



Examiners' Report
Principal Examiner Feedback
Summer 2024

Pearson Edexcel International GCSE
In History (4WHI1)
Paper 1: Depth Studies

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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.

In question (a) many candidates were able to identify that the impression given by the author about the the French occupation of the Ruhr. The main inference was that the French were looking for an opportunity, or that it was easy for them to invade. 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 explained what Hindenburg did. Though some answers were very generalised. Some candidates also commented on his death in 1934, which was beyond the scope of

the question. 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) (ci) was more popular than (cii). It was noticeable in both questions that many students had in depth 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) candidates were able identify that the impression was that Stalin's role was vital or very important for the war effort. 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 able to describe what the First and Second Five Year were, but not all explained their effect on industry.

In question (c) (ci) was the most popular of the c questions. Answers were often replete with knowledge, but the 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 Kirov's murder.

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

In question (a) many candidates were able to identify the impression given by the author in relation to Rakosi's rule brutal, violent or repressive. Many supported this by selecting the author's language, and those who considered the author's selection and emphasis moved into level 3 (5-6 marks).

In question (b) some candidates had thorough and precise knowledge regarding the SALT talks, but did not relate it to the impact on the Cold War. A common error was to confuse SALT with earlier attempts to deal with the nuclear issue. Some candidates suggested it made USA/USSR relations better in terms of the Cold War.

In question (c) (ci) and (cii) were answered. In (cii) some candidates tended to describe the issues around Cuba and focused only on the missile crisis. In (ci) candidates were very knowledgeable about the period 1945-49 and gave criteria for their judgement about the most significance feature.

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

In question (a) candidates were able to identify the impression given by the author regarding the incident at Anniston. Many inferred that the impression was that it was a violent and brutal attack and supported this by selecting words and phrases used by the author.

In question (b) candidates who had precise knowledge were able to explain the effects of Supreme Court decisions in the 1950s, but some had generalised knowledge and described the actions of civil rights activists rather than the Court.

In question (c) (ci) proved to be more popular than (cii). In (ci) there was a lot of description of the women's movement but this was not always related to its impact on the growth of protests movements. This also tended to be the case regarding the use of the Vietnam conflict and the civil rights movement.

