



# **Examiners' Report June 2023**

**Int GCSE History 4HI1 01R**

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June 2023

Publications Code 4HI1\_01R\_2306\_ER

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## Introduction

### Paper 1 : Depth Studies

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 6 : A world divided: superpower relations, 1943-72

Option 7 : A divided union: civil rights in the USA, 1945-74

and the most popular combination of options was:

Option 3 and 6

Option 3 and 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 explain, analyse and make judgements about key features, events, causes, effects and significance and tested AO1 and AO2.

### General comments

Across all eight options the following generic comments in relation to each sub question should be noted:

In question (a) selecting information to support the impression will limit the answer to marks within level 2; to move into level 3 the answer requires analysis of how the impression has been created by consideration of the author's 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 how the given issue in the question has led to/brought about the outcome(s).

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 is made. As well as the precise issue the question is focused on, candidates should pay careful attention to the requisite second-order concept (i.e. causation, consequence, significance), and the given date range.

## Question 3

### Option 3: Germany: development of dictatorship, 1918-45

This option was attempted by many candidates and on the whole was answered well.

In question (a) many candidates were able to identify that the impression given by the author about the Kaiser's abdication, typically along the lines of he had no choice / it was forced by the SPD. Candidates who scored marks in level 2 (3-4 marks) were able to support their inference of the impression by selecting examples of language used by the author. Those candidates who moved into level 3 (5-6 marks) also considered the author's treatment, emphasis and selection of material in order to create the impression that was inferred.

In question (b) many candidates were able to explain the effects of Nazi rule on education in Germany, with common effects being children were indoctrinated, it enforced gender roles, it created antisemitism amongst children or it undermined the quality of education. All were credit worthy and what differentiated candidates was the accuracy of the information they used (AO1) and the extent of the explanation in relation to the outcome (AO2). It was not enough for candidates to just describe the effect. It is important for candidates to realise that in this question it is about the effect 'of' something 'on' something .

In question (c) (ci) was the more popular. In both questions candidates who clearly focused material towards the question from the start of points tended to do better, as opposed to detailing the point with a brief link to the question at the end of the paragraph. On (ci), some students were less secure in their knowledge of Hindenburg's role than other factors. Candidates who chose points which they were more confident in relating to the question tended to perform better, e.g. many candidates chose to write about the Munich Putsch; however, some of these were not able to explain how this helped Hitler become Chancellor ten years later. A minority of candidates also included points beyond the parameters of the question, e.g. the Reichstag Fire. Those who could ensure that reasons were clearly linked to the question were more likely to secure marks in level 4, and the majority included more directly related reasons, e.g. the Great Depression or Weimar's weaknesses/failings.

This response scored 30 marks.

Chosen question number: Question 1  Question 2  Question 3   
Question 4  Question 5  Question 6   
Question 7  Question 8

(a) The author gives the impression that the abdication of the Kaiser in 1918 was a result of opposition that he received where he was forcefully removed from his position. This is evident in the 'leaders' of the SPD that "hoped" and ~~developed~~ "adopted a strange approach" to abdicate the Kaiser. This suggests that the SPD <sup>leaders</sup> ~~leaders~~ were desperate to get the Kaiser to leave his position and they were willing to take forceful means to do so. The language used by the author such as "threatened" and "avoiding a 'bloody' civil war" goes to show the extent of necessity that these leaders needed to go to, to prevent ~~the~~ the Kaiser from causing inner ~~to~~ conflict. However, the ~~audience~~ <sup>author</sup> has not included the hate that the following Weimar Republics rule would receive from the public, as this would go <sup>against</sup> ~~against~~ the author's impression of the Kaiser being ~~forced out~~ ~~forced~~ by disliked and unwanted <sup>when</sup> ~~she~~ <sup>being</sup> forced out.

(a) continued) One effect of Nazi rule on education in Germany in the years 1933-39 was the significant change in curriculum. The Nazis adjusted or added new subjects to the school curriculums in order to influence young minds with Nazi ideology. The Nazis also rewrote text-books only including messages or information that would support them. This led to students learning of Nazi history in lessons such as history and studying bomb-range in subjects like math. Consequently, many children were influenced by Nazi ideologies, almost brainwashed by the patriotic and fascist concepts. As a result, of new educational systems, students ~~were~~ had less time to spend with their families, as Nazis did not want any sort of influence of opposing ideologies such as communism. It's undeniable that the change in curriculum was a significant effect of Nazi rule.

Another effect of Nazi rule was the teachers being forced to teach differently. Teachers were often sent to training camps, where they ~~was~~ would learn how to teach Nazi ideology to the students. As a result many students would be influenced by their own teachers, leading to more influence on young

(b) people. Consequently Nazis managed to make teachers to teach female students 'house-wives' essential information such as cooking and ~~house~~ cleaning, while male students were recommended to play sports to be physically strong. The effect of Nazi rule on education ~~was~~ as teachers was also largely significant.

(c)(i) OR (c)(ii) I disagree with the interpretation that the main reason why Hitler became Chancellor of Germany in January 1933 was due to the role of von Hindenburg, to a large extent. This is due to not only the fact that president Hindenburg heavily opposed Hitler becoming Chancellor, but also other factors such as Nazi Propaganda and Nazi demonstrations in the past were more significant.

To begin with, it can be said that the eagerness of von Hindenburg led to Hitler becoming the Chancellor due to him and von Schleicher underestimating the strength of Hitler. The two men thought that Hitler could be controlled and be used. However, this was extremely wrong, as the experiments of WWI and the Weimar government demonstrate. Additionally, President Hindenburg had passed the Article 48, ~~along~~ <sup>along</sup> with the Great Depression that struck the USA, deeply affecting the German economy, Hindenburg used the Article 48, which allowed the president to make <sup>decisions</sup> ~~decisions~~ without the permission of the Reichstag. This was significant as it marked the end of democracy, stepping towards the totalitarian state of government that Hitler found ideal. Overall, I believe that the main reason of Hitler becoming Chancellor was not ~~probably~~ the most significant

((c)(i) OR (c)(ii) continued) yet still had considerable ~~impact~~ ~~on~~ impacts ~~on~~ ~~the~~

To follow, the influence of Nazi propaganda was undeniably more wide spread. Posters, speeches, and media was heavily influenced ~~by~~ by the Nazis, ~~showing~~ demonstrating to the extent to which Hitler incorporated propaganda to garner support in making him Chancellor. Hitler used media to only present Nazi related views and attempted to broadcast ~~the~~ this, widely around Germany. Posters and art was used to lower the image of opposing parties such as communists and, frequent speeches and marches <sup>led to</sup> ~~led to~~ Nazi support in large numbers. It can be argued that the political effects of propaganda were not large, yet the evident prosper in <sup>supporters</sup> ~~for~~ directly contributed to Hitler ~~winning~~ winning elections and becoming Chancellor. I believe that the usage of Nazi propaganda was one of the most significant methods of Nazi influence being wide-spread, contributing to Hitler becoming ~~Chancellor~~ Chancellor.

Lastly, the effects of significant events of past activities in the Nazi party, such as

((c)(i) OR (c)(ii) continued) The Munich Putsch, or SA opposition to communists had the ~~the~~ largest long term - impacts in ~~making~~ making Hitler the Chancellor of Germany. Munich Putsch, not only raised awareness of Hitler through his speeches following his arrest, but also got him widespread support that ~~helped~~ ~~from~~ ~~forces~~ that helped to would take down the Weimar Republic at the time. The fear of SA, ~~attacking~~ ~~and~~ ~~interrupting~~ opposing parties was also significant demonstrating their dedication. Not only was it the influence of the Nazis, but it was ~~the~~ also the influence of Hitler himself. The talented speeches that he made allowed him to be recognised as a worthy figure to represent the country and potentially bring back the greatness of Germany. As a result of long-term Nazi ~~the~~ influence, Hitler was truly able to reach his position as Chancellor in 1933.

Ultimately, I disagree with the interpretation that the role of von Hindenburg was the ~~main~~ <sup>main</sup> ~~key~~ <sup>reason</sup> why Hitler became Chancellor of Germany in January 1933 due to other factors such as Nazi propaganda and widespread Nazi <sup>influence</sup> ~~influence~~, instigated by Hitler, ~~was~~ <sup>being</sup> the most significant ~~factor~~.

((c)(i) OR (c)(ii) continued) Contributor. It is undeniable that Hindenburg's regrets on Hitler led to his position, and the original hate to president and distrust to president led towards Hitler highlighted the limitations of him becoming a German Chancellor mainly through Hindenburg.



**ResultsPlus**  
Examiner Comments

The answer for question (a) saw the candidate identify an impression and support it with detail from the extract and consider emphasis and selection and achieve a top level 3 mark. In question (b) the candidate was able to identify two effects support them with knowledge and show how they led to an outcome and so satisfied fully the requirements of level 3. In question (c) the candidate accessed the top of level 4 as there was analytical explanation, accurate and precisely selected information and a judgement. Criteria for the judgement were offered and justified.

## Question 6

### Option 6: A world divided: superpower relations, 1943–72

This option was attempted by many candidates and on the whole was answered well.

In question (a) many candidates were able to identify the impression given by the author in to relations between the two superpowers, inferring that they were positive, or had made significant improvement. Many supported this by selecting the author's language, and those who considered the author's selection and lack of balance moved into level 3 (5-6 marks).

In question (b) many candidates had thorough and precise knowledge regarding the effects of the Potsdam Conference; it was those who explained how this brought about the effects they chose to write about who achieved the higher level.

In question (c) (cii) was marginally more popular than (ci). In (ci) candidates generally had good knowledge of relevant issues, although a minority did not always maintain their focus on consequences, e.g. writing about reasons for the Berlin Crisis. In (cii) many candidates showed good knowledge and a clear analytical focus, with issues covered including the arms race, Korean War, Hungarian Rising, Germany joining NATO and Khrushchev's policy of peaceful coexistence. Some responses did cover events outside of the 1950s, which could not be credited, e.g. the Cuban Missile Crisis.

This response scored 21 marks.

(a) The author gives the impression that international relations were finally better between the two superpowers. The extract says "Brezhnev was also ~~was~~ ~~also~~ seeking improved relations" and "Such progress was remarkable" these quotes show that both superpowers were trying to improve relations and that it was working.

(b) ~~The~~ The Potsdam Conference ~~worsened~~ relations increased tensions as just two days before the conference USA had released atomic bombs on Kawiagi Japan. Truman thought this would give him a tough approach but Stalin was just infuriated that the USA had been able to keep it a secret. Tensions increased as just 4 months later in 1945 the Soviet Union created their first atomic bomb. This led to a nuclear arms race between the two superpowers which further increased tensions.

Another effect of the Potsdam Conference was the worsened relations between the Soviet Union and the West. Stalin walked out of the conference and no decisions were made. Stalin wanted to take Poland so there was a dispute over Poland and that further worsened international relations.

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

The main consequence of the Berlin crisis was the division of Germany as many people and citizens were affected by this change. ~~Another~~ two other consequences would be that Europe was split in half, Communist East and capitalist West and that there was a clear border between them and also that there was a superpower rivalry between USA and the USSR.

The main consequence of the Berlin Crisis was the division of Germany. Both superpowers had believed that Germany could be reunified again (Soviets wanted Germany reunified under Soviet control) ~~but~~ ~~the~~ but the Berlin crisis had made it quite clear that ~~that~~ wasn't possible. Germany was now clearly divided into communist east and capitalist west. ~~Some~~ people may argue that this consequence wasn't major as it didn't affect international relations yet the division of Germany was a significant change in history.

another consequence was the iron curtain across Europe. Winston Churchill had previously stated when he was visiting USA ~~that~~ that the Soviet Union was keen on splitting Europe in half and the Berlin crisis had achieved that as Stalin had already

((c)(i) OR (c)(ii) continued) taken most of East Europe under Soviet rule as satellite states. This meant that the whole of Europe and this laid the grounds for things such as the Marshall plan and Comecon (economic plans by both superpowers to help Europe).

A third and important consequence was superpower rivalry. The Berlin crisis showed that capitalism was better as many refugees moved from East to West Berlin. In one year 400,000 people moved (around  $\frac{1}{6}$ th of the east population) ~~to the~~ ~~east~~. This rivalry worsened relations but it wasn't that bad as there were times where worsened relations <sup>nearly</sup> led to the end of the world (the 13 days in Cuban missile crisis).

In conclusion the main consequence of the Berlin crisis was the division of Germany.



The answer for question (a) saw the candidate identify an impression with some support, to achieve a level 2 mark. In question (b) the candidate was able to identify two effects. The response attempts to use knowledge to explain how Potsdam brought about these effects, but does not fully develop these, and so achieves a lower level 3. In question (c) the candidate understands the question's analytical demands and attempts to develop the consequences of the Berlin Crisis, producing a response which achieves secure level 3. The explanation is mainly directed at the demands of the question, and sound accurate and relevant material is used, although it could be more precisely selected and developed.

## Question 7

### Option 7: A divided union: civil rights in the USA, 1945-74

In question (a) many candidates were able to identify the impression given by the author regarding the methods used by Martin Luther King. Many inferred that the impression was that the methods used were successful and supported this by selecting words and phrases used by the author.

In question (b) candidates who had precise knowledge were able to explain the effects on the USA of the Red Scare, with many developing clear points on the increase in hysteria and fears, the impact on federal and other employees, or the impact on Hollywood, the media or politics. Some were confused over detail, e.g. conflating McCarthy and HUAC, or seeing the Rosenbergs and Hiss as being victims of McCarthy.

In question (c) (cii) proved to be more popular than (ci), although (ci) tended to be well answered, with candidates proving to be knowledgeable about the women's movement. In (cii) candidates were well versed in the impact that the death of Emmett Till had on civil rights in the 1950s, and the vast majority also examined the Montgomery Bus Boycott and either Little Rock or Brown v Topeka. Some responses were overly descriptive, but the vast majority were able to relate their points to increasing civil rights to some degree, and there were many consistently focused analytical responses. A small minority did write about events outside of the date range in question.

This response scored 30 marks.

Chosen question number: Question 1  Question 2  Question 3   
Question 4  Question 5  Question 6   
Question 7  Question 8

(a) The author gives the impression that the methods used by Martin Luther King were important to the ~~success of the~~ development and success of the Civil Rights movement. This is shown by in the quote, "Civil rights campaigns were started and dominated by King." "Dominated" implies that he had complete leadership over the campaigns and "started" implies that he was the reason that the campaigns began. As well as this, a tone of praise is created by listing the number of things that he helped to achieve and ~~at~~ campaigns that he led. Words such as 'heart warming' imply that his actions were all good and central to the success of the Civil Rights Movement. However, it does not acknowledge other groups such as the SCLC who ~~was~~ were instrumental in organising events such as the Sit-In and the March on Washington.

(b) One effect of the red scare was a mass hysteria across the USA due to fear of the 'enemy' within. Many private businesses began to mimic what the Federal Government had been doing and began <sup>this means</sup> investigating their employees for being communists. Many suspected communists ~~either~~ or even anyone suspected of being a communist sympathetic lost their jobs and were often completely shunned from society. This meant that as a result of the red scare, many peoples lives were completely ruined by allegations of being a communist. This fear of potentially being called out as a communist lead many to take a stance of ~~also~~ extreme anti communism in order to avoid being suspected of being a communist. Over 30 states introduced laws that made it illegal to be a communist.

(b) continued) Another effect of the Red Scare was the rise of Joseph McCarthy. He initially made a speech claiming that he had a list of 200 ~~government~~ high level Government employees who were communists. He then began interrogations of senior government officials and politicians in which he tried to call them out for being communist sympathisers or get them to admit being communist. These interrogations were ~~the~~ broadcast on national ~~television~~ television and as a result of the mass hysteria, many people instantly assumed that anyone called out by McCarthy for questioning was a communist. ~~As McCarthy mainly called out democratic senators only,~~ This ruined the careers of many politicians. The Republican party began to support McCarthy as he mainly called out democratic politicians which meant the reputation of the democratic party was badly damaged ~~and~~ which helped the Republicans. Therefore, the Red Scare resulted in the rise of McCarthy.

(c)(i) OR (c)(ii) I agree with this statement because I think that the work of Betty Friedan was the main reason for the growth of the women's movement. While Eleanor Roosevelt and the legislation of the contraceptive pill helped, their impact was limited.

~~Betty Friedan~~ The work of Betty Friedan was one of the main reasons for the growth of the Women's movement. Betty Friedan published a book called *The Feminine Mystique* which challenged traditional gender norms and led to many women, particularly college educated women to question their role as housewives and meant that many women began to ~~try and~~ start working as a result of the ~~the~~ work of Betty Friedan. As well as this, she was also a founding member of NOW which was a pressure group that campaigned for women's rights across the USA, and pushed laws such as the Equal Pay Act which forced businesses to pay people equally no matter their gender. However, her work was limited by anti-Feminists such as Phyllis Schlafly who campaigned against feminism. One of the

((c)(i) OR (c)(ii) continued) acts like Betty Friedan pushed for passing the Equality Act which would make men and women equal. However, the work of Phyllis Schlafly meant that not enough states ratified the act in order for it to be passed.

The work of Eleanor Roosevelt was a reason for the growth of the women's rights movement. This was initially shown by when she only allowed female reporters to attend her press ~~to~~ conferences. This forced many news agencies and radio stations to employ female reporters. While ~~the~~ the impact of this was limited, it was ~~symbolic~~ of pioneering for its time and began a conversation about women in the work place. As well as this, she also agreed to support John F Kennedy's presidential campaign only if he agreed to create a committee on women's rights. As a member of the republican party with lots of influence this had had a big effect on Kennedy and it ended with him creating the committee and appointing her as chair. The committee investigated into discrimination against women and found ~~that~~ the massive difference between how

((c)(i) OR (c)(ii) continued) Men and women were treated with only 2% of board positions being held by women. Unfortunately these results were published after his death but ~~also~~ they ~~it~~ started a question of the role of women in society which ultimately led to the growth of the women's rights movement.

The contraceptive pill was a reason for the growth of the women's rights movement as it gave women control over their own bodies and meant that fewer mothers ~~who~~ there were fewer mothers who did ~~not~~ not want to be mothers. It allowed women to ~~aim~~ ~~to~~ get corporate jobs and prioritise their careers instead of starting a family. This led to the growth of the women's rights movement as it led to many more women being able to protest.

In conclusion, ~~while~~ I think that the work of Betty Friedan was the most important factor for ~~the~~ the growth of the women's movement as it ~~was~~ popularised the ~~movement~~ movement and led to many women

((c)(i) OR (c)(ii) continued) questioning their role in society. In contrast, while the work of Eleanor Roosevelt laid the groundwork, it achieved very little. The contraceptive pill aided the civil rights movement but did not contribute to its growth as such. Most historians agree with this view.



**ResultsPlus**  
Examiner Comments

The answer for question (a) saw the candidate identify an impression and support it with detail from the extract and consider emphasis and selection and achieve a top level 3 mark. In question (b) the candidate was able to identify two effects support them with knowledge and show how they led to an outcome and so satisfied fully the requirements of level 3. In question (c) the candidate accessed the top of level 4 as there was analytical explanation, accurate and precisely selected information and a judgement. Criteria for the judgement were offered and justified.

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