

Examiners' Report
June 2019

IGCSE History 4HI1 01

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Introduction

This was the first examination of the new International GCSE History specification. The assessment requirement was that candidates answer a set of questions from two options from a choice of eight. The most popular options were:

- Option 3 : Germany: development of dictatorship, 1918-45
- Option 5 : Dictatorship and conflict in the USSR, 1924-53
- Option 6 : A world divided: superpower relations, 1943-72
- Option 7 : A divided union: civil rights in the USA, 1945-74

The most popular combination was options 3 with 6 and options 3 with 7.

All eight options required candidates to answer three sub-questions on the option topic. Each question had a different focus and tested a range of assessment objectives. Question (a) required candidates to identify the impression given by an author based on a small written extract and tested AO4. Question (b) required candidates to explain two effects and tested AO1 and AO2. Question (ci) and (cii) required candidates to explain, analyse and make judgements about key features, events, causes, effects and significance and tested AO1 and AO2.

Question 1

This option was only attempted by a small number of candidates.

In question (a), candidates were able to identify the impression given by the author regarding the Terror. Most candidates identified that the impression was that the Terror was 'excessive' and were able to support their inferred impression with examples from the text. Only some candidates focused on the emphasis the author put on creating the impression of excess.

In question (b), many candidates knew about the Enlightenment but explaining its effect on France was not particularly well done. In this question knowledge (AO1) needs to be used to explain (AO2), an outcome.

In question (c), while candidates displayed knowledge of either the war with Austria and Prussia (and other relevant information) or the achievements of the Directory, applying and explaining criteria for judgement was less well attempted.

This script highlights some of the issues raised in the introduction and summary comments for the whole paper.

(a) The author of *Edict A* gives the impression that the Terror was horrific and insignificant as it created no impact in the revolution. To depict the irrational actions of the Convention that carried out the Terror and the horrors of it ^{the author} he uses the language 'nearly 4000 executions took place on the instructions of fanatical and savage revolutionaries'. He depicts the Convention as a group who had lost focus. He also depicts the ~~significance~~ ^{in this sentence} of the Terror by stating that 'thousands of ^{innocent} people... ~~every~~ ^{every} day'. The author ~~justly~~ ^{justly} stated the aim of the Terror 'totally necessary to stamp out both royalists... Revolution' and contrasted it with the stark reality of the situation in France. The reality depicted that the Terror itself had no impact in the revolution and ^{only} ~~just~~ resorted to violence in France.

(b) The Enlightenment had immense effect on the attitudes of people in France. They were a group of intellectual thinkers and writers commonly called the philosophes who based their beliefs on reason and not on superstitions.

Firstly, the Enlightenment ^{changed the attitudes of the people towards the} introduced ^{privileged orders by} beliefs that caused the people of France to question the nature of the ^{ancien regime.}

It believed that the king was not appointed by God and was not answerable to God alone. They hated the despotism of the government and the privileged orders. This direct challenge against the church and the nobility meant it was a direct challenge against the ancien regime itself and therefore it undermined the ancien regime.

Secondly, it gave the people of France ^{inspire leading to the} an insight of governance and ^{perception} democracy. They informed the people that the power of legislation belongs to them and that the king and any other representative of the people must seek their welfare something the French government failed to do. ^{this} ~~it~~ helped ^{form} the basis of the beliefs of the ^{revolutionaries} which ^{strived} to give the people the power of legislation.

(c)(i) OR (c)(ii)

The war with Austria and Prussia was not the main reason for the failure of the constitutional monarchy in France in the years 1791-92. Although it was quite significant other events such as the king's flight to Varennes and the discovery of the king's letters together with Marie Antoinette's all also contributed immensely to the failure of the constitutional monarchy.

France's war with Austria and Prussia was at first a failure. The French army was quite demoralized and unprepared for the battle with the other European powers. The king Louis XVI gave no support to the soldiers and ~~they~~ ^{he} was gradually being dejected. When the king thought that the experiment was over and that absolute monarchy ~~was~~ ^{will be} restored in France. He felt that hence onwards had to conform to the ~~wishes~~ ^{wishes} of the National Assembly and the people. He selected the ministers that were appointed to watch his actions in the hope that the threat against his crown had been neutralized. This turned against him when both European powers separated armies and were defeated by the

French Army. Although the people saw the
disloyalty of the ^{French} crown to the revolution
~~the~~ ^{the} main aim was the formation of a
constitutional monarchy. ^{Antoinette's} ~~Antoinette's~~ ^{behaviour} ~~but~~ ^{was} ~~of~~
evidence ~~on that~~ ^{people} existed. ~~There~~ ^{must}
needed strong evidence to dispose of the king
and there were some in France who believed that
at the king would never betray France. The
king Louis XVI's flight to Varennes depicted
that he did not support the Revolution.
In his letter that ^{he} left behind (written
before his flight) he wrote his true feelings
about the Revolution. This letter depicted
that the king ^{did} could not endorse the
Revolution and since he did not endorse
it then he had to be disposed of.
He was then investigated and this led to
the discovery of the letters which exposed
the secrets of the French Cossack. Marie
Antoinette had indeed sent letters to Prussia
concerning France's military plans. This
confirmed the idea that the king could
not be trusted and ruled out the possibility
of a constitutional monarchy. This failure
of the constitutional monarchy then resulted
in ideas of France as a republic. (Total for Question = 30 marks)



In question (a) the candidate is about to support the inference of impression by selecting from the extract. To move into the higher level there is a need to focus on the emphasis, selection or omission that the author has exercised. In question (c) the candidate has good knowledge and explanation but the criteria for judgement are not fully applied.



Ensure that the actual demands of each question are being fully addressed.

Question 2

This option was only attempted by a few candidates.

In question (a) candidates were able to identify the impression given by the order and infer that Garibaldi's conquest was 'easy' or 'successful'. Both of these were valid inferences and could be supported from the extract.

In question (b) candidates were not fully clear about the effects of the Pact of Plombieres. Many only concentrated on the fact that it led to France joining the war with Piedmont against Austria. In question (c) candidates were aware of issues that related to both questions, but were limited in their criteria for judgements regarding the stated issue in either question.

This script highlights some of the issues raised in the introduction and summary comments for the whole paper.

(a) The author gives the impression that conquering Sicily was not a difficult task for Garibaldi. To my understanding he makes it seem as though it was a short and easy conquest. The author states that though the weapons given to the Red Shirts were outdated they were able to pull through because of a strong leader and their skill.

The author portrays Garibaldi as a smart and highly skilled leader. In the 1800s it would not have been easy for someone, anyone to conquer a city like Sicily in about 2 months. The author makes it seem as though victory for him and his troops was easy. One would assume that Garibaldi would have wanted a more challenging task.

(b) The Pact of Plombières was a secret agreement between Italy and France which was layed to help Italy regain full control of all it states and finally become unified. The Pact of Plombières had a big part to play in the Italian unification.

The Pact of Plombières led to the fight between France and Austria which led to Italy gaining all the states which sped up Italian unification. Austria had given the states to France and they had given it to Italy.

This pact also strengthened the bond between Italy and France so they were named allies.

(c)(i) OR (c)(ii) The After the rule of Napoleon, the Italians had been pleased with the policies and rules he provided. They had wanted a single unified Italy ruled by an Italian leader, they were tired of foreign rule. They had believed that a fellow Italian would understand their needs better than a foreign ruler.

There had been high levels of disagreement between the people of Italy. The germ italians had been tired of foreign rule and oppression.



This script demonstrates what answers look like at the lower end of the mark scheme.

In section (a) there is identification of the impression but support is limited.

In question (b) there is limited understanding of effect and limited knowledge.

In question (c) the response is generalised, lacks development, has limited knowledge and the judgement is missing.



Ensure in the preparation for an examination that knowledge and understanding are reviewed across the whole option specification.

Question 3

This option was very popular and examiners saw responses that accessed all levels and marks within the mark scheme. However, some candidates found question (b) challenging.

In question (a) many candidates were able to identify the impression and infer that the occupation was 'harsh' (or words to that effect). Candidates were able to support their inferences from the extract and many were able to also focus on author selection, emphasis or omission, which allowed them to access marks in level 3.

In question (b) it was evident that candidates either knew the effects of Locarno on Germany, confused it with other Treaties like the Treaty of Versailles or the Kellogg-Briand Pact, or (as some candidates wrote on the examination scripts) could not answer because they had not been taught the topic. The Locarno Treaties are clearly stated on the specification and not teaching aspects of content could disadvantage candidates in an examination. Those candidates that answered well, identified how Locarno secured Germany's borders, guaranteed peace and brought Germany back into the international fold.

Question (ci) was more popular than (cii). Candidates were well versed in the reasons why the Nazi's survived in the years 1924-28, and many were able to select criteria to support their judgment. It was noted by examiners that some candidates went beyond 1928, and took their answers into the Depression years and beyond.

This script highlights some of the issues raised in the introduction and summary comments for the whole paper.

(a) ~~The~~ Extract C gives the impression that the French were savage and vicious towards the Germans during the occupation of the Ruhr. The extract says the French 'took the law into their own hands' giving a sense the occupation was completely unjust. (*) The extract doesn't mention that the Germans had missed several reparation payments agreed to in the Treaty of Versailles, signed in 1920.

The source does accurately report that the 60 000 French (and Belgian) soldiers were very harsh on German workers and did 'beat German workers'. (*) The French also 'expelled' the German workers - through arrests they made when the workers struck over the occupation.

The Extract highlights - the harshness and aggressiveness of the French during the ~~occupation~~ occupation but tends to dramatise the situation slightly.

(*) The extract gives the sense the French were there to 'maintain coal production' when in fact they to produce as payment in place of the reparations.

(b) The Locarno treaties of 1925 were a collection of 7 treaties with various countries that reaffirmed Germany's western borders after World War One.

One effect was the maintaining of the Ruhr. During the Locarno treaties Germany agreed with France that France could keep Alsace-Lorraine if they promised not to invade the Ruhr again after they ~~leave~~ LEAVE IN 1925 DUE TO THE TREATY & THE ~~1924 DAWES PLAN~~ (THE RUHR) 1924 DAWES PLAN. This meant the Ruhr was no longer under threat and Germany's economy could be restored - as the Ruhr was Germany's largest and main industrial region producing much of Germany's iron, coal and steel.

A second effect was Germany's entry to the League of Nations in 1926. The Locarno treaties had restored Germany's international relationships and so in 1926, they were permitted to join the League of Nations. This greatly restored Germany's reputation after the war and showed the country was trustworthy and respectable. It also gave them support if needed and calmed international tensions. The restoration of Germany's reputation was highly important, especially after the war guilt clause of the Treaty of Versailles and the loss of allies and support for the country.

~~OR~~ (c)(ii) Nazi policies on employment did have some impact on families in Germany during 1933-1939.

Unemployment fell a lot during the period due to both the German Labour Front (DAF) ^{LED BY ROBERT LEI} and the German Labour Service (RAD). The Labour front replaced trade unions and decided many aspects of workers' lives including the strength through the movement of ~~1933~~ ¹⁹³³ that organised free time activities for workers. ~~XXXXXXXXXX~~

~~THE~~ The Nazis also passed acts to help the DAF deal with the effects of unemployment on Germany.

The Labour Service, created in 1934 was designed to build a lot of Germany's infrastructure and also later became compulsory for men for a minimum of 6 months.

The decrease in unemployment benefited many families although ~~XXXX~~ a lot of men became discontent over the hard labour and many Nazi employment records were falsified.

Nazi education policies focused on the indoctrination of the young into Nazism. In schools, children were taught specific lessons like Eugenics - to keep 'German blood pure' - and PE took up 1/3 of children's school timetables to keep them fit and healthy.

Girls were taught about domestic housework and childbearing - their purpose according to the Nazis. And boys were prepared for labour and military service. Children were also sent to Youth Groups.

boys from the age of 6, joining Hitler Youth when they reached 10. This trained them for military service where they ~~practiced~~ practiced parades and marching.

Girls joined Young Maidens from 10-18. This group again focused on keeping girls fit for childbearing and focused on housework. This prepared future generations for the 'Nazi family', an indirect and future impact on German families. Some parents objected to the movement but could do very little about it as their children were being heavily indoctrinated.

Nazi policies on women were the most direct to effect German families. Laws ^{were} passed to encourage marriage by giving young couples loans, provided the woman was ~~unemployed~~ unemployed. ~~Other~~ Other laws encouraging childbearing were passed and massive propaganda campaigns were used. The Honour Cross awarded medals to women with more ~~children~~ children (8 was a gold). Himmler also ~~created~~ ^{created} the 'Lebensborn' campaign, originally for 'pure' SS men to encourage them and their girlfriends to have families. The propaganda also focused on the 'pure' Aryan family and the ideal woman who cared for the home.

Overall, I don't agree employment policies had the ~~most significant~~ ^{MOST SIGNIFICANT} impact on families. I think the policies on women had the greatest impact as she became creator and maintainer of the family. Policies on education had impact but predominantly on future families and Nazi indoctrination.



In question (a) the impression has been identified and the emphasis the author has placed on the occupation had also been considered. Therefore, the response achieves a mark in level 3.

In question (b) there is some explanation of effects with some support, however, the information needs to be more precise for the answer to move higher up the mark scheme.

In question (c) an analytical focus is given showing a line of reasoning. There is some precisely selected information and there is some justification of criteria for the judgement regarding the stated issue in the question.



Criteria for judgement need to be clearly stated in the response, and developed in the answer in order to fully satisfy the requirements of level 4 in question (c).

Question 4

This option was not popular and attempted by only a few candidates.

(a) The article from the author appears to be unbiased and factual with the author only being slightly opinionated when touching on the individuals shown reactions such as with Gandhi being 'furious' and the viceroy being 'unimpressed'. The author gives the impression that the Cripps mission as a whole was not successful with both sides having 'rejected' each other's 'proposals'.

This is true as the Cripps mission was largely unsuccessful with both sides fearing whether they were allowing the other too much power. The British government wanted to give Indians greater autonomy to appease their demands. The Indian nationalists such as 'Gandhi' wanted more freedom and did not want a situation where there would not be a 'united India' which we would see eventually fail in 1947 with the partitioning of Pakistan and India.

(b) Direct action had to main impacts.

Firstly physically it led to great deals of violence and death with many hundreds being killed and injured in the Bombay Riots during Direct action

Secondly it affected the nation mentally, the great ~~deaths~~ death and destruction showed Indians they could get what they ~~to~~ they wanted through violence but it was not worth it. with Gandhi being ~~deple~~ deeply upset as his ideas of a peaceful Satyagraha for a transition of Swaraj would not be achieved. It also meant the British Government ~~had~~ would clamp down on India especially after the death of SI police officers.

(c)(i) OR (e)(iii) (C)(i)

The impact of the First World War for all of the British colonies and dominions were devastating, especially on the nation of Britain itself due to the intense fighting, the length of the war of 7 years and the cost of life and resources. The weakness of the British Empire made it very vulnerable to both communist and nationalist threats both at home and abroad, as they were limited in resources to combat against it.

Firstly factors such as the immense amount of dead ~~and~~ casualties ~~is~~ such as 65,000 dead Indians contributed great resentment towards the British Empire, the fact that millions more Indians volunteered for service and hoped for greater Indian autonomy and freedom ~~also did~~ which was not received by them also led to a growth of nationalism.

Increased taxation and taking of resources and wealth for ~~Ind~~ from India during the war also caused ~~backlash~~ to making India poorer, however many hoped to be rewarded after the war ended in 1918, they were not however. In 1919 the Rowlatt act, with the mortgage declaration being its precursor actually limited the freedoms of Indians making their situation worse with increased ~~or~~ censorship, the ability of

British officials to arrest and jail Indians for up to 2 years without a lawyer or trial and increased taxation. This also tied to the 1919 Government of India act which gave some freedoms to Indians yet only 3% of Indians could vote and it led to the establishing of the Dyarchy in India that would last ~~until~~ ~~the~~ until ~~the~~ 1935, this caused great anger with many looking towards other means of ^{greater} achieving freedom. However there were other factors that contributed to the rise in Nationalism from 1919-1920, such as the Amritsar Massacre in which 400 men women and children were indiscriminately wiped out as well as hundreds more injured and traumatised by B.G. Dyer who was then decommissioned thereafter by the Hunter investigation though receiving £27,000 and ~~the~~ the Indian peoples received no Justice, this angered many and it was one of the key moments that in 1919 would lead many Indians to become Nationalists. Gandhi would also note it as being one of the key catalysts to the Satyagraha in 1920 and would bring more ~~and~~ nationalists to the cause of Swaraj or 'self rule'. In conclusion I would say WW1 was the main reason as it showed a great change in character of Indian mindset ~~of~~ ~~it~~ for the next few decades due to their very poor treatment in all. (Total for Question = 30 marks)



In question (a) the impression is identified and some support is given from the extract.

In question (b) there is limited understanding of the effects of Direct Action.

In question (c) there is relevant knowledge applied in relation to the issue in the question but the criteria for judgement are left implicit.



Knowledge and understanding of all aspects of the options in the specification are required.

Question 5

This was a popular option and examiners saw a range of answers that accessed all levels and marks of the mark scheme.

In question (a) many candidates were able to identify the impression regarding Trotsky's suitability and support this with words and phrases taken from the extract. Those candidates that suggested the author did not consider Trotsky's limitations accessed level 3 marks.

In question (b) many candidates were well versed in the effects of the German invasion of the USSR, stating aspects such as the destruction it caused, the USSR prioritising war production as a consequence and how it created a patriotic desire to defend at all costs the USSR.

In question (c) both questions were equally attempted. Many candidates displayed thorough knowledge in relation to the purges or the impact of Stalin's policies on living conditions, though it was evident that (cii) saw some candidates applying very generalised knowledge to 'living conditions' and hence, generalised judgements, e.g. 'they got worse'.

(a) The author in Extract E gives an overall positive opinion on Trotsky's suitability to be leader of the USSR. The author uses the quote "brilliant leader" to describe Lenin's leadership. The word "brilliant" is an example of how the author thinks highly of Trotsky and gives the impression that Trotsky is indeed suitable to be leader of the USSR. In addition, the author continues to highlight different strengths and characteristics such as "Trotsky was clever" and "powerful writer" which proves even further that the author admired Trotsky and believed he was a suitable leader of the USSR. Lastly, the author uses the quote "original aim to spread communism" / "Karl Marx's original aim" "Supporter Karl Marx's original aim to spread communism". This shows that the author believed Trotsky's view of communism was the correct one. The word "original" proves how the author sees Karl Marx's theory as the real theory of communism which is being supported by Trotsky making Trotsky a suitable leader of the USSR.

(b) One main effect of the German Invasion during the Second World War on the Soviet people was that propaganda from the government was increased. The government, in order to motivate the German people to protect their homeland, filled the streets with propaganda to create the idea that they were fighting for the love of their country and the power of the Soviet Union. This way people were given the incentive to increase production in factories, fight against Germans who took over their cities and protect the Soviet Union.

Another effect of the German Invasion during the Second World War was that many Soviet people died. When the Germans first invaded, Stalin and the Soviet Union were unprepared. This is because Stalin ignored the warning signs provided by Churchill and other reliable sources. Therefore, Germany, at the start of the war had the upper hand. The Nazi army took over many of the eastern Soviet countries, looting, the stores killing people and imprisoned many Soviet people. The Soviet people were forced to relocate which caused too to food shortages. People lived in poverty, many Soviet people died and large amounts were held captive by the Nazis. They lived in cramped houses and some of them resorted to cannibalism as a result to a shortage of food.

(c)(i) OR (c)(ii)

I partly disagree with the statement that the main reason for the purges of the 1930s was Kirov's murder. This is because I feel that there were other political reasons that gave Stalin the incentive to begin these Mass purges.

Kirov's murder has been one of the most controversial events that took place in the history of the Soviet Union. Kirov, a powerful politician had recently won an election against Soviet Dictator Joseph Stalin. A few days later Kirov was assassinated. The true killer remains unknown however many suspect Stalin as the murderer given the fact that Kirov was a potential threat to Stalin's power. However, Stalin, whether or not he was the murderer, used Kirov's murder as a scapegoat to get rid of his opposition.

This when Stalin's extreme paranoia was being shown and the dark side of Stalin as well.

Stalin appointed a new leader or the NKVD who would be in charge of the so called purges. Anyone who was suspicious of betraying Stalin or the Communist regime was arrested or executed. Millions of people were caught in the traps. In fact, most of these people were Party members, generals of the army and other highly ranked people.

Without a doubt, the main reason for Stalin's purges in my opinion was the removal of opposition. Stalin blamed Bukharin, Kamenev and Zinoviev for assassinating Kirov. This meant three of his biggest rivals in the politics were eliminated. Trotsky, exiled in Italy at the time was also assassinated during the purges. Stalin killed or arrested anyone who he felt was a threat or spoke badly of him. Factory managers who didn't achieve their targets were also victims of the purge. Regular people accused of simple things who were never potential threats were also purged. The military, who Stalin felt were going to start a rebellion against him was also purged. Stalin felt that the generals of the red army didn't like him and were too independent thinking. He also believed that the Soviet army had the manpower and the ammunition to destroy him. As a result, Stalin decided to kill thirteen out of sixteen generals and killed three out of five war marshals. This weakened severely the Soviet army -

Stalin's Insecurity caused by extreme paranoia was one of the main reasons for the great purges of the 1930's. Anyone who was accused of betraying Stalin or being a potential threat was executed or arrested. This is because even if they were false accusations, people couldn't defend their parts of the story. This is because Stalin got the feeling that everyone wanted to harm him or take his power. As mentioned before, anyone who he considered a threat was eliminated. This created a very negative effect in the Soviet Union as people were constantly afraid of being arrested.

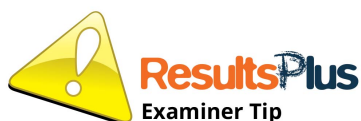
In conclusion, the reason why I partly disagree with the statement that terror was the main reason for the purges is because I consider Stalin's paranoia the removal of opposition as Stalin's real and main reason why he began the desperate purges. As Stalin had a large opposition, it's obvious that he needed to eliminate them somehow. The purges must have seemed as a great way for him to do so as one of the main results of the mass purges was that Stalin was the unchallenged leader of the Soviet Union. No one, ~~could stand~~ could stand in his way.



In question (a) the impression created by the author is identified and there is some attempt to consider author treatment which allows the response to access level 3.

In question (b) some effects are identified and explained but information needs to be more developed and precisely recalled.

In question (c) there is analysis of the issue raised by the question, accurate and relevant knowledge but the overall judgement lacks specific criteria and justification.



In question (c) the need to establish and explain criteria for judgement is required in order to access level 4.

Question 6

This option was very popular and examiners saw responses that accessed all levels of the mark scheme and the full range of marks.

In question (a) many candidates were able to identify that the impression created is that there were 'difficulties' (or words to that effect), in the relationships between the allies at the Tehran Conference. They were able to support this from the extract and some candidates were able to suggest the emphasis of the author was tension rather than agreement and this allowed them to access level 3.

In question (b) while many candidates were able to identify two effects of the thaw in relations post 1963, some candidates were not clear what 'thaw' meant and described aspects of increased tension rather than decreased tension. Many candidates suggested that aspects such as the establishment of the 'hot-line', the Partial Test Ban Treaty and Salt 1 were the key effects of the thaw.

In question (c), (ci) proved to be more popular than (cii). However, answers to both question indicated that candidates were well versed in aspects relating to Cold War development in the years 1945-49 and the significance of the Soviet invasion of Hungary. However, examiners also reported that they saw a lot of descriptions of the Soviet invasion at the expense of actually considering its significance in relation to the development of the Cold War.

This script illustrates some of the issues raised.

(a) The Big Three: Roosevelt, Stalin and Churchill met at Tehran in 1943. The 'key tension' during the conference was that between the USSR and USA and Britain regarding opening a second front in the war with Germany. Stalin was annoyed^{at} that Britain and the USA's 'refusal to do so' until the time was right'. He was convinced that they wanted the USSR to be severely damaged in the war with Nazi Germany before they got involved. This made Stalin concerned about the security of the USSR, as so far in the war the USSR faced the vast majority of fighting as well as losses. This indicates that there were disagreements between the Big Three. ^{As the USA and} ~~However,~~ Roosevelt Britain wanted to focus on a single front, whereas Stalin wanted them to open the second front from the west to decrease the pressure on the USSR by splitting the German forces. Roosevelt ^{supported the second front and} ~~eventually agreed with Stalin~~ it was ^{the tension eventually developed into} agreed that it would be opened on June 1944. Thus, a form of trust and understanding ~~developed~~ between Roosevelt and Stalin.

(b) After the Cuban Missile crisis ^{President} Kennedy gave a speech in support of working with the Soviet Union and ~~the~~ stating that they should focus on their 'common interests'. This became the basis of a new policy called détente. Initially, progress towards Détente were slow but it played a major role in superpower relations in the 1970's. This thaw in relations allowed tensions between the two super powers to decrease. The Soviet Union made every effort possible to catch up to America in terms of nuclear weapons. In 1965, they both were equal in terms of nuclear capability. This brought stability ~~to~~ in the relationship between the ~~two~~ superpowers. The fact that a single nuclear bomb could destroy entire cities ~~and~~ ~~in~~ within just a few seconds, meant that if a war broke out that both the countries would be obliterated. This policy became the doctrine of Mutually Assure Destruction (MAD) and gave both the countries a good reason to avoid war. Seeing ~~that~~ the difficulty in negotiations during a crisis situation the countries developed a 'hot-line' which connected the American President in Washington with the Russian Premier in Moscow. This would allow them to communicate in situations of crisis, sorting out ^{any} misunderstandings ~~and preventing~~. Overall, the relationship between the ~~two~~ USA and the USSR improved in the period* of thaw / détente.

(c)(i) OR (c)(ii) After receiving the "Long Telegram" from the ^{American} ambassador to the USSR, Truman asked the army to assess the USSR's military capability. As a result it was learned that they were in no position to start a war. However, Truman believed that Stalin had another strategy by which to conquer more and more land without declaring war: he would encourage communist revolutions across Europe. At a time after the Second World War, when countries such as Italy, Greece, Turkey, ^{France} and the UK ^(Europe as a whole) were devastated, communism seemed highly appealing with its idea of sharing the wealth of the rich with the poor. Truman therefore came up with the Truman Doctrine, in which he stated that the world had a choice to choose between communist tyranny or democratic freedom, it was America's responsibility to fight for liberty wherever it was threatened, America would send economic help to governments threatened by communism and that ~~the sp~~ ^{communism} should be stopped from growing and gaining ^{more} ground." He also introduced the Marshall Plan in which 13 million dollars of American money would be used to encourage economic stability in Europe. This would make communism less appealing. Stalin saw this as 'dollar imperialism' and to extend his control over Eastern Europe he started creating satellite states (officially independent but in reality controlled by another country), which included Czechoslovakia, Poland, Hungary and Romania. Initially, he had believed that these countries themselves would choose communism in the free elections that the west wanted them to have. Some did, but most did not. Therefore, the USSR pushed for new 'free elections' in which

they fixed as much as they could. Once in power, they eradicated any other ^{opposition} party. The USSR maintained power by ensuring that the leaders of the Communist Party in these states would obey Moscow, by creating an atmosphere of fear and mistrust so ~~the~~ ^{the people} who opposed soviet rule would not trust each other enough to work together, by using the army and the troops in these states to crush opposition and by arranging their economy in a way that they would be dependent on the USSR (by 'rationalizing' industry so they could not be self-sufficient). The USSR set up Cominform, which was an international organization which represented the Communist Party across the whole of Europe and lead ~~it~~ ^{it} the direction of the USSR. It had rejected the Marshall Plan in its first meeting therefore, all eastern European countries rejected it. It also ensured the loyalty of government officials by investigating them and removing those who went against Stalin. This was the method of consolidation that the USSR used. Stalin knew that the Marshall Plan was very attractive and came up with an alternative: ~~the~~ Comecon. It aimed to stabilize the European economy ~~and~~ ^{and} preventing ~~the~~ ^{the} countries that signed ~~would respect one another's~~ ^{pride, with the USA} independence, ~~and~~ ^{and} Western Europe. Politically, this decreased America's influence over Eastern Europe and economically, it kept the benefits of the improvement of Eastern European economy within the soviet sphere of influence. 'Two camps' were created in Europe, by the setting up of two official economic alliances: the Truman Doctrine and Cominform (and Comecon). Both, the ~~the~~ ^{the} actions of USA and the USSR ~~set~~ ^{resulted} in Cold War tensions.



In question (a) the candidate identifies the impression that is created, but needs to focus further on author emphasis in order to move into level 3.

In question (b) there is some information and understanding of effects but both need to be further and more precisely developed in order to access the higher marks in level 3.

In question (c) there is analysis of the issue raised by the question, but information need to be more precise and wide ranging in order to access level 4. Criteria for judgement need to be further explained and developed.



Criteria for judgement need to be established and explained in order to access level 4 in question (c).

Question 7

This was a very popular option and examiner saw responses that accessed all level of the mark scheme and the range of marks available.

In question (a) many candidates were able to identify the impression created regarding the impact of McCarthy, although some candidates focused on the impression of McCarthy rather than the impression of his 'impact'. Those who focused on 'impact' were able to infer that it was 'damaging' (or words to that effect), and support this from the extract. Those who considered the emphasis or omissions by the author accessed level 3.

In question (b) many candidates knew the event of Watergate but some were generalised in suggesting its effect on US politics. Many focused on the impact on Nixon, but others got side tracked with information about the break-in and the 'plumbers'.

Question (ci) was significantly more popular than (cii). Many candidates were well versed in the role placed by King and Malcolm X, and alluded to the role of significant others before their conclusion. Examiners reported that some responses to (cii) were vague and generalised, and some candidates turned it into a question about civil rights rather than protest movements.

This script illustrates some of the issues raised in relation to this option.

(a) The impression the author is trying to give about the impact of Senator McCarthy was that he created the redscare among ~~Amef~~ all Americans - of the enemy within. The author does this by using words such as 'name names' and 'make allegations about individuals'.

The author also shows a negative impact of McCarthy by using the phrase 'General Marshall, were unfairly accused'

(b) One effect of the watergate scandal on US politics was it led to ~~an unstable polit~~ USA becoming politically unstable. This is because, the house of representatives lost over 30 seats as a result. Hence ~~there were some~~ ^{the seats had} to be filled for work to continue as ~~usell~~ usual.

Another effect was that it led to shock among people who supported president Nixon. They could not believe that ~~a~~ the government would get involved in such unlawful practices. As a result, it created ~~dispelier~~ in people ~~et~~ of their ~~presidencee~~ president. Hence for those who wanted to stand for ~~preed~~ ~~past~~ president the years that followed, had to publish their financial accounts to show they were honest ~~and~~ ~~to~~ ^{and could} be elected.
to

(c)(i) OR (c)(ii) (ai) Martin Luther King was indeed, the individual who made the biggest contribution to civil rights movement through non-violent protests that were successful in some cases. However, there were some individuals such as Malcolm X, Tommie Smith and John Carlos who contributed to.

Martin Luther King made contributions to the 1960s Mainstream movement that aimed to improve housing, education and employment. Martin Luther King and other civil rights leaders managed to negotiate with the mayor of Chicago to improve the houses. This proved to be a success since the mayor was determined to end the protests.

Furthermore, he showed much support for the march from Selma to Montgomery that aimed to have the voting rights act of 1965 passed through congress. Martin Luther King encouraged non-violence in the march and this proved to be essential. This is because the president used the events of the march (violence against the protesters by the police) to persuade the congress to pass the act.

~~However~~ However, ~~Martin Luther~~ Malcolm X contributed to the civil rights movement by raising awareness of the social and financial problems faced by the African Americans. These problems had not yet been looked at by other civil rights groups.

He also encouraged the use self defence by African Americans when attacked by white Americans during protests. This is because he believed that non-violent protests made little progress.

Additionally, during the 1968 olympic games, Tommie Smith and John Carlos increased awareness of black power that campaign for civil rights. During the US national anthem ceremony, they showed the black power salute 'a clenched fist' and wore black socks without shoes. This was to show poverty faced by African Americans. This increased awareness since the games were televised hence millions of people saw this.

In conclusion, Martin Luther king made the biggest contribution to civil rights movement because his significance is seen from 1950 to 1968 unlike Malcom X and, Tommie Smith and John Carlos whose contribution were seen later ~~who came later on in the years on.~~



In question (a) there is some identification of the impression but support from the extract is limited.

In question (b) explanation is limited and, in places, generalised.

In question (c) while there is some relevant and accurate knowledge and some attempt to address the issue in the question, the attempts at judgement are asserted and insecure.



Information needs to be more precise and directed towards the focus of the question.

Question 8

This option was answered by very few candidates. Examiners reported that answers were limited and the assessment objectives were not clearly met.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- In question (a), selecting information to support the impression will limit the answer to marks within level 2. To move up to level 3, the answer requires consideration of how the impression has been created by considering author selection of evidence, tone, emphasis or omission.
- In question (b), knowledge of the effect is not in itself sufficient; there is a requirement to explain the effect in terms of outcomes.
- In question (c), knowledge needs to be used to develop an answer that considers the issue raised by the question and a criteria based judgement made.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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