Mark Scheme (Results)

Summer 2024

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

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General Marking Guidance

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

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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 reasons why the Great Leap Forward (Second Five-Year Plan) was launched. 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 Great Leap Forward was launched with the intention to transform China into a modern industrialised nation ('strive to catch up or surpass Britain in output of iron…and other major industrial products') • It indicates that ideologically the CCP wanted the Chinese people to continue to work for the socialist revolution ('laid the groundwork for a socialist industrialisation to take place.') • It indicates that there was a desire to continue the concrete advances made in the First Five-Year Plan ('Inspired by the success of the First Five-Year Plan…targets in steel, power and coal…even more awe-inspiring') • It suggests that the CCP wanted to promote Chinese nationalism ('began…two hundred years after Britain's…tremendous tasks have been accomplished…launching a new nationwide upsurge'). 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: • As an authorised magazine, the article would have been intended to promote the official public party line of the CCP with regard to the Great Leap Forward • The publication of the article, in spring 1958, coincided with the full-scale launch of the Great Leap Forward • The article would have been printed in English in order to promote the new policies of Great Leap Forward to a global audience. 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: • Privately, Mao believed that the First Five-Year Plan had not advanced the economy quickly enough but hoped that public acclamation of the Plan's successes would encourage further mass participation and sacrifice • In 1958, China's relationship with the Soviet Union had deteriorated and the CCP hoped that the Great Leap Forward would showcase to the world the superiority of Chinese socialist economic policies • Mao believed in 'permanent revolution' and, in 1958, he believed the time had come to get rid of the compromises the CCP had had to make in the aftermath of the civil war and introduce more pure communist policies.

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 impact of the Great Leap Forward (Second Five-Year Plan) on the Chinese peasantry. 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: • The interviewee had lived through the period of the Great Leap Forward in a rural area and had personally experienced the policies • The interviewee is speaking twenty years after the death of Mao and so may have felt more able to tell the truth of what happened than she would have during the years of Mao's regime • The evidence given by the woman may not have been representative of peasant experiences in other areas of China, as the western researcher may have been seeking out evidence in areas of known famine. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that, at first, the experience of the Great Leap Forward was positive ('In the first year…earned work points…communes distributed grain to each family…kept at home.') • It claims that peasants were left starving and with nothing of their own ('took away everything'; 'canteen did not serve any proper food'; 'I peeled off the bark of a tree and cooked it'; 'We had nothing to cook with') • It suggests that the peasants' lives were totally controlled by the state ('village cadres also searched'; 'we had to carry on eating at the canteen'; 'Later on, we were allowed to eat at home.') • It suggests that the impact of the Great Leap Forward in rural areas was catastrophic ('More than half the villagers died'; 'there were now far fewer mouths to feed.'; 'empty because everyone had fled.'). 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: • Despite initial successes, the agricultural methods used for farming, combined with natural disasters, led to poor harvests and food shortages. Rural starvation led to some cases of cannibalism • The priority of the Plan was to feed the urban areas and significant amounts of food were requisitioned from the rural areas by force; peasant communities were treated with suspicion and suspected of hoarding • The Great Leap Forward forced many villages to become part of large people's communes where life was regimented and communal canteens were supposed to provide nutritious food for all • Hundreds of thousands of peasants fled their villages to move to the towns, leaving the weak and vulnerable to fend for themselves.

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 impact of *Ostpolitik* on relations between the GDR and the Federal Republic (FRG). 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 *Ostpolitik* opened up travel links between the two countries ('permitted to enter the GDR several times a year…visiting.'; travel to the FRG on urgent family business.') • It indicates that *Ostpolitik* provided an opportunity for improved relations and co-operation in a variety of economic and social areas ('enter for…commercial, cultural…religious reasons'; 'Tourists…will be allowed') • It suggests that *Ostpolitik* changed GDR attitudes towards freer movement from the FRG to the GDR but not vice versa; one of the five regulations mentioned refers to travel from the GDR and for 'urgent family' matters. 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 letter from the GDR foreign minister to the FRG foreign minister so is an official document between the two states • It was written in May 1972 at the height of *Ostpolitik* activity • The purpose of the letter is to outline the specific details of an agreement on the future travel between the two states from the perspective of the GDR 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: • Willy Brandt's policy of *Ostpolitik* was given a boost in 1971 when Honecker replaced Ulbricht. Honecker was more willing to engage in diplomacy with regard to improving relations between the GDR and FRG • The Traffic Agreement was one of a number of agreements made in the months before the signing of the Basic Treaty, 21 December 1972, which looked to 'normalise' relations between the two as recognised states • The GDR wanted the recognition that *Ostpolitik* promised but was not willing to undermine its stability by introducing policies that might be taken advantage of by the FRG, e.g. by encouraging emigration.

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 significance of sporting achievements in the GDR. 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: • It gives the personal view of a sportsman who competed at international level for the GDR of the attitudes of both the authorities and the general population • Speaking for the first time in public, Wiedemann's critical tone towards the GDR authorities may have been influenced by his decision to defect to the West in 1964 • Speaking in 2014, at a time of a reunited Germany and fifty years after the events, Wiedemann would have had time to reflect on the significance of his experiences. 2.The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates the importance that the GDR authorities placed on the performances of international competitors and their willingness to intervene ('Minister for Sports…'you have let down the entire Republic'') • It suggests that to the GDR authorities sporting achievement was such a validation of East German identity that, in spite of public support (''congratulated' us'), only winning was acceptable ('in reality…livid.') • It indicates that in local communities sporting achievements were highly valued ('It was a very big thing to have a…local youth finish'; 'the whole town turned out to welcome me home.') • It suggests that, for ordinary people, achievement in sporting events took precedence over organised ideological events ('To be honest…probably more people than for the annual May Day parade.'). 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: • From the start, the SED government believed that participation in international sporting events validated the GDR's existence as an independent state and that sporting achievement defined its identity • Sporting achievement was viewed by the SED as evidence of the superiority of the socialist values of the GDR and an opportunity to promote socialism worldwide, particularly at the Olympics • The SED provided the resources for GDR athletes to train to international standard on what was essentially a professional basis and interfered in training regimes to the extent of purposefully doping athletes.

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 about how significant the role of the People's Liberation Army (PLA) was in establishing communist rule in China in the years 1949-57. Arguments and evidence that the role of the People's Liberation Army (PLA) was significant in establishing communist rule in China in the years 1949-57 should be analysed and evaluated. Relevant points may include: • In 1949, the reputation of the PLA in the aftermath of the civil war, as an incorruptible and successful military force, created trust and confidence in the newly declared communist regime in most of the country • The PLA was at the centre of the ruthless reunification campaigns in Tibet, Xinjiang and Guangdong and several PLA officers were appointed as regional governors • The PLA was used as a platform for the dissemination of propaganda in the wider community, the indoctrination of around one million conscripts annually and as a ready-made workforce to rebuild China's infrastructure • The successes of the PLA in the Korean War contributed to a sense of confidence and national pride in the new communist regime. Arguments and evidence that the role of the People's Liberation Army (PLA) in establishing communist rule in China was limited/that other factors were significant should be analysed and evaluated. Relevant points may include: • The PLA was purposefully reduced in size after 1953, as Mao endeavoured to give the CCP central power in running the new communist regime • By 1956, the PLA had lost much of its reputation and goodwill amongst the peasant majority and had to introduce a code of conduct to counteract this • The work of the CCP was more significant in both propagating support for the communist regime and in enforcing communist rule through the work of the cadres, the Great Terror, the 'antis campaigns' and the Laogai system • Other more significant factors, such as, Mao's popularity, social and economic reforms, the overall impact of the Korean War, the general use of violence and intimidation. 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 on the statement that the main consequence of the Cultural Revolution was the collapse of education in China. Arguments and evidence that the main consequence of the Cultural Revolution was the collapse of education in China should be analysed and evaluated. Relevant points may include: • University education and schooling was suspended with millions of students joining the Red Guard and schools closed; over 100 million young people received no teaching and learning • Learning of a traditional curriculum was portrayed as having no value and young people were encouraged to humiliate and physically attack teachers and lecturers as symbols of bourgeois values • The extent of ideological commitment became the means of advancement for young people and an emphasis on vocational training to aid China's growth was undermined by a lack of appropriate training • The Cultural Revolution led to the creation of a 'lost generation' – both from initial Red Guard activity and the later rustication campaign - lacking in the skills and learning to move China forward economically and socially. Arguments and evidence that the impact on education was limited/there were other consequences should be analysed and evaluated. Relevant points may include: • The impact on education was one of the first areas to be addressed in Zhou's Four Modernisations, e.g. the reintroduction of organised education, proper vocational training, reformed university entrance exams • Mao's control of the CCP and China was strengthened through the purges and the destruction of his rivals • The activities of the Red Guard systematically destroyed much of China's traditional culture and created an atmosphere of intimidation and paranoia • The power of the PLA increased through Mao's decision to implement a policy of containment of the excesses of the Cultural Revolution, e.g. oversight of 'up to the mountains and down to the villages' campaign. 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 whether the healthcare reforms introduced in Mao's China were successful. Arguments and evidence that the healthcare reforms introduced in Mao's China were successful should be analysed and evaluated. Relevant points may include: • Preventative healthcare campaigns, starting in the 1950s, were successful in addressing structural health problems such as poor hygiene and endemic disease, e.g. stopping the use of human waste as fertiliser, digging wells • Promises of healthcare for all were supported by the increased training of hospital doctors and, in the 1970s, the barefoot doctor scheme, which trained cadres in the community to provide rudimentary care in rural areas • There was a commitment to the provision of new healthcare facilities, e.g. 800 modern hospitals were built in large urban areas. County hospitals and clinics in communes covered 90 percent of villages by 1976 • Overall, the healthcare reforms led to a general improvement in the health of the Chinese people, with the death rate and infant mortality rate decreasing, life expectancy rising and endemic diseases limited. Arguments and evidence that the healthcare reforms introduced in Mao's China were not successful should be analysed and evaluated. Relevant points may include: • Healthcare reforms were a low budgetary priority, which impacted the quality of care, e.g. the barefoot doctor scheme was a cheap alternative to fully-trained doctors and the care offered was rudimentary • A serious shortage of trained and specialist doctors, nurses and hospital facilities existed throughout the period despite the increase in provision • Urban healthcare provision outstripped rural healthcare provision throughout the period. In more isolated rural areas, traditional suspicion of expertise and limited transport facilities prevented improvements in health • Healthcare provision was adversely impacted by ideological developments, e.g. the regular attacks on the expertise of 'bourgeois' medical professionals. 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 the statement that the socialist economic policies of the SED, in the years 1949-61, were a failure. Arguments and evidence that the socialist economic policies of the SED, in the years 1949-61, were a failure should be analysed and evaluated. Relevant points may include: • SED policies were undermined from the start by the impact of the post-war division of Germany, e.g. no access to the Ruhr resources, and the aggressive Soviet implementation of reparations • Targets for the production of industrial and consumer goods in the three main central planning policies of the period, the First and Second Five Year Plans and the Seven Year Plan, were never completely met • The SED found it difficult to enforce the implementation of agricultural policy, particularly collectivisation, leading to food shortages due to a decrease in productivity and the emigration of discontented farmers • There was an emphasis on quantity over quality, which led to worker discontent with attempts to enforce productivity measures and which undermined efforts to create a reputable global export trade. Arguments and evidence that the socialist economic policies of the SED, in the years 1949-61, were not a failure should be analysed and evaluated. Relevant points may include: • By 1961, the GDR economy had been successfully transformed into a socialist, centralised economy, with 90 per cent of farms being collectivised and 91 per cent of industrial output being produced by the state sector • Throughout the period, the economic growth rate increased annually, and by 1961 had reached 8 per cent • The First Five Year Plan was an overall success, with a definite increase in the production of raw materials and fuel resources, and the production of consumer goods began to rise in the late 1950s • Within the COMECON states, the GDR economy performed strongly, exporting consumer goods to other countries in the eastern communist bloc. 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 the extent to which the quality of life in the GDR improved in the years 1949-85. Arguments and evidence that the quality of life in the GDR improved in the years 1949-85 should be analysed and evaluated. Relevant points may include: • By the 1970s, the lives of most people had improved in relation to the hardships of the post-war period, with full employment, subsidised transport and state welfare policies • Social welfare programmes meant that GDR citizens were entitled to employment, education, housing and healthcare. Benefits were available to working mothers, such as maternity leave and nurseries • Access to consumer goods increased across the period, particularly radios, televisions, refrigerators and cars, and many were able to go on holiday, often to other eastern bloc resort destinations • The development of the 'niche society' meant that many in the GDR were relatively contented with everyday life and became involved in communal leisure activities with an emphasis on healthy living. Arguments and evidence that the quality of life in the GDR did not improve in the years 1949-85 should be analysed and evaluated. Relevant points may include: • Social inequality continued with access to enhanced benefits, e.g. new housing, higher education, and consumer goods, often dependent on perceived loyalty to the SED • Rights and freedoms were heavily curtailed and the state security system – the Stasi - organised the systematic surveillance of a large proportion of the population. Many people lived in a state of constant fear and suspicion • The quality of the social welfare provision was often poor, e.g. housing conditions were often substandard and cramped, and conformity enforced, e.g. the regimented regimes practised in kindergartens • In the early 1980s, the standard of living in the GDR as a whole began to decline as the economic situation deteriorated and national debt increased. Shortages of, and waiting times for, consumer goods increased. 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 whether, in 1989, the opening of Hungary's border with Austria was the key turning point in the collapse of the SED government. Arguments and evidence that, in 1989, the opening of Hungary's border with Austria was the key turning point in the collapse of the SED government should be analysed and evaluated. Relevant points may include: • The opening of 2 May provided an opportunity for East Germans to leave for the West. 30 000 had left by the time all restrictions were lifted at the border in September, after which the floodgates opened • The actions in Hungary drew attention to the general reforms being introduced in the eastern bloc and encouraged those student and church protest groups in the GDR calling for internal reforms • The FRG undermined the stability of the SED government by offering West German passports to GDR citizens reaching FRG embassies in the eastern bloc and free passage to the FRG, as a result of the border opening • The response of the SED to the opening was a public relations disaster, both externally and internally, with the GDR being seen as an ever more controlling and repressive state, e.g. the Dresden sealed train incident. Arguments and evidence that, in 1989, the opening of Hungary's border with Austria was not the key turning point in the collapse of the SED government should be analysed and evaluated. Relevant points may include: • Gorbachev's visit to East Berlin in October 1989, for the 40th anniversary of the GDR, made it clear to the SED government that they could not rely on the support of the USSR should internal protest challenge the regime • The Leipzig protests outside of the St Nikolai Church became a national focus for discontent with the SED government; the demonstration of 70 000 people on 9 October was a key moment as it was not met with state force • Honecker's resignation announcement on 18 October, following a Politburo vote of no confidence, saw an end to a hard-line politician who had led the SED for two decades and done the most to create an identity for the GDR • Krenz's decision to open the GDR border and, particularly, the events at the Berlin Wall on 9 November, provided the symbolic end to the barrier between the 'two Germanies' and led to the collapse of support for the SED. Other relevant material must be credited.

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