



# **Examiners' Report June 2024**

**Int GCSE History 4HI1 01R**

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June 2024

Publications Code 4HI1\_01R\_2406\_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

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 (AOs).

Question (Q)(a) required candidates to identify the impression given by an author based on a small written extract and tested AO4. Q(b) required candidates to explain two effects and tested AO1 and AO2. Q(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 Q(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 Q(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 Q(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 (ie causation, consequence, significance), and the given date range.

## Question 3 (x)

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

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

In Q(a) many candidates were able to identify that the impression given by the author about life on the home front in Germany, was typically along the lines of conditions were horrible/very harsh. Candidates who achieved 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 explicitly to show aspects of how the author created the impression that was inferred.

In Q(b) many candidates were able to explain the effects of Nazi Party reorganisation, with common effects being increased membership and to some degree, support, use of propaganda under Goebbels, organisation through the establishment of groups within the party, and the increased focus on seeking power via legal means. 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).

Some less successful responses relied on material from outside the given date range, which lacked relevance. It was not enough for candidates merely to describe the effect. It is important for candidates to realise that in this question it is about the effect 'of' something 'on' something. Whilst this was perhaps not a part of the specification that seemed as well known by candidates, many were able to make use of the knowledge that they did have to explain how it brought about the effects they chose to write about.

In Q(c) candidates who clearly focused material towards the question from the start of points tended to do better. The strongest responses were able to sustain a focus on the demands of the question, deploying knowledge to discussion of the appropriate second-order concept, eg significance or causation. Some responses included effective judgements at the end of each point, eg explaining the relative importance of the point under discussion.

On Q(ci), most candidates were fairly secure in their knowledge of the Spartacists Uprising and the Kapp Putsch, although only some were perhaps too dismissive of the challenge posed by these because they were deemed to be over fairly quickly. Stronger responses were more likely to explore the level of challenge, eg recognise that the reliance on the freikorps to defeat the Spartacists undermined the legitimacy of the Weimar Republic. A good number of candidates began to analyse the relative significance of these. Candidates chose a range of points, eg the Munich Putsch, Treaty of Versailles, Ruhr Occupation, and hyperinflation.

On Q(cii), most candidates were able to offer a sufficient range of reasons as to why the Nazis were able to establish a dictatorship, typically from the Enabling Act, the death of Hindenburg, the Reichstag Fire, the Night of the Long Knives, or the earlier actions of the Nazis in attaining a plurality in the Reichstag.

A minority of candidates did confuse the chronology of events in this period. A small number did drift into discussion of material on the features of the dictatorship. Similarly, whilst it was valid to include material on how the Nazis came to be the largest party, it was those responses that could link this effectively to setting up a dictatorship that were more successful (eg arguments along the lines of disillusionment with Weimar democracy meant the public/political elite were more likely to support the use of measures that enabled a dictatorship). Those candidates that could ensure that reasons were clearly linked to the question were more likely to secure marks in Level 4.

(a) The author creates the impression that life on the German Home Front was very difficult ~~for~~ the language the <sup>German</sup> for civilians, and that they suffered the most due to war. The language that the author uses, such as 'dirty', 'rat-infested' and 'destroyed' all create a negative tone that suggests that living conditions were inhumane and led to many civilians struggling to stay alive. ~~This is further~~ This idea is further suggested through the evidence chosen by the author: 'Rations [being] severely cut', 'Bombing by Allied aircraft', people being forced to 'illegal [ly] trade [in] scarce goods' to shortages, and people being 'executed for spreading rumours, talking of defeat and listening to foreign radio broadcasts'. This evidence further conveys this idea of struggle and suffering due to the harsh situation, further suggesting that civilians suffered most. The author's omission of evidence of that would create an alternative view, such as the suffering of 'Untermenschen' such as Jews, who were killed in extermination camps, further creates their impression.

(b) One key effect of Nazi Party reorganisation on the Nazi Party was that it gave the party a better structure. Under the ~~broader~~ umbrella term of 'Nazi Party reorganisation' Hitler made many reforms to the party to enable it to fight for votes in the Reichstag. Key reforms, such as the division of Germany into 34 Gaus (districts) and the appointment of a Gauleiter (Nazi leader) for each Gau, the establishment of Nazi organisations (such as the Hitler Youth) and the SS, ~~and gave~~ brought order to the Nazi Party <sup>\*</sup> - something Hitler felt the party needed following the ~~after~~ ~~its~~ lack was shown in the Munich Putsch - and better enabled it to fight for seats in the Reichstag.

Another key effect of Nazi Party reorganisation <sup>and gave its divisions clear roles</sup> on the Nazi Party was an increased importance being placed on propaganda. After the Munich Putsch and his imprisonment, Hitler ~~made~~ <sup>placed</sup> Goebbels in charge of propaganda for the Nazi Party. ~~The change~~ Goebbels brought in many new ideas to the Nazi Party's approach to propaganda - ~~the~~ unlike the previously vague messages that the Party spread, Goebbels brought ~~created~~ created propaganda that was directed at specific groups - workers, nationalists, and farmers, for example - to better capitalise off ~~the~~ ~~their~~ ~~thoughts~~ ~~on~~ the Weimar Republic. ~~He~~ He also kept the ~~widely~~ popular anti-Jewish message that had brought the party much support before the Munich Putsch, and pushed it ~~harder~~ to civilians even more. He also had Hitler fly across

((b) continued) Germany, to attend rallies and give speeches, helping to portray the party as modern (using modern technology), and making the most of Hitler's ability, as a public speaker in order to gain the party more support.

(c)(i) OR (c)(ii) The Enabling Act was a large reason for the why the Nazis were able to set up a dictatorship in Germany in the years 1933-<sup>34</sup> but not the main reason. The Enabling Act effectively gave Hitler the power to rule Germany without ~~both~~ the Reichstag by allowing him to pass laws, and sign agreements with foreign powers without consulting the Reichstag first. Consequently, in the years following the Enabling Act the Reichstag scarcely met, and if they did, it would only be to listen to Hitler giving speeches - not to vote for laws or contest his decisions. As a result of the Enabling Act, the Nazis were able to carry out their 'Nazi Revolution' - a series of radical reforms such as the banning of all other political parties <sup>and</sup> the banning of Worker Unions (which would be replaced by the Nazi-controlled German Worker's Front) - and Kristallnacht: the Night of the Long Knives (in which Hitler and the SS rounded up <sup>around</sup> 200 people seen by the Nazi as threats - old enemies such as von Schleicher and von Kahr, and SA leaders including Röhm - and killed 90) without backlash, which strengthened their grip on power.

The death of President von Hindenburg in 1934 ~~was~~ was a very small reason why the Nazis were able to set up a dictatorship. Though the death of Hindenburg allowed Hitler to combine the offices of President and Chancellor to create the role of Führer, or the ultimate leader of Germany, it ~~is~~ and it removed possibly ~~the biggest threat~~ one of the larger threats to Hitler, his death was really only symbolic ~~to~~ with regards the Nazi

((c)(i) OR (c)(ii) continued) dictatorship. By <sup>the point of</sup> his death, the Nazis had already gained control of Germany through the Enabling Act, and had all the powers of a dictator (as shown through the Nazi Hitler revolution) - just not the official title, which Hindenburg's death brought him. Thus, it is clear that Hindenburg's death had little effect on the Nazis' ability to set up a dictatorship.

I believe that the Reichstag Fire Decree was the main reason for the why the Nazis were able to set up a dictatorship in Germany in the years 1933-34. The Nazis were able to use the Reichstag Fire in multiple ways to help them gain power - by, potentially, framing Marinus van der Lubbe, a Dutch communist, as the culprit of the fire, the Nazis were able to fabricate a reason to arrest thousands of Communist leaders and ruin their reputation. At the time, the communists were arguably the Nazis' biggest challengers, so this had a massive impact on their election prospects. This was, along with the banning of civil liberties, enabled by the Decree for the Protection of the People and State, which the Nazis were able to convince Hindenburg to pass using Article 48. With Article 48, the Nazis were further able to call ~~an~~ an emergency election, which placed the party as the largest in the Reichstag, and ban the communist party - this made it easier for Hitler to convince enough parties (i.e. the Centre Party and the Nationalists) to support him in the vote for the Enabling Act, which gave ~~the~~ Hitler

((c)(i) OR (c)(ii) continued) dictatorial powers.

Overall, I believe the Reichstag Fire was the main reason why the Nazis were able to set up their dictatorship, while as their ability to capitalise off the Fire by removing communist opposition ~~was what~~ and using their positive image as protectors of Germany in the situation to gain the ~~then~~ ~~more~~ seats, which helped them to pass the Enabling Act. While the Enabling Act and Hindenburg's death also had an impact, the fact that the Enabling Act was enabled by the Reichstag Fire, and Hindenburg's death the Nazis had already passed the Act, ~~as~~ ~~by~~ leads me to feel the Fire was more significant, and subsequently mainly ~~that~~ disagreed with the question's statement.



The answer for Q(a) sees the candidate identify an impression and support it with detail from the extract and consider emphasis and selection. They achieve a top Level 3 mark.

In Q(b) the candidate is able to identify two effects and support them with knowledge. The candidate shows how they led to an outcome and so satisfies fully the requirements of Level 3.

In Q(c) the candidate accesses the top of Level 4 because there is analytical explanation, accurate and precisely selected information and a judgement. Criteria for the judgement are offered and justified.

Q03ax: 6 marks

Q03bx: 8 marks

Q03cx: 16 marks

Total: 30 marks

## Question 6 (x)

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

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

In Q(a) most candidates were able to identify a valid impression, typically along the lines of the attitude of Hungarians towards Soviet control being one of great resentment or hatred. Many supported this by selecting the author's language, and those who explicitly considered how the author's choice of words or selection of material helped form this impression moved into Level 3 (5-6 marks).

In Q(b) many candidates had thorough and precise knowledge regarding the effects of the Yalta Conference; it was those who explained how this brought about the effects they chose to write about who achieved the higher level. A minority referred to details from a different conference, and one common error (amongst a small minority) was to write that Yalta took place before the D-Day landings, and thus there was tension over the failure to have opened up the promised second front. However, the majority were able to offer relevant material, typically over plans for Germany, Poland, Eastern Europe in general, plans for war against Japan, and of the setting up of the United Nations.

In Q(c) candidates generally had good knowledge of relevant issues, with candidates typically writing about issues such as the Truman Doctrine or Marshall Aid to consider the question's proposition. There was generally good knowledge of the Berlin Crisis and other issues, such as the setting up of NATO, developments preceding the Berlin Crisis (which was sometimes used to support the argument that the actions of the USA were the main reason), the setting up of Cominform and Comecon, and events in China. Only a minority considered the part played by the setting up of Soviet satellite states in Eastern Europe. Where the knowledge was of sufficient quality, most were able to relate this to the question's conceptual demands.

In Q(cii) many candidates showed good knowledge and a clear analytical focus, with issues covered including the crisis over Cuba (with a good number treating the consequences of the Cuban revolution and the Bay of Pigs as a separate, but related, point for which they were rewarded), the crisis over Berlin (often framed around the U2 Crisis or the Berlin Wall), and the Czechoslovakian Crisis. Some responses did cover events outside of the 1950s, which could not be credited, eg the Hungarian Uprising.

(a) The author gives a strongly negative impression on the Soviet control of Hungarians in the 1950s. The choice of descriptive words "detest," and "fear" both give a negative connotation of their feelings. It is clear from the choice of content, ~~As~~ like "Hungarians had to pay the cost of Soviet forces," directly after describing how harsh they were treated, evokes ~~ethos~~ ~~in~~ in the reader for the people. This negative impression is furthered by juxtaposing old and new conditions, "felt bitter about losing their freedom of speech," making sure to mention that prior to the Soviet control, they were happier and had freedom of speech. The author omits the fact that people were killed, perhaps to convey that they couldn't even choose death, this repressive regime was their only choice.

(b) One effect of the Yalta Conference on Superpower relations in 1945 is that they greatly improved. They had successfully taken down Germany, and agreed on a compromise to share its land. The concession for USSR to keep any annexed land also greatly improved this relationship. At this time, the US and USSR also agreed for eastern European countries to elect by votes, which pleased the US. Together, the superpowers had also negotiated the creation of the UN, an international body which governed all countries. Overall, the Yalta conference led to generally fruitful outcomes to which the Superpowers were happy with.

Another effect of the Yalta conference was that, despite resolution, there were some minor disputes. The USSR initially demanded 16 satellite states to be added as official countries in the UN. This was unsuccessful, in the end, only 3 were admitted. The US and UK also had deteriorating relationships. The US felt threatened by British colonialism and was not at great terms with the UK. Further, the UK was still frustrated about before, when the US opened the second front at Western Europe rather than the Balkans. However, they do later on merge their parts of Germany together with France, mending their relationship but breaking the one with USSR. Overall, though

((b) continued) the conference was great for Superpower relations, there also were negatives.

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

I agree to a great extent that the Cuban Crisis was the most significant crisis in the Cold War in the 1960s. Whilst the Soviet invasion of ~~the~~ Czechoslovakia, and the 1960 U2 incident were rather significant as well, the Cuban crisis was the only one that led the world close to its first nuclear war.

The Cuban missile crisis started when the US first attempted to train Cuban citizens to start a revolt, as their new leader, Castro, was grounded to communist ideals. This was unsuccessful because these citizens were not well trained, and genuinely appreciated Castro as a leader. The ~~B~~ USSR soon provides ~~the~~ Cuba with arms, and forges a strong diplomatic relationship, for rejecting capitalism and embracing communism. Missiles are then planted on Cuban grounds and left at that. The US spies ~~and~~ finds this, and decide ultimately to build naval blockades. ~~At~~ At this point, the crisis could possibly lead to nuclear war, this is what makes this incident so significant. Fearing this, the USSR then orders ships to turn around. In the end, after multiple meetings including Geneva Summit and Camp David, they reach a compromise, that USSR would remove bombs if the US does the same in Turkey, and never invades Cuba. The significance in the crisis is that

((c)(i) OR (c)(ii) continued) impending nuclear war drives compromise.

The 1968 soviet invasion of Czechoslovakia was also of great ~~big~~ significance, albeit not as much as Cuba. The ~~prague reform~~ "Prague Spring" reform from the year prior relaxed censorship, and encouraged working with the west. They didn't attend ~~attend~~ the Warsaw pact meeting, and even encouraged other satellite states to follow suit. This led to the soviet invasion of 1968. Tanks rolled in, and hundreds of thousands were killed. The government was thrown over, and, as much as the US wanted to help, they had to deal with their own Vietnam war. This crisis was significant in setting an example, making sure no other country acted in the same way again. The US and\*

The 1960 U2 pilot being shot down was perhaps the most minor of the 3 incidents, nevertheless, its impact on the cold war ~~so~~ cannot be ignored. The mission motive was lied about by Eisenhower, passing it off as a "weather examination." However, the pilot Gary Powers confesses the mission. Eisenhower refuses to apologise. This caused Stalin to walk out of the Paris Summit, and the mistrust between superpowers to rise. The tone of the cold war also ~~to~~ changes, when Eisenhower states they will continue doing this. likely ~~mean~~ meaning

((c)(i) OR (c)(ii) continued) Spies on either side would increase. The effect, whilst significant, does not compare to that of a nuclear war threat, and country invasion.

Overall, despite the significance of both the U2 spy, and the Czechoslovakia invasion of the Soviets, it is fair to say that ~~a~~ a crisis which could have started nuclear war is the most significant.

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

\* USSR tensions grew



The answer for Q(a) sees the candidate identify an impression and support it with detail from the extract and consider emphasis and selection. They achieve a top Level 3 mark.

In Q(b) the candidate is able to identify two effects, supports them with knowledge (albeit not fully secure) and shows how they lead to an outcome. This satisfies the requirements of mid-Level 3.

In Q(c) the candidate accesses mid-Level 4 because there is analytical explanation, accurate and precisely-selected information and a judgement is offered, if not fully justified.

Q06ax: 6 marks

Q06bx: 7 marks

Q06cx: 15 marks

Total: 28 marks



When explaining judgements, try to justify your decision in relation to two or more of your points, eg why one is more significant, but also why another is not (quite) as significant.

## Question 7 (y)

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

In Q(a) many candidates were able to identify an impression given by the author regarding the anti-Vietnam War protests, such as it offers a negative impression of the protester's actions, or that they were violent. Some others inferred that the impression was that the protests were unpatriotic. The vast majority of candidates were able to support these using evidence from the extract, and many demonstrated how this had been created by emphasising the phrases used by the author or with reference to material that was omitted.

In Q(b) most candidates were able to write about some relevant effects of McCarthyism, with common points being that it created a climate of fear, it led to people losing their jobs, it led to government policies with various subsequent consequences, or that it led to investigations spreading across various parts of American public life.

A very small proportion of candidates became somewhat waylaid in seeing McCarthyism as being behind all related activity, eg ascribing any action against communist subversion to it, or seeing it as being the prime driver of policy towards the Cold War. Candidates who had precise knowledge were usually able to explain the effects on the USA, with many developing clear points on the increase in hysteria and fears, the impact on federal and other employees, or the impact on the media or politics.

Q(ci) tended to be answered well, with most candidates being able to offer focused reasons for progress in civil rights during the 1950s. Alongside the given points of the contributions made by the Supreme Court and President Eisenhower, candidates typically covered the Montgomery Bus Boycott, the Emmett Till case and/or Little Rock.

Some candidates examined the links between issues, eg the role of organisations such as the NAACP in taking cases to the Supreme Court, or the interaction between the Supreme Court, Eisenhower and the individuals involved at Little Rock. A small minority went beyond the time frame of the 1950s.

In Q(cii) most candidates were able to cover a range of issues from the 1960s. The majority were able to offer valid material on the given issue of Black Power, although a minority did confuse this with other aspects of the civil rights movement. Typically, these covered issues, individuals or events such as Martin Luther King and his contribution at events such as Birmingham, Selma or the March on Washington, the Civil Rights Act or the Voting Rights Act. Most candidates were able to offer a range of issues.

Stronger responses, as well as offering more specific detail, were more likely to focus this carefully towards an analysis of significance.

(a) Extract G gives a ~~conflicting~~ pessimistic impression about the anti-Vietnam War protests, as it highlights its extreme and violent outcomes. This can be seen through the extracts concerned tone: '~~rejection~~', '~~bombs~~', "students rejection of American values ... even bombs were set off", and the aggressive language, 'brutal clashes', 'horrified', 'demonstrations'. The movement did result in minor casualties and confrontations with the police, but the extract omits the violent and unfair actions of the US government. By 1968 there were half a million troops in Vietnam, but that wasn't enough, so the government began conscription for boys on their 17<sup>th</sup> birthday (they would receive an envelope with their partake or rejection, decided by the government). The extracts omits this to make the students aggression and protest seem overplayed and violent, as it doesn't highlight the factors of the Vietnam War impacting students.

one key effect of McCarthyism ~~was~~ on the USA in 1950's was the growing opposition against communists (growing red scare). McCarthy claimed ~~that he~~ on live television that he knew 207 communists working within the government, and even some in the white house. The public later that year in 1951 claimed the term McCarthyism as a way for the public to showcase their dislike towards communists, allowing the public to grow its identification with the term. This caused ~~others~~ other members of the public to conform ~~to~~ against communism, with people leaving the communist party and others organizing rallies against them. Therefore a key effect ~~it~~ was growing opposition to communists as the term grew the public's identification against communist beliefs, allowing it to spread throughout the country.

((b) continued) Another key effect is firing of government officials. After McCarthy's claim a board was set up to investigate his claims, during which the president fired 1,460 members of his government, parliament. He also later blamed a key army general and other soldiers, eventually leading to him saying more than half of the military hid communists. This led to many mis-firing of government officials and soldiers and fear rose in the government. This is a key effect as it ~~later~~ caused more fear in the public as they believed every fired official was confirmed to be communist (which wasn't true, many were basic assumptions) leading to more tensions during the time of the red scare.

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

It can be argued that the most significant development towards gaining civil rights in the 1960's was the growth of the Black power movement. Black Power was advocated by ~~Malcolm X & Bobby Seale~~ <sup>Stokely Carmichael</sup> who believed in the phrase: 'Black is beautiful'. He ~~praised~~ praised the public to reject white society and to focus on supporting Black sisters and brothers. ~~They~~ <sup>He</sup> recommended buying from ~~Black~~ African American owned stores and to reject the white economy completely. He set up soup shops in ghettos linking the community together. He advocated for peace, similarly to MLK. ~~Many~~ ~~people~~ ~~joined~~ During the 1968 olympics, two African American athletes won the 200 meter sprint (gold and silver), during their time on the podium they raised their hands in fists (the black power symbol) and walked without shoes or socks. This was televised worldwide, building education on the civil rights movement, and sympathy. This led many people to joining the movement as they believed in Black powers ~~idea~~ idea of equality and support. However, ~~he~~ Stokely

((c)(i) OR (c)(ii) continued) Carmichael was imprisoned 27<sup>m</sup> times, and he believed all black prisoners should be freed. Many of ~~such~~<sup>where</sup> high level prisoners, due to violent acts of protest. But some were truly wrongly imprisoned individuals. Stokely Carmichael advocated for inter-racialism due to the flaws in the justice system. Therefore Black Power movement significantly developed ~~to~~ gains towards the Civil Rights Act of 1964 as it highlighted the heavy unfair justice that African Americans experienced in multiple aspects of their life, growing ~~attention~~ large attention, which led to pressure to the government to pass the Civil Rights Act of 1964.

However it could be argued that the continued contributions from MLK (Martin Luther King) led to more gains in civil rights during the 1960's. In 1963 the Washington March was planned by MLK and Kennedy, 250,000 to 500,000 attended with over 3,000 reporters. MLK gave his 'I had a dream' speech which till today is referred to as the tipping point of the Civil Rights movement, as it

((c)(i) OR (c)(ii) continued) was broad casted internationally not only did it spark changes in support of civil rights ~~in America~~ <sup>for African Americans</sup> but also ~~in other~~ <sup>for other</sup> minorities such as the ~~countries such as Mexico, for the~~ <sup>the</sup> ~~Latino~~ as the Mexican / Spanish minority in America and womens rights. MLK's ~~also~~ ~~the~~ close relationship with president Kennedy ~~attaining~~ convinced him to conduct reports on African American lifestyles to highlight their poor working conditions, in order to gain more ~~rights~~ <sup>rights</sup> in the work place. Kennedy found most houses to be deemed 'unproper' for living. ~~Therefore~~ contributing to the governmental support towards civil rights. However, MLK was also called an 'Uncle Tom' by the public, a derogatory term, ~~as he~~ as people argued he was appeasing racists / their oppressors. However it was due to MLK involvement with the government that certified the passing of the Voting Act Right and Civil Rights Act in the 1960's.

Additionally, it could be argued that it was the civil rights Act that lead to further gains in civil rights in the 1960's. The civil rights Act, signed in 1964 stated that

((c)(i) OR (c)(ii) continued) No discrimination was to take part in the work place, public or government regardless of gender, ethnicity or race. This benefited not only African-Americans but women. Allowing more ~~medical~~ job opportunities for women and men, ~~and~~ balancing their pay more (from earning 50-60% of a man's salary to 70-80%). The Act also introduced African Americans into direct American politics, which would lead to more fair trials involving African Americans. However, the civil rights wasn't copied by all members of the public, people were still racist and violent towards the Black community. But, the civil rights Act did lead to more civil rights in the 1960's as it opened many opportunities for civilians of colour and race / gender.



The answer for Q(a) sees the candidate identify an impression and support it with detail from the extract and consider emphasis and selection. They achieve a top Level 3 mark.

In Q(b) the candidate is able to identify two effects support them with knowledge. The candidate shows how they led to an outcome and so satisfied fully the requirements of Level 3.

In Q(c) the candidate accesses the top of Level 4 because there is analytical explanation, accurate and precisely-selected information and a judgement. Criteria for judgement are offered and justified.

Q07ay: 6 marks

Q07by: 8 marks

Q07cy: 16 marks

Total: 30 marks

## Paper Summary

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

Candidates should:

- read each question carefully before answering it, to ensure that they are clear about the focus of the question and the time frame (if given)
- use knowledge to help explain cause, consequence/effect and significance and not merely describe what has happened
- consider the criteria used in order to make a judgement and use criteria to explain the judgement
- plan out the examination time available so that appropriate amounts of time are used when answering question (a), (b) and (c) depending on the marks available for each question

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