

# Examiners' Report Summer 2007

IGCSE

## IGCSE History (4380)



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## Principal Examiner's Report: 4380 Paper 1F

### General

The standard of work completed by candidates in the May 2007 series remained at the very high level displayed in previous years. Teachers and candidates deserve congratulations on the commitment that has been shown to teaching a wide and challenging specification. Many scripts revealed a deep knowledge and understanding of periods of history that are rarely studied in any other instance at this level.

There were no obvious major weaknesses in terms of knowledge and understanding in any questions, consequently, this report concentrates on highlighting areas in which candidates either performed particularly well or where there were repeated mistakes. However, centres are reminded that in (e), candidates must use both the source and their own knowledge in order to be awarded high marks. Candidates who only used the sources were generally given Level 1 2 marks. A second potential problem was encountered by some able candidates, who answered questions on 1F in such detail, that they then struggled to complete 2H in sufficient depth.

There is however, one major area of concern. Whilst the number of candidates entered for Paper 1F has risen significantly, there is a growing tendency for centres to enter all candidates for 2H, irrespective of their potential. The number of candidates who were un-graded increased as a result of the failure of centres to enter candidates for Paper 1F, when it was very unlikely that they would be able to tackle Paper 2H successfully. Centres are reminded that the lowest grade that can be awarded to candidates who are entered for Paper 2H is D. Further, the paper is intended in the main for candidates who are likely to attain grades B-A\*.

### Questions

1: As in many questions, candidates were uncertain about the correct answers to (a). This was probably the result of not reading the question carefully. In (c), many candidates focused on events that took place long after 1789 and in (d), Maximilien Robespierre proved to be an unpopular choice. By contrast, many answers offered very vague statements about the 'Law of Suspects'.

2 and 3: There were consistently sound answers to all sections of these questions.

4: Few candidates chose this question. Answers to (a) and (b) were sound but (c) and (d) were sometimes confused and (e) attracted descriptions that did not take account of the dates in the question.

5: This was a very popular question and was usually answered in great detail. The only exception was (a), where few candidates looked closely at the question and consequently chose 'free from Austrian control'.

6: Another popular question which candidates in general were able to tackle effectively. However, knowledge of taxation in (d) was limited at times. Bismarck ensured that the Empire relied on indirect taxation which could be unpredictable.

7: This was a very popular question and was generally very well answered. However, candidates were sometimes confused over the possible answers to (d).

8: This was another very popular question and attracted very detailed answers to all parts. Accounts of the events leading to the outbreak of war in 1914 (e) revealed detailed, at times almost hourly, knowledge of the machinations of the Great Powers.

9: This was another popular question. Once again, answers to (a) were often awry because candidates apparently failed to read the question carefully. Thereafter, most were able to provide detailed knowledge of Emancipation and Alexander's reforms, but answers to (e) sometimes focused on failings rather than attempted reforms.

10: This was yet another popular question, but one which attracted less well-informed responses. Few candidates were able to pick the correct answers to (a), although (b) was usually tackled satisfactorily. There were some specious answers to (c), but these were often redeemed by detailed knowledge of the options in (d): Rasputin, Alexandra and Nicholas were all dealt with confidently.

11: This was a very popular question and attracted detailed answers. Surprisingly, many candidates opted for the Purges in (a), but thereafter tackled all parts confidently. Stakhanov (c) was known in great detail, including numbers of tonnes etc, and Collectivisation caused few problems in terms of knowledge. However, some candidates did not read the question carefully and described Collectivisation rather than how it changed agriculture.

12: There were very few answers to this question.

13: This was probably the most popular answer on the paper and attracted a wide variety of responses. The best candidates were able to complete all sections with near perfect answers, including detailed day-by-day accounts of the events in Germany in 1932-3 (e). The weakest answers placed hyperinflation (b) in 1929 and were unable to write anything of value on the Rentenmark or Locarno.

14: This was also popular and was generally well answered. Many answers contained accurate detail of the March on Rome, Battles and the Lateran Treaties. In (e), candidates sometimes wandered into foreign policy, which is not part of the theme, but were given credit.

15: This was again a very popular question, but one which attracted very varied responses. Whilst most candidates were able to tackle (a) and (b) successfully, answers to (c) on Corfu were either very good or totally inaccurate. Similarly, some candidates could provide detailed knowledge of the options in (d), especially the Aaland Islands, while others appeared not to have studied these at all. (e) was usually answered well.

16: This was another popular question, but one that attracted weaker answers than many others. Details of the Munich Crisis varied significantly in (d) and in (e) many candidates repeated details from earlier answers. Comment on the events of 1939 had been anticipated.

17: This proved to be a very popular question and was one that attracted many excellent answers. Only 'federal policies' in (d) caused some confusion: candidates describing that ways that they led to the Crash rather than how they helped to create the boom.

18: This was also a popular question and almost invariably attracted excellent answers. Accounts of opposition to Roosevelt (e) were particularly praise-worthy.

19: Answers to this question were generally sound, but some candidates were unable to describe civil rights legislation in the 1960s apart from the Civil Rights Act of 1964. Examiners were expecting details of the Voting Rights Act, the second Civil Rights Act and the Housing and education Acts.

20: There were very few answers to this question.

21: There were few answers to this question and those often revealed inaccurate chronology. In (c), candidates often referred to the 1980s and in (e), there was little understanding of total strategy.

22: This question appeared to attract no answers.

23 and 24: Answers to these questions were competent. However, in 23(e), accounts of the Muslim League were patchy and in 24(c), candidates were sometimes unable to explain opposition to the Government of India Act, 1935.

25: This attracted very few responses.

26: This was a popular question and was generally answered effectively. Only (e) proved a little taxing for candidates, perhaps because they were reluctant to use materials that had already been included in answers to (d).

27: This question attracted a small number of responses which were generally detailed and accurate. Only (c) proved at all difficult.

28: There were very few answers to this question.

29: This was a popular question which attracted many detailed responses. Only (c) proved slightly testing. Centres are reminded that the period runs from 1945-1990s and is not restricted to the Vietnam War from 1965 to 1973.

30: There appeared to be no answers to this question.

31: This was a popular question and one that was very effectively answered. For once, answers to (a) were almost always correct. There was detailed knowledge and understand of the events of 1948, 1956 and 1967, although some candidates failed to read (e) carefully and did not focus on the events that led up to the outbreak of war.

32: There were very few answers to this question.

33: This proved to be a very popular question, but one in answers to (a) were frequently inaccurate. After that, however, most candidates were able to offer very detailed accounts of events from 1945 to 1949.

34: This question was less popular than 33 and less well answered. In particular, peaceful co-existence (c) seemed to be unfamiliar to some candidates and the Sputnik (d) was believed to be capable of firing missiles at Earth. Few answers to (e) referred to the vast numbers of refugees that were leaving East Berlin by 1961.

35: There appeared to be no answers to this question.

36: There were very few answers to this question.



## Principal Examiner's Report: 4380 Paper 2H

### General

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 reference 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. A number however 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 contents and tone.
- (b) Candidates generally made inferences and made sensible suggestions as to purpose, although a number did not back this up with specific knowledge of the part played by the British, and more specifically the Scots Greys, at Waterloo.
- (c) Some very good answers from candidates who made confident use of the sources to explain the reasons for the French defeat.

### B2

- (a) Some sound answers referring to both contents and tone/attitude.
- (b) Not well answered with candidates generally failing to use their knowledge of 1870-71 to suggest the reasons for the secrecy of the document.
- (c) Generally well answered with candidates making use of the sources and own knowledge to explain the reasons for defeat of France.

### B3

No 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 British need to encourage volunteers and the USA to enter the war.
- (c) Candidates wrote at often great length for this question making very effective use of the sources although not always using precise knowledge of other threats at sea especially Jutland and German raids on the British coast.

#### 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 although some failed to relate this to contemporary attitudes to Treaty of Versailles and Jews.
- (c) Some candidates gave very good balanced answers based on their knowledge of 1923. Others, however, went beyond 'early growth of the Nazi Party' and wrote at length about 1929-33.

#### B6

- (a) Generally well answered with candidates able to draw comparisons in tone and content between the two sources.
- (b) Some very good answers which explained purpose, relating this both to Lenin's arrival and the motives of a later Soviet artist. However others relied too much on describing the scene depicted and did not use their contextual knowledge.
- (c) Generally well answered with candidates using the sources and their own knowledge to explain a number of reasons, although a number ignored the work of Trotsky.

#### B7

- (a) Candidates generally found strong similarities in tone between the two sources as well as content.
- (b) Some excellent answers with a number of candidates using precise contextual knowledge of developments in advertising as well as changes in the role of women. Others, however, relied too heavily on the contents of the source.
- (c) Some excellent, well developed answers which made effective use of the sources but were able to include a range of other factors including other forms of advertising or wider factors such as hire purchase, assembly line etc.

**B8**

- (a) Most were able to explain similarities in tone and attitude.
- (b) A number of candidates were able to use their contextual knowledge effectively to explain the purpose of the photographer. Others, however, simply speculated without reference to their own knowledge.
- (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 and tone.
- (b) Candidates generally able to explain the purpose of the photograph but did not use contextual knowledge of what took place on Iwo Jima.
- (c) Several well balanced responses which examined a variety of factors including US preoccupation with Europe and the heavy cost of island hopping.

**B10**

- (a) Most candidates able to compare both contents 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 as well as the importance of Mao's political motives.

## Principal Examiner's Report: 4380 Paper 03

### General

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

Parts (a) and (b) were very well answered with candidates able to use the sources effectively to stimulate three answers. There were some excellent answers to part (c) although some did not develop their answers sufficiently to achieve the higher marks. Although helped by the sources, candidates should be encouraged to use their own knowledge.

There were a number of strong answers to (d) although some lacked depth of knowledge, failed to focus on the idea of change. 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 causes of disease.
- (b) Many achieved maximum marks by making effective use of the sources and reference to laissez-faire ideas of the time.
- (c) A number of students did not go beyond their source and use their own knowledge to explain developments in medical science, work of Snow etc.
- (d) Some excellent answers which explained the significance of Pasteur's work and his influence on Koch and Lister as well as the limitations of his achievements.

### 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) A number were totally dependent on the source and failed to bring in any own knowledge.
- (d) Candidates generally displayed a sound knowledge of the importance and limitations of X-rays. Generally well answered with sound focus on change.

### C3

A popular section.

- (a) Well answered with candidates using the source to give a number of effects of atomic bomb.
- (b) Again generally well answered using the source and own knowledge.
- (c) Some strong answers which went beyond the sources to explain MAD and attempts at nuclear disarmament.
- (d) Some comprehensive explanations and even arguments showing changes in warfare brought about by nuclear warfare. Many candidates displayed excellent knowledge of key weapon changes but also stressed the fact that nuclear warfare actually increased the reliance on conventional weapons.

#### C4

The most popular section.

- (a) Well answered with candidates able to identify several reasons.
- (b) Again generally well answered although some did not go beyond the sources.
- (c) Some very strong explanations using the source although a number did not go beyond and develop their own knowledge and give specific examples of US and USSR clashes and differences.
- (d) Many strong answers with candidates showing a thorough knowledge of the two conflicts and making very good judgments on role of UN. However some did not focus on change while a number ignored date 'after 1960' and wrote about Korean War or Suez, both of which occurred in 1950s.

## Principal Examiner's Report: 4380 Paper 04

### General

The standard of work presented for moderation was, in many instances, exemplary. Teachers are to be congratulated on the way that candidates were prepared for the demands of this component and the high quality of the responses that were sent for moderation. As in the past, the work of many candidates was much closer to that which would be expected of candidates at AS than at GCSE.

There were few, if any, weaknesses, but it was evident that some larger centres with many able candidates tended to mark negatively: marks appeared to be deducted when candidates omitted details or when they failed to express themselves clearly or appropriately. This should not happen. Rather, candidates should be marked positively; being rewarded for what they have achieved in terms of the levels in the markscheme. Consequently, in some instances, marks were increased during moderation to correct any imbalance.

For the benefit of new centres, I repeat the summary of the markscheme that was included in the 2005 and 2006 reports.

### 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.

#### 4380 Option 1 (Paper 1F + Paper 03)

Grade	Max. Mark	C	D	E	F	G
Raw boundary mark	100	57	45	33	22	11
% Candidates		23.9	36.6	54.9	83.1	98.6

#### 4380 Option 2 (Paper 1F + Paper 04)

Grade	Max. Mark	C	D	E	F	G
Raw boundary mark	100	57	45	33	21	9
% Candidates		9.1	18.2	45.5	63.6	81.8

#### 4380 Option 3 (Paper 2H + Paper 03)

Grade	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	100	79	68	57	46	35	29
% Candidates		20.9	41.2	60.9	78.8	90.6	94.8

#### 4380 Option 4 (Paper 2H + Paper 04)

Grade	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	100	80	69	58	47	36	30
% Candidates		45.9	74.0	85.6	93.8	96.6	99.3



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