



Examiners' Report/ Principal Examiner Feedback

Summer 2015

Pearson Edexcel International GCSE
in History (4HI0/02) Paper 2

Edexcel Certificate in History
(KHI0/02) Paper 2

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General Introduction

It was pleasing to see a good standard of responses from students in the second session of this examination. The paper requires students to answer questions from two different sections in one hour and 30 minutes. Many students managed to write at considerable length in this time.

However, it was noticeable that a small number of students failed to complete (in some cases even start) question (c) in Section B. This was due to mismanagement of timing, often as a result of writing over long answers to previous questions. Centres should note that the amount of space provided in the booklet for answers, is more than we would expect any answer to take, not a recommendation of the amount students should write.

A general summary for improvement in the approach to question types (which are common across the three options) may prove of benefit to centres and is given as an introduction to each section.

SECTION A

(a) Most candidates were able to make inferences from the source with a significant number additionally able to support these with evidence from the source. However, a minority simply summarised what they could see. Beginning with, 'The source suggests' often helps to encourage inferences rather than simple comprehension.

(b) Students displayed impressive cross referencing skills with many accessing Level 3 by showing similarity and difference. A weighted majority of students were able to quote material from the sources in support of their judgements. However, some focused only on agreement or disagreement and were consigned to Level 2. Students had to make supported statements on both to reach Level 3. Others explained similarities and differences but failed to make an explicit judgement about the extent of support between the sources. Judgement phrases such as 'strong support', 'very little support', 'only slight support', would help.

(c) Students also demonstrated the ability to construct reasoned answers making use of both source materials and own knowledge. At their best, students demonstrated the ability to weave both own knowledge and the sources into their answers to produce a balanced response which earned full marks. A minority of students remained over dependent on the sources producing source led answers that did not fully meet the demands of the question. Own knowledge for this question does not have to be about the reason identified in the question but could be about other factors.

1.

- (a) Students were generally able to make several inferences, although some simply described what they could see.
- (b) Some strong cross referencing with students able to identify similarities and differences between the sources and support these with evidence from B and C.
- (c) Some strong answers although a number were over-reliant on the sources and often failed to bring in own knowledge about other reasons for the French Revolution.

2.

- (a) Generally well answered with some students able to make at least one supported inference. A minority simply described what they could see in the photograph.
- (b) Very well answered by the majority of students who were able to identify and make judgements on the similarities and differences between the two sources.
- (c) Generally very well answered with many students able to integrate the sources and their own knowledge into a balanced answer. Few were wholly dependent on the sources.

3.

- (a) Most students were able to make at least one supported inference from the photograph. Another popular and generally very well answered question.
- (b) Many students were able to identify similarities and differences between the two sources but did not always make an explicit judgement about the extent of support.
- (c) Some excellent essays in which the students gave a balanced answer using the sources and their own knowledge with excellent use of other reasons for the introduction of the NEP.

4.

- (a) The poster stimulated a range of very good supported inferences.
- (b) Very well answered by the majority of candidates who were able to identify and make judgements on the similarities and differences between the two sources.
- (c) Most candidates were able to make effective use of the sources to give a balanced argument. Some, however, failed to make effective use of Sources B and C to support their views. Others were too dependent on the sources. However, a number of students did make effective use of own knowledge, more especially about the impact of the war as well as anti-immigration attitudes towards support for Prohibition.

5.

- (a) Very well answered. The photograph encouraged a range of appropriate supported inferences.
- (b) A number of students identified similarities and differences between Sources B and C. However, only a few made explicit judgements about the extent of support between the sources.

(c) Some strong answers which made use of most, if not all the sources, and used their own knowledge to challenge the view although a significant number were over dependent on the sources.

6.

- (a) The photograph elicited a number of very good supported inferences.
- (b) Generally sound answers identifying differences between Sources B and C although some students missed obvious differences and failed to make judgements about the extent of support between them.
- (c) Most students were able to make effective use of the sources to give a balanced argument. Moreover a number of students did make effective use of own knowledge, more especially about the appeal of Lech Walesa as well as the influence of the Pope towards support for the Solidarity Movement.

SECTION B

(a) This was, in general, very well answered with many students achieving full marks. However, students should bear in mind that this is a comprehension question. They are not being asked to make inferences but to select three points from the source. In addition they do not have to include contextual knowledge.

(b) The "key features" question was answered impressively with students making good use of both selected and contextual knowledge to produce developed points. The better responses were often structured and focused on cause, effect, consequence. However, a number of students simply describe the event and do not focus and make links between key features.

(c) Answers on change over time were of more variable quality. A significant number of students answered this question confidently, were able to bring in an additional factor and linked points explicitly before reaching judgement on the nature and extent of change. In this regard there were many impressive answers on the History of Medicine, the Middle East, China and the changing nature of warfare in the twentieth century. To reach higher levels students needed to be aware of the 'change' element in the question but this was lost as some simply wrote down everything that they knew.

1. Very few answers.

- (a) There were very few answers to this question. Students generally identified at least three points from the source.
- (b) Often generalised key features for both options.
- (c) Students generally focused directly on change and made effective use of the stimulus points.

2. A popular option.

- (a) Those that did answer this question generally identified at least three points in the source.
- (b) Some sound key features for both options.
- (c) Generally well answered with students making effective use of the two scaffolding points as well as explaining at least one additional factor. A

minority explained nineteenth century factors such as the influence of Florence Nightingale.

3. Another popular option.

(a) Students generally found at least three points of comprehension from the source although some made inferences rather than using their comprehension skills.

(b) This was not, for the most part, well answered with a significant number of students having limited knowledge of the involvement of the League in Abyssinia or the UN in Somalia.

(c) Some very good answers which made effective use of the scaffolding points but were able to go beyond these and were able to explain key developments in health, education and other areas by the League and the UN.

4.

(a) Generally students achieved full marks on this question by identifying at least three points of comprehension from the source.

(b) Most students wrote at length about either of the options with a significant number able to give links between the features.

(c) Generally very well answered with students making explicit judgements on the extent of change and continuity in the Middle East brought about by the involvement of the Superpowers. A significant number, however, simply described developments in this period with limited, if any, focus on change and/or only made implicit reference to the part played by the Superpowers.

5.

(a) A minority of students made inferences. The majority, however, were able to extract at least three points of comprehension from the source.

(b) Both options were popular with very well explained and linked key features on both.

(c) Very well answered. Many students successfully explained key changes (and continuity) in agriculture in China during this period.

6. Few students answered this question.

(a) Those that did were generally able to extract at least three points of information from the source.

(b) Students answered questions on both options. Key features were identified but links were not made between them.

(c) The handful of answers gave a narrative focused on the scaffolding rather than focusing on change.

7. A popular question.

(a) Generally strong answers with the majority of students able to achieve full marks. Some students made inferences and were still rewarded but this is a source comprehension rather than inference question.

(b) Some excellent answers on V weapons with students able to explain and link at least two key features. However, the other option was not well answered. Students often wrote very generalised answers about the significance of aircraft carriers rather than focusing on their impact on the War in the Pacific.

(c) Some excellent answers which focused well on change and continuity in warfare as a result of the development of atomic and nuclear weapons.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

