While the failure of the source to mention something which is pertinent at the time might affect the reliability of the source, the fact the source is not comprehensive in mentioning everything it possibly could about the topic is generally not a valid criterion for limiting the weight of the source. Historians do not dismiss sources of evidence because they do not include everything about the enquiry they are undertaking. A direct statement stating that the source lacks weight because it does not mention a particular fact relevant to the enquiry is not an explanation. Relevant references to 'missing' information might be valid if contextual knowledge suggests that the author may have left out information on purpose or has only witnessed a specific element of events. However, these need to be explained in the context of the values and concerns of the society from which the source is drawn. See Q 1(b) below.

There are very few candidates who now only write 'standalone' historical knowledge, and the majority are aware that they need to integrate their knowledge with the analysis of the source content. However, some candidates answer the enquiry and 'hang' evidence from the source onto their knowledge as exemplification when they should be using their knowledge of the historical context to comment on the 'value' and 'weight' of the source content as evidence for the enquiry.

This series there has been a growing tendency for candidates to begin their responses and their conclusion with an apparently 'stock' sentence which asserts 'It is a compelling argument...'. This both for Section A and Section B. While this may be true for some responses it does not add value to a response if the argument being put forward has not been well substantiated, has not been followed through logically or coherently or has been contradicted/is contradicted elsewhere in the response. This applies also to candidates who have learned a set of opening lines to paragraphs that appear to create a coherent response but which have no logic or coherence in the sentences that follow. Most often a candidate will declare 'On the contrary...' and then continue to develop a point which actually complements the point being made in the previous paragraph. BP3 and BP4 in the new qualification are intended to reward candidates who develop a logical and coherent argument using a valid set of criteria to reach an overall judgement.

Please also note that the MS indicative content is not intended to be a scaffold for structuring candidate responses. As stated above, higher Level responses are often those which use contextual knowledge and the provenance as tools to evaluate the source content and, in so doing, combine the different strands of the Level descriptors. The divisions within the indicative content are for the examiners to be able to identify examples that could be used.

Question 1

Question 1(a)

The majority of candidates are now aware that the question requires them only to discuss the value of the source content, and significantly fewer responses discussed the limitations of the source or dismissed its value for stereotypical reasons than in previous series. Some candidates do continue to state categorically in the conclusion that the source is 'not useful' or 'very limited'.

Many candidates were able to draw at least one inference from the source content, even if it was undeveloped. This was mainly in relation to aspirations for the future of China or the nature of the work yet to be done. Most candidates were able to use their contextual knowledge of the aims of the Communist Party in 1949 or their knowledge of the policies actually implemented in Communist China to establish the value of the source content. Many discussed the meaning of 'we have stood up' and referred to 'permanent revolution' and mass mobilisation of the people.

Many were able to use the information about the provenance of the source to acknowledge the value of the source content. Many just noted the author and the date as being useful but a significant number were able to explain the value of Mao as author and that this speech was made in the context of the end of the civil war and the first steps towards the creation of a Communist state. Fewer considered the nature of the audience and the extent to which this might be seen as a rallying call to the CCP officials or a message of intent to the outside world.

Question 1(b)

Clearly the source content had limitations with regard to its veracity and most candidates were able to use their contextual knowledge and the provenance to establish that the information being given was unlikely to be particularly credible. Most candidates were able to use their historical knowledge of the nature of the Laogai system to select points of information that could be challenged with regard to the apparently benign conditions in which the prisoners were kept. Better responses were able to interrogate the response indicating those features of the system being described that had an element of 'truth' e.g. 'they were factories', 'they were mostly counter-revolutionaries' and those which could be challenged e.g. the nature of the work done in the 'factories' and the conditions of the cells and behaviour of the wardens.

A surprising number, however, were not able to make inferences even with regard to the positive impression being conveyed. A significant number stated that the omission of explicit reference to the 'rehabilitation' of prisoners undermined the reliability of the source but better responses were able to make reasoned inferences about 'rehabilitation' by using the evidence from lines 24-26 ('live a new kind of life') and their knowledge of the historical context.

The majority of candidates also used the provenance to determine the value and reliability of the source content. Most referred to the political leanings of the author and the date of publication being sometime after the events being described. Many candidates were aware that this was second or even third hand evidence being described and some even suggested that the publication date might indicate Johnson's desire to support Communist China at the time of the Cultural Revolution. There were still a few responses evaluating the source with generic references to bias.

(This is for part (a)) Source 1 is from a speech by Mao from 1949. This is just at the beginning of the Communist parties rule, ~~maybe~~ as they had just ~~defeat~~ defeated the nationalists in the Civil war.

Source 1 would be useful to the historian, because it is a source that is Contemporary to the time⁽¹⁹⁴⁹⁾, meaning that it has come directly from that ~~area~~ area of time & being focused on. Therefore, this makes it valuable to the historian, because it is more likely to be an accurate representation of what was actually being said by Mao. The source is ~~also~~ also a speech that had been directly made by Mao. This makes the source valuable because it is what is being directly said by Mao about ~~China's~~ his plans for China after the civil war and Mao had all his speeches accurately recorded, therefore it would be useful to the historian as it is a direct ~~source~~ source from Mao.

The Content in Source 1 would also be useful to the historian. It ~~talks~~ talks about the 'rapid success in our Construction

(This is for part (a)) Work. This ~~is~~ shows ~~that~~ the historian that Mao intended for rapid industrialisation to take place after the civil war. It is also useful to the historian because it talks about the '475 million' people that China has. This tells the historian about Mao's intention for mass ~~mobilities~~ mobilisation of the workers and the peasants to ~~be~~ boost the economy.

In conclusion, Source 1 would be useful to the historian because it is contemporary to the time. It would also be useful to the historian because as it has come from a direct speech by Mao it directly shows Mao's intentions for Mao's plans for China after the civil war.



This is a Level 2 response to an (a) question.

There are hints of Level 3 with regard to inferences made from the content and an awareness of the context in which the speech was made. However, the source content is dealt with briefly and the provenance is not used adequately to explain the use of the source. The valid context in the opening paragraph implies use rather than explains and the discussion of the provenance of the source as from the time and having been recorded accurately show borderline Level 1/Level 2 qualities.



Always deploy information about the provenance to directly address the value of the content of the source for the enquiry rather than writing generalised or generic statements about the type of source itself. In this way you are considering rather than noting the provenances.

This is a Level 3 response to an (a) question and a partial extract from a (b) question which exemplifies Level 4 qualities.

(This is for part (a))



ONLY VALUES NO CRITICISMS

PROV.

what he wanted ^{CCP?} PRC to know

• Mao himself, shows his plans in his own words

• 1949, sept: now have power after civil war

~~shows~~ (correct time)

CONT.

• intend to work hard & promote peace, strong nation

• plan to continue revolution - Defeat reactionary resurgence.

• strengthen connection to Russia

Source 1 is valuable to a historian enquiring into Mao's plans for after the civil war because it details some of Mao's plans which he told the ~~PRC~~ CCP.

The source is taken directly from a speech made by Mao in 1949, after they had won the civil war. This itself is useful to the historian because these words are directly from Mao, showing what he wanted the party to know of his plans. Since this was at a party congress instead of a secret meeting, it can be ^{inferred} ~~implied~~ that Mao was willing to tell everyone his plans for the future of China - the next five years at least, until the party structure changed & he became more of a dictator than a centrally democratic leader.

Mao claims that the nation will "work bravely & industriously", which is useful because this shows Mao's faith in his people but also ~~hints~~^{might hint} at his plans to industrialise & train peasants to work as urban proletariat. "At the same time," Mao intended to "promote world peace & freedom", which suggests to the historian that Mao was not necessarily fond of war & did not plan to get too militarily involved. However by saying that the nation has "stood up" ~~suggests~~^{shows} they were willing to demonstrate their power to previous Western oppressors such as the US, which they later successfully did in the Korean War.

By saying "our revolutionary work is not yet concluded", Mao's words show the historian that he believed in permanent revolution, & would therefore continue to make reforms & crush "reactionary" resurgence, stopping the GMD from "restoring their rule in China".

Finally Mao's mention of "unity with international friends" indicates to the historian that he intended to make use of his allyship with Stalin & the USSR (which was only to last until a disagreement during the Korean War).

Overall this source is useful to the historian because

This is for part (a)) ~~it~~ shows Mao's plans for the future in his own words & hints at ideas that he was not directly sharing with the party.

It was written by Johnson who was a British clergyman, which might at first indicate a valuable outside view of these prison camps, particularly since he came from a capitalist country. However, Johnson was a communist sympathiser & would be more likely to take notice of a note about positive communist developments, perhaps turning a blind eye to negatives, & therefore this source may NOT indicate the truth of Laogai camps. Additionally, this source was published in 1969, 13 years after the particular visit to China that Johnson collected this information from. Therefore, it is potentially less likely to be an accurate representation of Laogai life as time may have clouded his memory.

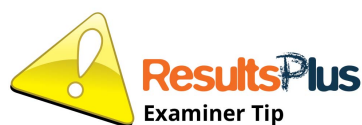
The most notable reliability issue with this source is Johnson's method of reporting. He did not enter the camps himself, but spoke to a doctor who worked as a prison inspector. This means that Dr Cheng could have lied to Johnson about the "thoroughly clean dormitories" & the "happy, healthy" prisoners, & Johnson would have written this false information fully believing because of his sympathetic tendencies. Not only that, but some information in the source came not even from Dr Cheng, but from a warden, who told the doctor who told Johnson. This distance from the events suggests that Johnson would not know that the treatment of prisoners was likely very poor, as other sources have suggested to be the case. - therefore this source is heavily weighted towards lies supporting communist China & is probably very inaccurate.



Part (a) is a Level 3 response. It analyses the source content and uses the provenance and historical knowledge to explain why it is valuable to an historian enquiring into Mao's plans for the future of China. Whereas in the Level 2 response there were some hints of Level 3, here it is possible to see how provenance and historical knowledge and context have been developed with clear Level 3 qualities.

The response uses the provenance to explain the context rather than just note or state that it must be useful because it is first-hand evidence from Mao. Analysis of the content is also developed with reference to knowledge of Mao's ideas and in the context of what happened later.

This extract from part (b) is a good Level 4 example of how provenance can be used to evaluate the source content in light of the information provided about the source (provenance). It is discussing to what extent the provenance affects the credibility of the information provided. It uses understanding of the values and concerns of the society from which it was drawn.



Use the provenance to evaluate the source content rather than evaluating the provenance.

This extract from a part (b) response exemplifies Level 4 qualities of source analysis and use of contextual knowledge.

However, the weight of the source is increased by the fact that it is useful in showing us what kind of people were imprisoned within the Laogai system. For instance, Merritt Johnson references how, for the most part they were not criminals but were "counter-revolutionaries". This ~~then~~ is useful in showing us how the prisons were often used as ~~prisons~~ for anyone who was seen as a threat to

(This is for part (b)) the party as a counter revolutionary. For example, during the 'three antis' and 'five antis' campaign in the 1950s, the prison population swelled massively to the point where the laogai system had to be extended and new prisons built. However, whilst the source carries weight because of this, its weight is somewhat decreased as it does not depict many of the harsh treatment and conditions that took place in many prisons. For instance, while this source talks about the good conditions of the prison, the reality was often very different. For example, during the Great Terror, thousands of people were executed in laogai's and, even after this people were made to work in harsh and difficult conditions, and were often not allowed to leave even after they had served their sentence. It is possible that Hewitt Johnson leaves out these details due to his ~~former~~ sympathy for communist China which could have led him to see the system in a more positive light and, therefore the weight of this source

(This is for part (b)) D greatly decreased.

Overall, whilst this source is useful in some ways in showing us certain conditions and jobs that the prisoners in Leagair lived with, its weight is greatly decreased as it doesn't depict accurately the brutal treatment that many prisoners underwent. This decrease in weight is furthered by the fact that Hewitt Johnson greatly sympathised with the communist party and is therefore more likely to describe the better, rather than worse features of the system.



This extract is a good Level 4 example of interrogating the content through understanding of the historical context. The conclusion considers the weight of the evidence in relation to that evidence which might be credible and that which is not before reaching an overall judgement.



Interrogate the source content rather than just commenting on it.

Question 2

Question 2(a)

Once again there were fewer centres entering candidates for the GDR option than the China option. As indicated in the introduction to Section A and Question 1(a), most candidates focused on the value of the source to a historian enquiring into the reasons for the building of the Berlin Wall but there were still a few responses which addressed its limitations as well. This was particularly true of this question, where a small number of candidates deemed the source to be useless because it was published as propaganda. However, a surprising number of responses also took the source completely at face value and assumed its value came from the factual information it provided.

Most candidates were able to use the source content to refer to the Wall as an attempt to prevent the emigration of skilled professionals to the West but a disappointing number failed to address the second 'reason' given with reference to the prevention of military conflict. The source itself indicates that this was the 'more important' reason and so discussion of the content was often limited by a failure to address this. Better responses were able to use the nature of the source to analyse the content picking up on the inference that, although the Wall had been built for the good of the GDR, it had really been built to save the world from the aggression of the West – so giving the historian an insight into the justification being given by the GDR authorities only a short time after the building of the Wall.

Question 2(b)

This source provided some good responses with many acknowledging the value of the source for an enquiry into the impact of socialist policies on the GDR in the 1950s. They were able to refer to the impact of quotas, pay policies and the focus on the first Five Year Plan by highlighting threats of emigration, rationing and the lack of consumer goods and a transport structure. Most candidates were able to make inferences with regard to the difficulties faced by workers.

Many candidates used the provenance of the source to determine the value and reliability of the source. Most were able to identify this as a 'mood report' used by the SED authorities to record as far as possible the 'true feelings' of the citizens of the GDR and so were able to suggest that this was probably a relatively reliable source within the historical context. However, many responses suggested some confusion with regard to provenance. These indicated that the meetings were designed to illicit 'true' feelings but that the information given would be of limited value because the workers would have been scared of showing their true feelings. A few responses just stated that the information was of no value because the source was from the SED and the workers were frightened to tell the truth; this would be difficult to reason from the language and tone of the source. Some responses also suggested that the source was of limited value because it did not mention the 1953 June uprising; this is an example of 'missing information' which cannot be expected to be included. However, some good responses indicated that it was written in the mid-1950s and so reflected the situation before the implementation of the Second Five Year Plan and so was only of limited value in covering the 1950s as a whole.

Both the (a) and (b) response here are Level 3 responses.

(This is for part (a))

Plan → 1) Caption analysis

2) Content

3) Conclusion

Source S would be of significant value to the historian for an enquiry into the reasons for the building of the Berlin Wall because, as an extract from a propaganda booklet, it ~~was~~ would give insight into the reasons the SED wished to present to its ~~people~~ somewhat bewildered people, as well as to justify itself to the West. Furthermore, as it was printed only a few months after the Wall was erected, it would focus ~~on the feeling~~ ^{on} ~~to~~ countering or strengthening the feelings of the people picked up upon during the "mood reports" of the Stasi. The fact that it was also printed in English would show that it was written partly to give the West an idea of what the SED hoped the opinions of the people would be with regard to

(This is for part (a)) the Wall.

One of the main reasons for the building of the Berlin Wall can indeed be picked up upon by the historian within the first sentence when the reference to "doctors, engineers and skilled workers were tempted... to work in West Germany." This is an inference to the problem of emigration through the enclave of West Berlin, which led to the decline of the population from 18.5 million in 1949 to 7 million by 1961. Further, it is correct in its mention of "skilled workers", the majority of whom were young and were exactly the individuals needed to build up the GDR's economy. The reference to "clever propaganda" and "manipulations" is an almost elegant way to reinforce the SED's constant claim throughout the 1950s that Western agents were responsible for stirring up unrest, as seen in the June uprising of 1953. In addition, the Source's statement that the Wall was built to prevent "military conflict" allows the historian to note how SED propaganda twisted events in order to blame the West. Its reference to "hotheads in West Germany who threatened war" may be

(This is for part (a)) seen by the historian as the SED and even Khrushchev's sense of provocation by the West. ~~Furthermore~~ It permits the historian to assess the degree of blame of Khrushchev and the SED, who pushed the leader of the USSR to build the Wall, and after threatening war himself ^{to Kennedy in 1961} he agreed in order to save face.

In conclusion, the source would be of value to a historian because it presents the reasons for the building of the Berlin Wall in the way the SED would have wished for them to be perceived. The reference in the last sentence to the match would allow the historian to observe how the SED wished to be ^{seen} ~~perceived~~ by the ~~po~~ East Germans and the World ~~after~~ just after it was built.

One could give considerable weight to Source 4 for an enquiry into the impact of socialist economic policies during the 1950s, because it ~~is~~ is a report written by an SED official in 1955, towards the end of the first Five-Year Plan. Yet one might question the extent of its negative implications due to fear of repression from the Stasi.

Within the first sentence, Source 4 confirms the general dissatisfaction that was an impact of socialist economic policy through the mention the ~~the~~ ~~effia~~ worker 'heading West'. This is an inference into the problem of emigration, with ~~over~~ 2 million people ~~emigre~~ leaving the GDR between 1949 and 1961, the majority of whom were skilled workers. Problems with central planning caused by "managers" who were not "creat[ing] the conditions" "to work" was a cause of huge ~~dis~~ dissatisfaction amidst the workers, since the Plans were based on a Soviet / Stalinist model, and con

(This is for part (b)) he seen through poor coal and steel production. The reference to the lack of salary increases can be highlighted by the 1953 uprising, which was caused by a wish to raise productivity by 10% but keep wages the same. The source's mention to the "cost of living [being] too high" can lead the historian to assess the availability of consumer goods, which were rare in state shops and could only be bought at high prices in stores such as Delikat. The reference to "standing" in line allows the historian to assess the time necessary to queue for items that were not necessarily what customers had set out to buy, and the point made about the bus can be confirmed by statistics showing large overcrowding of public transport.

However, where one might question the source is in the domain of its provenance: an SED official might tone down accusations in order to save his own position, although the author's

(This is for part (b))

points here seem ~~per~~ largely valid.

Furthermore, since the source was produced in 1955, it does not assess the years of the Second five-year plan, which saw a slight increase in consumer goods.

In conclusion, one could give ^{the} source much weight in an enquiry into the results of socialist economic policies, since it gives a fair assessment of their impact on workers.



(a) This is an example of a top Level 3 response. It combines analysis of the source content and evaluates using both source provenance and historical context to reach an overall judgement. It picks out both the economic and political reasons put forward and understands the probable purpose of the publication of the pamphlet.

(b) Here the response is also in Level 3 as a 'best-fit' response. It has a good analysis of the source content and uses understanding of the historical context to evaluate the source content but is less certain in use of the provenance and in coming to a judgement with regard to the weight of the evidence for the enquiry into the impact of socialist economic policies in the GDR in the 1950s.



High level responses combine the qualities of source analysis dealing with source content, provenance and contextual knowledge.

Question 3

Section B

As with the 2017 series, candidates continue to be more familiar with the essay section of Paper 2 and most candidates were well prepared to write, or to attempt, an analytical response. As with last year, there was little evidence to suggest that the range and depth of essays were affected by the time taken to consider the two sources in Section A. Many candidates were able to access Levels 3 and 4 with weaker responses either not providing enough factual support for a depth study essay or not dealing well with the conceptual focus of the question. Once again it should be reiterated that candidates need to be aware that not all questions will refer to causation and that not all responses require a main factor/other factors response. A persistent number of candidates still attempt to respond to all questions by addressing the relative significance of generic causal factors whether appropriate or not.

The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note their progression. At Level 4 there is a requirement for the exploration of key issues by an analysis of the relationships between key features of the period and many good responses remained in Level 3 because these relationships were stated rather than explained or because key features were addressed separately e.g. stating that each key feature in turn was the main reason rather than developing a logical argument. It is also important to note that the reference to valid criteria in the third bullet point is not a reference to the different factors/key issues/key features being discussed but to the measurement criteria being used to reach an overall judgement. For example, criteria being used to judge the extent of change (Question 4), to justify whether a given causal factor is the main reason (Question 8), to determine whether something was successful (Question 5).

Once again, there were some interesting and thoughtful answers and examiners commented on the quality of many of the responses. However, this year there were too many responses that were using apparently prepared opening statements that just repeated the wording of the question without considering whether the argument was really being furthered or not. For example, responses to Question 6 in which all the paragraphs began 'The economy of the GDR strengthened to an extent'. 'To an extent' was then used to mean 'greatly' with regard to some points being developed and to mean 'not at all' to others. As a result it was difficult for the candidate to create a coherent and logical argument and to come to a clear judgement.

Question 3

This was by far the most popular question of the three to choose from. Candidates had a good knowledge of the key features of the great famine, the impact of Lysenkoism and other factors that may have caused it, such as collectivisation, backyard furnaces, Mao's leadership, fear within the CCP and bad weather. There were very few responses at Level 1 but progression through, and differentiation within, the levels was dependent upon the analysis provided, the depth and breadth of knowledge and the development of the argument. At Level 2 responses tended to describe Lysenkoism in detail along with other factors while at Level 3 the role of Lysenkoism in causing the famine was explained rather than explored. At Level 4 there was an exploration of the impact of Lysenkoism on the ability to provide sufficient food to feed the nation. Candidates at Level 4 often argued that although Lysenko's ideas undoubtedly created the environment for famine it was the systemic failures of the CCP to challenge Mao and Mao's own leadership qualities that turned a food shortage into a famine. Other responses argued that Lysenkoism was part of a wider failure of agricultural and industrial policy or that it was poor weather that created the conditions for starvation. Some candidates suggested that the famine in Tibet may have been the result of a deliberate policy rather than a systemic failure.

Whilst it can be argued that the great Famine (1958-62) was caused by the policy of Lysenkoism, this is not a compelling argument. Factors such as Backyard Furnaces and collectivisation are more compelling arguments as the reason for the famine.

Collectivisation and communes were set up in order to help boost agriculture. Work points were given to workers based on their output. ~~Men were~~ Any able body was thrown into the venture. Men were more capable of enduring hard physical labour so therefore earned more work points for food. This put women at a disadvantage as the little food they did receive, their innate system forced to give to their children. This left many women malnourished and also explains why ~~so~~ more women were dying compared to their male counterparts. Hard

discipline instilled by Cadres at work also meant that women were not treated any differently to men. Their suffering ~~was~~ tells me ~~that~~ that hardly any input will be put into work. She has the ploughing of fields which they found difficult to do. This tells me that the famine was as a result of collectivization as the women of the population were dying from malnourishment and hard labour. Therefore, there won't be as many people left to carry out the agriculture work.

Another example is the backyard furnaces scheme. The backyard furnace scheme was implemented to improve and raise steel production figures. This was done by families ~~turning~~ turning their backyards into furnaces and throwing useless pots and pans into the furnace. The end ~~was~~ product would be 'steel' which in fact was pig iron.

The steel rendered to be useless. With ~~peas~~ farmers and peasants ~~working~~ working on producing steel, farms were not tended too and crops were left unwatered, to die. This tells me that backyard furnaces and collectivisation was the main cause of

the famine as communes left women weak and dead. The Backyard Furnace Schemes meant that farms weren't tended too which meant that food was scarce. This led to the famine.

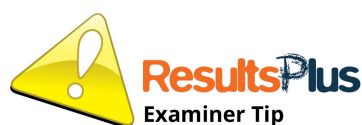
However, other historians argue that Lysenkoism was the main reason for the famine. Lysenkoism involved fertilising crops. However, this invited pests and birds over. As birds were eating the crops, farmers tended to the birds, banging pots and pans until they all died. During all this, pests were able to snack at the crops. Because of this, there were no crops left to water or eat. This tells me that Lysenkoism was the principal reason for the famine as no food was left to eat which tells me that people had to resort to extreme measures to survive such as Cannibalism and wife-selling.

~~On the other hand, other factors such as Mao's focus on mass mobilisation and the Second five year plan is the main reason for the famine. Mao's main efforts on mobilisation~~

Overall, it is a compelling argument to suggest the famine was a result of collectivisation and the backyard furnace scheme.



The paragraphs do explain the relationship between Lysenkoism and the other factors suggested as causes of the great famine (BP1 and BP2). However, the organisation of the response and the argument being proposed undermines its coherence and precision (BP3 and BP4). The response suggests that factors other than Lysenkoism were responsible and in the conclusion states that this is a 'compelling argument'. However, the other factors are developed before Lysenkoism and so it is difficult to judge relative causation and the paragraph on Lysenkoism does state that it is the principal reason for the famine.



Think carefully before using the phrase 'compelling argument'. Your argument should be well organised to answer the specific question asked and use valid criteria to evaluate.

Lysenko was a Soviet Scientist, he made theories based on increasing agricultural production. Mao saw that his theories had boosted production in the Soviet Union. However, there are significant other reasons for the Great Famine. Such as 'Walking on 2 legs campaign', Bad weather and inefficiency of the communes.

Lysenko had crazy theories about increasing Agricultural production. One of his theories was to dig out a massive hole and fill it with fertilizer, and plant seeds closely together. He claimed this would triple production. It was crazy ideas like this that caused a dramatic decrease in production. I know that in 1962 production was 40% of what it was in 1956.

Another reason for the Great Famine was the Standing on two legs campaign.

it encouraged peasants to build backyard furnaces, this to help ~~a~~ boost ~~a~~ steel production. Peasants were expected to ~~to~~ smelt everything which was metal to turn into steel. To generate enough heat peasants burn furniture, tools and even crops to smelt metal. Another issue with this was peasants were melting tools which were vital to make harvesting easier. This meant peasants had to ~~to~~ do a lot of manual ~~to~~ labour, leaving many crops unharvested and left to rot. In the later stages of the famine it meant crops fields couldn't be ploughed, as tractors were put in these 'backyard' furnaces. This campaign was a 2-edged sword, as it removed people from the fields, and it led to tools being melted down. To top this off anyone who had any criticism or different ideas were seen as capitalist ronders or 'rightist' and often publicly shamed. Because of this ~~if~~ I think the 'Walking on two legs' and 'backyard' furnace campaign ~~is~~ is a more important factor in causing the Great Famine.

My third factor is, ignorance of Mao and corruption of the party. Communes and Provinces were set targets by the party. Local officials ~~at~~ would risk losing their job or death if targets weren't met. ~~So~~ Because of this production ~~at~~ numbers for grain were ~~data~~ dramatically increased, ~~by~~ or included production of other veg or fruit. They were inflated by as much as 40%. This led to the government ~~taking~~ taking more grain than they should have, leading to peasants being left with little to no grain. Communes often tried to out-do each other, this was almost a corruption competition. The Lushan conference really highlighted ~~at~~ Mao's ignorance to the situation. Peng Dehuai, one of Mao's most trusted generals. Saw the record production of 360 Million Tons of grain in his home province. ~~of~~ He instantly thought this was a lie, especially after visiting his home town ~~&~~ recently and seeing famine. Peng Dehuai addressed this issue at the conference and was met with fierce aggression and accusations

from Mao, especially after the other officials denounced him and said their production was ~~an~~ accurate. It was this ignorance and corruption from Mao and his officials that would have ~~caused~~ caused the great famine. Mao denounced Peng, just because he challenged him.

In conclusion ~~Mao~~ ~~the~~ Lysenkoism was a key factor in ~~the~~ causing the famine, ~~as~~ as Mao trusted and made his ideas national ~~&~~ policy. I think also the fact experienced farmers were forced to ~~&~~ follow these rules ~~that~~ was the wrong idea, especially if these farmers were prosecuted if they challenged them. ~~A~~ However, Mao's ignorance and the Standing on 2 legs campaign were more important, as Mao could have changed policy and allowed officials to be honest without fearing their life and the Backyard Furnaces ~~as~~ removed Millions of people from the fields, leading to a decline in production.



This response develops other factors rather than Lysenkoism. The analysis of Lysenkoism is brief but the other two factors are explained and have some depth while there is an attempt to determine criteria for judgement in the conclusion.



Try to develop the given factor/key feature in depth so that its relationship with other factors/key features can be explored.

~~plan~~

~~p1: Lysenkoism - '4 pests', Soviet influence, etc~~

~~p2: Dismissal of experts - anti-Rightist campaign etc,
climate of fear - false reports.~~

~~p3: GLF overall is ambitious - simultaneous agr/coll policies.~~

The Great Famine of 1958-62 caused between 30 and 50 million deaths, as is widely believed to be the worst famine in history. The policy of Lysenkoism in agriculture is a key reason for the famine; however, other reasons, such as Mao's dismissal of experts and the climate of fear he created, as well as the overall over-ambitious nature of the Great Leap Forward as a whole, must also be considered. Overall, the evidence suggests that the climate of fear created by Mao's harsh response to 'reachbreakers' and political opponents ~~led to~~ was the main reason for the Great Famine.

Mao's adoption of the ideas of Trofim Lysenko

were initially due to the Soviet influence on China following the Sino-Soviet pact of 1950. The Soviet Union sent thousands of Russian technical experts to China to help with the first five-year plan (1952-56) - at this time, they introduced the ideas of Lysenkoism to China. On the surface, these ideas looked appealing to Mao, especially the promise of growing 'super crops', as Mao wished to improve China's agricultural productivity to fund industrialisation and make China self-sufficient. However, in reality, many of Lysenko's ideas were ineffective or even counter-productive to agricultural output - for example, ^{close} deep planting, deep ploughing. In particular, the idea of pest control, which led to the campaign to eradicate the 'Four Pests' (flies, mosquitoes, rats and sparrows), led to widespread ^{environmental} ~~ecological~~ damage as the killing of sparrows upset the ecological balance - this had a negative effect on agricultural output. However, despite these issues, the adoption of Lysenkoism cannot be said to be the only reason for the Great

famine, especially when compared with the overall impact of Mao's ^{other} actions at this time.

One of these other actions which contributed ~~to~~ ^{to} the Great Famine of 1958-62 was Mao's dismissal of experts. This stemmed from his belief that the revolution should be peasant-led - he feared that allowing intellectuals and technical experts to remain influential would lead to the bureaucratisation of the revolution, which Mao saw as the main reason behind the problems in Soviet Russia at this time. Therefore, he had removed most of China's experts and intellectuals in the anti-rightist movement following the Hundred Flowers campaign in 1957. As a result, the Great Leap Forward was undertaken by a very unskilled workforce, (made all the more impactful by the lack of Soviet aid), leading to the failure in agricultural and industrial production, and the resultant famine. Moreover, the anti-rightist campaign, amongst other purges such as the 'three and five artists' campaigns (1951-52), created a climate of fear surrounding local party officials. As a result, they often over-exaggerated their output

figures in order to create a good impression on their superiors. This falsified figures were then used to create even higher industrial and agricultural numerical targets, and, most importantly, the continued and increased requisitioning of food by the government. This therefore led to the famine. However, whilst this does have a key impact on the creation of the famine, it does not touch ^{upon} ~~upon~~ the over-arching reason for it - that the Great Leap Forward was ultimately over-ambitious.

The Great Leap Forward (1958 to 1962) was also known as 'walking on two legs' which referred to the way it developed industry and agriculture simultaneously. In agriculture, the system of people's Communes, which aimed to increase agricultural growth by pooling resources and removing private ownership of land, was supposed to create a surplus in food to supply to the cities and to ~~be~~ ^{export} abroad to fund industrialisation. Industry involved the Second Five-Year plan, which focused on heavy industry. ~~— this is —~~ However, it is clear that Mao's decision to 'walk on two legs' was over-ambitious. In agriculture,

The peasants were used to subsistence farming, and were unable to produce an adequate surplus to fuel industrialisation. ~~to~~ Mao's industrial plans were undermined by chronic underplanning, as shown by the disastrous backyard furnace scheme from 1959. It is clear Mao was ideologically driven, and therefore did not foresee the ~~diff~~ technical difficulties the Great Leap Forward would create.

In conclusion, the evidence shows that the main reason for the great famine was that the Great Leap Forward was overambitious. Whilst Mao's dismissal of experts and climate of fear did nothing to help proceedings, it is not accurate to suggest that they are the main reason for the famine. Neither is it accurate to suggest that Lysenkoism was entirely to blame for the famine, although it had a significant impact on agriculture. The overambitious nature of the Great Leap Forward provides an ~~over~~^{over-arching} reasoning for the famine, taking into account both industry and agriculture - therefore it ~~is~~^{is} the most accurate to say it is the most important reason for the Great Famine.



In this Level 4 response the candidate is addressing a number of factors but is also exploring the relationship between Lysenkoism and the other key features of the period in order to reach an overall judgement.



Always try to use relevant and accurate knowledge to help to explain how the key feature being developed/point being made is linked to the question being asked.

Plan

- 3) Intro - explain Lysenkoism for also following it
- largely but more Mao's policies failure in
- weather also feature of GLF Russia
Backyard Furnace Scheme
① why, what Jin Xindong blames bad weather
② weather, Jung Chang vs why policies.

There is little doubt that Lysenkoism was partly to blame for the famine in which 40 million people died, as agricultural production dropped significantly as a result. On the other hand, it could also be said that Mao's policies under the Great Leap Forward also played a significant role, and finally the bad weather also had some part to play in some regions of China.

The ideas of Soviet Scientist Lysenko stated that plants and crops should be

planted very closely together, in cooler temperatures rather than warmer ones with plenty of sunlight. Of course this was wrong, and Mao's idea to follow these methods of agriculture was largely what led to the Great Famine. In the USSR, Lysenko's ideas had also been implemented, and therefore this also led to famines, and so it could be argued that Mao was also partly to blame as he had seen how disastrous it had been with his communist allies, yet still decided to go ahead with the ideas anyway. Even though it was Mao who decided to use the ideas, it was ultimately the highly inaccurate ideas of Lysenko which led to the Great Famine. Crops failed to grow as farmers had been forced into using these methods, and so there wasn't enough food to feed those in the factories, let alone the peasants themselves.

Although Lysenkoism was a disaster, it was only made worse by Mao's poor choices when it came to his agricultural and industrial policies under the Great Leap Forward of 1957. Mao made it virtually

impossible for the peasants to succeed in producing enough food for all of China, as along with Lysenkoism, Mao set ridiculously high targets for grain production, which the peasants were realistically never going to meet. This situation was only worsened by the political situation that Mao had created during the Hundred Flowers Campaign in 1957, as after these intense purges, nobody now dared to speak out against Mao or tell him that his targets would never be met. In addition, Mao placed

In addition, Mao placed heavy emphasis on the Backyard Furnace Scheme, which is further evidence of how Mao's failings contributed towards the Great Famine. Historian Jung Chang firmly believes that Mao's policies caused the Great Famine, which can be seen in the ways that the peasants were forced to leave the fields and focus on making their own steel in order to contribute to ~~their~~ Mao's dream of industrialisation. However, this meant that

there were now not enough people producing grain on the fields, and so grain production dropped by millions of tonnes each year. A clear example of failings in Mao's policies can be seen by the fact that Mao exported free grain as 'presents' to fellow communist countries such as North Korea when millions of his own people were starving.

Alternatively, historians such as Jin Xindong believe that the weather was also to blame for the famine. Some areas of China faced drought which had a knock on effect on levels of grain production during the Great Leap Forward. Although this is a possible factor which may have led to the Famine, I am doubtful that the famine was caused entirely by the bad weather, as any significant problems it caused were only within the first one to two years of the famine, and so the weather does not explain why the terrible famine continued for another^a further two years.

The Weight of evidence does suggest that Lysenkoism was one of the main causes of the Great Famine of 1958-62, as it was a highly ineffective agricultural method, which had failed in the Soviet Union and was therefore also disastrous in China. However, it cannot be denied that Mao's policies also played a significant ~~role~~ ^{part} in triggering the Great Famine. As well as openly saying that it was important to "educate the peasants to eat less", Mao's previous policies had created a political atmosphere in which nobody dared to challenge his ideas. Finally, the bad weather did have a small part to play, however I don't believe that it was the main cause as it only affected certain regions and the weather was not poor for the entire duration of the famine, ~~meaning that~~



This Level 4 response does not develop the causal factors in great detail but there is sufficient knowledge to discuss the relationship between the key features of the period and to determine relative significance. This response explores the focus of the question by consideration of Lysenkoism in relation to the other causal factors.



Try to make the opening sentences of your paragraphs link to each other to discuss the question and create an argument.

Question 4

This question was focused on a key feature of the Cultural Revolution – The Red Terror. Candidates were not being asked to judge whether the Cultural Revolution declined after 1967 but whether the Red Terror did. Candidates needed to compare the situation before 1967 with regard to the activities of the Red Guard and the deployment of terror tactics with that after 1967. Most candidates were able to identify the beginning of the end of the Red Terror as being the deployment of the PLA to address the excesses of the Red Guard and the implementation of the ‘up to the mountains’ campaign. However, a significant number of candidates just wrote an overview of the Cultural Revolution as a whole or of the impact of the Cultural Revolution on social welfare. A number of candidates were able to address extent by determining whether elements of the Terror actually continued under the Gang of Four and whether the Red Guard were merely replaced by a more disciplined ‘terror’ in the form of the PLA.

Question 5

There were some very good responses to Question 5 which focused on the role of Jiang Qing in creating a revolutionary culture in China. However, a significant number of the responses either did not know who Jiang Qing was or only wrote of her role in regard to wider politics. Several thought that Jiang Qing was male. Candidates who wrote about her role in the politics of the Cultural Revolution were rewarded but it was difficult to get high Level 3 or Level 4 marks without some discussion of her role in attempting to create a specific artistic communist inspired culture in China. Better responses were able to explore her attempts to create a 'new' culture for China. Some responses argued that far from being successful in creating a revolutionary culture she only succeeded in creating a cultural wasteland while others pointed to her successes with opera, poster art and taking culture to the masses in the countryside.

The cultural revolution officially began on the 18th August 1966 when General Mao hosted the 1st of 8 mass rallies in Tiananmen Square with approximately a million red guards in attendance. This was the beginning of the ~~most~~ worst stage of the cultural revolution and became known as the Red Terror. The Red Terror however only lasted for around a year before it began to slow down due to many factors such as the

Jiang Qing was chairman Mao's wife and was part of the gang of four. In 1966 Chairman Mao put Qing in charge of cultural policy and change within China. This was done so that he could keep control over all aspects of life in China. In my opinion Qing failed to successfully create a lasting revolutionary culture due to her control and lack of creative ability. Qing ended up stifling creativity rather than creating a revolutionary culture in China.

between 1966-76.

In one way Qing did manage to create a sense of ~~the~~ revolutionary culture through her production of 8 opera ballets. These ballets focused on the plight of a worker and heroes connected to the party. Therefore the ballets were focused on the revolution. The ballets were frequently broadcasted on radio which meant they were seen far across the country meaning that they became the only source of entertainment for many in China between their production in around ~~1966~~ ~~1968~~ 1968. Qing also later turned the opera ballets into films. The films which came around in the early 70's were forced upon the people with 1 film having an extortionate amount of viewings at 7.3 billion which equates to around 7 viewings per person of the population. Through these opera ballets Qing was able to create a sense of revolutionary culture ~~in~~ ~~the~~ within China between ~~1966~~ 1966-76 especially to the youth who ~~did~~ did not know any better than to believe the propaganda that was fed to them.

On the other hand, Jiang ~~Qing~~ Qing can be said

to have seriously affected china's cultural output and not ~~not~~ managed to achieve a revolutionary culture between 1966-76. One area where culture and output seriously fell under Qing was literature. Throughout her entire time as head of cultural policy, ~~she~~ only ~~the~~ 123 books were published throughout china as creativity has shifted and fear of being labelled a counter-revolutionary meant many authors stopped producing work. This lack of literature could be linked to lack of revolutionary culture under Qing. ~~Although~~ around 50% of the population were illiterate in the early 50's, if Qing had targeted literature she would have been able to spread revolutionary culture to a much wider ~~audience~~ audience including intellectuals and professionals. Due to her ignorance to this she failed to spread a sustainable revolutionary culture to the entire population during 1966-76.

Qing was in a way successful at creating a new culture although whether it can be said to be revolutionary is questionable. Due to her close negotiations and discussions with the minister of culture and various actors and performers she set the tone for what

was and what wasn't to be allowed culturally. This meant that it became clear what the new cultural focus was on. All works which were deemed 'not revolutionary' were banned. This included Western music, literature critical of the communist regime and other simple things such as theatrical entertainment which was not the 8 operas/ballets. Deng Xiaoping once said ~~that~~ that the population wanted 'theatrical entertainment not war zones'. Therefore in this sense it is my opinion that by removing all aspects of culture that were deemed to be unrevolutionary Jiang Qing did to an extent manage to create a revolutionary culture between 1966 - 76. The culture may have been tarnished by her own preferences such as piano music but in some ways it was revolutionary.

Finally, cultural ~~output~~ output in general between 1966 - 76 greatly fell which led to issues in all aspects of cultural arts. The fact that cultural output fell overall due to the stifling of creativity is, in my view, a main reason that Jiang Qing was unable to create a sustainable revolutionary culture between

1966 - 76. Artists and composers alike ~~the~~ were scared of being banished, executed or sent to re-education camps after Qing's cultural clampdown which meant there was only a limited number of professionals to help Qing create a new culture. This can be said to have greatly impacted what culture was produced meaning that even if Qing tried she was unable to create a revolutionary culture with the resources available to her. In my view her stifling of creativity was perhaps her biggest mistake as many artists were loyal to the revolution in their own way and no longer wished to be involved with cultural policy and output now they had been repressed.

To conclude, I think it is clear that overall Jiang Qing failed to create a new revolutionary culture between 1966 - 76. Instead all she achieved was to set back Chinese cultural development by years through the complete annihilation of cultural creativity of the people. The production of her 2 opera ballets was not enough to fully sustain a new ~~culture~~ revolutionary culture and ~~it~~ instead only led to resentment from others in the industry and the

population itself who wanted more material
entertainment to submerge themselves in.



In this Level 4 response the arguments for and against Jiang Qing creating a revolutionary culture are discussed rather than just explained and criteria used to determine the extent of change from old to new.

The success of Jiang Qing is determined by weighing up the features of her cultural policies that went well in relation to the obstacles which she faced in trying to implement them.

Question 6

Candidates had a commendable knowledge of the economic policies implemented by the GDR during the period 1961-71 and very few wrote about the time period before or after. There were some excellent responses that attempted to develop criteria connected to growth in trade, consumer confidence, productivity and international standing in relation to the strength of the economy during this period. However, many knowledgeable candidates were only able to achieve high Level 2 or Level 3 as they either described the economic policies in detail without sufficient analysis or explained economic success and failure rather exploring the extent to which the economy may have strengthened.

This is an example of a high Level 2 response.

The economy of the GDR was strengthened in the years 1961-71 to a small extent. There were small improvements to the economy during these years. However, the improvements did not lead to significant economic improvements.

In ~~1963~~ 1963 the New Economic System (NES) was launched. During this time there was greater emphasis on profit rather than the number of goods that was produced. There was also more ~~a~~ emphasis on quality rather than quantity. Innovation and creativity was encouraged. Also, there was an emphasis on consumer goods. The NES did lead to improved standards of living. However, these improvements were only minor. Therefore, this shows how the

economy of the GDR was strengthened to a small extent in the years 1961-71.

The government was criticised because the NES had some capitalist characteristics. In the late 1960s the government ~~gave~~ changed the NES and gave it a new name. It was re-named the Economic System of Socialism (ESS). Under the ESS there was more central planning. Factory workers were given production targets. The ESS also led to minor improvements.

Therefore, this shows how the economy of the GDR was strengthened to a small extent in the years 1961-71.

In 1970 central planning and production targets continued. There was also an emphasis on consumer goods. The GDR could export and import goods from to and from the USSR. This led to some improvements in the GDR's economy. However, this led

to a trade deficit.

Therefore, this shows how the economy of the GDR was strengthened to a small extent in the years 1961-71.

In conclusion, the economy of the GDR was strengthened in the ~~years~~ years 1961-71 to a small extent. The economic systems that were introduced in the 1960s did lead to improvements. However, these improvements were not significant.



ResultsPlus
Examiner Comments

There is accurate and relevant knowledge of the different economic policies implemented during the time period 1961-71 and there is an implicit suggestion of strengthening but the extent of strength is asserted rather than explained or explored. There is an overall judgement but this has not been sufficiently substantiated.



ResultsPlus
Examiner Tip

Try to not just outline or describe the key features relevant to the question but to use your knowledge to explain how the features are related to the focus of the question.

Question 7

This was the most popular GDR question. Candidates have a good knowledge of the measures used to control the population of the GDR by the East German authorities and were able to discuss the impact of repression in relation to the use of propaganda, censorship, co-optation and apathy. Most responses were able to discuss the role of the Stasi, the influence of the Brezhnev Doctrine and response to opposition groups to highlight the use of repression. However, some candidates tended towards a more broad definition which often seemed to encompass all aspects of life in the GDR so finding it difficult to determine criteria to measure extent. Better responses were able to show, rather than just state, how different factors combined to control the population in the two decades following the building of the Berlin Wall and the permanent border between East and West Germany.

In the years 1961 - 1985 control of the East German population was maintained through the use of repression. They did this using 3 main factors; the stasi, Repression of the church and the Berlin wall. All of these factors helped to limit the freedom of the East German public.

The stasi was a large group of around 70,000 members and 150,000 IM's (informal members) who controlled the population of the GDR using mainly terror. They were put into place by the politburo in the early 1900's to maintain order in the GDR. They could access everything and didn't

live by the law. They could access your telephone records and listen to your conversations go through your post and private belongings and they would watch the public day and night through surveillance security cameras and with their own eyes patrolling the streets. Everyone feared the Stasi as they were ruthless killers who would find any reason to throw you in jail or to kill you. Their informal members took up the majority of the population and would keep an eye on families near by if anything suspicious was occurring and reported immediately back to the Stasi officials. The Stasi members and informal members got benefits from the government for being a loyal member of the GDR and helping keep the

peace with the public.

Another way that the East Germany maintained control from 1961-85 was through the repression of the church. The church had a massive influence on religious people in the GDR and the Politburo didn't like it. Therefore they decided to repress their power. They started to target young people and 'copied' the ~~baptism~~ 'baptism' service in Christianity, where they would mark them to be non-religious. This ceremony was called Jungtaufe and the church saw this as a 'mock' of the Christianity ceremony and to make a statement he set himself on fire in public to ~~show~~ display ~~how~~ how they were being treated within the GDR. Most churches were

closed down and stopped people attending. The politburo decided to open a group called Jungsgezeiten where you could attend (which was anti religious) which held activities that supported the GDR. They had to keep the group current and not boring so young people would still attend. The membership of the group could benefit you into gaining a place at a school / university or even getting a job as it showed you were loyal to your country.

A third way that control was maintained through repression was the Berlin Wall. Built in 1961 it prevented people from emigrating from the east to the west. It helped in many ways as freedom

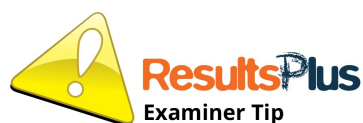
to move was no longer an option. People were very controlled as they had to live by the GDR rules and couldn't threaten to leave if they disagreed with the government's rules. Some people who decided to risk the jump over the wall to the west were killed and 21 people lost their lives. The wall was heavily armed day and night ~~and~~ with the Stasi and dogs. They had watch towers with snipers on top 24/7 and the wall was surrounded by barbed wire. It was a death wish if you attempted to cross. Some historians may say that it didn't have a very long term impact as it was meant to be around for around 100 years and due to Krenz didn't. When it fell people rushed from side to side and never closed again. Soon after the Reunification of

east and west happened. The Wall, when still in place though still ~~was~~ repressed people into conforming to the GDRs (Law) Rules.

In conclusion, it must be seen that control of the East German population was maintained through repression from the years 1961 - 1985. Due to the 3 main factors ~~but~~ discussed but most importantly the Stasi, control was imminent as they struck fear into the population conforming ~~and~~ Also allowing them to know the public's every move. Some historians may disagree as each factor had a little opposition but overall, if any opposition arose, the Stasi would've wiped it out ~~maint~~ maintaining ~~an~~ order within the East Germany.



This response does develop relevant key features using mostly accurate knowledge in regard to the given factor but as it does not develop other possible features of control it is not possible to establish relative extent in the overall judgement.



Always try to develop a counter argument so that you can explore the focus of the question and come to an overall judgement.

Question 8

Candidates have good knowledge of the fall of the SED government and the reunification of Germany. However, it is important for candidates to read the question very carefully. The main focus of the question is reunification and not the end of communism in the GDR and on the time period after the fall of the Berlin Wall. The candidates are not being asked to address the general preconditions for the end of the GDR but the reasons why German reunification happened so quickly between November 1989 and October 1990. The long term context was relevant but only if used to explain reunification. However, those candidates who did focus on the speed of reunification often had an excellent knowledge of the role of Helmut Kohl and the political situation in the GDR in the year after the opening of the Wall and were able to determine the role of the individual in relation to wider political forces.

When the reunification of East and West Germany took place, many people were surprised at how quickly the events took place: a reasonably powerful country such as the GDR, does not normally collapse so quickly. The main reasons for the rapidity of reunification were the role of Kohl, the weakness of the SED, and foreign support. Overall, it must be seen that the weakness of the SED was the most significant as they could have made the GDR much stronger and more stable.

Firstly, the attitude of Kohl was significant in the speed of reunification, which is seen through his open support of the Alliance for Germany party in the 1989 elections in the GDR. The party won 48% of the vote, and their main policy was rapid reunification. Without the support of Kohl, the party would not have been as successful, and so reunification would have been delayed. While it could be argued that the East German people had more impact on the victory of the party, Kohl undoubtedly

influenced the result, as many people in the East liked him, due to the failures of their own government. This shows Kohl's attitude was the main reason for the speed of reunification, as he influenced the people to elect a party that support quick reunification. Also, Kohl's attitude was important, as he pushed the removal of soviet troops from East Germany. This sped up the process, as the USSR now had less influence in the GDR, so wouldn't be as opposed to the idea of reunification, as they were initially. While the troops probably would have been removed eventually, Kohl's attitude, and willingness to pay the USSR to speed up the process shows he was key in the rapidity of reunification. Finally, Kohl's decision to create a 10 point plan that ~~detected~~ gave detail reunification affected the speed of it, as it cleared up a lot of uncertainty about what would happen. Without Kohl ~~create~~ creating this plan, it would have taken a lot longer for the occupying powers to negotiate over what would happen. This shows that he was a key reason in the speed of reunification, as his attitude meant that months of negotiation was avoided, and a clear plan was set out. Overall, Kohl was a very important factor in the speed of reunification, as he overcame lots of problems that would slow down the process massively. However, despite being very

important, the opportunities he took only developed as a result of the GDR and SED being incredibly weak, meaning he can't be seen as the main reason for the speed of reunification.

The second key factor in the speed of reunification was the weakness of the SED. This allowed the country to be easily exploited and manipulated, as it had very little power or control. This can firstly be seen through the collapse of the Berlin wall. This contributed to the speed of reunification as it showed that the people didn't want to be part of the GDR anymore, meaning it couldn't function as an independent country. The collapse of the wall was due to a miscommunication in announcing relaxation of travel restrictions, showing the wall fell mainly due to the SED's incompetence. If the wall had stayed up, the physical barrier between the two countries would have meant reunification would have been much slower. Also, the mass emigration due to the failure ~~of~~ of the government sped up reunification, as the GDR was severely weakened, and was unable to survive on its own. The migration was largely due to the repressive nature of the SED, and failure to look after the people. This shows that the weakness of the SED was a key factor in the speed of reunification, as it

they had treated the people well, they wouldn't have left, meaning the GDR could survive for much longer as a separate state. Finally, the weakness of the SED led to the speed of reunification as they relied heavily on the west. If the GDR had been a stronger country, they wouldn't have needed western support, meaning the west would have much less influence of them when it came to pushing reunification. By accepting all the loans and trade with the FRG, it shows that ~~in~~ they had huge power over the GDR. This shows the weakness of the SED led to the speed of reunification, as they developed ~~too~~ strong ties with the FRG that were too strong, allowing the GDR to be forced into reunification. Overall, the weakness of the SED was the most important factor in the speed of reunification, as it meant that the country simply couldn't survive on its own, which meant they had to accept and speed up reunification.

The final key factor in the speed of reunification was foreign support. Seeing as the two Germanys were closely controlled by foreign countries, they would be very influential in the process of reunification. This can firstly be seen through the USA's support for a united Germany. President

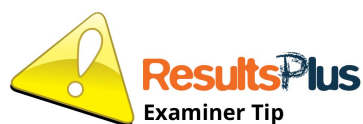
Bush & thought that reunification ~~was~~ should go ahead, which is very significant considering that America was the most powerful country in the world at the time. His support meant that no time had to be wasted convincing him why it reunification was a good idea, meaning that the process was sped up. Also, Britain and France had influence on reunification, as they previously controlled parts of the FRG. However, they were reluctant to support reunification, as they feared the emergence of a powerful Germany. Despite this, their attitude didn't have much impact on the speed of reunification, as although it would have slowed down the process a bit, they were much less powerful than the USA and USSR, meaning their opinions didn't have very much weight. Finally, the initial view of the USSR was that reunification shouldn't go ahead, as they didn't want the creation of a powerful Germany, ~~especially~~ especially one that had discredited this. However, despite being powerful compared to some of the other foreign powers involved, the USSR was facing its own crisis, meaning it didn't want to be drawn into a long argument over reunification. This shows that foreign support wasn't very important for the speed of reunification, as countries had to face their own domestic problems, so were reluctant to have a big impact on

international affairs. Overall, foreign support wasn't that important, as the decision for a quick reunification had already been made, and no one really did anything to challenge that.

Overall, it must be seen that the weakness of the SED must be seen as the most important factor in the speed of reunification, as they weakened the country beyond saving. Although some people may argue that the attitude of Kohl was more important, he largely only cleared up the inevitable, and publicly made it look like it was all down to him. Without the weakness of the SED, Kohl wouldn't have had no chance at speeding up reunification, or even getting it to happen at all.



This response explains the contribution of relevant causal factors and explores the notion of the speed with which reunification took place, deploying detailed and broad accurate and relevant knowledge. Its strength is in BP1 and BP2 but criteria for judging the reasons for the speed of reunification are established and the overall conclusion substantiates the argument that the role of wider forces were more important than the role of the individual.



A good response combines all the elements of the strands in the mark scheme - analysis, historical knowledge and understanding, evaluation and judgement, an organised argument - to answer the specific question set.

Paper Summary

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

Section A

Value of Source Question (1(a)/2(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry.

Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.
- In assessing weight, it is perfectly permissible to use contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.

Grade Boundaries

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

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

