Pearson Edexcel Level 3 GCE

History

Advanced
Paper 2: Depth study
Option 2E.1: Mao's China, 1949-76
Option 2E.2: The German Democratic Republic, 1949-90

Wednesday 13 June 2018 - Afternoon
Sources Booklet

Paper Reference
9HI0/2E

Do not return this booklet with the question paper.

Turn over ▶

P51902A

©2018 Pearson Education Ltd.

1/1/1

P 5 1 9 0 2 A

Pearson

Sources for use with Section A.

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

Option 2E.1: Mao's China, 1949-76

Sources for use with Question 1.

Source 1: From '*New China's First Quarter Century*', an English-language propaganda booklet, published in China, 1975. The booklet outlines the achievements of Mao's China in a variety of different economic and social areas, including education.

The revolution in education, started during the Great Proletarian Cultural Revolution, is still going on throughout this country. What has been undertaken is the transformation of the old educational system in the light of Chairman Mao's teachings: education must serve proletarian politics and be combined with productive labour.

Before, students were shut up in their classrooms. They had little idea how workers and peasants worked. They had no practice in working with their hands, their heads being crammed with formulae and equations. Such students failed to meet the requirements of socialist revolution.

Now students, in the course of receiving education, make a useful contribution to society and state. More importantly, while working together with workers and peasants, the students begin to understand and draw near to the labouring people and learn how to work in their service.

The university enrolment system has been changed. Universities take students from among outstanding workers, peasants and soldiers with some years of practical work behind them, on recommendation by the masses and approval by local leaders. This removes the 'book-knowledge first' criterion, which has unfairly barred the labouring people and their sons and daughters from entering the universities.

The educational revolution has achieved notable success. The first worker-peasant-soldier students have graduated. Highly conscious politically, they have a vocational experience far above that of old university graduates. They have co-operated with factories and mines, undertaking projects before graduation.

Source 2: From an interview given by Xu Xinhua in 1996. Xu had been a high school student in Shanghai when the Cultural Revolution began in 1966. He was working in China as a head teacher when he was interviewed by researchers from an American university.

To me and to the rest of my generation the Cultural Revolution meant not only ten years of turmoil and personal hardship.

I went from school to the countryside in 1968. I wasn't given much choice. My two elder brothers had jobs in Shanghai, so that meant I would have to be a peasant. I travelled north believing that hardship is the best way to build character.

We students did bring some change to the countryside. You can't say we didn't contribute. I went all out in my work so that I could become a 'Model Education Youth'.

I come from a working-class family. In school I had been an average student. In 1972, universities and colleges started recruiting worker-peasant-soldier students. I thought that my best bet was to work hard so that I could get a recommendation for university.

I was nominated to study at university; my parents were very happy because I was the first from our family to go. I'd earned this place for myself.

I studied physics. Education then didn't stress academic excellence. But our training wasn't completely worthless. We were expected to solve many practical problems. One-third of our study time was spent in factories, working with production teams. I thought it was a good way to learn. I only wish I'd had more years of study.

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

Sources for use with Question 2.

Source 3: From the *Statute of the Free German Youth*, May 1959. The *Statute* was an official document produced by the Free German Youth (FDJ). The following points outline the intended role of the FDJ in the development of young people.

1. The Free German Youth is the Socialist mass organisation of the youth.

It unites in its ranks, on a voluntary basis, the working-class and rural youth, the young intelligentsia, pupils and students, and the youth of the middle class.

The Free German Youth represents the political, economic, and cultural interests of all young people in the German Democratic Republic.

As the friendship league of all boys and girls, it wages the battle for peace and Socialism.

2. The Free German Youth helps all young people to become young patriots who have an all-round education; full of life, cultured, and healthy.

Through cultivation of the body and sports, it aims to educate the youth to become healthy persons, to develop in them qualities such as courage, strength, and endurance, and to promote agility and grace.

The Free German Youth is a community of young people who come together at work, study and sport, in music, song, and dance to develop a joyous life. German youth has its true fatherland in the German Democratic Republic. That is why the members of the Free German Youth employ all their powers to further strengthen their workers' and farmers' state, and through their example win over the entire youth for participation in this work of peace.

Source 4: From an article by the Reverend Andreas Tasche in a church newsletter, published October 2014. The Reverend Tasche was a Protestant church minister in Germany. Here he is describing his experiences of growing up as a Christian in the GDR.

As a young person I was never a member of the Free German Youth. Nor had I participated in the Jugendweihe 'Youth ceremony', a cunning measure introduced by the State as an alternative to Christian Confirmation. I also refused to learn and sing certain propaganda poems and songs which angrily denounced the Christian faith and the Church. I would not salute the flag of the State-run Youth Organisation which was raised at certain times in school.

And so I belonged to a minority which in the 1960s and 70s, depending on region, numbered between two and eight per cent of the population. I could not apply for higher education and so could not study journalism as I had planned. Even vocational training as a maintenance engineer or as a mechanical technician was denied to me.

None of the requests of my parents to the school board, the local and then regional authorities, right up to the Ministry of Education in Berlin were successful. No school, university or firm wanted 'an ideologically unreliable young person'. Not even my very high exam grades could change anything.

The other 92-98 per cent of children and young people who, with their parents, had turned their backs on the church, could pursue careers in the GDR. There were very few ardent Communists among them but the State was content with comfortable yes-men seeking a quiet life.

BLANK PAGE

BLANK PAGE

BLANK PAGE

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.