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**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# History

**Advanced Subsidiary**  
**Paper 2: Depth study**

**Option 2E.1: Mao's China, 1949–76**

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

Wednesday 25 May 2016 – Afternoon

**Time: 1 hour 30 minutes**

Paper Reference

**8H10/2E**

**You must have:**

Sources Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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## SECTION A

Choose EITHER Option 2E.1 (Question 1) OR Option 2E.2 (Question 2), for which you have been prepared.

### Option 2E.1: Mao's China, 1949–76

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

**1 (a) Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry into the experiences of women in China during the early years of communist rule?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give to the evidence of Source 2 for an enquiry into the success of the Second Five-Year Plan (the Great Leap Forward)?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 1 = 20 marks)**

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Choose EITHER Option 2E.1 (Question 1) OR Option 2E.2 (Question 2), for which you have been prepared.

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

Answer Question 2, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

**2 (a) Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry into the nature of the government of the GDR in the 1950s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

**AND**

**(b) Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give to the evidence of Source 4 for an enquiry into social conditions in the GDR in the years 1949–61?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

**(Total for Question 2 = 20 marks)**

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

Chosen question number: **Question 1**  **Question 2**

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

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(This is for part (a))

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(This is for part (b))

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(This is for part (b))

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## SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

### Option 2E.1: Mao's China, 1949–76

EITHER

- 3 The First Five-Year Plan was introduced in 1952.

How accurate is it to say that industrial and agricultural policies were successful in the years 1952–57?

(Total for Question 3 = 20 marks)

OR

- 4 How accurate is it to say that the main consequence of the Cultural Revolution was the destruction of traditional Chinese culture?

(Total for Question 4 = 20 marks)

OR

- 5 To what extent did Mao Zedong's social policies improve health and education provision in the years 1949–76?

(Total for Question 5 = 20 marks)

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

EITHER

- 6 On 12–13 August 1961 the building of the Berlin Wall was begun.

How accurate is it to say that the main reason for the building of the Berlin Wall was to prevent emigration to the West?

(Total for Question 6 = 20 marks)

OR

- 7 To what extent did the GDR's relations with West Germany improve in the 1970s?

(Total for Question 7 = 20 marks)

OR

- 8 To what extent was the Protestant church significant in the collapse of communism in the GDR?

(Total for Question 8 = 20 marks)

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

Chosen question number: **Question 3**  **Question 4**  **Question 5**   
**Question 6**  **Question 7**  **Question 8**

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**TOTAL FOR SECTION B = 20 MARKS**  
**TOTAL FOR PAPER = 40 MARKS**



# Pearson Edexcel Level 3 GCE

## History

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Paper 2: Depth study

Option 2E.1: Mao's China, 1949–76

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

Wednesday 25 May 2016 – Afternoon

**Source Booklet**

Paper Reference

**8HI0/2E**

**Do not return this booklet with the question paper.**

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## Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

### Option 2E.1: Mao's China, 1949–76

#### Source for use with Question 1a.

**Source 1:** From an article published in the *China Pictorial* magazine, 1958. It is describing the life of women in agricultural communes. The magazine began in 1950 to promote the communist revolution. It was published for a domestic and international audience.

On an economic and social level with men at last, the women are blossoming in every way. They wear colourful cotton prints to the fields and take more care with their appearance. Some have developed an interest in poetry. A bit of verse one of the women has written sums up quite neatly how they feel about the communes:

Nurseries, pre-schools, tailor shops, You don't do the cooking, Or feed the pigs slops. Machines make the clothing And grind the flour.	5
When you give birth to a baby It's cared for every hour. Freed from household drudgery, Let's produce more by the day, And drive ahead to communism, It isn't far away!	10 15

**Source for use with Question 1b.**

**Source 2:** From a letter written by Peng Dehuai to Mao Zedong, July 1959. Peng Dehuai was an admired leader and army general. He had personally visited the rural areas of China during 1959. He was the only leader to speak out openly against the Great Leap Forward.

Dear Chairman,

This Lushan Meeting is important. Now I am stating, specifically for your reference, a number of my views that I have not expressed fully at the group meetings. Please consider whether what I am about to write is worth your attention, point out whatever is wrong, and give me your instructions. 20

The Great Leap Forward has basically proved the correctness of the General Line for building socialism with greater, quicker, better, and more economical results. But as we can see now, an excessive number of construction projects were hastily started in 1958. Completion of some essential projects had to be postponed. We became aware of it too late, so we continued with our Great Leap Forward instead of putting on the brakes. 25

In the campaign for the production of iron and steel, too many small blast furnaces were built with a waste of material, money, and manpower. On the other hand, through the campaign we have been able to train many technicians, educate the vast numbers of cadres and raise their value. Considering the above-mentioned points, we can say that our achievements have been really great, but we also have quite a few profound lessons to learn. A number of problems that have developed merit attention in regard to our way of thinking and style of work. 30

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

### Source for use with Question 2a.

**Source 3:** From the *Constitution of the Democratic Republic*, 7 October 1949. The German Democratic Republic was formed in October 1949 in direct response to the creation of the Federal Republic of Germany in May 1949. These are the opening lines of the Constitution. The Constitution set out the principles by which the GDR would be governed, and the hopes for future development.

The German people have given themselves this constitution to guarantee freedom and human rights, to shape communal and economic life in social justice, to serve social progress, to support friendship with all nations, and to secure peace.

Article 1: Germany is an indivisible democratic republic; it is composed of the German states. 5

The republic decides in all matters which are essential to the existence and the development of the German people as a whole; all other matters are decided by the states themselves. As a matter of principle, the decisions of the republic are carried out by the states.

Article 2: The colours of the GDR are black-red-gold. The capital of the republic is Berlin. 10

### Source for use with Question 2b.

**Source 4:** From a West German journalist's report on life in the town of *Stalinstadt*, June 1961. The article was published in West Germany. *Stalinstadt* was a 'new town' built for steelworkers in the GDR in 1950 and designed to show the benefits of living in a socialist state.

However uncomfortable the name sounds for the western visitor, the experience of *Stalinstadt* is highly impressive. It is proud of being the 'first Socialist town in Germany'. Everything belongs to the state and is looked after by the state.

The town itself was shown to me by the Deputy Mayor. He beams with pride about his home town, and one cannot blame him. It is a model of a well-planned and well-built development, with currently around 24,000 inhabitants, whose hygienic dwellings, schools and community centres are really ideal. 15

The town consists of several 'living complexes', each for around 4000 to 6000 people, built showing variety in their architectural styles, but which nevertheless form a harmonious whole with the green spaces and the community buildings. 20

It is also a town of youth. Precisely one-third of the population is made up of children under the age of 15. The cheerful hordes of children that one meets are, incidentally, like everywhere else in this country, very cheerful in appearance, well nourished, and nicely dressed. There are six pre-schools, four after-school care centres, four general Comprehensive Upper Schools, one Extended Upper School, as well as a series of technical apprenticeship schools and institutes of further education. 25



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