

Examiners' Report

June 2025

Int GCSE History 4HI1 01R

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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. 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 (c)(i) and (c)(ii) required candidates to 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 (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 question (a) many candidates were able to identify the impression given by the author about the Weimar Constitution, typically along the lines of it was not accepted/not liked by the German people. 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 explicitly show aspects of how the author created the impression that was inferred.

In question (b) many candidates were able to explain the effects of the Allied bombing campaigns on Germany during the Second World War, with common effects being the impact on civilians and morale of the German people. A few candidates noted that an effect was that the bombing campaigns impacted industrial war production. All were creditworthy 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 lacked relevance, a common mistake was trying to suggest that the allied bombing was the cause of rationing. There were a small number of candidates who didn't know what the word allied referred to and therefore couldn't answer the question. 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. Whilst this was perhaps not a part of the specification which 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 question (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 their 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 (c)(i), most candidates were fairly secure in their knowledge of the main reason for the recovery of Germany in the years 1923-1929. Candidates chose a range of points with the most popular being the Dawes Plan, the Rentenmark and Germany's membership of the League of Nations. A good number of candidates demonstrated detailed and accurate knowledge. It should be noted that many candidates chose not to use the Locarno Treaties as an aspect to discuss with some candidates showing an obvious lack of specific knowledge of the Locarno Treaties. The highest-scoring responses typically explored three points, included detailed knowledge and made a clear judgement or hierarchy throughout.

On (c)(ii), most candidates were able to offer a sufficient range of reasons as to what Nazi policies had the most significant impact on the lives of the German people. The main issue was that many responses were very generic on education itself and often did not offer much specific detail beyond boys did sport and girls learnt to be good wives. For some candidates this question allowed for sophisticated responses with the best answers having a clear rationale for what had

the most impact. For example, everyone was impacted by the economy, hence that was impactful on German people as a whole. A minority of candidates did wander into description of factors without a clear rationale.

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

(a) The author gives a negative impression about the Weimar Constitution. For example 'many of its main features were not accepted by the German people.' This shows that from the start, the Weimar constitution was not popular and many believed it was not useful ~~and~~ / weak. Another example 'Limited support and was unrepresentative.' shows that the tone of this extract suggests disagreements and unhappiness of the German people for the Weimar Constitution. The language used shows that it was ~~and~~ difficult for the Weimar Constitution to gain control. However, the author omitted the fact that the ~~and~~ Weimar Constitution was actually doing well between 1923-1929 due to Gustav Stresemann, proving that not everything was bad. Eg. The Reichsmark, Reichbank, the Dawes Plan, ~~etc~~ ⁽¹⁹²⁴⁾ etc.

(b) One effect of the Allied bombings is the low German morale. The bombings caused 2.5 million kids to be transported away to rural areas for safety and seek shelter in ^{between 1941-1945} one of 900 Hitler Youth Camps. This caused ~~many~~ anxiety and depression for many parents, increasing support for the war to end. ~~Children as low as the age of 12 were forced~~ homes, facilities, etc, were destroyed which caused many to even sabotage the defenses ~~to~~ to resist Soviet invasion towards the end of the war (1944-1945) as they ~~were~~ lost hope in Germany winning. Many were left struggling as rations ^(food stamps) then restrictions were introduced. Some goods and services, like tobacco, were also only available in the black market at an inflated price. Day to day life was hard due to high deaths, injuries, lack of supplies, etc as a result of the bombings.

Another effect was the decrease in transportation of materials for the war. The Allied bombings bombed strategic places like railways, making it hard for Germany to deliver their supplies needed for the ~~war~~ war. This made defending harder as efficiency was slower, so Germany had even lower and lower chances of winning until their defeat on 7th May 1945. It also led to ~~the~~ 1943 Gobbels announcing total war.

(c)(i) OR (c)(ii) There were many significant impacts on the lives of the German people in 1933-39.

Nazi education policies had the biggest impact as in 1939, the Nazis made a law that all children aged 18 and below had to be part of a Hitler Youth camp. The aims of these camps were to ensure children would spend as much time away from family and external parties / factors ~~away from~~ so that it would be easier to influence the beliefs of them to Nazi standards. At camps, children - for girls - learnt housewife skills and that ~~their~~ their purpose was to give birth to a large family and stay home like a traditional wife. ~~They~~ Males were taught ~~the~~ military and politics for future roles in the military and Reichstag. Both genders were trained to be healthy ~~and~~ through physical education and encouraged to report anybody that did not agree with Nazi views. This led to increase in reports of parents, teachers, etc of disloyalty to the Nazis by children. Kids referred to Hitler as their god, and schools also taught the value of Aryans and the 'worthless' Jews. This led to an increase in Jew hatred amongst children as well.

However, Nazi policies to reduce unemployment was also significant. Unemployed, ~~the~~ unmarried males were forced to serve for 6 months - later on, even more - in Reich labour

((c)(i) OR (c)(ii) continued) services to build transport links and infrastructures for the future WWII. Labour was hard and workers were low paid. The Nazis preventing women to work due to their traditional beliefs also caused a low GDP, thus low incomes and standards of living for most families.

tolitarian
However, the Nazis ~~totalitarian~~ rule was the most significant as Hitler approving the law for the protection and decree of the people in 1933 led to an extremely controlled life for the Germans. The SS and Gestapo were watching everybody's every move to make sure there was no opposition, and homes were searched without permission. This led to an increase in people forced into concentration camps. ~~There~~ Sentences without trials were also enforced, which led to many living in fear and strict censorship and daily lives.

~~The~~

To conclude,
The Nazis totalitarian rule was the most significant as everybody was affected by it.



The answer for question (a) saw the candidate identify an impression with some support. There is an attempt to get into the idea of tone and mission which it then backs up with the language used to achieve a low Level 3 mark. In question (b) the candidate was able to identify two effects. The response attempts to use knowledge to explain the effects of allied bombing but does not fully develop these. Although there is more than one effect, they are operating at Level 2. In question (c) the candidate understands the question's analytical demands and attempts to develop the consequences of the Nazi policies, 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.

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

(a) The impression that the author of extract C give about the Weimar Constitution is that the constitution was largely ~~was~~ unpopular and had issues within the constitution. We know this because the author chooses to tell us that many characteristics of the Weimar Constitution weren't liked and accepted by the German citizens. ~~There were~~ ^{Features} like proportional representation and parliamentary governments were considered as defects within the Constitution itself. Only 3 out of 10 parties agreed to the content of ~~the~~ Constitution. This made German people believe that the support for ~~it~~ it was limited. Coalitions created as a result of the Constitution which did not last long. The language used by the author, 'limited support' and 'unrepresentative' shows that the Weimar Constitution wasn't popular and was disliked by the German people.

(b) One effect of the Allied bombing campaign on Germany was that the German morale was destroyed. This was because the Allied bombing campaigns targeted cities where many people ~~for~~ were living. Bombing these areas significantly damaged the morale of the people. There were relief camps providing temporary shelters and food to the people and the Hitler tried to restore the morale back.

Another effect of the Allied bombing campaign on Germany was that transportation lines and industries were damaged heavily. This was because the Allies wanted to make sure that Germany can't move goods, arms and ammunitions to the army. For example, Iron production in Rhineland was reduced by 40% and the transportation of ~~100~~ hundreds of tanks to the war zone wasn't possible as railway lines were destroyed.

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

In the years 1923-29, Germany witnessed significant recovery and improvement in their economy. This was the result of the work of Gustav Stresemann as both a Chancellor and foreign secretary. Reason for the recovery include the Locarno treaties of 1925, the Rentenmark and the Dawes Plan of 1924.

In 1925, Germany signed the Locarno Pact with 7 other countries. In this Pact, Germany agreed to settle its Eastern borders via peaceful means. Germany accepted its new Western borders and this was a reassurance for both Germany and France as they shared a long border. Also France agreed not to occupy the Ruhr and Alsace and Lorraine would be part of France. Though the Locarno Pact was hated by the critics of the Weimar government, in reality it helped Germany improve and Germany was once again seen as an important power in Europe.

Hyperinflation, partly caused by the French occupation of Ruhr put the German

((c)(i) OR (c)(ii) continued) economy in a downfall. Stresemann first introduced a temporary currency called the Rentenmark and tightly controlled the number of notes printed. Gustav Stresemann promised to give the shares of agricultural and industrial worth if the currency failed. Rentenmark was based on the agricultural and ~~industrial~~ industrial worth of Germany. In 1924, a permanent currency called the Reichsmark was introduced along with the introduction of the Reichsbank. This enabled to stop the hyperinflation crisis and Germany recovered from the problem.

The Dawes Plan of 1924 helped Germany to recover and improve the economy greatly. \$8 billion was given as loan to Germany by USA which boosted the German economy building schools, roads, parks. Then reparations were reduced to \$1000 million ~~per month~~ per year ~~for the first 5 years~~ and then at a rate of \$2500 million/year. This allowed Germany to focus on its economy. Also France agreed to give back Rhineland and any missed payments will be dealt with the allies together.

~~((c)(i) OR (c)(ii) continued)~~ In conclusion, it wasn't the Locarno treaties, but the Dawes Plan that helped Germany to recover in the years 1923-29. The terms of ~~the~~ the Dawes Plan helped Germany to focus ~~on~~ its economy rather than completely focusing on reparations. Getting back Rhineland also meant income generated by Germany increased. Thus it's the Dawes Plan of 1924 that recovered Germany from its economic problems.



The answer for question (a) saw the candidate identify an impression and support it with detail from the extract and consider emphasis and selection to achieve a top Level 3 mark. In question (b) the candidate was able to identify two effects and support them with knowledge. Only the second effect shows how they led to an outcome and so satisfied the requirements of low Level 3. In question (c) the candidate accessed the top of Level 3 as there was an explanation given, showing some analysis. Knowledge was mostly accurate with some errors that showed good knowledge and understanding. The overall judgement is given with some justification.

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 question (a) most candidates were able to identify a valid impression, typically along the lines of Soviet influence growing as a result of intimidation.

Many candidates 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). Some candidates struggled to find an omission.

However omission is only one way for candidates to show consideration of authors selection.

In question (b) some candidates had thorough and precise knowledge regarding the effects of the moves towards détente on the Cold War in the years 1963-1972.

The best answers knew specific details and could discuss effects much better.

There was a lack of consistency with how this question was answered.

A significant number of candidates showed uncertainty about the term détente. Some gave generalised answers without giving specific detail.

In question (c)(i) candidates generally had good knowledge of relevant issues, with candidates typically writing about issues such as the Soviet invasion of Hungary or the nuclear arms race to consider the question's proposition. There was generally good knowledge of the Soviet Union's defence of the Warsaw Pact and other issues such as protests and popular risings against communist rule. Many candidates highlighted that the Korean War had a major impact on relations as did Khrushchev's attempts to reshape communist control with de-Stalinisation. Only a minority considered the part played by the setting up of military alliances during the 1950s. Some responses did cover events outside of the 1950s, such as the U2 incident and Cuba which could not be credited.

In (c)(ii) many candidates showed good knowledge and a clear analytical focus, with issues covered including the refugee problem and Khrushchev.

Many candidates highlighted the propaganda disaster that the refugee problem was for the East German leadership. Some responses covered events outside of the timeframe and struggled with the chronology but most did not drift from the timeframe and had a clear grasp of aspects such as the U2 incident.

Chosen question number:

Question 1 ☒

Question 2 ☒

Question 3 ☒

Question 4 ☒

Question 5 ☒

Question 6 ☒

Question 7 ☒

Question 8 ☒

(a) In extract F, the author gives the impression that the Soviet union used a biased system in order to establish power in Eastern Europe. The author used language such as 'free elections' and 'fixed' in quotation marks in order to imply that the elections were not in fact free and ~~was~~ instead rigged to supporting the Communist regime. However, the author does fail to mention the weakness of the Eastern European Countries after Germany had left and their need for control and power which the Soviet Union provided.

(b) One effect of the moves towards détente was the occurrence of new treaties being put in place. This occurred in the form of the SALT I talks which established the ~~space~~ outer space treaty, the Anti ballistic missile talks, and the nuclear test ban treaty. The outer space treaty made it so that all space travel would have to be a benefit to all other countries whilst the Anti ballistic missile treaty and the nuclear test ban treaty prevented any country having more than 2 ballistic missiles and not being allowed to test nuclear weapons in the atmosphere or ~~water~~. This led to an increase in peace since it made it so that ~~any~~ ^{every} country was equal in power and there were many preventions of war occurring. ~~Thus~~ Thus, the SALT I talks were a result of a move towards détente to move to peace.

Another effect of the move towards détente ~~was~~ ^{was} the creation of the hotline. The hotline was a phone both in the White House and the ~~the~~ Kremlin which made it so that if any event occurred which could be harmful to either the US or Russia, they could find an instant ~~solution~~ ^{towards} solution over the hotline. It was a move ~~to~~ towards détente due to there now being an instant connection between the US and Russia which improved their relationship and decreased the fear that one country may act aggressive or threaten war. This therefore acted as a result ~~on~~ and solution towards a move to détente, increasing their ~~relationship~~ ^{relations}.

(c)(i) OR (c)(ii) I agree to a large extent that the main reason for the crisis over Berlin in the 1960s was the refugee problem. This is due to the huge threat towards Eastern Berlin this posed as many skilled workers were leaving. However, ^{the actions of Khrushchev} ~~the actions of Khrushchev~~ and also ^{the ideological weaknesses} ~~the ideological weaknesses~~ of Kennedy also played a role in the crisis over Berlin in the 1960s.

The refugee issue ^{of workers} in Eastern Berlin in the 1960s was ^{one} ~~the~~ reason to the crisis. This is due to the nature of the 'Brain Drain', an occurrence of many skilled workers such as teachers and doctors leaving East Berlin to West Berlin for a better life and freedom. This resulted in a ~~striking~~ scarcity of working people as over 3,000,000 people fled to West Berlin, a 6th ^{This would be} ~~10th~~ of the population. ~~It~~ acted as a large reason for the crisis in Berlin due to many ~~more~~ underqualified people living and working in East Berlin, causing the economy to crash. ~~Thus, the~~ Additionally, the building of the Berlin Wall was also a significant result of the refugee issue in East Berlin. It prevented people to cross over from the East to West Berlin and resulted in the death of over 7000 people who tried to cross. The oppression therefore brought about famine and starvation due to a lack of resources in East Berlin. Thus, the refugee issue played a large role in the formation of the Berlin Wall.

Along with the refugee issue, the actions of Khrushchev also played a significant role in the ~~1961~~ ¹⁹⁶¹ Berlin crisis ~~in 1961~~. Reasons such as the creation of the Berlin Wall and the killing of civilians who tried to cross as it caused mass backlash globally by tipping Eastern Berliners.

((c)(i) OR (c)(ii) continued) ~~Khrushchev who presented the growth~~ These acts of oppression towards Eastern Berliners would've been significant to the Berlin Crisis as it put the people at risk and danger from disease. Thus, the role of Khrushchev in the oppression of Eastern Berliners was also significant to the 1961 Berlin Crisis.

However, the role of an ideological weakness of Communism also played a large factor in the Berlin Crisis in 1961. This is because of reasons such as the 'Brain Drain' and the need to build a wall all stemming from the knowledge that Communism was ultimately failing and deterring people away from East to West Berlin. Additionally, the 'I am a Berliner' speech by JFK also played significance as it directly took the actions of Khrushchev and turned it into a propaganda message, therefore strengthening the belief in Capitalism and folding the belief of Communism.

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 and support them with knowledge. Only the second effect shows how they led to an outcome and so satisfied the requirements of low Level 3. In question (c) the candidate accessed the middle of Level 3 as there was an explanation given showing some analysis. There was some good but limited knowledge and understanding. The judgement was given with some justification.

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

(a) The author gave the impression that Soviet union increased its influence through corruption and rigid control. The author uses an accusatory tone towards the soviet union, calling them out for various actions. By using words such as "banned" and "control", the author furthers the idea of oppression and lack of freedom. Moreover, the statement "Most did not vote communist" suggested Soviet union had to force people into the favour of their influence and that people were not happy under their influence since it wasn't there choice. The statement "an atmosphere of fear and mistrust" suggests that the Soviet's way to maintain control and influence was through oppression and fear, this reaffirms the rigid control soviet union has. The statement of "ruthlessly used police and army to crush any kind of opposition" shows violence was used to maintain control. Lastly the author omits the Potsdam conference in which stating that soviet union was to be a sphere of control, leading to soviet union employing various tactics to maintain it.

(b) One effect of the move towards détente was the limiting and disarmament of nuclear warfare and various weapons. The move towards détente encouraged countries to reassess the impact of nuclear weapons and its ~~hazards~~ hazards. Due to détente, agreements such as test ban treaty that ban the testing of nuclear weapons in the atmosphere, under water and in space to avoid contamination of the environment with nuclear fall out. Furthermore the détente led to the nuclear non proliferation agreement which aimed for the disarmament of nuclear weapons and the stop in further developing weapons. The détente led to these treaties due to the reduced tensions. This consequently, USSR and United States were a lot more keen to discuss these matters with a more open mind, compared to the hostility from before. To conclude, the move towards détente led to decreased tension, which entailed better communication leading to the success in agreement of limiting and disarmament of nuclear warfare and other weapons.

Another effect of the move towards détente is the increase of spending and effort towards tackling internal social issues. Both USSR and United States had problems internally, however were spending ~~on~~ budgeting focusing on defences due to the arms race and the need for military superiority. In USSR they spent 30% of the GDP whilst United States spent 13%. The move towards détente meant the withdrawal of budgeting and reallocating resource due to reduced tension. United States had to tackle the inequality between the wealthy and

(b) continued) the poor, civil right movements and riots whereas USSR had to develop advanced technology such as computers with the aim of improving lives of citizens. To conclude, though efforts into moving towards détente, more funding from both nations were able to be reallocated towards social welfare and the betterment of the lives of their citizens.

(c)(i) OR (c)(ii) "The most ^{significant} ~~important~~ development in the cold war in the 1950s was the Soviet invasion of Hungary." I agree to this statement to a large extent, with other reasons being the nuclear arms race and the peaceful coexistence between Khrushchev and Eisenhower.

The most significant development in the cold war was the Soviet invasion of Hungary as it demonstrated the Soviet Union's ruthlessness and the control of communism, which sparked international discontent. Due to Khrushchev's speeches and beliefs on de-Stalinisation, Hungary with Nagy as president thought there was a chance for distancing away from communism. Nagy introduced reforms that included Hungary leaving the Warsaw pact, becoming a neutral country and power sharing with non-communist states. This sparked anger and outrage from Khrushchev due to the fear that this would trigger a domino effect and lead other Warsaw pact satellite states to do the same. Khrushchev displays a ruthless and cold hearted approach of sending tanks and the red army to oppress these reforms and attempts of escape from communism. This was significant due to the United States lack of reaction. Due to the policy of containment, ~~USA~~ they were not able to intervene with an already communist. This displayed USA as weak and cowardice as they encourage for rebellions of communist states however their actions weren't able to back up their words. This was also significant due to the establishment of the USSR's attitude of strictly defending communism and deterrence to other members of the Warsaw pact. ~~The USSR~~ To conclude, the ~~most~~ development of the Soviet invasion of Hungary was

((c)(i) OR (c)(ii) continued) the hardline approach of communists leading to increased tension and decrease hope of communication; The ~~late~~ ~~the~~ reputation of USA as "defenders of communists" weakened and overall strengthening the Warsaw pact.

Another development in the cold war during the 1950s was the nuclear arms race. The nuclear arms race led to vigorous development in both nations. It led to development as it increased mistrust within USSR and United States. The USSR was always behind United States' development. However they always manage to develop the same weapons only a few months. This led to suspicions of spying and shady tactics. ~~It also led to~~ However despite increasing mistrust, this is not the most significant development as it didn't really give either side military superiority. Both nations had enough nuclear arms to end the world multiple times, reaffirming the idea of "mutually assured destruction." Despite bringing ^{minor} development, it didn't really further the ~~arm~~ notion or gave significant advantage to both sides.

Another development was the peaceful coexistence between Khrushchev and Eisenhower. This brought development as it gave a short lived peace and collaboration between the two nations. The peaceful coexistence in Khrushchev's idea was the superiority in the communist philosophy and the eventual collapse of capitalism. This reaffirmed the "iron curtain" speech's boundaries made and led to decreased tensions. This decrease in tension led to conversation which was rare

((c)(i) OR (c)(ii) continued) Talks such as the Venice talk meant both leaders were keen to talk about the future of Berlin. This however is not the most significant event as it was short-lived and quickly led to a ~~other~~ increase in hostility and tension.

To conclude the Soviet invasion of Hungary was the most significant as it reaffirmed communist stance, shifted power dynamics through USA's response. Both peaceful coexistence and nuclear ~~armament~~ race led to development however were not as ~~important~~ significant as it didn't give any side a real advantage and was short-lived.



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 one effect, support it with knowledge and show how it led to an outcome and so satisfied fully the requirements of Level 3, however as the second effect is not valid the answer can only achieve Level 2. In question (c) the candidate accessed the middle of Level 4 as there was analytical explanation, accurate and precisely selected information and a judgement. Criteria for the judgement is needed for full marks.

Question 7(x)

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

In question (a) many candidates were able to identify an impression given by the author regarding the Selma March, such as it offers an impression that the reaction to the Selma March was excessive and that the marchers were treated badly. Some others inferred that the impression was negative and that the public were horrified.

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 question (b) most candidates were able to write about some relevant effects of the women's liberation movement on the USA.

Knowledge was generally strong with some high scoring answers discussing an effect was the success of campaigning over reproductive rights or that it contributed to the extension of laws banning discrimination.

Many candidates recognised that an effect was that it provoked a conservative reaction. Candidates who had precise knowledge were usually able to explain the effects on the USA, with many developing clear points.

Some candidates explored the negative effects of the women's liberation movement, which made for an interesting range of arguments.

Question (c)(i) tended to be well answered, with most candidates being able to offer focused reasons for whether the main reason for the Red Scare was the Cold War. Candidates typically covered the Cold War and the best answers argued that concerns over the domestic threat of communism began in tandem with the Cold War events in the mid to late 1940s. Alongside the given point of the Hiss and Rosenberg cases, candidates typically covered the 'fall of China' in 1949 and the outbreak of war in Korea explained how they fuelled concerns over domestic communism. Many candidates showed detailed knowledge and understanding of McCarthy and the consequences of his claims and his personal motivation.

In question (c)(ii) most candidates were able to cover a range of consequences of civil rights protests. A small number included events outside of the date range in the question, most frequently moving into the 1960s. The majority were able to offer valid material on the given issue of desegregation within transport with nearly all offering the Montgomery Bus Boycott and some more nuanced examples. Most candidates were able to offer a range of issues. Most included the case of Brown v Topeka and Little Rock. Stronger responses, as well as offering more specific detail, were more likely to focus this carefully towards an analysis of significance. Good answers thought about the impact a Supreme Court decision could have on all states with a few being able to cite that if Brown had been successful, there would have been no need for Brown II or Little Rock.

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 police and state troopers were brutal and unfair. This is implied with a sympathetic tone towards the protestors, giving the idea that the police were heavily armed leaving the protestors vulnerable and therefore leading to many casualties. This is seen when it says 'troopers come towards the protestors with clubs, tear gas and bullwhips, trampling them with their horses. This gives an effect where we feel as though the protestors were destroyed and not given a chance to explain themselves. The ~~the~~ author leaves this effect to show how people who fought for a good cause were mistreated and hurt.

(b) one key effect of the women's liberation movement on the USA was the media attention. Eleanor Roosevelt was the first lady and she encouraged journalism, radio, etc for women. so she hosted a women's only conference which gained lots of media attention. ~~this is because~~ The increase in media attention led to an increase in job opportunities for women since only women were allowed in the conference, more women were being hired for journalism jobs. This key effect ultimately achieved her goal and with the help of her husband, President ~~Franklin~~ he helped her to essentially help this cause.

moreover, another key effect of the women's liberation in the USA was change in legislation. Betty Friedan, also known as the founder of National Organisation of Women fought for cheaper childcare, cheaper childcare centers,

((b) continued) equal rights in education and jobs and maternity leave cover achieved change in ~~the~~ rights for women. Her act attracted lots of media and therefore leading to the pass on the 1964 womens civil rights laws. This is a key effect as it showed the progress of women and how fighting for rights can get you what you want, with hard work.

★ = in the 1950s partial

(c)(i) OR ☒ (c)(ii) I agree to a ~~full~~ extent to this statement, because although there were many consequences due to desegregation within transport ~~there~~ there were also other factors that had consequences. First of all ~~there was~~ on December 1st 1958 Rosa Parks refused to give up her seat to a white man, this caused her to go on trial on December 16th and was fined \$14 dollars. This caused a huge spark within the African American community, leading to the Montgomery bus boycott. It started ~~in~~ in December and it had many consequences to the white people as 70% of bus passengers were black and there were 40,000 black buses so the white people were losing money. Overall this led to the Montgomery court deciding that ^{segregation} ~~it~~ broke the 14th amendment, ending segregation on buses + bus boycott after 381 days. Although this limited black people to find another way to travel it resulted in a huge loss of money.

((c)(i) OR (c)(ii) continued) for the white people which was a major consequence for them.

Furthermore, ~~there~~ desegregation on buses wasn't the only thing that caused consequences as education had many consequences too. For instance, segregation between black and white schools was a big problem too. Linda Brown, an African American girl was denied access to an all white school which was 5 blocks away from her house, she had to walk 21 blocks to a black school. Segregation in schools caused African American students to have a less valid education which is unfair as everyone is equal. In the 1950s they believed African Americans were 20% less likely to graduate high school which gave them an excuse to segregate schools. I think that segregation in schools did cause suffering + consequences as African Americans had to travel a great distance to get

((c)(i) OR (c)(ii) continued) to school and did not get the education they deserved.

lastly, continuing the last point, I think education caused a lot of consequences for African American students in the 1950s. This can be seen in the Little Rock ~~univ~~ high school. Little Rock high school allowed 9 African American students to join their all white school, and 75 students applied for this opportunity. When the students came the first day they were bombarded with people and media. However Governor Faubus got national guards to kick them out, this shows the extent of segregation. Later Elizabeth Eckford arrived early and her picture was taken and was seen worldwide. After that President Eisenhower got state troopers to protect them for 1 whole year. This situation highlights the extent of segregation in schools is, where presidents and governors have to get

((c)(i) **OR** (c)(ii) continued) involved, showing the trauma these African American students must have been through when being escorted out by national guards.



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 gave generalised information about the topic for the first effect which would achieve Level 1. The second effect showed a valid consequence with some support that goes beyond general so can achieve a low Level 2. In question (c) the candidate accessed the middle of Level 3 as there was an explanation given showing some analysis. There was some good but limited knowledge and understanding. The judgement was given but insecure.

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 Selma march was disrupted ~~by~~ brutally by violence stating, "The troopers and police confronted them." The author also gives the impression that the Selma march ended with a number of horrible casualties, ~~that~~ stating the protesters were, "[I]ramp[ed]" ~~with horses~~ and, "More than 50 protesters needed hospital treatment."

The author employs a critical tone to describe the Selma march, using language such as, "outraged" and "sickened" to describe reactions to the event. The author's ~~an~~ impression is true as they highlight the damaging effect that the violence had on the ~~March~~ Selma March. The violence that occurred on the Edmund Pettus bridge was

((a) continued) so brutal that it was nicknamed, 'Bloody Sunday' and the protestors had to retreat until federal involvement from Lyndon Johnson allowed them to resume the march on 21st March. Therefore, the author's impression is accurate as they ~~they~~ identify, successfully, the violence that the protestors suffered.

(b) One effect of the women's liberation movement was the negative ~~publicity~~ [★] that it generated. The ~~women's liberation movement~~ was the movement ~~a name of the manner~~ given to the more radical feminists in America in the 1960s. ~~They generated mass~~ They were infamous for their various ideals such as rejecting men from society completely and believing that lesbians were the only way women could be liberated, leading people to believe they were too radical. ~~A famous~~ One example of The Women's liberation movement used to perform sit-ins ~~at~~ at corporate offices, often leading to property damage which led to ~~a~~ a negative reputation for the Women's movement. They also famously crowned a sheep as Miss America at a beauty contest in 1968, generating mass ~~publicity~~ [★] negative publicity.

Another effect of the women's liberation movement was that it revealed opposition to the women's movement. Leaders such as Phyllis Schlafly, a Catholic with six kids, strongly opposed the Women's movement, and ~~vitaly~~ [★] started the publicity ~~on~~ gained by the Women's [★] reputation.

((b) continued) Liberation Movement would have led to her increased opposition. Her opposition to the Women's movement led her to found the 'Stop the ERA' movement, highlighting opposition to the Equal Rights Amendment. She prevented ratification in 35 out of 38 states, and heavily opposed the women's movement and Women's liberation movement.

(c)(i) OR (c)(ii) While the desegregation within transport and improvements in employment were significant consequences in the 1950s of civil rights protests in the 1950s, it was ultimately education that was the main consequence. This is due to the de jure change, the de facto change and the public support generated.

Desegregation within transport was a large and significant consequence of civil rights protests in the 1950s, but was less significant than the educational improvements. Desegregation within transport initially started because of the Montgomery Bus Boycott in 1st December 1955 to December 1966. Rosa Parks, a leading member of the Women's Political Council and the NAACP catalysed the movement, when she refused to get up from her seat on a 'white only' seat in a bus in Montgomery on 1st December. She was arrested which led to the start of the Montgomery Bus Boycott after 5th December and after a meeting with the SCLC in Montgomery led by Martin Luther King Jr. The boycott was instantly effective, as 70% of all bus passengers in

((c)(i) OR (c)(ii) continued) Montgomery were ~~in~~ white and 90% ~~of~~ black, and 90% of black passengers participated in the boycott, showing the ~~past~~ public support. The boycott lasted ~~for~~ over a year and the NAACP's appeal to the court in Montgomery in the Browder vs. Gayle Case, ~~showed~~ them with them ultimately winning and African-Americans returning to desegregated buses on 20th December 1956. However, the legal change was limited, and ~~Montgomery~~ only affected a small part of the country ~~there~~ and there was still opposition from the KKK in Montgomery and the bus company and White Citizens Council. Therefore, the desegregation within transport was somewhat successful but was undermined by the *minimum de jure* and *de facto* change even though there was public support.

Improvements in employment were a somewhat ~~small~~ significant consequence of civil rights protests in the 1950s but were overall overshadowed by ~~the~~ education and desegregation within transport. The Civil Rights Act of 1957, pushed through Congress by Eisenhower showed that there was some legal change in regard to improvements in employment for

((c)(i) OR (c)(ii) continued) African-Americans. As a result of the numerous campaigns in the 1950s, Eisenhower felt he had to pass policies that would aid against segregation and improve ~~voter registration~~ ~~for~~ employment for African-Americans. However, the bill was heavily opposed by Dixiecrats and Republicans in Congress. The bill was rejected by Congress three times, on one ~~ocass~~ occasion, a leading Dixiecrat, Strom Thurmond filibustered for a 24 hours and 18 minutes. Eventually, ~~then~~ a weakened version of the bill was passed that helped improve laws to allow African Americans to ~~take part in voter voting~~ ~~test~~ not be discriminated ~~in~~ against in places of employment, which meant that some legal change had happened, but there was heavy opposition ~~while improvement~~ to this and it was difficult to enforce in the Deep South meaning little de facto change.

While improvement in employment and desegregation of transport were significant ~~causes~~ ~~as a result of~~ consequences of the civil rights movement protests in the 1950s, ~~the~~ education was the main consequence. In Brown vs. Board of Education, where the case of Linda

((c)(i) OR (c)(ii) continued) Brown being rejected from a school due to race was brought up to the Supreme Court in 1961. The NAACP combined Linda Brown's case with four others from across the country, arguing that the segregation of schools were psychologically damaging. The case of Brown vs. Board was originally rejected, but with the introduction of a new Chief Justice, a vote of 3 to 1 in the Supreme Court concluded that segregation in education is unconstitutional and reintegration should occur. There was also the case of James Meredith. This was immensely significant as it was one of the first legal changes in regard to civil rights. However, there was little de facto change and public support, as the Supreme Court ruled that reintegration should occur with 'all deliberate speed' which is very vague. 'White Flight' also occurred where white families would move out of neighbourhoods where there was reintegration, showing the lack of public support.

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

Overall, ~~the~~ education was the main consequence of civil rights protests as although it saw little de jure ~~facto~~ on change or public support, it was a large ~~or~~ significant legal change that had not happened for years. ~~The~~ Improvements in employment were the smallest consequence of civil rights protests as although there was very little de jure change, there was almost no de facto change or support from the public. Desegregation within transport was a ~~main~~ ~~can~~ ~~sign~~ large consequence of civil rights protest in the 1950s but was ultimately overshadowed by education due to the little de jure and de facto change, ~~and~~ ~~the~~ although there was ^{good} ~~some~~ public support.



The answer for question (a) saw the candidate identify an impression and support it with detail from the extract and consider emphasis and selection to 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. Although both effects are Level 3, the first one is weaker hence this answer achieves mid-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.

Paper Summary

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

- In general, candidates who used their time effectively performed best. Through not writing excessive amounts for the (a) and (b) questions, they ensured sufficient time for the (c) essay questions.
- For (a) questions, candidates do not need to demonstrate multiple impressions – it is better to clearly explain one and try to demonstrate how it has been deliberately created. Consider how the impression has been created via the author's use of language or selection of material.
- Responses which focused carefully on the precise demands of the question were more successful. For the (b) question, ensuring that they write not just about the event or issues behind the effect, but the effect exactly. The key to achieve a top-level answer is to show how the consequence led to the outcome.
- For the (c) question, ensuring the response is consistently focused on the appropriate second-order consequence, eg cause, consequence or significance.
- For (c) questions, candidates who reach and explain judgements at the end of the paragraphs in the main body of their essay (eg each reason or consequence), are generally best placed to give a conclusion which weighs these up.

Grade boundaries

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