Examiners' Report/
Principal Examiner Feedback

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International GCSE History (4HI01)
Paper 01

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General Comments

It was pleasing to see a good standard of responses from candidates in the third session of this new examination. The paper requires candidates to answer questions from three different sections in two hours 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 C. 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

Question (a) This was slightly better answered across in certain of the options, less so in others even when fairly straightforward logic would determine the correct sequence. Candidates 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 candidates wrote at too much length and wasted valuable time which may well have impacted on their time management for Section C. 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 candidates often able to give at least two explained factors. However some gave a narrative rather than focusing on causation. Many achieved level 3 but not the top mark due to failure to make explicit links between their factors. This can be done when moving from one explained reason to the next or with a conclusion which highlights these links.

Question (d) In the main most candidates answered this question well, focusing on the issue in the question and making several explicit references to the source. However a number of candidates failed to make explicit use of the source which should provide a fertile starting point. Others waded into 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 make explicit links between the factors. Once again this can be done as the answer moves from one factor to the next and/or in the conclusion.

1 (a) Generally well answered.
(b) Generally well answered with a sound focus on either Crimean or Austro-Prussian War.

(c) Some very strong answers which focused on the reasons for the support for Napoleon III with some able to link these reasons.
(d) Some candidates made very effective use of the source to explain how Garibaldi was able to conquer Naples and Sicily. The best candidates integrated these with precise own knowledge.

2. (a) Generally well answered
(b) Generally sound answers to either option
(c) Generally well focused responses although few links made between reasons.
(d) Generally sound answers with most candidates making explicit reference to the source. Some were able to make links between the factors.

3. (a) Generally well answered.
(b) Some very strong answers although a number of candidates explained what happened in both events, which was unnecessary, before focusing on effects. Enabling Act more popular of the options. However, some students confused the Enabling Act with the Decree for the Protection of the People and the state.
(c) Generally well answered with a significant number of candidates able to focus to focus on and make effective links between reasons.
(d) In the main most candidates answered the question well but a number of candidates gave a narrative of the Nazi policies of 1933-39 without focusing on change in this period. Some students were able to explain and link the transition between legal discrimination (the Nuremburg Laws) and physical persecution (Kristallnacht).

4 (a) Generally well answered.
(b) Good focus on effects of both.
(c) Some strong answers with candidates able to explain and often link at least two reasons.
(d) Some excellent answers which explained and linked a number of factors. However, some candidates did not go beyond the source and others made little explicit reference to the source

5. (a) This was not well answered with candidates often confusing the sequence between the formation of the Socialist Revolutionary Party and the second duma.
(b) Stronger answers were on Alexander III becomes Tsar.
(c) Generally sound answers with candidates able to explain and occasionally link several reasons.
(d) Again generally sound answers with candidates able to mine the sources for effects and develop these with their own knowledge

6. (a) Sound answers to this question.
(b) Most candidates focused well on the effects of either the Show Trials or the murder of Kirov.
(c) Generally strong answers to this question although a number of candidates failed to make obvious links between reasons.
(d) Generally well answered with a number of candidates providing a balanced explanation of the effects of industrialisation. Some candidates were over-dependent on the source, few made links between factors and others simply described industrialisation rather than focusing on effects.

7. (a) Generally well answered
(b) There were stronger and better focused answers on the Fireside Chats.
(c) This was very well answered with many candidates explaining the weaknesses of Hoover and Roosevelt although a number failed to make use of obvious links between these.
 (d) Generally very well answered with candidates able to develop and, on some cases, link factors mentioned in the source.

8. (a) Not as well answered as expected with a number of candidates confusing the order of the setting up of the SDS and the publication of *Feminine Mystique*.

(b) The majority of candidates chose the Montgomery Bus Boycott which was very well answered.

(c) This was generally well answered with many candidates able to explain at least two reasons. Again, some missed obvious links.

(d) Some very strong answers. Candidates were able to expand on the points made in the source although this was often implicit rather than explicit. Some told the story rather than focusing on causation.

9. (a)Generally well answered although some did confuse the order between the Lytton Commission and the Anglo-German naval agreement.

(b) Well answered on the Rhineland but less so on the Treaty of Versailles where effects were often not focused on international relations but on Germany.

(c) Some very good answers with candidates able to explain at least two reasons. Again, however, few were able to make links.

(d) Well answered. Most were able to make use of the source although not always explicitly.

10. (a) Generally well answered although a few confused the order of the U2 incident and the Bay of Pigs invasion.

(b) Generally well answered on both options although a number of candidates confused the effects of the Yalta conference with those of Potsdam.

(c) Some sound answers although not many links.

(d) Some strong answers in which candidates developed two or more reasons, linked them and related them to the source. Some candidates were able to link Truman's policy of containment with Stalin's suspicions of the west and the Berlin blockade. Others, however, gave brief and generalised answers which were over-dependent on the source.

SECTION B

Question (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.

Question (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.

Question (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 French Revolution.

2. (a) Generally well answered with some candidates able to make several inferences. A minority simply described what they could see in the painting.
(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.

3. (a) Most candidates were able to make at least three inferences 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 military defeats and food and fuel shortages.

4. (a) This photograph stimulated a great number of inferences about the cinema in the USA in the 1920s.
(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 especially the negative views expressed in Source B.

5 (a) The photograph stimulated a range of inferences with most candidates able to achieve 2 or 3 marks. A small number, however, simply summarised what they could see.
(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 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 C

Question (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.

Question (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. These included C3, C5 and C6. However, a number of candidates simply describe the event and do not focus and make links between key features.

Question (c) Answers on change over time were of more variable quality. A significant number of students are answering this question confidently linking points explicitly before reaching judgement on the nature and extent of change. For example candidates were able to link the support of the USA with Israeli military success in 1967 and, to a lesser extent, 1973. They then concluded by showing how the support of the USA coupled with Arab grievances were crucial to the hostile atmosphere that characterised the period 1948 to 1973.

In this regard there were many impressive answers on the History of Medicine, the Middle East and China. 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. Answered by only a handful of candidates
(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) A few excellent answers which focused on a range of changes in this period.

3. (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 Pasteur or Lister with a number able to make impressive links between the key features of their work.
(c) Some very good answers which used the scaffolding to focus on the idea of change especially the impact of Chadwick and Snow. Some went beyond the dates of the question and explained changes in the twentieth century. A few simply gave a narrative based on the four points.

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 councils but did not always focus on key features and few made links.
(c) Answers were of variable quality. Many confined their answer to a narrative based on the few points and showed few links. A minority did focus on the idea of change in the work of the international agencies.

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 although answers did not always focus on the idea of key features.
(c) Generally well answered. A number of candidates focused on how relations changed. However, a significant number simply described key developments in this period, more especially of the various wars.

6. (a) This was generally well answered with candidates able to make at least three points of comprehension from the source.
(b) Most candidates chose the Long March. However there were strong answers to both options with some impressive links.
(c) This was well answered by a number of candidates who made effective use of the scaffolding to explain and evaluate the changes in the economy of China in this period underpinning these with excellent, precise knowledge. A minority simply described the events shown in the scaffolding.

7. Few candidates answered this question.
(a) Few answered this question. 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.

8. A very 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) Some very good answers on either option although few made links and a number did not focus on key features.
(c) Although some candidates wrote a narrative based on the four scaffolding points, a significant number focused well on the idea of change and continuity throughout the period.