



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International GCSE
In History (4WHI1) Paper 02

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4WHI1 02 Report

General

A very small number of centres took the opportunity to enter candidates in this first year in which a modular approach was available. The candidates answered only Questions A1, A4, B2 and B7, though the general comments made in the report on the linear Paper 2 are also valid to this small cohort and are repeated below.

Although Sections A and B ask different types of questions there are several key points of which centres need to be aware to maximise their candidates' chances:

- Section A questions revolve largely around sources and an extract, but that does not mean that contextual knowledge is not important. A full understanding of the significance of what is said in the source material can only come with an understanding of the context in which it was produced.
- In Section B contextual knowledge is even more important to be able to understand the significance of the dates in Part (A), to explain the causes of events in Part (B), and to construct a coherent argument in Part (C).
- However, whilst 'knowing the history' is important, applying that knowledge correctly is even more important. Candidates must understand the requirements of each question type and the best technique for responding to those questions.

Individual Questions

QA1

Responses were evenly distributed between the battles of Jutland and Passchendaele. The appalling conditions in which men fought at Passchendaele were described in some detail and most candidates were aware that who won at Jutland is a matter of some debate.

In Part (B), almost all candidates were able to demonstrate similarity in terms of the threat posed by Britain's concern about the increase in Germany's naval strength. A small number did not show how the sources differed. There were many responses that scored highly by explaining how agreement was limited to certain facets of the Anglo-German rivalry (such as Germany increasing its naval strength) but in other areas (such as whether or not this increase was a threat to Britain) there was no agreement. The two sources and the extract provided good material for candidates to use in Part (C) and, where this was combined with contextual knowledge showing other reasons for the outbreak of war, high marks were achieved. It was, however, surprising that only a small minority of candidates suggested that the war might have been the result of rivalry between the Great Powers, or that events in Sarajevo may have played a part.

QA4

In Part (A), candidates were less familiar with the role of Robert McNamara than might have been expected. Responses on the formation of South Vietnam and the challenges it faced from its inception were generally higher scoring.

Agreement between the sources in terms of support for the anti-war movement was readily found in Part (B). Candidates found it less easy to see difference, although many noted differences in the type of opposition to the movement. Source A calls the protesters 'extremists', whereas Source B says pro-war protesters were angry but the anti-war group contained veterans, who could not be seen as extremists.

Some excellent contextual knowledge was provided in supporting responses to Part (C), where an appreciation of the contribution of the difficulties in winning the war was noted frequently.

QB2

Part (A) revealed a problem with chronology for some candidates. By 1848 ether was already being used and Simpson had begun using chloroform. What was different was an increase in the use of anaesthetics and the invention of the chloroform inhaler. Later, cocaine and novocaine were used.

Responses to Part (B) generally revolved around the need for a degree of compulsion and increasing the scope of public health provision by local authorities. The Great Stink and Bazalgette's sewer system were frequently mentioned, though not always with a link to the Act.

Florence Nightingale was overwhelmingly the most popular choice in Part (C) and candidates were able to consider the importance of her work alongside that of others, such as Elizabeth Garrett and Marie Curie. Those who answered on the NHS generally saw it as the most important development in treatment, although support for penicillin was common. It was surprising that some candidates ignored the impact of the development of penicillin on treatment during this period.

QB7

In Part (A) candidates were able to explain how the bombing of the King David Hotel was the straw which broke the camel's back for the British. By 1946 the British were already finding it extremely difficult to maintain law and order in Palestine and were having to use repressive measures to keep peace. The bombing reinforced beliefs amongst many British politicians and public that Palestine should no longer be a British responsibility. Part (B) provided ample opportunity for candidates to show their knowledge of the reasons for conflict in Palestine. There were several different approaches which could be taken. Some candidates looked at the wider political context, including the British promises after and during the First World War, immigration and British policies. Others took a more granular approach, explain why such events as the setting up of Irgun and the Arab Revolt occurred.

In Part (C), most candidates answered on the role of the UN in the Middle East in the years 1947-75. Here, the general conclusion was that the UN was very influential in 1947 but became secondary to the ambitions of the Great Powers, thereafter. Most candidates appreciated the work of Kissinger but some did not seem to realise that he was working for the USA, not the UN.

