

# Examiners' Report November 2007

IGCSE

## IGCSE History (4380)

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## IGCSE History 4380 Section A & B

### 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 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.

### 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 Napoleon's leadership.
- (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 1867 and Franco-German relations to suggest reasons for cartoon.
- (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 photo.
- (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 reasons for failure.

**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.
- (c) Some candidates gave very good balanced answers based on their knowledge of 1923.

**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 to the motives of the PG.
- (c) Generally well answered with candidates using the sources and their own knowledge to explain a number of reasons for the outbreak of the February Revolution.

**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 the role of Charlie Chaplin.
- (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 leisure activities.

**B8**

No answers

**B9**

- (a) Generally sound cross referencing between the sources in content and tone.
- (b) Candidates generally able to explain the purpose of the poster although not enough contextual knowledge on Stalin.
- (c) Several well balanced responses which examined a variety of factors for success of Soviet Union.

**B10**

No answers.

IGCSE History 4380  
Paper 03

General Comments

The Paper seemed to work well with candidates generally performing well on all types of questions 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 features of Miasma Theory
- (b) Able to achieve maximum marks by making effective use of the sources and knowledge of Pasteur
- (c) A number of students did not go beyond their source and use their own knowledge to explain work of Koch
- (d) Some excellent answers which explained the significance of Lister's work.

C2

No answers.

C3

- (a) Well answered with candidates using the source to give a number of difficulties.
- (b) Again generally well answered using the source and own knowledge.
- (c) Some strong answers which went beyond the sources to explain D-Day landings.
- (d) Some comprehensive explanations and even arguments showing changes in warfare brought about by combined operations. Some, however, too generalised with little or no reference to specific operations.

C4

- (a) Well answered with candidates able to identify several aims.
- (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 work of WHO.
- (d) Many strong answers with candidates showing a thorough knowledge of UN agencies.

## HISTORY 4380, GRADE BOUNDARIES

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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				57	45	33	22	11

### Option 3: 2H, 03

Grade	A*	A	B	C	D	E	F	G
Mark	79	68	57	46	35	29		

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

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