



Examiners' Report/ Principal Examiner Feedback

Summer 2015

Pearson Edexcel International GCSE in History (4HI0/01) Paper 1

Edexcel Certificate in History (KHI0/01) Paper 1

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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 two questions 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 their second question. 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.

Question (a) This was slightly better answered across some of the options, less so in others, even when fairly straightforward logic would determine the correct sequence. Students need to have a thorough knowledge of the chronology of the key events within each of their options, not just to ensure full marks on this question, but also to improve their answers to subsequent questions. Detailed timelines would help.

Question (b) Generally well answered. The best answers focused on consequence. One paragraph will suffice although some students wrote at too much length and wasted valuable time which may well have impacted on their time management. Others focused on the event itself rather than its effect. A minority of students attempted a narrative-based response which either failed to address the question altogether or required the response to be combed for relevance.

Question (c) Some very strong answers with students often able to give at least two explanations and analyse two causes. However some gave a narrative rather than focusing on causation. Others focused on 'in what ways' or 'how', rather than causation, more especially in options 5 and 9. Many achieved level 3 but not the top mark due to failure to show how the cause led to the outcome. This can be done when moving from one explained reason to the next or with a conclusion which highlights how the causes combined to produce the outcome.

Question (d) In the main most students answered this question well, focusing on the issue in the question and making several explicit references to the source. However a number of students failed to make explicit use of the source which should provide a fertile starting point. Others attempted the question as a standard recall question. A considerable number achieved level 3 but not the top mark for the same reason as the (c) question: the failure to explicitly show how the factors combined to produce the outcome. Once again this can be done as the answer moves from one factor to the

next and/or in the conclusion. Moreover, some approached the questions in options 6 and 8 as 'how' or 'in what ways' rather than as causation.

1.

- (a) Generally well answered.
- (b) Generally well answered with a sound focus on either the Treaty of Prague or the end of the Frankfurt Assembly.
- (c) Some very strong answers which focused on the reasons why Bismarck became Minister-President although few were able to show how these reasons combined. Some simply gave a narrative of the events which led to Bismarck being appointed to the position.
- (d) Some candidates made very effective use of the source to explain how Bismarck was able to bring about unification. The highest performing students integrated these with precise own knowledge. A small number included the reasons for the outbreak of war, more especially the Ems Telegram, and failed to explicitly focus on reasons for the defeat of France.

2.

- (a) Generally well answered.
- (b) Generally very good answers on either option.
- (c) Mainly well focused responses although some students wrote at length about developments in the years before 1866 more especially Garibaldi's invasion of Naples and Sicily and the Papal States.
- (d) A number of very strong answers with most students making explicit reference to the source. Some were able to show how the factors combined to produce the outcome.

3.

- (a) Generally well answered.
- (b) A number of very strong answers especially on Stolypin.
- (c) For the most part well answered with a significant number of students able to focus on reasons for the growth of opposition. Some, however, gave very descriptive accounts more especially of the Russo-Japanese War and/or Bloody Sunday.
- (d) Generally very well answered with students able to explain and analyse a range of repressive policies carried out by Alexander III. Many, however, failed to show how these reasons combined to produce this opposition.

4.

- (a) For the most part well answered.
- (b) Stronger on the March on Rome rather than the effects of the German occupation.
- (c) Some strong answers with students able to explain, analyse and combine at least two reasons for the growth of discontent in Italy.
- (d) Some excellent answers which explained, analysed and combined a number of factors. However, some students did not go beyond the source and others made little explicit reference to the source.

5.

- (a) Generally sound answers.
- (b) A significant number of very well focused answers especially on the effects of the French occupation of the Ruhr. However, a number of

students wasted valuable time explaining the reasons for the French occupation.

(c) Some very strong answers from students who focused on reasons for changes in the lives of young people in Nazi Germany and were able to combine these factors. However a significant number simply described what happened to young people or explained in what ways their lives changed in Nazi Germany and failed to focus on causation.

(d) A significant number of excellent answers which made effective use of the source to explain and analyse the effects of the Depression on Germany in the years 1929-32 and were able to combine these factors. However, some simply described the developments in Germany during this period. Moreover, a number focused on the effects of hyperinflation on Germany in 1929, confusing his with developments in Germany in 1923.

6.

(a) Sound answers to this question.

(b) Generally very well answered on either option but more especially the effects of the Locarno Treaties on international relations.

(c) Some students focused extremely well on causation and were able to explain, analyse and even combine at least two reasons for disagreements between the 'Big Three' at Versailles. However a number of students simply described the policies of each of the Big Three or focused on the ways in which the three differed rather than on reasons for these differences.

(d) This was very well answered with a significant number of students making effective use of the source to explain, analyse and effectively combine a number of reasons. Nevertheless, some simply described developments during this period and others wrote at length about appeasement in the years before 1938.

7.

(a) Mainly sound answers to this question.

(b) Generally sound answers to both options although some students gave very generalised accounts of the Battle of Stalingrad rather than its effects, and others focused on the effect of the German invasion on Germany rather than the Soviet Union.

(c) Very well answered with students able to explain, analyse and combine at least two reasons for the changes in Soviet industry. Other answers were too descriptive, focusing on what the Five Year Plans achieved rather than on causation.

(d) For the most part very well answered with candidates able to make effective use of the source to explain, analyse and combine a number of factors especially the use of the purges and the cult of personality.

8.

(a) Generally well answered although some did confuse the order between the U2 incident and the building of the Berlin Wall.

(b) Some impressive answers on the effects of either event but more especially the effects of the U2 incident. However, a number of students wasted valuable time on the events rather than the effects of the incident.

(c) Some very good answers with students able to explain and analyse at least two reasons and show how these combined to produce the outcome. However, a number of students answered a different question – why there

was an uprising in Hungary in 1956 – rather than focusing on Khrushchev’s reasons for invading.

(d) Well answered. Most were able to make use of the source although not always explicitly. A minority, however, saw this as how or in what ways relations worsened and did not explicitly focus on causation.

9.

(a) A mixed response with a number of students believing that the Equal Pay Act came before the Freedom Riders.

(b) Very well answered on either option with an impressive focus on effects of either the Freedom Riders or the Hollywood Ten.

(c) Some impressive answers which focused well on causation and were able to explain, analyse and combine at least two reasons. Some, however, described developments in the 1960s and/or focused on how or in what ways the methods changed. A number of candidates wrote at length about developments in the 1950s rather than the 1960s.

(d) Some very strong answers in which students developed two or more changes, combined them and related them to the source.

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>

