Pearson Edexcel

Mark Scheme (Results)

Summer 2023

Pearson Edexcel in
GCE History (8HI0/2E)
Advanced Subsidiary

Paper 2: Depth study

Option 2E.1: Mao's China, 1949–76
Option 2E.2: The German Democratic Republic, 1949–90

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by 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.

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

Summer 2023
Question Paper Log Number P68778A
Publications Code 8HI0_2E_2306_MS
All the material in this publication is copyright
© Pearson Education Ltd 2023

General Marking Guidance

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

Generic Level Descriptors

Section A: Questions 1a/2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–2**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	**6–8**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b/2b

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–2**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**6–9**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	**10–12**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**5–10**	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**11–16**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**17–20**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
1a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the importance of the 'three antis' campaign for establishing communist rule in China. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • It indicates the importance of the campaign to the CCP (struggle…should be emphasised as much…counter-revolutionaries.', 'wide publicity', 'leading cadres should take personal charge') • It indicates the thoroughness with which the campaign was to be implemented ('In minor cases…In major cases…The worst offenders') • It suggests that the campaign was being used as a means of intimidating the wider public into conforming ('people should be called upon to willingly admit their own wrongdoing…criticised and educated…prison… shot.'). 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • It is an official communication from the CCP hierarchy directing local party officials and so clearly reflects the official view of the CCP • Its purpose is to inform local officials as to the correct implementation of the 'three antis' campaign • It was published in December 1951 at the start of the campaigns against internal threats to CCP rule. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • The 'three antis' campaign was directed at internal problems within the CCP – corruption, waste and bureaucratic complacency – that it was felt prevented the implementation of true communist government • The 'three antis' campaign and the 'five antis' campaign (January 1952) were intended to bring the wider population under control after the 'Great Terror' against more overt counter-revolutionaries had run its course • The 'three antis' campaign was particularly targeted at bureaucrats who had been kept on to help the transition to communist rule in 1949 but of whom Mao was deeply suspicious and viewed as class traitors.

Question	Indicative content
1b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the changing status of women in Mao's China. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • Hsu Kuang held a senior position in the CCP and as such was likely to hold a positive view of the changing status of women • The title suggests that the purpose of the article is specifically to highlight the integration of women within the Chinese revolution • The article was published in 1977, the year after Mao's death, and so is able to reflect on changes across the whole of Mao's rule. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that women have equal rights within work ('enjoying the right to work within every sector', ''hold up half the sky'', 'great force of women alongside men') • It claims that women have made gains in the political sphere under Mao's rule ('the Party and the government have made special efforts to train and promote women leaders.') • It indicates that married women have been able to break free from the traditional view of them as subservient and ignorant ('Fourteen women workers…housewives…designed improvements making buses') • It suggests that the status of women has been completely transformed in all aspects of life ('correct road…eradicated social and class roots…since China's liberation…political consciousness… raised… freeing themselves'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • Mao was known to be supportive of women's equality; he popularised the saying 'women hold up half the sky' and the first major social law passed by the CCP was the Marriage Act (1950) • Women were encouraged to work in industry and on the communes, with state housing, child-care and catering provided to enable them to do so • Traditional views of women's roles were ingrained in society and married women often found themselves carrying out the dual role of domestic work and industrial/agricultural labour • Very few women were promoted to the CCP hierarchy; those that did were often the wives of Party officials or leaders of women's associations.

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

Question	Indicative content
2a	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse the source to consider its value for an enquiry into the response to the rising of June 1953. 1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: • It indicates that the rising was met with armed force from both the GDR police and Soviet troops ('arrival of our Soviet tanks…German police and our troops opened fire') • It claims that the GDR authorities were generally ineffective in their attempts to put down the rising ('building…GDR government…liberated', 'succeeded in overcoming…not been able to hold them back.') • It claims that Soviet action was required to overcome the rising ('With the active intervention by our troops…normal', 'dispersed after the appearance of Soviet tanks.') • It suggests that the rising had the potential to be successful and that GDR was not adequately prepared ('the German Police, who had not been able', 'Until our troops took active measures') 2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: • It is a telegram sent at the height of the rising giving a clear overview of the response of the authorities in the GDR • Semyonov was an authoritative figure in GDR politics and his report to the Soviet hierarchy would be expected to be both informed and candid • The purpose of the telegram was to inform the Soviet authorities of the events occurring in the GDR, probably to enable them to make further decisions as to the response of the USSR. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: • The Soviets had a vested interest in keeping control, with the GDR directly bordering western Europe and Berlin being a divided city; there were over 500 tanks and 20 000 troops stationed in the GDR • Ulbricht was not assured of the support of the police, the armed authority in the GDR, and so invited the Soviets to intervene directly • Strikes and demonstrations spread across most of the major GDR cities and towns and also into some areas of the countryside; it took until 24 June to finally put them down • Protests outside of East Berlin were put down by police, and the intervention of Soviet troops, but using noticeably less force than in East Berlin itself.

Question	Indicative content
2b	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited. Candidates must analyse and evaluate the source in relation to an enquiry into the end of Honecker's leadership of the GDR in October 1989. 1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: • Honecker's statement was written for public consumption, and outlines his official reasoning for his resignation • It was published in the SED newspaper and so reflects the official SED endorsement of the end of Honecker's leadership • The resignation statement was written the day after Honecker had been asked to tender his resignation by the GDR Politburo. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that Honecker's resignation was due to his own belief that he should step down ('As a result of illness and the surgery I have had, I am no longer able', 'I will make myself available to my Party') • It implies that Honecker is fully endorsing his successor, Egon Krenz ('I recommend as my successor… He is able and committed') • It indicates the extent of power that Honecker is relinquishing ('release me from my role as Secretary General…chairman of the Council of State') • It suggests that there may be more to the situation ('following yesterday's consultation in the Politburo'); Honecker's summary of his achievement's and reference to the 40th anniversary of the GDR has a sense of defiance. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include: • The authority of Honecker declined in 1989 as events began to overtake the SED government, e.g. opening up of the Hungarian border, the Leipzig protests; Honecker refused to accept reform in the face of challenges • At the 40th anniversary celebrations of the founding of the GDR in early October, Mikhail Gorbachev had made it clear that the GDR needed to reform, and that Soviet military support could no longer be expected • Honecker was increasingly unwell in 1989 and in August he was out of action as leader when he underwent serious abdominal surgery • On 17 October 1989, Honecker was effectively dismissed by the Politburo, who asked him to resign; Krenz, who had previously remained loyal, had been persuaded that Honecker needed to be replaced.

Section B: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
3	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement the statement that China's First Five-Year Plan was a success. Arguments and evidence that China's First Five-Year Plan was successful should be analysed and evaluated. Relevant points may include: • Although official figures may have been overestimated, industrial production for heavy industry, e.g. coal, steel, cement increased annually by 19%, and agricultural output increased by 4%. • The transport sector grew rapidly, providing railway locomotives and lorries. There was an exponential growth in the production of bicycles, mainly for workers in the urban areas that were growing fast due to industrialisation • By 1956, the 9% annual productivity growth rate meant that the Five-Year Plan had successfully begun to fulfil its aim of transforming the backward economic conditions inherited by the CCP in 1949 • State-funded programmes built new industrial and mining plants, created collective farms and began the construction of new infrastructure, e.g. bridges, dams. Arguments and evidence that China's First Five-Year Plan was a failure should be analysed and evaluated. Relevant points may include: • In its initial stages, the Five-Year Plan was not able to function effectively as resources for the development of industry and agriculture were diverted due to war and the attempts to establish political control • The implementation of the Plan in many areas was undermined by a lack of technical and educational experience in managerial positions, which led to waste and mismanagement • The focus on targets meant that the quality of the produce and construction work suffered in relation to the quantity • The aim to be self-sufficient in food was undermined by the quantity of food being exported to the Soviets in return for expert advice. Peasants were also beginning to go short of food due to the demand from urban areas. Other relevant material must be credited.

Question	Indicative content
4	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement about whether the main reason why Mao launched the Cultural Revolution was to get rid of his opponents in the Communist Party. Arguments and evidence that that the main reason why Mao launched the Cultural Revolution was to get rid of his opponents in the Communist Party should be analysed and evaluated. Relevant points may include: • Mao believed that Liu and Deng were using his decision to step away from frontline politics in 1962 to undermine his position in the CCP and to reverse some of his major policies, such as collectivisation • Mao was concerned that other Communist Party leaders were becoming too popular with the Chinese masses, e.g. Peng Zhen (the Mayor of Beijing), Liu, Deng and Zhou Enlai • Mao was worried that his rivals would follow the example set by the Soviet Union, e.g. Khrushchev's denunciation of Stalin and Khrushchev's own 1964 downfall • From 1965, the ideologues in the Party, including Lin Biao and Mao's wife, Jiang Qing, began to gain increasing influence over Mao; provoking his suspicion of the pragmatists and urging him to purge the Party of them • Mao wanted to re-establish fully his personal power over China, through the Cult of Mao, in order to overshadow the disastrous legacy of his decisions during the Great Leap Forward. Arguments and evidence that other reasons explain why Mao launched the Cultural Revolution should be analysed and evaluated. Relevant points may include: • Mao believed in the concept of permanent revolution • Mao felt that, by the 1960s, the youth of China did not appreciate the sacrifices made to create the PRC or the principles of communism and believed that the Cultural Revolution would enlighten them • Mao believed that bureaucracy was the greatest threat to the establishment of pure Communism and believed that the increasing complacency of administrators needed to be challenged. Other relevant material must be credited.

Question	Indicative content
5	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which the nature of the Cultural Revolution changed in the years 1966-76. Arguments and evidence that the nature of the Cultural Revolution changed in the years 1966-76 should be analysed and evaluated. Relevant points may include: • In 1967, the emphasis on the Red Guards as the vanguard of the Cultural Revolution began to lessen as it became clear that many of their actions were becoming more extreme and counter-productive • In the years 1967-69, the PLA began to take a more central role in enforcing communist principles, restored order and were responsible for implementing the 'up to the mountains and down to the villages' campaign • The formal element of the Cultural Revolution was officially declared as ended in 1969, with assertions that the whole country was now 'Red' communist • In the 1970s, compromises were attempted between the 'pragmatists' and radicals within the CCP; Deng Xiaoping and Zhou Enlai returned to power, feelers were put out to the West and reforms introduced. Arguments and evidence that the nature of the Cultural Revolution did not change/stayed the same in the years 1966-76 should be analysed and evaluated. Relevant points may include: • The essential aims and objectives of the Cultural Revolution remained throughout the period, e.g. 'permanent revolution', guarding against complacency, the indoctrination of youth • Attacks on 'capitalist roaders' and foreign influences were a feature throughout the period, e.g. 'cleansing of the ranks' campaign • The cult of Mao remained at the centre of Chinese political thought and continued to inspire activism • The ideologues continued to be influential, e.g. Jiang Qing's Gang of Four led covert attacks on Zhou through attacks on Confucius; Deng withdrew to the South under Army protection in 1976 during Mao's last months. Other relevant material must be credited.

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

Question	Indicative content
6	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on how far the Economic System of Socialism (1968-71) was different from the New Economic System (1963-68). Arguments and evidence that the Economic System of Socialism (1968-71) was different from the New Economic System (1963-68) should be analysed and evaluated. Relevant points may include: • The NES was introduced to attempt to alleviate the economic problems that had led to emigration and discontent before the building of the Berlin Wall but the ESS was more a reaction to internal SED ideological concerns • The NES gave more decision making to managers at a local level, encouraged profit making and was designed to bring more flexibility to central planning, whereas the ESS returned to a more planned economy with price subsidies, production quotas and less flexible decision making • The NES was an industrial plan with emphasis essentially on all sectors but the ESS was initially focused on a limited number of new industries, e.g. computers, plastics, which would allow it to compete internationally • The NES was an industrial plan, whereas the ESS was a more integrated central plan including agriculture and trade. Arguments and evidence that the Economic System of Socialism (1968-71) was similar to the New Economic System (1963-68) should be analysed and evaluated. Relevant points may include: • Both were policies developed under Walter Ulbricht in an effort to make the GDR economy more effective and productive; Ulbricht saw the ESS as a redrawing of the NES rather than a replacement • Both were designed as variants of a socialist 'planned' economy, over which the SED had absolute control • Both had some emphasis on scientific and technological expertise, the development of modern technology and the promotion of technical industries • Both were unable to fulfil their aim of enabling the economy of the GDR to catch up with that of the FRG. Other relevant material must be credited.

Question	Indicative content
7	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on whether sport was the most significant feature of the development of a GDR identity under Honecker. Arguments and evidence that sport was the most significant feature of the development of a GDR identity under Honecker should be analysed and evaluated. Relevant points may include: • Sport was used to engender community spirit via sports clubs and festivals; over 3 million people belonged to organised clubs and a lack of overt politicisation created a genuine opportunity for social unity • Participation in international sport gave the GDR a chance to compete as a bona fide separate member of the international community; under Honecker the GDR strengthened its international presence as a sporting nation • Olympic participation brought national pride; the GDR invested heavily in state-run training programmes, and by the 1976 Olympics it came second only to the USSR in the medal table • The GDR was seen as a trailblazer for women's sport; GDR women athletes brought international recognition to the GDR, with some becoming known worldwide e.g. Katarina Witt (ice-skating), Heike Drechsler (long jump). Arguments and evidence that other features in the development of a GDR identity under Honecker were significant should be analysed and evaluated. Relevant points may include: • The GDR developed an economic identity as the most advanced communist economy in eastern Europe; manufacturers no longer labelled their export goods as German but as a product of the GDR • The GDR gained diplomatic international recognition under Honecker, e.g. state visits, membership of the UN, signatory of the Helsinki Accords • The development of *Ostpolitik* led to the acceptance of the GDR and the FRG as separate states, e.g. the Basic Treaty (1972) • The GDR attempted to create a distinct GDR culture through the production of East German television programmes and films, focussing on socialist realism, fairy tales and children's programming. Other relevant material must be credited.

Question	Indicative content
8	Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Candidates are expected to reach a judgement on the extent to which Western influences undermined the authority of the SED in the years 1961-85. Arguments and evidence that Western influences did undermine the authority of the SED in the years 1961-85 should be analysed and evaluated. Relevant points may include: • Access to Western cultural influences, such as fashion, popular music, film and television, encouraged young people particularly to take part in acts of cultural rebellion that challenged socialist cultural 'norms' • Travel between East and West, often older people visiting relatives, undermined SED authority by providing evidence of better standards of living in the FRG and encouraging black market trade in goods and currency • Access to Western news media, via smuggled newspapers, illegal access to television broadcasts and specifically directed radio transmissions, provided an alternative view of current affairs both in the GDR and the wider world • SED paranoia, particularly in the 1960s, about the consequences of access to Western influences, e.g. emigration, often led to overly repressive policies, which in themselves created resentment and criticism of SED rule. Arguments and evidence that Western influences did not undermine/were limited in undermining the authority of the SED in the years 1961-85 should be analysed and evaluated. Relevant points may include: • Western-inspired non-conformity amongst young people was mainly social, rather than political, with most young people, concerned about their future prospects, conforming to state expectations • The SED were particularly effective in limiting Western influences through the use of propaganda, censorship, education, the FDJ and military conscription for young men • The development of *Ostpolitik* in the 1970s in many ways bolstered SED authority, as the SED was seen to be engaging with the West while also legitimising the GDR as a separate nation • Under Honecker, SED attitudes towards Western influences became more accepting; the SED came to realise that, by turning a blind eye to some influences, e.g. entertainment, the potential for confrontation lessened. Other relevant material must be credited.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom