



Examiners' Report Principal Examiner Feedback

June 2022

Pearson Edexcel International GCSE
In History (4HI1) Paper 2A

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General Comments

Paper 2A comprises three questions. Question part (a) focuses on Assessment Objective 1 testing knowledge and understanding of the characteristics of the period studied. Question parts (b) and (c) address Assessment Objectives 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 signpost their answer by beginning their paragraphs with 'one feature' 'a second feature' etc. This is good exam practice and saves the examiner having to determine whether there are two features being addressed. Whilst detailed answers are encouraged, some candidates continue 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 demonstrate an understanding that they should be exemplifying agreement and difference (or disagreement) either by quoting 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 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 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 best responses are often those which state their position at the beginning of their response and follow it through in each paragraph.

Common Errors

Centres often ask about common errors in candidates' responses. Reference has been made above to some of those errors, but the below may provide a useful summary.

- In Part (a) candidates sometimes provide over-lengthy responses or fail to make it 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 fail to support their statements with information from the sources (though this is not possible where the suggestion is that one source says something which the other does not). Best answers sometimes explain similarity and difference but do not go on to consider the extent of the agreement/disagreement.
- In Part (c) candidates sometimes fail 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.

Example Responses

This report provides an example of a top response for each of the three question sub-parts. Examples have been provided from the three most popular options in the expectation that centres will be able to apply the approach shown in each example to their own chosen option.

Individual Questions

There were very few responses to the questions on Topic A5, with most candidates having been prepared for The First World War (Question A1), Russia and the Soviet Union (Question A2) the USA (Question A3) and Vietnam (Question A4).

In Question A1 part (a), there was a preference for the system of alliances, which was well-known. Candidates who answered on the Allied drive to victory scored less well, with some candidates confusing it with Ludendorff's Offensive. Almost all candidates found similarity and difference between Source A and B in part (b), though answers were not always supported with detail from the sources. Agreement on the need to support business interests was well-covered, as was the fact that Source A did not support what Source B says about the aim to split France and Britain. In part (c), most candidates acknowledged that business interests were part of the German motivation and some developed the argument to talk about colonial acquisition to gain raw materials. Best answers took their answer further, using contextual knowledge to explain the historical context of the Moroccan Crisis and its part in the Great Power rivalry of the time.

Candidate response

This response scored at the top of L3. Two features were identified and excellent supporting material was provided

You must answer ONE question.

You should spend about 45 minutes on this question.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

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

(a) One feature of the system of alliances and ententes was the Triple Alliance formed between Germany, Austria-Hungary and Italy. Firstly, the Dual Alliance between Germany and Austria-Hungary was formed in 1879. Germany was concerned about a war on two fronts with France and Russia, so formed an alliance. Austria-Hungary was concerned about the growing nationalism in its empire and feared Russian intervention. Italy joined their alliance in 1882, as they were convinced by Austria-Hungary to join (they wanted to prevent Italy from joining the Allies) and encircling them from the South as well.

Another feature of the system of alliances and ententes was the Triple Entente formed between France, Russia and Britain. Both France and Russia were concerned about the alliances made against them, so formed the Franco-Russian alliance in 1892. Britain and France then formed the Entente Cordiale in 1904 after they amended their dispute over Egypt. In 1907, Russia and Britain formed the Anglo-Russian Entente. The combination of the Franco-Russian Alliance, Entente Cordiale and Anglo-Russian Entente formed the Triple Entente between the Allied powers.

In Question A2 part (a), the reluctance of Nicholas to work with the Dumas and his antipathy towards them was covered by most candidates. There was also good knowledge of the reasons why NEP was so unpopular with many Bolsheviks. In part (b) candidates found it easier to explain similarity than difference and there was some misunderstanding of Source A, where a number of candidates read the source as saying the Provisional Government must be obeyed. There were some excellent responses in part (c), though candidates must take care that where they

have extensive contextual knowledge, they do not allow this to cause them to overlook what is said in the two sources and the extract.

Candidate response

This answer comfortably reached the top of L4. It began with a judgement which is supported throughout the response. A variety of reasons for the overthrow of the Provisional Government was explained and there was an excellent conclusion.

(c) its opposition. Source 1A declares that "The military orders of the Provisional Government will be carried out any where they do not conflict with the orders of the Soviet. Despite this attempt at control, poor decisions were made. The Minister of War, Kerensky, was also a member of the Petrograd Soviet, and with this authority he launched the June Offensive. 60,000 troops were killed by the Germans, sparking outrage. These poor decisions only boosted the rate of desertion, which had been increasing rapidly now that the death penalty had been removed, and 2m deserted. The lack of land reforms ~~with~~ ^{EX C} continued the "economic crisis", as peasants, having expected land reforms, continued to only produce food for themselves and seize land from the nobles. These poor decisions were not only due to the fact that the Government felt it didn't have the authority to impose change, but also due to the fact that it was run by "upper-class dictators" EX C. Most of the Government was of the land-owning class, meaning they did not want to redistribute it to

((c) continued) peasants, but as Sergei Bostates,
"the war continues to be fought for greedy
"purposes" as continuing WW1 ^{was the} ~~greater~~
only way to keep receiving reparations from
the allies. There were ~~poor~~ poor decisions, and
the "Food and fuel shortages" (Exc), ^{when} ~~the~~
bread rationing in Oct 1917 fell to 1/4 lb,
~~the~~ led to great anger among the people,
making this their biggest problem.

It can also be argued that their dealing
with opposition was the main issue, as this
allowed the Bolsheviks to gain support,
leading to their overthrow in the October
Revolution. The June offensive spilled
to the July Days, where on 3-4 July,
thousands were protesting in Petrograd
including many Bolsheviks, despite Lenin's
objections. After the protesters were shot at on
3rd July and arrested, Kerensky began
to have contact with General Kornilov,
who wanted to establish a military dictatorship
to control the railways. He was fired and
marched on Petrograd on 25th August,
the Bolsheviks were released from prison
and the red guard given weapons. This

((c) continued) Kamilov ~~was~~ and his Kossacks never reached Petrograd and the Bolsheviks were seen as heroes. Lenin then continued to gain support through his April Theses, where on 16th of April he not only called for peace and an end to the "unbearable" living conditions, but also for "all power to be transferred to the Soviets." Through this, they managed to gain 800k supporters, leading to Lenin deciding to revolt at the party congress on 10th Oct, against the views of Kamenev and Zinoviev, ~~within~~ the Provs Gov's poor handling of opposition led to their downfall.

In conclusion, the lack of authority was the main problem of the Provs Gov, as it led to the actions which caused the most anger. While ~~the~~ its poor decisions did harbour content, it was mainly due to their lack of authority that they felt they could not make better decisions. Similarly, while they did not handle opposition well, and were ultimately overthrown by the Bolsheviks in the October Revolution,

((c) continued) the Bolsheviks would not have gained the support they needed, were it not for Lenin's lack of authority.

In **Question A3** candidates seemed to very-much enjoy writing about the more 'modern' lifestyle and dress of the flappers. Where they remembered that they were asked to give two features of the flappers (one of which could validly have been that they were very much in the minority) high marks were awarded. The opposition of the Supreme Court was rarely attempted, but when it was, candidates seemed to have good knowledge. Part (b) presented few problems with answers generally focusing on the fairness of the trial. In part (c) some candidates wandered a little from discussion of whether the conviction of the two men was a result of them being foreigners into whether it was a result of them being 'Reds'. Fortunately, such answers, provided similar arguments to those about foreigners and no real damage was done.

Candidate response

This response scored in the top level. Similarity and difference were both identified, explained and supported from the sources. The candidate also considered the extent of the support, concluding that Source B supported Source C, only to a 'slight' extent.

(b) Source A ~~agree~~ supports source B to a slight extent because they both agree that the Sacco and Vanzetti trial was fair. Source A states that 'Sacco and Vanzetti had a thoroughly fair trial.' This supports source B as source B says 'It is not true that the authorities fixed the trial to find them guilty of a crime carrying the death ~~penalty~~ penalty.' Therefore source A supports source B as both say that the trial was fair and they were convicted properly without bias.

~~How~~ However source A only supports B slightly because source A states that the 'Reds didn't have anything to do with the trial ~~where~~ whereas source B says that the fact that they were foreign helped their verdict. Source A says 'The trial was about murder and robbery and had nothing to do with 'Redness'' whereas source B says 'they were low class foreigners, labour agitators, and ~~ad~~ admitted to being the 'reddest of Reds' therefore source A doesn't support B as B states that their trial was influenced by the 'Reds'

((b) continued) whereas source A says it wasn't.

In conclusion, source A supports source B to a slight extent because although source A and B state that the trial was fair and the part of the courtroom wasn't biased, source A states that the trial wasn't influenced by the 'Reds' whereas source B says that it was.

There was a significant increase in the number of candidates attempting **Question A4** in this year's exam. Life in South Vietnam under Diem was particularly well-known. Hearts and Minds was less popular and some candidates confused it with a desire to win support from the public in the USA. Similarity and difference in what Sources A and B said about the results of the Tet Offensive was covered well and most candidates appreciated the subtlety behind suggesting in part (c) that the American victory might not really have been a success.