

# Examiners' Report Principal Examiner Feedback

Summer 2019

Pearson Edexcel GCE In History (8HI0) Paper 2G

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### Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, the fourth year of the reformed AS Level Paper 2G which covers the options: The rose and fall of fascism in Italy, c1911-46 (2G.1), and Spain, 1930-78: republicanism, Francoism and the re-establishment of democracy (2G.2). The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts – cause, consequence, change/continuity, similarity/difference and significance.

In common with the previous series, candidates found Section A more challenging than Section B. Some candidates were still not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. Performance in Section A was also affected by the absence of the detailed knowledge base required to add contextual material to support/challenge points derived from the sources. Most candidates did use their time effectively and, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions both sections. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, most responses had an analytical focus and there were very few that were wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important.

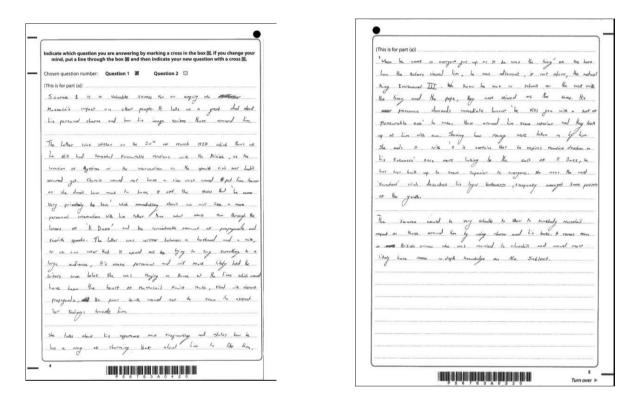
The candidates' performance on individual questions is considered in the next section.

# 8HI0\_2G\_Q01\_a

Most candidates understood the question and were able to comprehend the source and comment on what it revealed about impact of Mussolini on others. There were some well-focused responses that drew out inferences about Clementine Churchill's impressions of Mussolini. The best answers developed the inferences with well-selected context to establish their validity. Candidates would do well to remember that contextual knowledge does need to be used to explain and develop the inferences drawn from the source and not just to

provide free-standing knowledge. Some candidates provided lengthy passages about the Cult of il Duce but without linking it to the source material. I other cases, candidates did not use any contextual knowledge at all and this did depress their achievement within the levels. Some candidates were able to use the attributes of the source effectively to develop their ideas about the value of the source from an outsider to Italian politics. Those candidates who discussed the limitations could not be rewarded for that part of their answer as it is not the focus of part a responses.

#### Doc ID: 0461000560199



# **Examiner Comment**

This is a secure level 3 response. It has strong inferences supported from the source and developed from the candidate's knowledge. There is secure evaluation of the source with a focus on value related to the date of the source and its author

# **Examiner Tip**

Remember to use contextual knowledge to develop and explain inferences

# 8HI0\_2G\_Q01\_b

Candidates understood the source material and were able to select from it to develop some inferences about the reasons for the growth of *the Fasci di Combattimento* in the early

1920s. There were some effective answers that weighed up the strengths and limitations of the source and used this as a basis to reach a judgement about the weight that should be attached to the source for the enquiry. Many candidates still approach the consideration of weight by writing about adding and subtracting weight rather than considering the strengths and weaknesses of the source material and then reaching a judgement about the weight that the source would bear in an enquiry. Although many candidates were able to use their contextual knowledge to interrogate the source, there were a considerable number that attached free standing knowledge about the March on Rome which was not focused on the enquiry and did not satisfy the criteria in the higher levels of the mark scheme.

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# **Examiner Comment**

This is a L4 response. It has a number of valid inferences supported from the source, e.g. the authorities turning a blind eye to the violence of the squads, and developed from the candidate's knowledge. The evaluation is weaker with a focus on what is not in the source rather than what the historian could do with the evidence that is available.

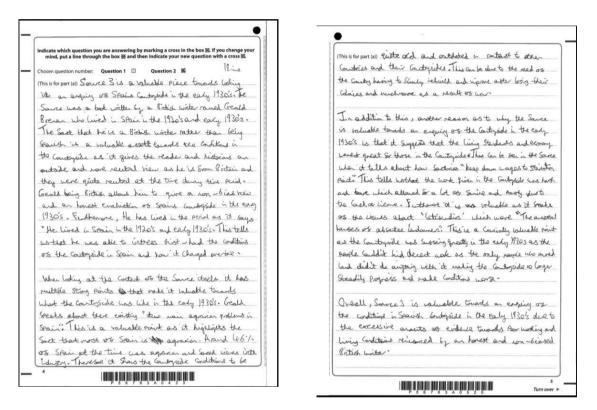
### **Examiner Tip**

Remember to use the evidence in the source to justify comments on reliability

# 8HI0\_2G\_Q02a

Candidates were able to understand the source and the focus of the question on conditions in the countryside in Spain in the early 1930s. The most effective responses developed inferences from the source material and integrated the source with their knowledge of the conditions. There were some effective comments on the value of the source based on the experience and knowledge of the writer.

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# **Examiner Comment**

This is a strong Level 3 response. It begins with a focused evaluation, explaining why the source would be valuable based on the relative neutrality of the writer and his experience of living in Spain. It draws out effective inferences about how outdated Spain's agriculture was and the low living standards. Inferences are supported well by evidence form the source and discussed in the light of the candidate's contextual knowledge.

# **Examiner Tip**

Always support inferences using evidence from the source;

### 8HI0\_2G\_Q02b

There were some good responses to this question in which candidates made effective use of the source and were able to develop valid reasons for attributing weight to it. However, in many cases, candidates did not engage with the provenance of the source and simply repeated it from the caption or engaged in speculation about the writer's opinions without looking for evidence to support their ideas from the source. The better responses were able to refer to Barea's implied criticism of the government even though he was a leading socialist. A number of candidates focused their evaluation on the failure of the Barea to provide a comprehensive version of events. Such an approach is best avoided. A focus on omission is not usually a successful way of approaching source evaluation. Candidates need to focus on what is there.

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# **Examiner Comment**

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### **Examiner Tip**

Contextual knowledge should be used to show an awareness of the values of the society from which the source is drawn.

# 8HI0\_2G\_Q03

This was one of the most popular essay questions on the paper. Some candidates took the opportunity to write descriptive responses with a focus on Giolitti's policies before the outbreak of war in 1914. A smaller number did not take note of the dates and extended their answer into the war years and even the post war crisis. The best answers were able to establish criteria for assessing a 'Great Power' and then assess Italy against these criteria. Some candidates had good knowledge that they used effectively to support their response. Most candidates could write with some degree of accuracy on the north-south divide, the Libyan war and the Italian economy.

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o take such an underelged nation who failines	were leaving Italy in search of a better life. It is very difficult to say Italy were

# **Examiner Comment**

This is a level 4 response. There is a clear focus on the concept of 'Great power' and a strong argument running through that Italy did not merit such an epithet. The analysis of the Libyan War and the impact of emigration are well developed. The analysis of the north-south divide is less secure. The response does not have a counter case. The inclusion of this would have raised achievement within level 4.

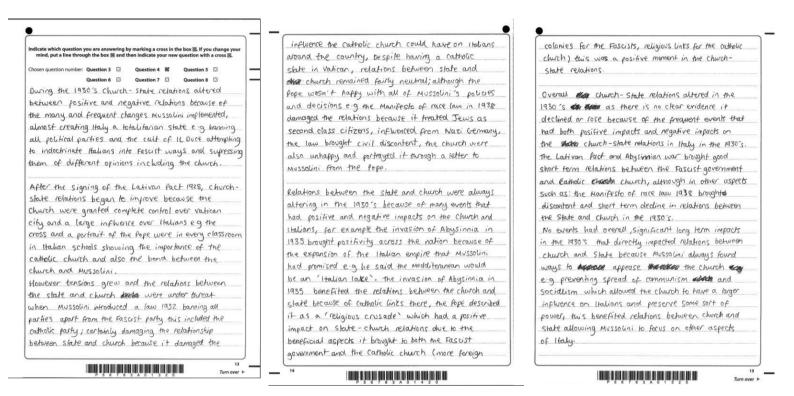
# **Examiner Tip**

Remember to develop criteria for judgement.

# 8HI0\_2G\_Q04

This question was relatively popular and most candidates had reasonable knowledge of the relationship between the church and state in Italy. Most candidates had a secure analytical focus on change and considered decline and improving or steady relations. The most common error was the failure to not the date and to write extensively on church-state relations across the 1920s as well as the 1930s. This meant that a good proportion of material was out of period and hence not relevant to answering this question.

#### Doc ID: 0461000377324



### **Examiner Comment**

This is a level 3 response. There are a reasonable range of issues considered including the importance of the Lateran Pact, the invasion of Abyssinia and the issue of the anti-Semitic decrees. The material on the banning of political parties in the 1920s is not relevant to this question. The conclusion is indecisive and this is one reason why it did not move into level 4.

### **Examiner Tip**

This is a change question. The most effective answers consider both changes and continuities in order to reach a reasoned judgement.

### 8HI0\_2G\_Q05

This was a popular question in Section B for 2G.1. The majority of candidates achieved in level 3. Most candidates displayed some knowledge of the topic and were able to construct the answer to focus on causation. Most candidates contrasted the impact of the Spanish Civil War with the development of the economy including the lack of raw materials, the impact of the Abyssinian War and finally the reaction to the Nazi-Soviet pact.

#### Doc ID: 0461000352776

Son could say the impact of the first World War. So the fact that it bigget in Spanish Civil War took a tole on Italys wer bad enough the only equipment resulted was and war weaponr I taly had ware the country advect to take as big of already extremely dol and from another recourse to	d France they dot didn't man power. They were low on composed to the contrist in terms Murshing looked at the opposite I realised no matter that posite he wasn't even in the position a lunge significant contriduction twould also come at a know the country and its resources. conduction, I would have to it would not be accurate to the impact of the Spanish was the main reason the inpact to fine spanish was the main reason for blow it had on Italy	t other factors that came into play on he decided to stay neutral. Another factor would be that their owner drained from the Italys wour Abasjina. Not aly was it Italys course that were drained, but so was Station people. They were rick of all wour and especially up to the point WWII there was a strong feel of an weariners across they the countrys Not only wer the country sick of a properly equipted for to. The enormy rit in a good way and on top of this	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 3 # Question 4 @ Question 5 \$ Question 6 @ Question 7 @ Question 8 @ Mussiching hand been in power for over 20 years and so been don't have been weed for it, to males Italy one of the big kenopean powers, the so doe about how be would wale Italy any and at force a de destructive force like when he spoke about availing an air force that would block out the sure. He talked about the greatness of war, so when WNI come about they abid he remain "readval"? Why did he of duck out?
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### **Examiner Comment**

This is a mid-level 3 response. The candidate has developed the answer using relevant material on the impact on intervention in Spain, the war in Abyssinia and the outdated economy. The range of factors considered is reasonable but the depth of knowledge is more limited. This keeps the response in mid-level 3.

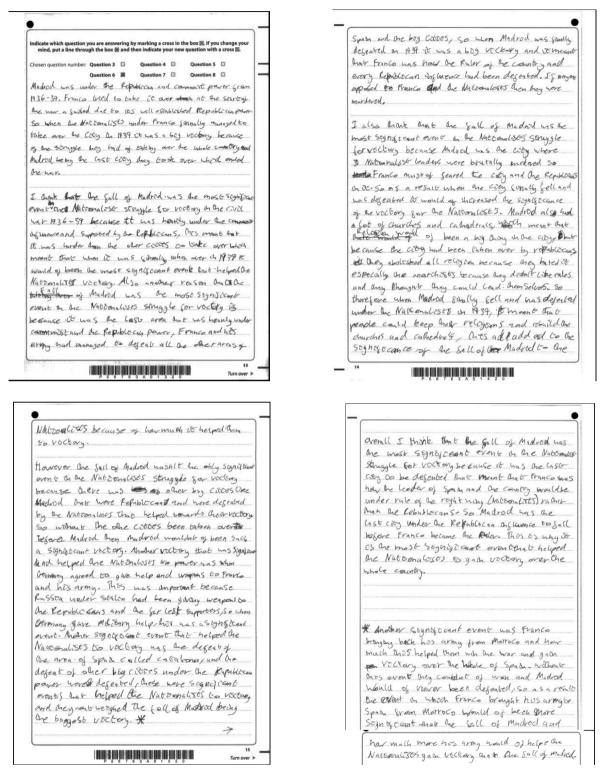
### **Examiner Tip**

This is a causation question. Remember to explore the given reason in depth.

### 8HI0\_2G\_Q06

This was a popular question in Section B for 2G.2. Most candidates were knowledgeable about the Nationalist victory in the Spanish Civil War and were able to contrast the fall of Madrid with other relevant factors. The most common error was to answer this as a causation essay and to develop reasons rather than analyse the significance of events. The question focus on events meant that some factors such as foreign help lacked validity unless developed within a specific event. Hence the provision of weapons by Germany was not focused whilst the impact of the bombing of Guernica was relevant.

#### Doc ID: 0461000430831



### **Examiner Comment**

This is a secure L3 response with a clear focus on the question. It analyses a good range of events, although the use of German weapons is not focused, and it is vague on the fall of 'other cities' being more significant.

### **Examiner Tip**

Focus carefully on the wording of the question. This looks at significance of events. Plan to consider alternative events rather than factors or individuals.

### 8HI0\_2F\_Q07

There were very few responses to this question. Those candidates who did answer it were able to refer to change and make valid comments on the development of education in Spain.

#### Doc ID: 0461000959918

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### **Examiner Comment**

This is a secure level 3 response. The focus on change is rather variable but is strongly implied through a description of Franco's policies and by reference to improvements. There is an explicit focus on change in terms of achievement in literacy levels. There is limited consideration of any continuities.

# **Examiner Tip**

This is a change question. The most effective answers consider both changes and continuities in order to reach a reasoned judgement.

# 8HI0\_2G\_Q08

This encouraged a range of answers. While some candidates were well informed and could discuss the impact of tourism on Spain considerin g the impact on employment, cultural values and the drain of young people from inland Spain to the coastal resorts, there were a significant number who were very vague on specific details and wrote rather generalised responses.

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ion you are answering by marking a cross in the box 器. If you change you hrough the box 强 and then indicate your new question with a cross 题 Question 3 Question 4 Question 5 tion 6 🖾 Question & Question & Question & J believe that it is very accurate to say that the Spanish population beneficid from the growth of tourism in the years 1405 and 75. Question 7 Question 8 Tourism created a lot of positive outcomes for spin and its people. One of the bunefits from tourism is the jobs created from then. The way control from houses from then, we were control per many Than ware a lot of jobs creeked from takes and braches and renders willing - partoots Critence for this is the decase of unemployment, from the the this share to a benift to transm and for which supports my opinion. Another knows wat to the Spanit? yopulation fature to due to Tourism is the increase of humas and investment. Turism impacted the economy very will in the free michet as there were more people able to buy the produce from the local ships > Turn over ▶

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# **Examiner Comment**

This is a mid-level 3 response. It has a focus on the question and explores 4 factors (employment, business investment, Spain's international image and the imbalance between countryside and coastal developments). The conclusion includes some criteria for judgement.

# **Examiner Tip**

This question focuses on consequence. To address it, you need to look at impact.

# **Paper Summary**

Based on their performance on this paper, candidates are offered the following advice:

### Section A

Value of Source Question (1(a)/2(a))

• Candidates must be more prepared to make valid inferences rather than to paraphrase the source

• Be prepared to back up inferences by adding additional contextual knowledge from beyond the source

• Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer

• Avoid writing about the deficiencies of the source when assessing its value to the enquiry.

Weight of Source Question (1(b)/2(b))

• Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.

•In assessing weight, it is perfectly permissible to use contextual knowledge to support/challenge statements and claims made in the source

• Try to distinguish between fact and opinion by using your contextual knowledge of the period

• In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose

• In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

# Section B

Essay questions

• Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range

• Take a few minutes to plan your answer before you begin to write your response

• Pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each

• Pay more careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts

• Try to explore links between issues to make the structure flow more logically and the arguments more integrated.