

Examiners' Report IGCSE History (4380)

June 2006

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Examiners' Report

Paper 1

General comments

The format of the questions worked well, with candidates producing often very strong responses to all types of questions on a variety of themes. Many showed excellent knowledge and understanding and produced well developed and focused responses.

Candidates should be advised, however, that they only need to state the two correct options in (a). In (b) candidates need to take note of the precise focus of the question, e.g. 'one effect that it had on...'. Some candidates wrote at too great a length and with too little focus. In (c) many candidates wrote far more than was necessary and therefore, on occasions, hampered their attempts to answer later questions.

Answers to (d) would have been improved in some instances if candidates had read the questions more carefully. Responses should be relevant to the demands of the question rather than just describing the two chosen options in general. Many answers, however, were lengthy and accurate. In answers to (e), candidates should aim to display a balance between the source and their own knowledge. The source should be treated as the starting point and it is recommended that candidates should underline details in the course that they can expand upon using their own knowledge.

Question 1

Some excellent answers to this theme with candidates displaying a strong knowledge and understanding of French history. The majority scored full marks on (a) and gave well developed responses to (e). However, some answers diverged into Napoleon's foreign campaigns and gained little credit. Answers to (c) were the weakest, with candidates confusing the Legislative Assembly with events in 1789, namely The Terror.

Question 2

Generally well answered, with good understanding of the White Terror in (c). However, press freedom in (d) was sometimes confused with increasing censorship after the murder of Berri. The lead out question (e) on Charles X attracted many excellent responses.

Question 3

Quite popular and generally well answered. Weakest sections were (d), where there was some confusion over the Congresses and (e) where most found it difficult to write at length about the Holy Alliance. Candidates could have referred to Tsar Alexander I's religious motives but also to his desire to prevent revolution and intention to intervene in Europe.

Question 4

A popular section, with candidates generally displaying an excellent knowledge of the Greek and Belgian revolts. All sections were well answered, although chronology of the 1820s in Greece was a little wayward at times, especially with reference to Mehemet Ali's intervention. Problems between Belgians and Dutch were described at length.

Question 5

A number of responses, many of which offered much detail on unification. However, the majority scored only one mark on (b) as little was offered about the government

of the provinces. In fact, not very much was expected beyond the fact that Lombardy and Venetia had been given to Austria in 1815 and were governed as provinces of the empire. Answers to (e) could, at times, have been better focused on Garibaldi.

Question 6

Quite popular but not always well answered. Candidates sometimes struggled on (d), especially Junkers and the Kaiser, and often failed to focus on the organisation of the Empire for (e).

Question 7

A popular question which attracted some excellent answers. Candidates were clearly well prepared. Answers to (c), however, did not always focus sufficiently on the Balkans and (d) needed to relate to the development of the Alliance System. (e) attracted some outstanding, detailed responses.

Question 8

Again, a very well answered option producing very detailed responses. (e) was the weakest section because answers did not focus clearly enough on the question. Some candidates included detailed accounts of the murder of the Archduke and others went on beyond the declaration of war by Great Britain.

Question 9

Quite a popular question which attracted generally sound answers to all questions, especially (c) and (d). However, some candidates confused the focus of (e) with events of 1914-17.

Question 10

Quite popular again, with some well developed answers to (e) although, surprisingly, students who chose Lenin often knew little about his activities before 1917. There was confusion at times between the Social Revolutionaries, and the Social Democrats. (e) was often very well done and answers included a wealth of detail on the effects of the war on Russian armies.

Question 11

A very popular question which attracted a wide range of answers. The best were outstanding, but some candidates appeared to be thrown by the focus of (d) and (e). There were some with weak answers to (d) which just attributed general reasons for the purging of specific groups and (e) sometimes led candidates to digress to economic change.

Question 12

This attracted generally sound answers, although (c) and (d) appeared to throw some candidates.

Question 13

This was very popular with all sections generally well answered. Candidates often scored well on The Night of The Long Knives and had very good knowledge of the relationship between von Papen and Hindenburg. There were also excellent answers on Hugenberg. Answers on Goebbels were sometimes slightly off the point and described his role after Hitler came to power.

Question 14

This attracted very few responses.

Question 15

Another very popular section, which was again well answered. Responses to (c) and (d) were usually very detailed and (e) attracted some excellent accounts of successes of the League of Nations. It was very encouraging to find that candidates did not merely repeat descriptions of the political failures but were also aware of the many successes of the League's commissions and agencies.

Question 16

This was not as popular, nor as well answered as Question 15. Candidates were well prepared for Manchuria, but appeared to be thrown by (c) and answers to (e) were at times disappointing.

Question 17

Probably the most popular question of all which attracted some very good answers. Most candidates displayed a very thorough knowledge of the USA in the 1920s.

Question 18

This question was almost as popular and was again very well answered. Candidates showed detailed knowledge especially of the New Deal agencies.

Question 19

There were comparatively few answers to this question but most showed sound knowledge, especially of Black Power.

Question 20

Just a handful of responses with weak answers to (a) and (d).

Question 21

This was a popular question but one that attracted comparatively few good answers. The Defiance Campaign appeared to be known by only a few candidates and answers to (c) were often weak. Both Sobukwe and Pienaar were often confused with other people. In (e), candidates sometimes produced long accounts of events from the 1970s, rather than focusing on the late 1980s and 1990s.

Question 24

Surprisingly, there were few answers to this question and responses to (d) and (e) were generally disappointing.

Question 25

This proved to be a popular and was generally well answered. The best responses came in sections (d) and (e).

Question 26

This was again a popular question and there were sound answers to all parts except, surprisingly, (d), the Long March.

Question 27

This attracted only a few responses from candidates. Answers to (c) sometimes missed the point that Mao preferred to use manpower to experts, but (d) and (e) usually produced excellent, detailed responses.

Question 29

There were few answers to this question but almost all candidates were able to produce detailed and well informed responses to all sections.

Question 31

A popular question which produced many sound answers to (a) - (d). However, (e) was often disappointing. Candidates often did not understand the use of the Middle East as an extension of the Cold War.

Question 32

There were very few answers to this question.

Question 33

A very popular and generally well answered question. Candidates wrote at length for all sections, especially The Truman Doctrine, Marshall Aid and the Berlin Airlift. However, clearer focus on the demands of (c), (d) and (e) would have produced better answers at times. The Truman Doctrine was sometimes confused with Marshall Aid and the Berlin Blockade, rather than the Airlift, was described in (e).

Question 34

Again, a popular question which attracted many sound answers. Many candidates wrote at length in (c), (d) and (e).

Paper 2

General comments

The paper worked well with many candidates scoring high marks on all three types of questions.

For the first sub-question, many candidates displayed very good cross referencing skills and were able to compare and contrast the tone and contents of the two sources. There were a few candidates who summarised each source before making any attempt to cross reference and/or explained the provenance of the source without relating it to the question. In addition, some cross referenced the content and made no reference to tone or attitude.

For the second sub-question, again there were a number of high level responses with candidates making inferences and using their own knowledge to explain the purpose of the source. A small minority ignored the provenance and wrote, often at length, about their own knowledge on the given theme without relating this to the specific question. Others speculated without any reference to their own knowledge.

Many candidates wrote at great length for the last question making confident use of the sources and integrating, often very precise, own knowledge. Answers were often well balanced, providing both sides of the question and well constructed with an introduction and conclusion. However, a number either made no reference to the sources or relied exclusively on them and made no explicit judgement on the interpretation. The sources themselves should be used to stimulate own knowledge. Future questions will be more explicit in asking candidates to make use of the sources and own knowledge.

B1

- (a) Generally well answered with candidates able to compare content and tone.
- (b) Candidates generally made inferences and sensible suggestions as to purpose without relating this to their knowledge of French activities in Spain.
- (c) Some very good answers from candidates. Most made confident use of the sources to explain the role of the Spanish guerrillas and displayed thorough knowledge of Wellington and his tactics.

B2

- (a) Some sound answers referring to both content and tone/attitude.
- (b) Not well answered with candidates generally failing to use their knowledge of the Treaty of Frankfurt to explain the purpose of the cartoonist.
- (c) Generally weak responses with candidates often failing to examine Bismarck's motives in 1871.

B3

Few answers

B4

- (a) Very well answered with candidates able to make strong comparisons, both in tone and content, between the two sources, finding both similarities and (although not necessary) differences.
- (b) Again very well answered with candidates giving well informed explanations for the sketch by relating it to the situation on the home front.
- (c) Candidates wrote, often at great length, for this question making very effective use of the sources and explaining a variety of factors leading to the deadlock. However, a number were unbalanced and failed to explain other factors such as the strength of the trench system, the failure of new weapons and the impact of the machine gun.

B5

- (a) Very well answered with candidates able to make strong comparisons, both in tone and content, between the two sources, finding both similarities and (although not necessary) differences.
- (b) Candidates often made several inferences and suggestions for the purpose of the source but often did not relate their own knowledge of the events of 1923.
- (c) Some candidates gave very good balanced answers based on their knowledge of 1923. Others, however, often generalised about the relative impact on the different classes.

B6

- (a) Generally well answered with candidates able to draw comparisons in tone and content between the two sources.
- (b) Very well answered with candidates applying very good contextual knowledge of the NEP to explain the motives of the photographer.
- (c) Generally well answered with candidates using the sources and their own knowledge to explain a number of reasons for Lenin's decision to introduce the NEP.

B7

- (a) Candidates generally found strong similarities in tone between the two sources as well as content.
- (b) Many suggestions about the purpose of the photograph although not always grounded in their contextual knowledge.
- (c) Most agreed with the interpretation and made effective use of the sources and their own knowledge. However a number lost focus and explained the impact of prohibition itself whilst many failed to identify other reasons for the emergence of gangsterism.

B8

- (a) Only a handful of answers which generally found similarities in tone between the two sources and compared and contrasted the content.
- (b) A number of candidates made very informed suggestions as to the purpose of Himmler's speech.
- (c) Some well balanced responses which made effective use of the source and looked beyond the interpretation to explain other factors.

B9

- (a) Generally sound cross referencing between the sources in content although not always in tone.
- (b) Some excellent answers from candidates who used their contextual knowledge to offer very good explanations for the purpose of the photograph.
- (c) Several well balanced responses which examined a variety of factors including Japanese strengths and British weaknesses with reference to the sources and own knowledge.

B10

- (a) Most candidates able to compare both content and tone.
- (b) Some sound answers which applied own knowledge to sensible suggestions as to the purpose of the photographer.
- (c) Candidates often explained at length other factors using the sources and their own knowledge without any real explanation of the role of the USSR.

Paper 3

General comments

The Paper seemed to work well with candidates generally performing well on all types of questions and each of the four themes. Candidates displayed a sound grasp of the idea of change. There were no rubric offences and the majority were able to complete the questions in the time allocated.

Parts (a) and (b) were very well answered and candidates were able to use the sources effectively. There were some excellent answers to part (c) although some did not develop their answers sufficiently to achieve the higher marks and did not make use of the extra pages at the back of the answer booklet. Candidates should be encouraged to use their own knowledge, in addition to the information provided in the sources.

There were a number of strong answers to (d) although some lacked depth of knowledge, failed to focus on the idea of change and/or did not use the extra pages at the back of the answer booklet. Indeed a small number of candidates wrote more for part (c), worth 8 marks, than part (d), worth 10 marks.

C1

- (a) Candidates were able to identify several effects of vaccinations.
- (b) Many achieved maximum marks by making effective use of the sources and reference to Edward Jenner.
- (c) A number of students did not go beyond the source and use their own knowledge to explain the importance of Pasteur's work.
- (d) Some sound answers which explained the significance of Koch's work, although others digressed to Pasteur and failed to see the limitations of Koch's research.

C2

- (a) Well answered with candidates able to identify several reasons from the source.
- (b) Candidates did not always achieve Level 2 due to over reliance on the source and failure to use own knowledge.
- (c) Most candidates were totally dependent on the source and failed to bring in any own knowledge.
- (d) Candidates generally displayed a sound knowledge of DNA and gave balanced explanations of its effects.

C3

A popular section.

- (a) Well answered with candidates using the source to give a number of reasons for the effectiveness of tanks.
- (b) Again, generally well answered using the source and own knowledge.
- (c) Some very strong explanations of the use of tanks in Blitzkrieg using the sources and own knowledge. Others, however, gave generalised descriptions on the development of tanks without applying these to Blitzkrieg.
- (d) Some comprehensive explanations, and even arguments, showing changes in warfare brought about by tanks and armoured carriers. Reference was made to both World Wars and subsequent conflicts. Others narrowly focused, almost exclusively, on changes during the First and/or Second World War. A small number of candidates also explained the limitations of these developments, especially in the face of guerrilla warfare.

C4

The most popular section.

- (a) Well answered with candidates able to identify several reasons.
- (b) Again, generally well answered
- (c) Some excellent answers with candidates giving a range of ways in which the UN expanded its role. A handful failed to take note of the time span (last quarter of twentieth century) and wrote at length about the 1960s.
- (d) Many strong answers with candidates showing a thorough knowledge of the two conflicts and making very good judgments. The Korean War, the Suez Crisis and the Congo was generally very well explained.

Paper 4

General comments

All centres are to be congratulated on completing coursework appropriately in 2006. Samples were correctly chosen and supporting material was supplied. Marking was accurate and fair.

The work presented by candidates was often of the highest order. Candidates and teachers have clearly made every effort to tackle IGCSE coursework as effectively as possible. Some responses were of an exceptional standard.

Assessment

Teachers are reminded that coursework assignments should be marked by levels. The final mark should be calculated by assessing the highest level sustained. Marks should only be used if candidates produce work that is very uneven, in terms of levels.

The summary of levels that was provided in the 2005 report is again included.

Assessment Objective 1

Level 1: Simple statements supported by some knowledge, i.e. candidates are able to write sentences describing details or aspects of the topic.

Level 2: Developed statements supported by relevant knowledge, i.e. candidates can write paragraphs describing aspects of the topic that are relevant to the question.

Level 3: Developed explanation or exposition supported by selected knowledge, i.e. candidates can organise materials into factors or effects and use this to write an explanation; making links between factors/events/people where appropriate. In terms of events, this will probably mean getting them into chronological order. In the case of factors, it will probably mean long and short term.

Level 4: Sustained argument supported by precisely selected knowledge, i.e. candidates can identify the most important factors/results in an opening paragraph and can then produce an argument supporting their choice. It is important that the factors identified in the introduction are carried through the entire answer and repeated in the conclusion.

N.B. It is not possible for Levels 3 and 4 to be awarded on the basis of one paragraph. The decision must be made on the quality of an overall answer.

Assessment Objective 2 and 3

Level 1: Simple statements using sources at face value supported by some own knowledge, i.e. candidates can take appropriate information from sources to answer a question.

Level 2: Developed statements making inferences supported by relevant own knowledge, i.e. candidates can explain what a source 'suggests' and relate this to their own knowledge.

Level 3: Developed explanation supported by selected own knowledge, i.e. candidates can use inferences and their own knowledge to produce an explanation an answer to the question.

Level 4: Sustained argument supported by precisely selected knowledge, i.e. candidates can integrate sources and own knowledge into an answer which identifies the most important reasons in an opening paragraph and can then produce an argument supporting their choice.

N.B. In these objectives it is important that candidates do make specific reference to sources when they are being used in answers. For higher levels, reference should be made to the details in the provenance of sources.

HISTORY 4380, GRADE BOUNDARIES

Unit/Component	Maximum Mark(Raw)	% Contribution to Award
Paper 1F	50	75
Paper 2H	75	75
Paper 03	25	25
Paper 04	60	25

Option 1: 1F, 03

Grade	A*	A	B	C	D	E	F	G
Mark				54	43	32	22	12

Option 2: 1F, 04

Grade	A*	A	B	C	D	E	F	G
Mark				54	43	32	21	10

Option 3: 2H, 03

Grade	A*	A	B	C	D	E	F	G
Mark	78	67	56	46	35	29		

Option 4: 2H, 04

Grade	A*	A	B	C	D	E	F	G
Mark	79	68	57	47	36	30		

Note: Grade boundaries may vary from year to year and from subject to subject, depending on the demands of the question paper.
