



Examiners' Report

June 2024

Int GCSE History 4HI1 02R

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Introduction

It was pleasing to see that candidates across the range of abilities were able to engage with this paper this year.

Paper 2 Section A comprises three questions.

Question part (a) focuses on Assessment Objective (AO) 1, testing knowledge and understanding of the characteristics of the period studied.

Question parts (b) and (c) address AOs 3 and 4, with candidates asked to consider two historical sources and a modern extract, before answering questions based on cross-reference and evaluation of a historical interpretation.

In Question part (a) most candidates signposted their answer by beginning their paragraphs with 'one feature' 'a second feature' etc. This is good exam practice and indicates to the examiner whether or not there are two features being addressed. Whilst detailed answers are encouraged, some candidates continued to write more than is necessary. Although there are two pages allocated for this answer, focused, concise responses can reach Level 3 in much less than one side and save valuable time for the higher tariff questions.

In Question part (b) the majority of candidates demonstrated an understanding that they should be identifying agreement and difference (or disagreement) either by quoting directly or paraphrasing the sources. An increasing number of candidates are considering the extent of support but some of them are not providing rewardable support. It is not enough to repeat the areas of agreement and difference and then make a judgement of 'partial' agreement. Instead, candidates should look for evidence of the depth of support or difference. How strongly is the case made in the source? Is there a difference in tone or overall message, as opposed to just detail?

What is not required, however, is a consideration of the reliability of the individual sources. What candidates are asked to do is compare what the sources say, not whether or not what is said is trustworthy.

Question part (c) asks the candidates to consider a historical interpretation and the extent to which they agree with it, based on what the sources and extract tell them and their own contextual knowledge. The most effective way of beginning to answer this question is to establish what it is the extract says about the given interpretation and consider whether or not it in any way contains contradictory information. If so, this should be used as part of the counter-argument. Having said that, candidates should be careful about how they use the information in the extract. There is clearly a problem with arguing that the interpretation given in Extract X is correct because there is information in Extract X which supports it. Valid support for the interpretation must come from the two sources and the candidate's own knowledge — as must evidence disputing what the interpretation says.

Centres are reminded that to reach the highest marks candidates need to reach a judgement on the validity of the interpretation. Many candidates leave this aspect of their answer until a concluding final paragraph, but the best responses are often those that state their position at the beginning of their response and follow it through in each paragraph.

Paper 2 Section B focuses on AOs 1 and 2 with an emphasis on change and causation.

Part (a) asks for candidates to explain two ways in which an aspect of a country's history in one period was different from (or similar to) another period. In this year's examination, comparison between the two periods continued to get stronger, rather than leaving the examiner to work out the differences from a narrative account of the aspect in both periods. Candidates are encouraged to use comparative vocabulary, such as 'similarly' or 'whereas', in helping demonstrate similarity or difference.

Part (b) asks candidates to consider the causes of change. Most candidates are very much at ease with this type of question, though once again this year, many responses gave the reasons for change but did not explain why those reasons brought about the change specified in the question.

Part (c) asks candidates to consider the extent of change or the causes of that change. Sometimes this is phrased as the extent to which an event or development might have been the key turning point. The evidence from this year's paper suggests that most candidates have a good understanding of how to address such questions. Most also appreciate that to achieve marks in the higher levels, they must bring factors into their responses that are additional to the two stimulus points given in the question.

Centres are reminded that in accessing responses, examiners consider:

- the quality of explanation in answering the question
- the use of contextual knowledge in supporting the explanation
- the candidate's overall judgement and justification of that judgement

Question (A)1

In Question (Q) A1 part (a), both options were attempted almost equally, and many candidates achieved well with their knowledge.

Almost all candidates found similarity and difference between Source A and B in part (b), although answers were not always supported with detail from the sources.

In part (c), most candidates acknowledged that the boredom of everyday life in the trenches could adversely affect morale, particularly with reference to the mundanity of the food on offer, as mentioned in Extract C.

Many answers, however, were more comfortable in outlining other threats to morale, such as the psychological effects of shelling mentioned in Source B. Good answers often went further, to raise the issue of heavy losses caused by multiple failed offensives, from their own knowledge.

Chosen question number: **Question A1** **Question A2** **Question A3**
Question A4 **Question A5**

(a) One feature of the defeat of Germany is that after the war, Germany was made to sign the treaty of Versailles. This meant they had to pay a large reparations, reduce their army to 100,000 men & accept war guilt.

Another feature of Germany's defeat is that the Kaiser abdicated and fled to Holland. On November 11th, at 11-o'clock Germany surrendered. ~~Many Germans~~ They surrendered as many citizens died due to starvation and the flu. Germany lost many soldiers and their allies, Austria-Hungary & Turkey both surrendered leaving Germany alone.



This response identifies and explains two features relating to Germany's defeat in 1918, showing good knowledge and understanding of the period studied. It is given full marks.

Q1a: 3 marks

Q1b: 4 marks

Q1c: 12 marks

Total: 19 marks

Question (A)2

In Question A2 part (a), the most popular option was the Potemkin Mutiny, although there were also good responses on the April Theses.

In part (b) most candidates found it straightforward to identify similarity in the sources, particularly with regard to the brutality of the civil war. Most candidates were able also to point out differences, especially notably with reference to which side was most responsible for this.

There were some excellent responses in part (c), and it was clear that many candidates had been well prepared to answer in detail on the various reasons for the Bolshevik victory. It should be noted, however, that a number of candidates neglected the content of the sources and the extract, in their enthusiasm to write what they knew.

(b) Source A supports source B in that the Bolshevik (red) army were extremely harsh and merciless during the civil war.

Source A states that "the White army were executed without trial by the Reds". This clearly emphasizes the extent of which that the red army were fighting, committing several war crimes. Further, source B claims that "the Bolsheviks were the most brutal," further elaborating on the reality and nature of the Bolshevik party army.

This view is valid as the Red army have committed further damage to the white side, not mentioned in these sources, such as the murder of Lenin and his entire family, ensuring an end to the autocratic rule that once was and the Romanov family.

Sources A and B disagree over who's fault all the civil war was, and who is the true victim of the apartheid. Source A states that "they were killed in order to strike terror into the heart of the whites", while Source B states that the "Whites were really more to blame for this violence". It can be argued that the Bolsheviks were responsible for starting the war, as they were located in the city centre and had majority of the power.

Overall, it is clear that sources A and B agree over the cruelty and inhumanity of the ~~red~~ Bolshevik army's actions, however, the sources disagree over who was at fault for ~~the~~ starting the civil war, and in turn who the true victim really was.



This response identifies both valid agreement and valid difference in the two sources.

It displays comprehension of the source material by the selection and use of material to support the comparison. Furthermore, it provides an explained evaluation of the extent of support.

It is given full marks.

Q2a: 6 marks

Q2b: 8 marks

Q2c: 10 marks

Total: 24 marks

Question (A)3

In Question A3 part (a), cinema in the 1920s and the 'Red Scare' were both answered in good numbers.

In part (b) most candidates had little difficulty pointing out similarity in the sources with regard to the scale of the problems facing the New Deal or the introduction of the NIRA but fewer were able to identify difference.

There were however, plenty of good answers that did both. They addressed extent in reaching Level 3. In part (c) some candidates tended to drift beyond the dates specified in the question. There were many very good answers that used the evidence in the sources and the extract, together with precisely-chosen knowledge, to argue that that the New Deal, in its initial stages, had a number of successes and failures.

Extract C suggests that, in the years 1933-35, the new deal was more a failure than a success. Source A & source B also have a different perspective to the new deal.

Extract C says that the New deal was a failure because of FDR's 'aggressive' use for the federal ~~power~~ ^{power} 'limited rights' & that there was a 'massive cost' for the new deal to working. And FDR also had criticisms from ~~politicians~~ politicians.

Source A suggests that his opponents say that FDR is taking the New deal too far & that this was socialism. Even so, the New deal showed they're 'direct' reforms that changed the US, & people are also getting inspired.

Source B suggests ~~that~~ otherwise. The New deal in Source B says that it's ~~more~~ worked with the NIRA & was able to pay the \$3,300 million to get the New deal working & that this was a desperate solution.

On conclusion, I ~~dis~~ agree that it's more of a success ~~failure~~ than a ~~success~~ failure because ^{since} both extract C & source A agreed the FDR was getting criticised about his ideas especially with the cost of it, the New Deal still saved the USA's economy, just as it said in source B.



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Here, the candidate offers a valid comment to agree with the proposition in the question.

The use of the sources and extract is good, indicating differences and deploying material from them to support the evaluation.

An overall judgement is given but its justification is insecure. Furthermore, there is no contextual knowledge included in the answer. This answer was awarded a high Level 2 mark.

Q3a: 2 marks

Q3b: 3 marks

Q3c: 6 marks

Total: 11 marks

Question (A)4

In **Question A4** part (a), most candidates chose the First Indochina War and there were some very well informed answers. Relatively few attempted the fall of Saigon, although there were some good answers to this, as well.

In part (b), most candidates were able to identify a number of similarities between the sources. They noted differences, especially concerning Diem's failures. There was some misreading of Source A with regard to the reasons for an opponent deciding to join the NLF.

Part (c) was generally answered well, with many candidates having ample understanding of Diem's government, enough to discuss a range of reasons for growing opposition.

(c) While Extract C suggests that the main reason for growing opposition was the popularity of communism, Sources A and B contradict the idea. Instead, the sources link the deeply rooted corruption and Diem's poor management of South Vietnamese affairs in the interest of the people, which are also referenced in Extract C.

One aspect of Diem's government in South Vietnam was the detrimental corruption that ~~is~~ Extract C ~~points~~ ~~to~~ does not include. Source A mentions how it ~~is~~ "dominated by his family" and criticises them for "acting in their own interests". Meanwhile Source B describes his "one-man rule" as making people resign out of "frustration & disgust". Both sources imply that these frustrations were a major reason why Diem's government lost support. While Extract C does not include them, it is known that Diem's family pocketed American funds meant to aid the war effort &

((c) continued) that Diem's brother participated in illegal vice trading with North Vietnam.

Another reason Diem's ~~last massive~~ amounts of opposition grew was due to his refusal to act in the interests of the people. Source A describes how the author joined the NLF since Diem did not "act in the best interests of Vietnam". Source B also suggests his oppression of the people as his group of advisors was "widely feared and hated". Additionally, Extract C mentions the Strategic Hamlet Programme which caused "great distress to the peasants" and his hostility towards Buddhism. Considering that 78% of South Vietnam's population was Buddhist, there was increased opposition that escalated to the Buddhist Crisis, in which a monk set himself on fire. The poor handling of all these issues combined led to growing resentment among the South Vietnamese people, which is supported by all the sources / extract given.

((c) continued)

Despite these other factors, Communism still remained as part of the reason behind growing opposition. Source B states that Diem's behaviour "encourages the communists" which suggests to ~~an~~ increased unrest and action against Diem. Extract C describes how many believed the communists "spoke for the Vietnamese people"; This idea implies that the communist ideals held by the North were true for the majority of the Vietnamese population. However, this is contradicted by source A as it mentions how the author "was not a communist", this shows how despite some ~~not~~ people not being aligned with communist ideals, Diem's frustrating rule forced them to join the opposition.

Overall, the main reason behind increased opposition was not communist popularity, but frustration at the manner in which Diem refused to act or care about the interests of the Vietnamese people, as described by Sources A & B, which then drove them to communism.



This answer meets the criteria identified in the generic mark scheme securely at Level 4 for all four Bullet Points. It receives full marks.

Q4a: 6 marks

Q4b: 8 marks

Q4c: 16 marks

Total: 30 marks

Question (A)5

There were very few answers to this question.

Question (B)1

There were very few answers to this question.

Question (B)2

In Question B2 part (a), many candidates had a sound understanding of the ways in which hospitals in 1948 (after the foundation of the NHS) were different from those in 1920. However, a number of candidates misread the dates in the question and gave answers more focused on the nineteenth century.

The causes of the increasing effectiveness of blood transfusions between 1900 and 1920 (part (b)) were generally well-known. There was sound knowledge displayed of the importance of the discovery of blood groups and new methods of storage and preservation being prominent. However, fewer candidates were able to link the causes directly to the outcome, that is, how blood transfusions were increasingly effective.

Answers to the part (c)(i) question were often impressive in their knowledge of the improvements to health in the years 1848-75, although a number of candidates were less sure about linking their answers to developments in science and technology.

Likewise, in part (c)(ii) there was some very good understanding regarding public health provision in the years 1860-1911, such as the importance of government legislation.

In both (c) questions, however, some candidates were a little imprecise with regard to the dates of key developments, eg with reference to the introduction of the 1848 Public Health Act and Snow's study of the causes of cholera in Soho.

(c)(i) OR (c)(ii) Public Health provision improved considerably in the years 1860-1911, which was especially due to scientific discoveries, such as Pasteur's Germ Theory in 1861. Prior to Pasteur's Theory, due to the lack of scientific proof, the public weren't willing to pay for improvements that the 1848 Public Health Act allowed, and so death rates due to the lack of hygiene was ~~at~~ about 50,000 between 1848-49. However, due to ~~the~~ the availability of proof post-1861, when people began to believe and realise ~~that~~ the presence of microorganisms in the air, people became more hygienic, ~~and~~ ~~with~~ with other scientists acknowledging Pasteur's work, which ultimately led to the 1875 Public Health Act.

~~And~~ Unlike the 1848 version, the 1875 Act ~~became~~ ~~more~~ was more permanent, forcing local authorities to employ health inspectors - with only half doing so in 1848 - provide a clean water supply, build better housing, etc. As a result of the Act, towns and cities became ~~of~~ better places to live, with there being less cholera outbreaks - such as the ones that took place in 1854 and 1866. Also, the public began to turn away from attitudes of 'laissez-faire', leading to the ~~On the other~~ acceptance of government involvement, which brought about the ~~the~~ Liberal Reforms in ~~the~~ 1906-11.

On the other hand, public health still remained poor so that people still suffered during the 1900's. For instance,

((c)(i) OR (c)(ii) continued) The School Meals Act of 1906, while it did increase the number of school meals provided from 3 to 14 million by 1914, there were local authorities who hadn't provided this, as it wasn't mandatory. Overall, the Liberal Reforms still provided for mainly the wealthy, and so not everyone had improved welfare.

In conclusion, the Public Health provision improved considerably in 1860-1911, due to Germ Theory in 1861, leading ~~the public to support government decisions more,~~ which increased hygiene in the public, and the 1875 Act made improvements more permanent, leading to more government involvement and thus improved Public Health. However, by the 1900's, there was still inequality when it came to the Liberal Reforms, and so progress was hindered due to this.



In the Question (b) response, the candidate:

- identifies two key features relating to the question
- explains the causes
- shows how they are related to the outcome

Accurate and relevant information is added, displaying a good knowledge and understanding of the period. It is awarded full marks.

In the Question (c) answer, an analysis is given, directed consistently at the conceptual focus of the question and a line of reasoning is maintained throughout.

Accurate and relevant knowledge is included, showing a good understanding of the period studied, and the overall justification is given effectively.

This response receives a low Level 4 mark.

B2a: 3 marks

B2b: 8 marks

B2c: 12 marks

Total: 23 marks

Question (B)3

There were few responses to this question.

Question (B)4

Question B4 saw some excellent responses.

Part (a) was well known, with candidates showing good understanding of how the battle of Huai-Huai changed the position of the communists. Good knowledge was also shown of the causes of the introduction of the Great Leap Forward, although even well-informed answers must take care to link their identification of causes directly to the outcome specified.

In part (c)(i) some candidates found it difficult to address themselves to how threats to the government of China changed between 1900 and 1937. A significant number simply described the different threats to the Qing and the rule of the GMD, with the barest attempt to consider how the nature of these threats changed or remained the same.

Part (c)(ii) was more popular and better answered, with some excellent analysis of the changes to the Chinese economy, reference to the stagnation of the era of the Cultural Revolution and the effects of various of Deng's modernisation policies.

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

In the years 1900-37 the Chinese government had to face many issues and threats, and such as the ^{popular revolutionaries} foreigners, the ~~warlords~~ ^{warlords} and the Japanese and the Communists.

Firstly in the years ^{02 to 1910} ~~1900-10~~, a ~~bomb~~ was Empress Dowager Cixi was recently proved to be unable to deal with the foreigners that occupied their territory due to the loss of the Boxers in the Boxer Rebellion even after the empress supported them. The people ~~did not support~~ ~~see her as no longer~~ were outraged and in 1902 she introduced reforms that would improve life in the Qing ^{such as removal of footbinding in 1902} ~~dynasty~~, but they were too little ^{and} too late, so it didn't prevent the 1911 revolution from transpiring.

~~Secondly, in the years 1915 during Yuan Shi Kai's rule over China the Japanese posed to him their 21 demands and he accepted all of them which caused the Japanese to have influence over China.~~

Secondly in the years after 1915, Yuan Shi Kai's death in 1916 caused China to be broken down to individual warlord territories which left China without a central government. This posed a problem to the Chinese government.

((c)(i) OR (c)(ii) continued) Since there was no controlling the warlords, without the central government.

Thirdly the Communists were a big problem to the GMD since although they were both nationalists they had different ~~inter~~ interests as the GMD embraced capitalism and the CCP who were against it. And Chiang was also wanted to keep his funding from the upper class who were desiring to keep their private ownership since the communists were against private ownership.

In conclusion, the communists, and the outrage of the populous and the Warlords were a ~~great~~ ~~the~~ threats that were not the same to each other and came to china as ~~a~~ changing threats each ~~a~~ time.



In this response, the candidate shows limited analysis, with only implicit links to the conceptual focus of the question.

Accurate and relevant knowledge is included, showing some knowledge and understanding of the period.

A judgement is given, but its justification is insecure. It was given a high Level 2 mark.

QB4a: 2 marks

QB4b: 4 marks

QB4c: 7 marks

Total: 13 marks

Question (B)5

This question was answered by a number of candidates.

In part (a), a number of candidates were able to explain the similarities in the work of the IL under the League of Nations and the UN, although some had difficulty with accurate knowledge of this feature.

In part (b), the causes of the UN's involvement in the Korean War were generally well known. However, some candidates strayed into North Korea's existence as a communist nation, as a cause.

C(i) was the more popular of the (c) questions and was answered well by many candidates, demonstrating good knowledge of the causes of the League's weaknesses in keeping the peace in the 1930s.

Those candidates that answered c(ii) sometimes found it difficult to identify accurately how the USA and USSR may have weakened the UN in the period specified.

Question (B)6

There was a number of responses to this question and some very good answers to all three parts.

Generally, candidates were comfortable in identifying ways in which warfare differed between the two Gulf Wars, and could comment knowledgeably about the causes of the use of drones in Pakistan.

Both (c) questions saw a number of responses. Although many candidates had impressive knowledge of aerial warfare and sea warfare, a common weakness was the ability to address the concept of a 'turning point' in both questions.

Question (B)7

There were many very good responses to this question, demonstrating impressive knowledge of the period.

In Question (a), some candidates had difficulty in identifying how the reasons for poor relationships in the Middle East differed before, and after, the First Arab-Israeli War, although there were some excellent responses.

The assassination of Yitzhak Rabin in Question (b) was often answered well, although a number of candidates seemed to believe that he had been killed by a Palestinian.

Question c (i) was the more popular of the two essay questions – here, many candidates had a very good understanding of British involvement in the Middle East, although fewer were able to respond convincingly to how this may have changed over the period.

In Question c (ii), candidates often knew the details of Kissinger's Shuttle Diplomacy and the Oslo Accords very well, and were more comfortable in assessing their relative significance.

Question (B)8

There were very few answers to this question.

Paper Summary

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

With regard to Section A:

- In Part (a) candidates sometimes provide over-lengthy responses or do not make clear that they are providing information on two separate features. Judgements are often left to a short summary at the end
- In Part (b) candidates may show that there are similarities and differences in the sources, but do not support their statements with information from the sources (although this is not possible where the suggestion is that one source says something that the other does not). Even good answers sometimes explain similarity and difference but do not go on to consider the extent of the agreement/disagreement
- In Part (c) candidates sometimes do not address both sides of the argument, or interrogate the sources/extract in sufficient detail to find support and opposition to the hypothesis. Contextual knowledge is not always used to support arguments, leaving responses as little more than a source/extract audit. Judgements are often left to a short summary at the end

With regard to Section B:

- In Part (a) candidates sometimes do not make clear that they are identifying similarity or difference in writing their responses
- In Part (b) candidates should identify clearly the causes that they are identifying and show how they led to the outcome specified in the question
- In Part (c) candidates should address both sides of the question and pay particular attention to the hypothesis specified (whether that is the degree of change, the importance of a turning point or the significance of some other factor involved in change). Judgements should be more than only a simple summary offered in conclusion

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