

Examiners' Report/
Principal Examiner Feedback

Summer 2014

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 candidates in the first session of this new examination. The paper requires candidates to answer questions from two different sections in one hour and 30 minutes. Many candidates managed to write at considerable length in this time.

However, it was noticeable that a small number of candidates 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 candidates 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) Candidates displayed impressive cross referencing skills with many accessing Level 3 by showing similarity and difference. A weighted majority of candidates 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. Remember they 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) Candidates also demonstrated the ability to construct reasoned answers making use of both source materials and own knowledge. At their best, candidates 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 candidates remained over dependent on the sources producing source led answers that did not fully meet the demands of the question.

1.

(a) Candidates were generally able to make several inferences, although some simply described what they could see.

(b) Some strong cross referencing with candidates 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 Terror.

2.

(a) Generally well answered with some candidates able to make at least one supported inference. A minority simply described what they could see in the illustration.

(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) Generally very well answered with many candidates able to integrate the sources and their own knowledge into a balanced answer. Few were wholly dependent on the sources. However, a number went beyond the question and explain more generic reasons for the outbreak of war in 1914, such as the alliance system and the arms race.

3.

(a) Most candidates were able to make at least one supported inference from the photograph. Another popular and generally very well answered question.

(b) Many candidates 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 candidates gave a balanced answer using the sources and their own knowledge. Some, however, were heavily dependent on the sources and failed to develop other factors mentioned in Source D such as the role of Trotsky and the strengths of the Reds.

4.

(a) The cartoon 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.

5

(a) Very well answered. The photograph encourage a range of appropriate supported inferences.

(b) A number of candidates 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 candidates missed obvious differences and failed to make judgements about the extent of support between them.

(c) In many cases answers were too heavily dependent on the sources with little or no own knowledge. Those that gave balanced answers using the sources were able to reach mid Level 3 but no higher.

SECTION B

(a) This was, in general, very well answered with many candidates achieving full marks. However, candidates 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 candidates 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 candidates 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 candidates needed to be aware of the ‘change’ element in the question but this was lost as some ploughed through the stimulus and wrote down everything that they knew.

1. Very few answers.

(a) There were very few answers to this question. Candidates generally identified at least three points from the source.

(b) Often generalised key features for both options.

(c) Only a handful of candidates focused directly on change in relations between the Great Powers in this period.

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 candidates making effective use of the two scaffolding points as well as explaining at least one additional factor. A minority failed to focus on change and gave a narrative on the career of Florence Nightingale.

3. Another popular option.

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

(b) Sound answers on either option with UNESCO by far the most popular choice.

(c) Some very good answers which made effective use of the scaffolding points but were able to go beyond these and make very strong comparison between the role of the two international organisations with a very strong focus on change and continuity.

4.

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

(b) Most candidates 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 candidates making explicit judgements on the extent of change and continuity in the Middle East during this period. A significant number, however, simply described developments in this period with limited, if any, focus on change

5.

(a) A minority of candidates 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 candidates successfully explained key changes (and continuity) in threats to different governments in China during this period.

6. Few candidates answered this question.

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

(b) Candidates 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 candidates able to achieve full marks. Some candidates made inferences and were still rewarded but this is a source comprehension rather than inference question.

(b) A mixed bag. Some excellent answers on D-Day with candidates able to explain and link at least two key features. However, the other option was not well answered. Candidates ignored the impact of terrorism and gave very descriptive answers especially on the events of September 11.

(c) Some excellent answers which focused well on change and continuity in sea warfare more especially with submarines and aircraft carriers during and after the Second World War as well as the Falklands War and the Gulf War. A number of candidates, however, explained changes in submarine warfare during the First, rather than the Second, World War.

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>

