



Examiners' Report Principal Examiner Feedback

June 2022

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2022

Publications Code 4HI1_2BR

All the material in this publication is copyright

© Pearson Education Ltd 2022

Section A

General Comments

Section A 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 C is correct because there is information in Extract C 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.

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.

Individual Questions

There was a small number of candidates taking Paper 2BR and on Section A their responses were largely confined to The First World War (Question 1), Russia and the Soviet Union (Question 2) and the USA (Question 3).

In Question 1 part (a), There was very impressive knowledge of Austro-Serbian rivalry, although some candidates allowed their knowledge to lead them to unnecessarily lengthy responses. Candidates who answered on anti-U-Boat measures also scored well, though some candidates wrote about the measures carried out by the U-Boats, rather than attempts to prevent their threat. Almost all candidates readily found similarity and difference in the use of poisonous gas in part (b), and generally supported their answers well from the sources. In part (c), there was some excellent analysis of the two sources and the extract to consider the effectiveness of gas in the war. Best answers provided examples of the effectiveness (or not) of gas in battles from their contextual knowledge or compared the effectiveness of gas with that of other new weapons, such as tanks.

Candidate response

This response scored in L4. It makes a judgement, which is supported throughout the response with reference to the sources and extract. Contextual knowledge is used to consider whether the impact of gas varied throughout the war and whether its impact was significant compared to other new weapons.

(c) I agree to a ^{strong} ~~weak~~ extent that gas was not very effective weapon during WWI. ~~Pro~~ I think that in the early stages of the war gas was relatively effective but later on was not. I also believe that other weapons were more effective in war.

One reason why I think gas was ~~an~~ effective method in WWI in the early stages was shown in the battle of the Ypres where the Germans used chlorine gas. From my own knowledge I know this was relatively effective as many soldiers on the allied front did not have gas masks. Source A supports this point as it states "it caused violent sickness and faintness among the French troops" which shows the effectiveness of the gas in the Ypres. Furthermore, ~~Source A's~~ I believe the German's use of gas during the battle of the Ypres was very effective and is supported by Source A "Germans, who attacked behind it, met no resistance at all." From my own knowledge I also believe that ~~the~~ the use of gas without a gas mask would cause the troops to choke being very effective at times. This is supported by Source B "A man without a mask might as well set out of the trench and risk being shot."

Though I think that in the later stages of the war

((c) continued) Many counters emerged to poison gas. From my own knowledge I know that poison gas could be fully countered by wearing a gas mask or putting wine on a towel. This supported by source C which states "masks became much better at protecting men from attacks" showing the uselessness of poison gas due to gas masks. From my own knowledge, I also know that Chlorine gas and other gases used in trench warfare required wind to travel across No man's land which meant if the gas was released on a non-windy day it could even backfire. This is supported by source C which states "required ideal weather conditions." I also know that the stalemate in the western front lasted from 1914 to the start of 1918 and that the stalemate was only broken due to the Ludendorff offensive, which meant gas did not break the stalemate. ~~It~~ - This is supported by source C "poison gas did not break the stalemate".

I also think that there were more effective weapons in war. From my own knowledge, shelling in trench warfare was relatively effective at destroying enemy structures and struck fear into the hearts of soldiers even giving them "shell shock" and also killed many soldiers in the start of the battle of the Somme, source C shows the and could

((c) continued) be fired far. Source c stating artillery allowed a "greater range". I also think tanks were more effective at the end of the war as the 100 days offensive utilized tanks. From my own knowledge, I know that tanks was used to great effect to reclaim the land lost to the Germans due to the Spring offensive and was very effective.

Overall, I think that the interpretation that gas was not very effective was correct as gas masks countered them and other weapons were better. Though I do believe in some cases gas was very effective (Ypres I).

In **Question 2** part (a), candidates found a wide range of different features to describe, ranging from the causes of the war to its main events and the reasons for the Bolshevik success. Whilst many candidates described opposition to the Tsar in the years leading up to the First World War, a small minority wrote on opposition to the Tsar during the war years and, in particular, in 1917. Such answers received little credit. In part (b) candidates readily found agreement and difference in the sources' analysis of Trotsky and Lenin. Part (c) caused challenges for some candidates who struggled to come to a decision on whether Lenin or Trotsky made the greater contribution. There were many answers suggesting they were both very important in bringing about the Bolshevik Revolution. This was a perfectly acceptable judgement to make and where it was supported by references to the extract, two sources and contextual knowledge, high marks were awarded.

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 the sources agree more than they disagree and that there was only a 'hint of disagreement'.

(b) Source A and B both acknowledge that Trotsky and Lenin were both crucial for the 1917 October Bolshevik revolution. ~~See~~ This is evident as Source mentions Lenin ~~to~~ as the 'brains' and the 'planner' and Trotsky as 'could say the right thing to inspire the crowds'. This supported by Sour B in the quotations 'both extraordinary men' and 'two strong leaders'. ~~But~~ Furthermore ~~both~~ both display a tone of admiration ~~and~~ further emphasising Trotsky and Lenin very important for Bolshevik revolution to occur ~~and~~ and public bias of immense gratitude for them.

But the sources A and B differ on there extent of influence of public ^{and Lenin's of time of influence} as source B mentions ^{no body} ~~they~~ expected that they would last in power for long' but there is no mention of this in Source A as both are portrayed as powerful, influential figures who had support and capacity stay in power for long. But source B displays a sense of shock and disbelief as they are suprised that Trotsky and Lenin would be in the favour of public for so long.

((b) continued)

Overall, sources agree more than they disagree as they support each other along that Trotsky and Lenin for great men essential for Bolshevik success. There is only a hint of disagreement as Source B unsure they would be a success for long, source B differs to source A in the sense that it is unable to see future of the Trotsky and Lenin's leadership.

In **Question 3** part (a) the majority of candidates answered on the Ku Klux Klan and demonstrated an excellent understanding of its organisation and work. Surprisingly, hire purchase was less well-known and a substantial number of candidates included buying 'on the margin' and its role in bringing about the Wall St. Crash in their responses. This was not really what examiners were looking for. Responses to part (b) revolved around similarity and difference in terms of Long's power and popularity, with best answers noting a distinct difference in tone between the sources. It was surprising that some candidates believed Source B was agreeing with Source A in calling Long a dictator. In part (c) most candidates saw Long as a viable threat to Roosevelt because of the influence he held in Louisiana. Others argued that his approach was too dictatorial and his support too localised to be a serious threat. Examiners were most impressed with the candidate who argued that Roosevelt won the 1936 election with twenty-seven million votes, so a potential six million did not pose a genuine threat.

Candidate response

This response scored in L3. Two features were identified and supporting material was provided to demonstrate a good understanding of the period covered.

SECTION A

Historical Investigation

You must answer ONE question from this section.

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 key feature of the Ku Klux Klan is that it had ~~many~~ a ~~the~~ radically discriminatory ideology. This was a key feature because it summarized why the Klan contributed to social tensions. This means that because the Klan was very open about their violent practices and ideas towards minority groups like black people, who were slowly gaining their place in society during the 'Jazz era', there were rising ~~tensions~~ social tensions as the Klan grew.

Another key feature of the Ku Klux Klan was that it appealed to many Americans. This was a key feature because it resulted in the Klan's numbers rapidly growing across the USA. This was because many white Americans began to feel threatened by social change that

(a) continued possibly degraded their superiority and threatened the purity of the USA and the white race in general. ~~which~~
~~Explain~~

Section B

General Comments

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

Question (a) asks 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.

Question (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.

Question (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. To score highly in part (c) candidates need to produce high quality explanation, support their explanation with contextual knowledge and reach an overall judgement which is sustained and supported.

Common Errors

A summary of common errors is as follows:

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

Example Responses

This report provides an example of a top response for each of the three question sub-parts. In Section A 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. In Section B examples are from Medicine and China.

Individual Questions

Answers in this section were confined to Medicine (B2) and China (B4).

In **Question B2** part (a) responses tended to focus on the more specific nature of provision in measures introduced by the Liberals, particularly in relation to children. Candidates also wrote on how the philosophy of laissez-faire had largely been abandoned by 1911. Part (b) was well-answered with candidates giving explanations about the importance of war work, in particular, in raising the profile of women. Some candidates wrote at length about the contributions of Nightingale and Garrett-Anderson, though did not always make their contributions relevant by explaining the importance of their legacy. Both c(i) and c(ii) produced strong responses with candidates showing a good understanding of the importance of the germ theory and the work of Lister, but at the same time appreciating the importance of other contributions.

Candidate response

Although not fault-free, this response was marked at L4. The candidate was able to explain the importance of Lister, but also to juxtapose his work against other developments in surgery at the time.

(c)(i) OR (c)(ii) In 1848 to 1905 there were huge developments in surgery with expanding scientific knowledge and changes in attitudes, surgery developed a huge amount. A huge reason for developments in surgery was Joseph Lister. This essay will argue that Lister was hugely significant in developing surgery in the years 1848-1905.

Joseph Lister was a Scottish doctor and well known for revolutionising surgery. He discovered that if you use carbolic spray you can kill bacteria which stops infections such as sepsis or gangrene forming. The discovery of carbolic spray led to Lister's aseptic surgeries, in which ^{surgical-}instruments were soaked in carbolic acid, the operating theater was sprayed with it and many new techniques. In 1867 Lister's wards had been free of infection for 9 months showing how new aseptic techniques had dramatically improved surgery and the recovery time. Aseptic techniques are still used

((c)(I) OR (c)(II) continued) today showing their significance in developing surgery. Patients were less likely to die due to surgery and less disease was spread during an operation. On the other hand you could argue that Lister didn't have a hugely significant role in developing surgery as many doctors didn't like his ideas as the carbolic spray irritated their skin and smelled. However, although his ideas took time to be accepted he was hugely significant in developing surgery and is undeniably the most significant reason for its improvement from 1848-1905.

None the less there are still many other discoveries that were significant in developing surgery such as the use of chloroform and improvements in dealing with pain. Before 1848 ether was used as an anesthetic however it was unsafe and caused many deaths as people were commonly dosed the wrong amount.

((c)(I) OR (c)(II) continued) This meant that when Simpson discovered and began using chloroform in 1848 surgery developed dramatically. Chloroform meant more surgeries could be carried out as the patient would be asleep. Furthermore with Simpson's invention of the ~~device~~ chloroform inhaler surgery developed further as patients received the right dose so wouldn't wake up or die during surgery. However chloroform was not the most significant ~~stage~~ development, as it led to the black period of surgery where surgery didn't develop at all and the death and infection rate rose causing surgery and its dangers to regress to a pre-chloroform time. On top of this many other pain medications have since been invented which has developed surgery further, as ~~the~~ was still much more significant.

Finally, ~~the~~ another way that surgery was developed in the years 1848-1905 was by inventions such as the

((c)(i) OR (c)(ii) continued) steam steriliser and x-rays
x-rays dramatically ~~imp~~ developed
surgery allowing doctors to be more
precise henceforth improving surgery. In 1895
when Röntgen discovered x-rays
surgery immediately developed, however
if aseptic techniques were still not
used and Lister hadn't discovered
them even by using x-rays surgery
would have still been wildly dangerous.
Furthermore the development of the
steam steriliser by Koch in ^{the} 1870s also
improved surgery and allowed it to
develop. Furthermore another invention
that developed surgery was the use
of catgut ligatures that Joseph
Lister discovered. Catgut ligatures
stopped the huge amount of
blood loss in surgery and were
also much better for the
patient and caused less infection.
Inventions were hugely significant in
developing surgery, and furthermore
again supporting the idea that
Lister was hugely important in
developing surgery as not only

((c)(i) OR (c)(ii) continued) did he develop aseptic techniques he also invented cat gut ligatures.

overall Lister was significant in developments in surgery in 1848-1901 to a large extent. Although there were other hugely important developments such as chloroform and the x-ray, which both dramatically changed surgery. one of the biggest changes in surgery was aseptic techniques which are credited to Lister, showing how he was hugely significant in developing surgery.

* furthermore no use of carbolic spray led to the wearing of gloves which further developed surgery. as doctor ^{not} ^{hand} ^{instead} ^{nurses} ^{hands} were imitated by ^{he} ^{so} ^{they} ^{started} ^{spray} wearing sleeves

Although some candidates wrote on agriculture instead of industry, **Question B4** part (a) produced some excellent responses demonstrating an understanding of Deng's adoption of capitalist practices and an acceptance of private profit as a motivating factor. The reasons for the Communist victory in the Civil War were very well-known with most candidates focusing on the treatment of the peasants and general discontent with Chiang Kai-shek. C(ii) was the more

popular of the part (c) questions and candidates argued impressively that, whilst there were important changes under Mao, negative attitudes to women and the authoritarian nature of government continued. Some candidates did not note that the end date of the question was 1976 and included material from after that date. Candidates who answered part c(i) found plenty of examples of continuing foreign influence within China throughout the period and the self-interest demonstrated by foreign powers.

Candidate response

This response scored at the top of L3. Although not as precise as it might be, two differences are clearly explained and explicit comparisons made.

SECTION B

Breadth Studies in Change

You must answer ONE question from this section.

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 B1 Question B2 Question B3
Question B4 Question B5 Question B6
Question B7

- (a) The ~~first~~ ^{first} way which China industry during the ~~first~~ ^{first} five-year Plan was different from Chinese industry under Deng is that ^{under} Mao they adopted a closed door policy while during Deng it adopted an open door policy.
- During Mao's time and the five year plan people consider the foreign powers as evil and Mao also have suspicion towards the west and Soviet Union, thinking they only wanted China for its resources, therefore he restricted trade from China and the West. Deng, ~~however~~ on the other side adopted an open door policy in which let the different industries to trade with foreign markets. He even ensured that Hong Kong, when returned to China will still have open-trade with foreign powers and say that "the horse will still run", implying that there will still an Open Economy.

Another difference of the industries is the collection and also ~~not~~ privatisation happening ^{under} ~~under~~ Mao and

((a) continued) Deng respectively. Under Mao, collectivisation is happening. During the first great leap forward. It was encouraged to produce steel in the ~~the~~ Backyard and give to the government. Also, for everything the people produce, no profits can be gained as the government will collect everything, which caused a lot of mistakes. Under Deng ~~since~~ after 1978, there ^{are} companies and businesses that are privately owned. And also state run businesses are also allowed to earn profit. From my knowledge the Household Responsibility system and the TVEs, Town and Village Enterprises are 2 policies which encourage privatisation of business and that they can earn money.

Candidate response

This response scored at the top of L3. Two reasons for the Communist victory are discussed and how those reasons contributed to the given outcome is explained.

(b) One cause of the victory of the CCP was that the CCP used guerrilla tactics compared to conventional warfare. Guerrilla tactics used by the CCP would attack the PLA's support lines and starving them of resources. Additionally, the NRA attacked when the PLA were resting, catching them off guard and when the PLA were retreating. This yielded numerous victories for the NRA and lowered the morale of the PLA. This resulted in some PLA soldiers to ~~desert~~ the army or not even put up a fight. This was due to strict discipline and low pay and additionally, numerous losses to the NRA.

Another cause of the CCP victory of the Civil war was peasant support. Peasant support was important because the majority of the Chinese population were peasants. The peasants favoured the CCP as they had been treated well by the CCP, even during the long march, never stealing or taking food from peasants, but being nice and kind and even helping peasants collect harvests. Additionally, the CCP would introduce land reform which gave the peasants more land.

((b) continued) increasing their harvests. The peasants disliked the ~~the~~ PLA since they stole from them and they were capitalists meaning that the peasants would lose their land. The peasants helped the CCP win the civil war by providing information, shelter and even fighting the PLA as well.