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Examiners' Report

Principal Examiner Feedback

Summer 2023

Pearson Edexcel International GCSE

In History (4HI1) Paper 1A

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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 5 : Dictatorship and conflict in the USSR, 1924-53

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

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

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

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 the Night of the Long Knives was that it was brutal, or words inferences to that effect.

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 the German Revolution. Though some answers were very generalised. Many candidates considered the creation of the Weimar Republic, the political chaos of the period, the abdication of the Kaiser, mutinies, uprisings and the end of the war. 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).

In question (c) (cii) was slightly more popular than (ci). It was noticeable in both questions that many students had in depth of knowledge but when coming to a judgement tended to state that something was more important or significant without applying and explaining criteria. Candidates who did secured marks in level 4.

Option 5: Dictatorship and conflict in the USSR, 1924-53

In question (a) many candidates were able identify that the impression was that the invasion had devastating consequences or inferences to that effect. Candidates supported this by selecting words and phrases used by the author to support the impression. Candidates who considered the emphasis placed by the author on the impact and suggested the author had ignored other impacts moved into level 3 (5-6 marks).

In question (b) many candidates were well aware of Stalin's role in the leadership struggle but did not always consider this through his position as General Secretary. Those that did secured marks in the higher level.

In question (c) both questions were equally attempted, and while answers were seen that were replete with knowledge, the support, explanation and analysis of judgement was often weaker. In this type of question the aspect of judgement in AO2 is clearly identified in all levels in the mark scheme and the candidate must address it. There was a lot of just description of the purges in (ci) and collectivisation in (cii).

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 regard to the blockade by inferring that Stalin wanted to take over or inferences to that effect.. 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). Many candidates focused on the author's referenced to 'a clever plan' and sort to consider this in their consideration of emphasis.

In question (b) many candidates had thorough and precise knowledge regarding the Tehran Conference but it was those who applied it to the effect on relations between the Soviet Union and the West that moved into the higher level. Typically candidates suggested it initially made relations better, with knowledge such as the consideration of a second front, the USSR's commitment to joining the war against Japan and the creation of the UN. Some candidates also suggested some tensions emerging in the relations as a consequence of the conference.

In question (c) (cii) was slightly more popular than (ci). In (cii) candidates were well versed in the development of Superpower relations in the 1960s and balanced the Cuban Missile Crisis with other factors/events that were significant. However, there were some candidates who wrote extensively, but only about the crisis. In (ci) while candidates were very knowledgeable about the events of the 1950s and balance the Korean War with other developments.

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 McCarthy. Many inferred that the impression was that he was an opportunist and supported this by

selecting words and phrases used by the author. Candidates also considered emphasis and omissions that accounted for the created impression.

In question (b) candidates who had precise knowledge were able to explain the effects of the new laws with many referring to the War Powers Act and the Federal Election Campaign Act. However, many candidates had generalised knowledge and some described the Watergate Scandal.

In question (c) (ci) proved to be more popular than (cii). However, the quality that was seen in both responses was very high. Awareness of the significance of the Montgomery Bus Boycott, Brown versus Topeka and Little Rock was very evident, with many candidates able to analyse their impact on the development in civil right rather than just narrate the events. Similarly, the actions of MLK and other factors were well explained in relation to civil rights legislation in the 1960s. There was also good knowledge and understanding of the student protest movement and the roles they played in different issues in the 1960s and 1970s.

