

Examiners' Report

June 2025

Int GCSE History 4HI1 02R

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Introduction

Paper 2 Section A is the Historical Investigation and has five questions from which the candidate must answer one. Section B is the Breadth Study in Change and has eight questions from which the candidate must answer one.

Each question in Section A comprises of three parts, part (a) focuses on Assessment Objective 1, testing knowledge and understanding of the characteristics of the period studied, part (b) and part (c) address Assessment Objectives 3 and 4, with candidates asked to consider two historical sources and a modern extract before answering questions based on the cross-referencing and evaluation of a historical interpretation.

In part (a) most candidates signposted their answer by beginning their paragraphs with 'one feature', 'a second feature' etc. This is good exam practice. Whilst detailed answers are encouraged, some candidates continued to write more than is necessary.

In 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.

Part (c) asked 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 it in any way contains contradictory information. If so, this should be used as part of the counterargument. Centres are reminded that to reach the highest marks candidates need to reach a judgement on the validity of the interpretation.

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

Part (a) asked 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.

Part (b) asked 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) asked 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 candidates also appreciate that to score in the higher levels, they must bring factors into their responses which are additional to the two

stimulus points given in the question.

Question: A1

(a) Assessment Objective 1

Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Describe two features of new weapons used during the First World War.

(b) Assessment Objective 3

Use a range of source material to comprehend, interpret and cross-reference sources.

How far does source A support the evidence of Source B about the Battle of Jutland?

(c) Assessment Objective 3 and 4

Use a range of source material to comprehend, interpret and cross-reference sources (AO3).

Analyse and evaluate historical interpretations in the context of historical events studied (AO4).

Extract C suggests that the Battle of Jutland was not a victory for the British. How far do you agree with this interpretation?

Chosen question number:

Question A1 ☒

Question A2 ☒

Question A3 ☒

Question A4 ☐

Question A5 ☒

- (a) ~~Balkan Nationalism~~ New weapons during the first world war all had powerful ways to deal with enemies. Soldiers were given rifles and hand grenades etc. But they weren't powerful as much as the new weapons for example machine guns, ~~were used~~ was a very powerful automatic gun. ~~It~~ It was mostly used in the trenches and it could carry ~~lots of~~ ~~lots~~ lots of ammo. But this wasn't the only thing there were gas bombs gas bombs were used a lot in enemy trenches and its method was to suffocate soldiers and make them unable to see and when it got used a lot soldiers started making alarms to let other troops know if there is a gas attack and they would put on gas masks ~~so~~ so the gas couldn't suffocate them. There were tanks too where it was a super powerful armoured car that can shoot ~~bullet~~ bullets and explode in the same time and it had a layer of armour on it ~~so~~ so it could not be damaged from enemy ~~bullet~~ bullets.

(b) In source a British navy was interviewed about back in time when he fought in the Battle of Jutland and he explained the ~~com~~ situation where he was hearing some gun fire going on from his ship but he couldn't tell from all the mist and smoke they couldn't see to the point where nobody knew who was shooting or who. Suddenly he saw traffic emanate of smoke and flames but when it died down there was nothing to be seen and then later he found out that it was Battle cruiser, HMS Queen Mary that got hit badly and here sunk over 1000 men that were still in it and in source B there have been reports on about the Jutland battle that the Germany had great losses where the in the interview the sailor mentioned over 1000 men sinking and in the report about heavy fire where the sailor knew ~~to~~ what to do while he was under the flames and smoke so the story is very true ~~at~~

(c) In the extract C it says Brits did not get a victory because the German navy chose not to challenge the British navy. But they ~~was~~ were definitely better than the Germans for sure. When Germany introduced U-boats in the British sea, Britain worked hard and introduced Q-boats where it was very effective and it caused a lot of ship errors in the sea. And in the war Britain lost 14 ships to Germany, where Germany lost 2000 ~~+~~ and Britain lost over 6000. So due to the amount of ~~as~~ casualties it makes Britain feel like they didn't win the war. Where in source B the retired sailor said "I wish I could express my deepest regret of at the loss of so many men." So yes, I agree with the interpretation that Britain did not win or get a victory in the Battle of Jutland.



(a) – this is a Level 2 answer. The candidate has identified features of weapons used during the First World War and information about them is added. For a higher score the candidate needs to add more precise knowledge to their points.

(b) – this is a Level 1 answer showing simple comprehension. A Level 2 response would use the sources to show where the sources agree and/or disagree. For Level 3 we are looking for agreement, difference and then a consideration of the extent of agreement/difference.

(c) – this is a Level 1 answer.

Question: A3

Chosen question number:

Question A1 ☒

Question A2 ☒

Question A3 ☒

Question A4 ☒

Question A5 ☒

(a) One feature of Roosevelt's policies to deal with agriculture was to increase farm prices. The Agricultural Adjustment Administration provided subsidies to farmers based on how much land they owned and set quotas of how much to produce ^{to prevent} ~~to prevent~~ to many farm goods being stored in warehouses ^{and} ready for sale which helped increase prices.

Another feature of Roosevelt's policies was to help ^{poor tenant} ~~poor~~ ~~poor~~ farmers and sharecroppers as they often worked for wealthy landowners so their income was low. Roosevelt's Resettlement Administration helped them get their own farming land so their income would increase.

(b) The two sources agree that the ~~the~~ ku klux klan ~~wasn't~~ didn't like any other race or religion that wasn't 'White ^{Protestants}' as Source A says ~~that~~ ^{they're} 'intolerant' towards those unlike them and Source B says that that they warn 'Catholics, Black people and anyone who was foreign-born' and 'stir up trouble' showing their violence against others.

The two sources disagree ^{on whether} ~~that~~ the Klan's ~~wasn't~~ ^{are} people are good or not as Source A says that the Klan 'is ignorant' and 'cowardly' as they show hate towards foreigners while Source B ~~is~~ says the Klan ~~is~~ has some 'very good people' showing how ~~the~~ ^{the} resident supports their views and 'wore sheets for disguise' showing that Klansmen thought they looked cool.

The two sources agree that the Klan showed deep resentment to non-white Protestants though Source A criticises the ku klux klan while Source B doesn't see the Klan as completely bad due to some of its good members. ^{Though} Source B supports ^{Source A} ~~that~~ ^{on what} ~~the~~ the Klan ^{believes} ~~is~~ it ^{mainly} ~~gives~~ gives little support on the negative portrayal of the Klan

(c) Source A supports the interpretation ~~that~~ ^{that some} Americans didn't accept immigrants coming into the USA as ~~the~~ Klan members claim ~~of~~ protecting 'our way of life from foreigners'. Klan members were anti-immigration and would lynch or flog their victims, often black people leading to ~~more~~ ^{more} than 70 lynchings in the 1920s. The Klan also didn't support some immigrant beliefs such as Bolshevism.

Source B mainly ~~agrees~~ ^{agrees} with the interpretation that the Ku Klux Klan members held 'prejudice' against immigrants ~~and~~ 'stir up trouble' against them though Source B also says no one got killed by the Klan members. The Klan would place burning crosses during ceremonies to frighten their victims and lynchings would have even policemen taking part occasionally showing the deep resentment towards immigrants.

The USA ~~were~~ ^{were} ~~not~~ ^{weren't} completely ~~against~~ ^{opposed} against immigration as immigration from Northern and Western Europe remained similar throughout the ~~1920s~~ 1920s and execution of Sacco and Vanzetti ~~started~~ ^{started} backwash as Judge Thayer was anti-immigrant and anti-anarchist leading to strong beliefs that it wasn't a fair trial to many Americans. Despite this, immigration from Eastern Europe dropped massively in the 1920s and the Klan's hostility toward those who didn't support them was violent and as they were influential, they had more than 5 million members in 1925 and some powerful ^{state} members such as ~~the~~ ^{state} governors from Southern States such as Alabama.



(a) – this is a top Level 2 answer. The candidate has written two features; one is an explanation showing good knowledge and understanding. The other feature is identified with some information given.

(b) – this is a low Level 3 answer. The candidate gives valid comments about agreement and difference with a consideration of extent in the last sentence. To get a higher score the candidate would need to prove the extent.

(c) – this is a low Level 3 answer. There is a lightly explained evaluation with some analysis. There is some relevant contextual knowledge which is used directly to support the evaluation. The judgement is insecure.



(a) Assessment Objective 1. Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Describe two features of Roosevelt's policies to deal with agriculture.

(b) Assessment Objective 3. Use a range of source material to comprehend, interpret and cross-reference sources. How far does source A support the evidence of Source B about the Ku Lux Klan in the USA during the 1920s?

(c) Assessment Objects 3 and 4. Use a range of source material to comprehend, interpret and cross-reference sources (AO3). Analyse and evaluate historical interpretations in the context of historical events studied (AO4). Extract C suggests the USA was hostile to immigration during the 1920s. How far do you agree with this interpretation?

Question: B2

Chosen question number: Question B1 ☒

Question B2 ☒

Question B3 ☒

Question B4 ☒

Question B5 ☒

Question B6 ☒

Question B7 ☒

Question B8 ☒

(a)

One way in which nursing was different in 1848 to 1860 was the influence of Florence Nightingale. In 1848, before Florence Nightingale, nursing didn't involve cleanliness and nurses didn't care for their patient as much as they do in 1860. In 1857, Florence Nightingale released a book about nursing. Prior to that, when she was in Scutari, she allowed ventilation and scrubbed surfaces clean as she believed in cleanliness. She got the nickname 'the lady with the lamp' as she cared for her patient and provided cleaner hospitals opposed to dirty, unsterile hospitals in 1848.

Another way in which nursing was different was training. There was barely any ~~training~~ training for nurses and meaning they were very limited however due to Nightingale, nursing became more popular and ~~it was~~ nursing was more normalized by 1860.

Nurses in 1860 received more training than nurses in 1848 showing a future for nursing.

(b)

One cause for dangers in surgery in 1848 the problem of pain. During this time period, no effective anaesthesia was created like chloroform so all they had was alcohol which was bad for the liver and knocking the patient out which was dangerous for the patient. This meant during surgery, the patient had to be held down while they screamed in pain ~~as~~ and they moved which was dangerous as the surgeon couldn't accurately operate. The only other form of anaesthesia was Ether or laughing gas which was dangerous as it could put the patient to sleep for days. This inability to handle pain was dangerous for surgery in 1848.

Another cause for dangers in surgery was ~~it~~ in 1848 was not being able to deal with infection. The lack of understanding during this time meant surgeons could wear dirty clothes with blood and pus and if the patient was lucky, the surgeon would wash their hands. Sometimes wealthy people and training doctors would watch creating a very unsterile environment that could cause infection. Unlike pain there was ~~no form~~ of understanding or solution making it a big issue for surgery as even if the surgery was successful, the patient could die of infection after.

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

~~Elizabeth Garrett was very significant in developing the role of women in medicine in the years 1860-1914~~

The fight against infection was ~~very~~ significant in development in medical treatment in the years 1920-1948 along with the NHS and the impact of WWII.

It can be argued that the fight against infection was the most significant development. The fight against infection in this time period consisted of penicillin and aseptic techniques. Aseptic techniques provided sterile conditions like clean clothes, operating theatres as there was more understanding, reducing infection. Penicillin was a bacteria used to kill other bacteria, introduced in 1929 by Fleming who discovered it in mould. Later it was being successfully used in 1939 by Flory and Chain who received funding from the USA. It saved 200 million lives by 1942 and was a very significant ~~in the~~ development in terms of fighting infection in medical treatment. ~~It~~ It is still used today however it common for people to be allergic to it. The fight against infection was very important ~~as~~ because it made it so patients could live after a successful surgery without fear of infection.

It can also be argued that the NHS was the most

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

Significant development in medical treatment. The National Health Service was an organisation that helped manage all medical treatment for Britain. It was paid for with taxes and it allowed people like ~~poor~~ poor women and children who had never gotten medical treatment to now see a GP. It was very significant as it ensured everybody would be treated and was very significant as it is still around today. It provided pregnancy care, vaccination, access to ~~the~~ emergency medical care etc. It faced opposition at the start from doctors but later Bevan, the minister of health, promised good pay, 90% of doctors were part of the NHS. It was very significant as it provided healthcare for all.

It can also be argued that the impact of WWII had the most significant impact on medicine in the years 1920-248. WWII lasted from 1939-45 and killing millions of people, with many ~~of them being~~ infection. Soldiers dying from infection. However World War II made significant developments in blood transfusions and plastic surgery. During the war there were 700,000 blood donors and 4 large blood banks around London for civilians. This meant a donor no longer had to present nothing blood transfusion very effective. Plastic surgery also improved from WWI along with skin grafts. Skin grafts involved taking tissue from undamaged parts of

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

the body and placing it in the damaged parts. It also could now return sight and be done for eyes. Plastic surgery improved lifestyle for soldiers as well as they could look normal after a major injury. During this time PTSD was also acknowledged and treatment was provided showing recovery was possible. WWII was very significant in that it brought about many improvements from WWI and it brought improvements to treatment that are still significant today.

In conclusion, the fight against infection was a very significant development as it brought about penicillin and aseptic surgery which are still used today effectively. The NHS was also very significant as it provided treatment for everyone, keeping everyone healthy. The impact of WWII was also heavily significant as it increased medical treatment and introduced treatments like plastic surgery that would be life changing and blood transfusions which would solve the issue of blood loss. They were all very significant the fight against infection being the most significant as it involved penicillin and aseptic surgery which are used worldwide still to this day.



Question (a) achieves a high Level 2. To gain a higher score the candidate needs to add specific information about both periods to support the comparison. Question (b) is a top scoring answer. Features of the period are analysed to explain why it makes the outcome happen. Accurate and relevant information is included to support the explanation. Question (c) is a Level 4 answer. The judgement is not secure hence mid-level score.

Chosen question number: Question B1 ☒

Question B2 ☒

Question B3 ☒

Question B4 ☒

Question B5 ☒

Question B6 ☒

Question B7 ☒

Question B8 ☒

(a)

One way in which nursing in 1860 was different from nursing in 1848 was the growing respect for the position. In 1848, nursing was ~~not~~ ~~for the same~~ viewed as a caregiver role that could be done by anyone. However nurses were also ~~seen~~ as inferior as it was believed that women were too emotional and weak for medical roles. After the work of Nightingale ~~and the~~ at Scutari and her continuous additions to patients welfare, nursing was seen as a more respectable job that was beneficial and required training. In 1860, nursing became a more respectable and trained role.

Another way in which nursing ^{in 1860} was different from nursing in 1848 was ~~from~~ the role of nurses themselves. In 1848, nurses were just

((a) continued) caregivers and weren't a very crucial role, however after Nightingale that changed. She believed in miasma and made large changes to the hospital in Scutari, cleaning bedsheets and ventilating rooms with open windows. By 1860, nurses were in charge of overall recovery and welfare of the patient and their recovery conditions. Nightingale's book on nursing taught women ~~can~~ better conditions for hospitals. This improved recoveries and reduced infection rate.

(b) one cause of the dangers in surgery in 1848 was a lack of understanding of causes of infection. In 1848, people believed in Miasma and the four Humours, ~~knowled~~ knowledge was limited. Surgeons would wear ~~dirty~~ dirty clothes when operating as to not dirty clean clothes. ~~Seah~~ instruments were wiped down with water and bed sheets ~~and~~ would have pus and blood from previous patients. This increased chances of infection ~~and~~ ~~organ~~ such as gangrene which could lead to sepsis and death.

Another cause of the dangers in surgery in 1848 was a lack of anaesthetic. patients were awake during surgery and usually had to be held down to be kept still. The best surgeons weren't the most precise or the cleanest cutters, but instead the fastest. This ~~and~~ ~~to~~ could cause mistakes and ~~a~~ terrible pain for the patient, it also meant that exploration of the body ~~was~~ and causes of diseases etc. was very limited. The doctors rushed job could lead to blood loss if anything went wrong, and there weren't blood transfusions or anything

((b) continued) for patients restoration of blood. This increased chances of death.

(c)(i) OR (c)(ii) whilst Elizabeth Garrett was significant in developing the role of women in medicine in the years 1860-1914, she wasn't that significant. Elizabeth Garrett was significant to a small extent.

Elizabeth Garrett was the first recognised female doctor in Britain. She pushed through many barriers to achieve this including teaching ~~her~~ herself French so she could study in France to be a doctor. She went to school to become an apothecary as they didn't have rules against women, however after she passed the test in 1865, they made a ban on women at their school to avoid more women following in her footsteps. This shows limited progress, however it still encouraged others to try. Garrett also opened up a hospital for poor women run by women. This was popular among women and children as a lot of women preferred female doctors. This hospital ~~and~~ and Elizabeth Garrett's role in medicine showed that women weren't too emotional or weak to work ~~in~~ in male dominated careers and encouraged other women to step out and do the same. However Garrett would not have gotten where she did

((c)(i) OR (c)(ii) continued) without the support from her father and wealthy ~~contact~~ contacts. Women still struggled to become recognised in the field and most schools still didn't permit women. To get anywhere as a woman in the field of medicine you needed a wealthy background majority of the time. This shows how although Garrett made some impact it wasn't very significant.

Marie Curie became highly respected in her male-dominated field. She discovered Radium and polonium as well as discovering ~~the~~ radiology as a cancer treatment. She helped push the ~~the~~ gap between science and medicine closer together and showed women's ability to take on researcher roles as well as roles such as doctors etc. She was the first woman to win a Nobel prize and she helped with the creation of mobile x-rays during the first world war. Marie Curie inspired other women to get into medical research and proved to men and society that women could be beneficial contributors to important medical research. Marie Curie was more significant to developing the role of medicine for women, however their

((c)(i) OR (c)(ii) continued) were still setbacks of needing money and still a lot of people who didn't respect women in the ~~role~~ medical roles.

The most significant in developing the role of women in medicine between 1860 - 1914, was women's roles in the medicine in WWI in 1914.

As men were called to the frontlines, demand for women in medical fields increased. Women took on roles as doctors, nurses and ambulance drivers, assisting the war effort and proving women were capable of taking on male dominated roles. Women were successful in improving survival rates of injuries in WWI as they filled in the roles of the male doctors away at the warfront. This set the stage for the later generations of women and their future roles in medicine.

Overall the most significant in developing a role of women in medicine in the years ~~1860~~ 1860 - 1914 was the role of women in WWI in 1914. Garret was significant to a small extent in developing the role of women in medicine as there were major

((c)(i) OR (c)(ii) continued) points such as Universities making
it difficult to enter after she found a loophole.
and the requirement of wealth.



Question (a) achieved full marks. The candidate explained differences by making explicit comparisons. Specific information about both periods is added to support the comparison. Question (b) achieved full marks. Features of the period are analysed to explain causes and why it makes the outcome happen. Accurate and relevant information is included to support the explanation. Question (c) just achieved a low Level 4. The explanation just gets into Level 4 as it shows a line of reasoning that is coherent, sustained and logical. Accurate and relevant information is included. The overall judgement is given but the criteria is not validly applied.

Paper Summary

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

Section A

- In Part (a) candidates sometimes provided over-lengthy responses or failed to make it clear that they are providing information on two separate features.
- In Part (b) candidates showed that there are similarities and differences in the sources but failed to support their statements with information from the sources. Better answers sometimes explained similarity and difference but did not go on to consider the extent of the agreement/disagreement.
- In Part (c) candidates sometimes failed to 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.

Section B

- In Part (a) candidates sometimes responded in a way which failed to make comparisons, thus leaving the response as two separate, unrelated paragraphs.
- In Part (b) candidates sometimes provided unnecessary detail instead of restricting their answer to explaining causes. Answers often didn't explicitly state why the causes that are identified led to the stated outcome.
- In Part (c) candidates may answer well on the given topics but failed to bring a third topic into their answer. Candidates sometimes failed to provide an explanation of how the hypothesis may be supported and opposed. Judgements were often left to a short summary at the end and did not always include a consideration of the extent to which the candidate agrees or disagrees with the hypothesis.

Grade boundaries

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