Mark Scheme

Summer 2023

Pearson Edexcel GCE
In History (9HI0/2E)
Advanced

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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Summer 2023
Question Paper Log Number P72291A
Publications Code 9HI0_2E_2306_MS
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General Marking Guidance

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

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	**1–3**	• 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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria but with limited justification.
4	**13–16**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven. • 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.

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	**1–3**	• 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	**4–7**	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • 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	**8–12**	• 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	**13–16**	• 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

Option 2E.1: Mao's China, 1949–76

Question	Indicative content
1	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 sources to consider how far the historian could make use of them to investigate the methods used to establish control in the early years of CCP rule in China. **Source 1** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is from an eye-witness who was responsible for carrying out law enforcement under early communist rule and so is in a position to comment from the perspective of those implementing policies • The interview was given 50 years after the events with reasoned hindsight, in the context of the policeman speaking with knowledge and some candour to a western academic researcher • It is probable that, as it is from an academic based in the West, the purpose of the interview was to elicit a more accurate account of events than would have been available during Mao's rule itself. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the methods used to establish control in the early years of CCP rule in China: • It indicates that the CCP looked to use the police to root out those with power and beliefs that could challenge communist ideas ('ignore… petty thieves…concentrate…counter-revolutionaries… different categories') • It suggests that intimidation was used to gain acquiescence ('checking households…keeping an eye on'; 'We noted it all down in their files.') • It indicates that many people were persuaded to 'police' themselves or to act on behalf of the authorities as a sign of loyalty ('some…turned themselves in'; 'ordinary people reported suspects.') • It suggests that the CCP endeavoured to control every aspect of life ('We asked each family what each person had been doing.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • In 1949, as each province was won over by the CCP, a system of law enforcement was established, often using younger members of the Party, that favoured the prosecution of ideological crime over physical crime • CCP control was potentially threatened by the presence of rural warlords, Guomindang nationalist supporters and organised religion, but anyone who did not conform could be labelled as a counter-revolutionary or a spy • A registration system of permits was established, which enabled local party cadres to control access to work and accommodation and a *dangan*, or dossier, of private information was held on most people • Personal information collected about individuals could be used against them at a later date when different counter-revolutionary activity was identified as a threat to the state.

Question	Indicative content
	Source 2 1.The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is a direct communication from the leadership of the CCP and so reflects the official position of the Communist Party • The purpose of the directive is to introduce a new initiative two years into communist rule in the process of establishing control over all elements of Chinese society – an attack on capitalist economic practices • As a directive, it clearly outlines the methods and means that will be used to ensure compliance with the policy decision. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the methods used to establish control in the early years of CCP rule in China: • It indicates that the CCP views the working classes as its main ally in establishing control ('rely on…to wage a… comprehensive struggle') • It suggests that the CCP hopes to win populist support by attacking 'capitalist crimes' that might affect ordinary people ('tax evasion') and undermine the nation ('stealing economic information.') • It clearly indicates the tactics of struggle to be used ('using contradiction…a united front') and the severe punishments that will be used to ensure conformity ('arrest, imprisonment, or execution.') • It suggests that the methods of control were totalitarian ('uniting with the many, and isolating the few') but that there was still a need to maintain links with the middle classes ('unite with the law-abiding capitalists'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The CCP understood that it needed to work with capitalist elements, if the country was to survive the aftermath of the civil war, and take advantage of the technical expertise provided by the educated middle class • Following the 'three antis' policy, the 'five antis' campaign was designed to start the process of bringing the economy under the control of the CCP and to attack the continued privileged position of the capitalist classes • Punishments meted out to 'class enemies' were often very harsh with struggle sessions leading to indiscriminate physical attacks and even killings; the Laogai system of internment camps was set up. • Mao was more mistrustful of urban working classes than the peasantry and the campaign of 1952 was targeted at the potential challenge posed by a discontented urban population as much as the bourgeoisie. **Sources 1 and 2** The following points could be made about the sources in combination: • Both Sources point to the use of populist policies to win over the population. In Source 1, 'bandits and bullying landlords in the countryside' are targeted and in Source 2 capitalist excesses such as 'bribery' • Source 1 provides evidence of the implementation of CCP policies in a provincial setting in situ while Source 2 provides an example of the rationale for a national policy • Source 1 provides evidence of control methods used in the immediate 'chaos' of the CCP coming to power while Source 2 provides evidence of approaches a little later, such as hostility to the bourgeoisie.

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

Question	Indicative content
2	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 sources to how far the historian could make use of them to investigate relations between the GDR and the Federal Republic (FRG) at the time of the Ostpolitik negotiations in 1970. **Source 3** 1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is an official letter written by the Chancellor of the FRG and so reflects the public policy perspective of the government of the FRG in January 1970 • The letter is written by the originator of *Ostpolitik* and so may give an insight into Willy Brandt's personal position in 1970 • The purpose of the letter is to establish a dialogue with the GDR over future relations and, in so doing, provides evidence for the nature of the relationship at the beginning of the 1970s. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about relations between the GDR and the Federal Republic (FRG) at the time of the Ostpolitik negotiations in 1970: • It implies that, in January 1970, there was ongoing tension in the relationship between the two nations ('agreement to reject the use of force as a way to resolve issues between us.') • It claims that the FRG is willing to negotiate with the GDR on the basis of equal status between the two nations ('principle that both states treat each other equitably.') • It indicates that the FRG is interested in making both wide-ranging agreements ('all remaining issues…including the legal issue… equality') and more pragmatic specific agreements ('make life easier for the people') • It suggests that it is the FRG that is taking the initiative with regard to negotiations on the ongoing relations between the two nations ('On behalf of the Federal Government, I suggest'; 'ready to begin…at any time.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • Willy Brandt came to power in October 1969 advocating *Ostpolitik*. He believed that the FRG should look more to working with the GDR and, importantly, to challenge the Hallstein Doctrine • The Hallstein Doctrine (1955) declared that only the FRG could represent Germany internationally and did not recognise the GDR as an equal-status nation • The GDR believed that Brandt was more interested in achieving agreements that centred on building links between the nations that would bring him immediate popularity than on solving the wider issues • Brandt's invitation to negotiate resulted in the Erfurt meeting of March 1970, which was the first visit to the GDR by a leader of the FRG since its foundation in 1949, and a second visit at Kassel in May 1970.

Question	Indicative content
	Source 4 1.The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences: • It is a report made by one of the leading participants in the meeting at Erfurt and, as such, Stoph is in an excellent position to comment on the nature of the meeting • The report was made two days after the meeting at Erfurt and so provides an immediate commentary on the status of the relationship between the GDR and the FRG at the time • It is a public statement being made to the GDR parliament and is designed to reflect the official view of the GDR • The tone suggests that Stoph is trying to defend the GDR and paint the actions of the GDR in a more positive light than those of the FRG. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about relations between the GDR and the Federal Republic (FRG) at the time of the Ostpolitik negotiations in 1970: • It claims that the GDR was responsible for proposing and organising the 19 March meeting ('through the initiative of the GDR…to which we invited'; 'basis…meeting…draft treaty sent by…Ulbricht') • It suggests that the GDR is resentful of the way in which it is treated in international law by the FRG ('assumes equal-status relations'; 'asked …prepared to unconditionally agree to a relationship…international law.') • It claims that the GDR believes that the negotiations at Erfurt were a positive step in relations between the two nations ('Let me emphasise that the GDR's Council of State considers that the Erfurt meeting was useful.') • It claims that the FRG was responsible for 20 years of hostility between the two nations ('pursued…by all former FRG Governments.') and indicates that the GDR is wary of further negotiations ('continue to be alert.'). 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include: • The SED was cautiously open to Brandt's *Ostpolitik* but needed to be seen to be proactive itself; Ulbricht produced his own policy and the meeting on GDR soil allowed Stoph to welcome Brandt • Since 1949, and particularly after 1955, the FRG had rigorously attempted to undermine the GDR and seemed contemptuous of the state by referring to it as a 'zone' • The public face of the GDR, with regard to the negotiations, needed to show sufficient wariness not to undermine SED authority and to placate the Soviet Union and other Warsaw Pact nations. **Sources 3 and 4** The following points could be made about the sources in combination: • The tone and language of Source 3 indicates that the FRG initiated negotiations in January 1970 but Source 4 claims that the GDR was the instigator of the search for more positive relations • Both Sources indicate that there are long-standing tensions that need to be resolved and that there is some willingness on both sides to resolve these issues • Source 3 is from the official perspective of the FRG while Source 4 is from the official perspective of the GDR • The tone of Source 3 makes the FRG appear positive and constructive while the tone of Source 4 suggests that the GDR is still suspicious.

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 the extent to which Mao's personal power was challenged by other leading members of the CCP in the years 1957-76. Arguments and evidence that Mao's personal power was challenged by other leading members of the CCP in the years 1957-76 should be analysed and evaluated. Relevant points may include: • Mao's leadership decisions during the Great Leap Forward were publicly challenged by Peng Dehuai, the Minister of Defence, at the Lushan Conference (July 1959) • The economic reforms of Liu Shaoqi and Deng Xiaoping brought them increasing popularity in the years 1962-66; Mao's fear of their growing popularity contributed to the implementation of the Cultural Revolution • Mao was challenged by Lin Biao's influence as a result of his connections to the political and military elites of the Cultural Revolution. Biao's death during an apparent coup in 1971 was kept officially secret until 1972 • Zhou Enlai was Prime Minister from 1957-76 and, in the 1970s, his attempts to moderate the impact of the Cultural Revolution re-invigorated his popular appeal as a political leader at a time when Mao was unwell • Deng Xiaoping remained a potential threat Mao's position throughout the period. He survived despite being purged at various points in time and his more moderate approach was popular with many Chinese. Arguments and evidence that Mao's personal power was not challenged by other leading members of the CCP in the years 1957-76 should be analysed and evaluated. Relevant points may include: • Throughout the years 1957-76, Mao maintained an overwhelming influence over the CCP as the man who had physically and ideologically led the communists to victory in the civil war in 1949 • At the Lushan Conference (July 1959), despite criticism of the Great Leap Forward from Peng Dehuai, other leading members of the CCP chose not to publicly condemn Mao's leadership • Mao may have stepped down from day-to-day government in 1962 but he remained the Chairman of the CCP and, in the years 1962-66, the cult of Mao was systematically developed • Mao was the figurehead of the Cultural Revolution and it was his views, as expressed in 'The Little Red Book', that fired the imagination and devotion of the Red Guard • The influence of the Gang of Four, including Jiang Qing, was dependent on Mao's personal power, as shown by their fluctuating political fortunes during the later years of the Cultural Revolution. 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 the suggestion that the Cultural Revolution had great success in eradicating the 'four olds' from Chinese society. Arguments and evidence that the Cultural Revolution had great success in eradicating the 'four olds' from Chinese society should be analysed and evaluated. Relevant points may include: • There was an all-out attack on all elements of society that could be perceived to have a connection to Confucianism. Any ideas, customs or practices condemned by Maoists were labelled as 'Confucianist' • The Red Guard was entrusted with the role of destroying the cultural heritage of 'old China'. Physical attacks were carried out on works of art, antiquities and sites of historic interest • Traditional social customs and habits were undermined, such as respect for education, the family, parents and the elderly, and replaced by the cult of Mao and condemnatory struggle sessions • Jiang Xing created a new revolutionary culture in the arts in which ideological purity took centre stage and all artistic endeavour was expected to reflect Maoist ideas, e.g. revolutionary operas • Anti-Western activities were encouraged with attacks, often physical, on those seen to favour Western culture, e.g. fashion, hairstyles, music and art. Arguments and evidence that the Cultural Revolution failed to eradicate the 'four olds' from Chinese society/ had a limited impact on Chinese society should be analysed and evaluated. Relevant points may include: • The main period of Red Guard anarchy lasted for a relatively short period of about 18 months from its beginning in 1966, after which the PLA oversaw a period of more moderate activity • Traditional social customs and habits were much more difficult to challenge in the countryside than in the urban areas; social conservatism remained a feature of peasant society • The cult of Mao itself reflected elements of the 'four olds' with its reverence for Mao as leader, hero worshipping and ideological conformity. Mao himself admired elements of the 'old' culture • The cultural destruction of historic sites was resisted by both CCP leaders, e.g. Zhou Enlai's directive to the PLA to prevent the destruction of the Forbidden City, and local communities • The Cultural Revolution failed to eradicate Confucianist, Buddhist, Muslim and Christian religious beliefs and customs, particularly in the peripheral regions of China • Many artists and craftspeople continued clandestinely to carry on their traditional artistic endeavours and there was much resistance to Jiang Xing's policies. New artistic output stagnated during the period. Other relevant material must be credited.

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

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 significance of the role of Khrushchev in the events leading to the building of the Berlin Wall in August 1961. Arguments and evidence that the role of Khrushchev was significant in the events leading to the building of the Berlin Wall in August 1961 should be analysed and evaluated. Relevant points may include: • Khrushchev's ultimatum of 1958, which called for the removal of all occupying forces from Berlin, put a spotlight on the security issues posed to the GDR by the division of East and West Berlin • Khrushchev's emphasis on using West Berlin as a bargaining tool for his policy of peaceful co-existence, often without informing the GDR, undermined SED authority, so fuelling discontent and emigration • Khrushchev's cancellation of the Paris summit (1960) and the failure of the Vienna Summit (1961), encouraged greater emigration from the GDR as many were convinced that the border with the West would be closed • Before August 1961, Khrushchev's refusal to allow the SED government to strengthen the borders between West Berlin and the GDR exacerbated the emigration crisis that was weakening the economy of the GDR • It was not until Khrushchev approved the request of Ulbricht to build a wall between East and West Berlin at an eastern bloc meeting in Moscow in early August 1961 that the wall could be built at all. Arguments and evidence that Khrushchev's role was limited/other factors were more significant in the events leading to the building of the Berlin Wall should be analysed and evaluated. Relevant points may include: • The building of the Berlin Wall was necessitated by the domestic crisis being played out in the GDR and not the international crisis fuelled by Khrushchev; it was designed to keep GDR citizens in, not the West out • The emigration crisis of 1960-61 was as a direct result of internal GDR push factors such as consumer shortages and increasing repression • The economic crisis in the GDR was the result of the failure of the SED government to respond to the impact of unpopular socialist economic policies, e.g. the negative response of farmers to collectivisation • The increasingly harsh treatment of East German 'border crossers' and rumours coming out of the SED of permanent closure to the border encouraged a groundswell of emigration in early 1961 • Plans for building of the Wall originated in the GDR as a solution to the devastating economic impact that further emigration would cause; Ulbricht intransigently refused to countenance the reforms suggested by the USSR • In 1960-61, the FRG actively sought to undermine the authority of the SED by promoting the freedoms and living standards in the West and offering incentives to East Berliners to leave the GDR permanently. Other relevant material must be credited.

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 about the suggestion that there was significant popular support for the SED government in the GDR throughout the years 1949-85. Arguments and evidence that there was significant popular support for the SED government in the GDR throughout the years 1949-85 should be analysed and evaluated. Relevant points may include: • Many in the GDR saw socialism as the most effective solution to the extensive economic and social problems facing East Germany in the aftermath of the Second World War and continued in their support • From the 1950s onwards, the GDR was able to offer the best standard of living in the eastern bloc and the relative wealth of the country, along with full employment, sustained support for the SED, particularly in 1970s • The strengthening of the border with the FRG in 1961 was popular with many SED supporters, who saw this as an opportunity to develop socialism in a more stable environment • From the 1960s, the social welfare programme of the SED provided access to health facilities, housing and educational opportunities that were popular amongst much of the population • In the 1970s, the development of a national identity under Honecker, e.g. through sport and GDR activity in developing nations, created a pride in the achievements of the GDR • After 1953, there was little evidence of mass protest against the SED. Protests in 1968 were small and the SED was seen by many as responsive to issues, e.g. east-west travel, relations with Protestant Church. Arguments and evidence that there was not significant popular support for the SED government in the GDR throughout the years 1949-85 should be analysed and evaluated. Relevant points may include: • There were significant periods of discontent with the SED, e.g. the rising of June 1953, in 1960-61, protests in 1968 and growing discontent particularly based around the Protestant Church, in the 1980s • The GDR was a repressive regime that used censorship, propaganda and terror to control its society and enforce conformity amongst its citizens; from 1961, the closed border was a symbol of this repression • The extent of actual and attempted emigration from the GDR throughout the period was evidence of widespread discontent with the SED government, so much so that *Republikflucht* was considered treasonous • The extent to which the personal lives of the citizens were monitored by the Stasi and the controls on the voting system suggests that the SED feared that there was widespread opposition in the GDR • There is evidence of a 'niche society' developing in the GDR, whereby outwardly the GDR population conformed and gave tacit support to the SED but, in reality, many privately resented and undermined the SED • Once the economy began to collapse in the early 1980s, discontent began to be outwardly manifested and there was more willingness to question the role of the SED government. Other relevant material must be credited.

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