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# Examiner's Report Principal Examiner Feedback

Summer 2018

Pearson Edexcel International GCSE  
In History (4HI0) Paper 2

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As in Paper 1, there were some excellent responses in this year's examination, with candidates demonstrating both a high degree of understanding and significant knowledge of the events set out in the specification. Where marks were sometimes lost was on Section B part (c), where sometimes the concept of change was not given sufficient focus.

It was pleasing to see that very few candidates appeared to be unable to complete the paper in the time allocated.

## **SECTION A**

### General Comments

#### Part A

Candidates seem to have few difficulties with this question, though some still provide two or three inferences when only one is needed. Where marks were lost it was usually because support had not been given from the source.

#### Part B

Again, candidates show a good understanding of how to answer this question, with most identifying a similarity or difference and then supporting it from the sources. Where marks were lost it was often because candidates had not considered the degree of similarity or difference.

#### Part C

There were many excellent responses to this question. Where responses demonstrate the use of three source, plus their own knowledge- and at the same time provide a balanced response with sustained judgement examiners are able to give very high levels of reward.

## **Specific Questions**

### **Question 1**

- (a) Generally well-answered, though some candidates failed to understand the cartoon and just described what they saw.
- (b) Candidates generally concentrated on the similarities between the sources (such as the murder of the Governor), but were less strong on the differences shown.
- (c) Candidates generally had a good understanding of the causes of the French revolution and used the information in sources to good effect.

### **Question 2**

- (a) Extremely well-answered, with a range of inferences supported from the source.
- (b) There was a good understanding of the similarities and differences between the two sources, with many candidates emphasising how both sources showed lack of effective planning.
- (c) Again, very well-answered with many candidates able to use their own knowledge and what they were told in the sources to provide a balanced answer.

### **Question 3**

- (a) Most candidates found this a straightforward question and were rewarded for inferring that bread queues meant the war had created food shortages.
- (b) Similarities and differences were noted by both candidates with an emphasis on the breakdown of discipline.
- (c) There were some very good answers to this question, though there was evidence of confusion between the two revolutions with some candidates explaining the role of Rasputin.

### **Question 4**

- (a) The photograph stimulated a range of very good supported inferences, mostly about the more 'liberated' position of women.
- (b) Answers were strong on the similarities between the sources, but less so on differences. Best answers noted that Source C referred specifically to financial matters, but Source B was more general.
- (c) Some candidates found this question a little tricky and there was sometimes an assumption that all women in the USA had suddenly become liberated. However, where responses focused on causation high marks were awarded

### **Question 5**

- (a) Most candidates who answered this question were able to make valid comments about Gandhi's simply lifestyle.
- (b) Most candidates identified similarities and differences between Sources B and C, particularly with references to the numbers killed.
- (c) Some candidates lacked the knowledge to provide an effective response to this question, but where the sources were thoroughly interrogated and candidates did have contextual knowledge, high marks were awarded.

### **Question 6**

- (a) The photograph elicited a number of very good supported inferences, mostly concerning a desire for political freedom.
- (b) Generally well-answered with an emphasis on how both sources showed opposition to the government.
- (c) Good use of sources to show and contextual knowledge to show that the causes of the collapse of communist rule were much wider than events in Czechoslovakia.

## **SECTION B**

### General Comments

#### Part A

Although the question does not require this, some candidates answer this question by making inferences. This is a valid way to respond to the question, but it is far simpler just to 'lift' three separate pieces of information from the source.

#### Part B

Candidates are obviously aware that this is the place where they are rewarded for demonstrating contextual knowledge. However, they do need to bear in mind that explaining key features needs to involve an explanation of their significance- i.e., what difference did they make.

#### Part C

This is the question which some candidates found most challenging. They seem to have a sound knowledge of events, but are not always able to show how those events brought about change (or, indeed, lack of it). Change is the key concept in Section B and some candidates lost marks by focusing on narrative at the expense of explanation of the degree of change.

## **Specific Questions**

### **Question 1**

There were very few answers to this question.

- (a) Candidates had little difficulty identifying three points from the source.
- (b) Answers were almost exclusively on the dreadnoughts where knowledge was sound.
- (c) Candidates found this question challenging and most gave details of the two stimulus topics, but did not explain how they showed change.

### **Question 2**

A popular option.

- (a) Candidates identified at least three points in the source with ease, but some then brought in contextual knowledge that resulted in over-lengthy responses with much irrelevance.
- (b) Both options were covered, though Chadwick was the more popular. In both examples there was good explanation of impact, taking candidates to the top level.
- (c) Many good answers demonstrating a thorough knowledge of how medicine developed in this period.

### **Question 3**

- (a) Almost all candidates found three pieces of information in the source.
- (b) There was a good understanding of the events in Manchuria and Suez, but not all candidates explained the significance of the events.
- (c) There were many answers explaining the work of the agencies of the League and the UN, but a significant number of candidates did not address the issue of change- which is the key issue in this question.

### **Question 4**

- (a) Most candidates achieved full marks on this question by identifying at least three points of information in the source.
- (b) Most candidates knew these options well, with Suez proving more popular than Jewish immigration.
- (c) Although candidates knew the events of the years 1967-95, and the involvement of the superpowers, they did not always explain how that involvement brought change in the Middle East.

### **Question 5**

(a) Candidates had little difficulty identifying three pieces of information in the source.

(b) The Long March was extremely popular and candidates demonstrated a very thorough knowledge of its key features. THE Hundred Flowers Campaign was also well-known.

(c) Again, candidates knew the topic well, though some failed to address the issue of how there was change in the threats to government in this period.

### **Question 6**

Only a handful of candidates answered this question. Those that did generally found three pieces of information in the source.

(b) Candidates did not demonstrate a sound knowledge of the achievements of either Kenyatta or Nyrere.

(c) Answers generally gave a narrative of the system of apartheid and the work of Botha with little explanation of change.

### **Question 7**

(a) Generally strong answers with the majority of candidates providing three pieces of information from the sources.

(b) Surprisingly, Blitzkrieg proved more popular than the dropping of the atomic bomb, but both were well-known.

(c) Candidates generally knew this topic well and were able to demonstrate how sea warfare changed in the period 1939-82. Some impressive contextual knowledge was demonstrated.