

Principal Examiner Feedback

Summer 2008

IGCSE

IGCSE History (4380)



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Paper 1F

General Comments

The standard of work completed in the May 2008 series was, once again, of a high standard, showing, in many cases, a very good knowledge and understanding of the topic areas answered. However, a few areas for improvement. Firstly, candidates who wrote at length for 1F often struggled to complete 2H, the source question, in sufficient depth. For question (c), give two reasons, candidates should make it clear that they are writing about two different reasons.

For question (d), answers should focus on the key words in the question to secure maximum (4) marks for each part. Finally, centres are reminded that in (e), candidates must use both the sources and their own knowledge if they are to be awarded high marks. Candidates who only use the sources were generally given Level 1/2 marks.

Questions

1. Generally well answered in a, b, c and d especially on the part played by the storming of the Bastille for (d).
2. Well answered, especially (e) where candidates made effective use of the source and their own knowledge.
3. Not many answers to this question. Part (d) was not well answered whilst for (e) candidates wrote at length about the 1820s with little detail about the 1830s.
4. Quite a popular question with candidates confident in questions on both Belgium and Greece.
5. Again, quite popular. Strong answers to all sub-questions, although for (e) answers did not always focus on Cavour's reaction.
6. Well answered throughout, with especially detailed responses, using the sources and own knowledge, for (e).
7. Some sound answers to all parts, although some candidates ignored the dates of (e) question, 1890-1914, and focused some of their answer on the formation of alliances in the years before 1890.
8. Generally well answered although a few candidates confused the Agadir Crisis of 1911 with the First Moroccan Crisis in part (d).
9. Surprisingly, a number of candidates were stronger on (e), the reign of Alexander III, than the reforms of Alexander II, for part (e).

10. Not well answered as candidates often lacked precise knowledge of the growth of opposition to Tsarist rule. There was some confusion between the Social Democrats and Social Revolutionaries. In addition, answers often lacked focus on conditions in St Petersburg and Moscow for part (e).
11. Quite popular and generally well answered. However, for part (e) candidates did not always focus their answers on how the three Five Year Plans changed Soviet industry.
12. Not as popular as question 11. Answers to (e), on the failure of Khrushchev's agricultural policies, were generally stronger than those on de-Stalinisation for (d).
13. The most popular question on the Paper. For (c) answers did not always focus on the Depression and there was some confusion with hyper-inflation in 1923. For (e) there were some very well developed answers with precise knowledge of the persecution of the Jews in the years 1933-39. However, a number of candidates ignored the dates and wrote about events after 1939, more especially the Holocaust.
14. Not many answers to this question. In part (e) candidates did not always focus on the question - how Mussolini's policies did not achieve the results he expected.
15. Another very popular and generally well answered question, especially to part (e), the League of Nations in the 1920s.
16. Again, a popular question with generally sound answers to parts (a) to (d). However, for part (e), some candidates omitted one key event, the reoccupation of the Rhineland.
17. Very popular and generally well answered with especially strong responses to (e), the stock market and the Wall Street Crash.
18. Again, popular and well answered although for (e) some answers lost focus, and wrote at length about other reasons for opposition to Roosevelt's policies.
19. A popular topic. However, a number of candidates failed to score both marks on (a), often choosing both MLK and the Freedom Riders. Parts (c) and (d) were well answered, especially on Rosa Parks and Little Rock, for (d). Some candidates were not as confident when writing about the Red Scare for the last sub-question.
20. Not many answers. Candidates often gave generalised responses to parts (d) and (e).
21. There were very few answers to this question.
22. There were very few answers to this question.

23. Quite popular with strong, well developed answers to parts (d), the Amritsar Massacre, and (e), Gandhi and Congress in the 1920s.
24. Fewer answers to this question. Strong on (d) and (e) but struggling to write about two reasons for (c).
25. Quite popular with generally sound answers to all sub-questions.
26. Again, quite popular, with strong answers to (d), especially details of the Long March, and (e), the war against Japan. However, some candidates wrote at length about the Civil War of 1945-49.
27. Not many answers. Candidates were more confident in writing answers to questions on Mao, especially parts (a), (b) and (e) than other leaders in part (e).
28. Few answers to this question.
29. Quite popular with some very good, detailed accounts of the tactics used by US forces in Vietnam for part (e).
30. Few answers to this question.
31. Reasonably popular. Candidates wrote confident answers to parts (a) to (d). Part (e), however, often failed to focus on the key question - how the Suez Crisis came to end. A number of responses wrote at length about the reasons for the Crisis.
32. Not as popular as question 31. Again, candidates struggled with part (e) with answers generally lacking specific knowledge of the Peace Process of the 1990s.
33. A popular question. Generally confident answers to parts (a) to (d). Part (e) was not well answered. Candidates generally failed to focus on how the creation of NATO changed relations between East and West.
34. Not as popular as question 33. Generally sound answers to all sections, although some candidates failed to write at length about the options given in part (d).
35. Few answers to this question.
36. Only a handful of generally weak answers.

Paper 2H

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 the importance of Waterloo.
- (c) Some very good answers from candidates who made confident use of the sources and own knowledge to examine other consequences of Trafalgar.

B2

- (a) Some sound answers referring to both contents and tone/attitude.
- (b) Well answered with candidates able to use their contextual knowledge to explain the purpose of the painting.
- (c) Generally well answered with candidates making use of the sources and own knowledge to explain the reasons for Prussia's victory.

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 newspaper article with reference to Britain's position at home and on the Western Front.
- (c) Candidates wrote at often great length for this question making very effective use of the sources and often precise own knowledge.

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 use their contextual knowledge of what actually took place during the Putsch.
- (c) Some strong answers which evaluated several important consequences of the Putsch. Others were too dependent on the sources and displayed little relevant own knowledge.

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 position of the Bolsheviks in the Civil War, Bolshevik propaganda and Trotsky's work with the Red Army. A number, however, spent too long interpreting the contents of the source.
- (c) Many very strong answers which made effective use of the sources and displayed very precise knowledge of Bolshevik strengths and White weaknesses.

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 corruption during Prohibition. Others, however, failed to apply contextual knowledge to their answers.
- (c) Some excellent, well developed answers which made effective use of the sources but were able to include a range of other factors for the failure of Prohibition.

B8

- (a) Most were able to explain similarities in tone and attitude.
- (b) Candidates generally able to explain the purpose of the diary and use sound contextual 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) Some strong answers although some failed to explain the context of the cartoon.
- (c) Several well balanced responses which examined a variety of factors including the effectiveness of Blitzkrieg.

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 poster.
- (c) Candidates often explained at length other factors using the sources and their own knowledge.

Paper 3

General Comments

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 problems for the wounded.
- (b) A number achieved maximum marks by making effective use of the sources and reference to opposition to antiseptics although some remained totally reliant on the sources.
- (c) A number of students did not go beyond their source and use their own knowledge of Lister's importance.
- (d) Some excellent answers which explained the significance of Nightingale's work for the role and status of nursing. A number of candidates, however, gave a detailed narrative of her work in the Crimea and failed to focus on the issue of changes in nursing.

C2

- (a) Well answered with candidates able to identify several opportunities 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. Others, however, successfully used the sources to stimulate their own knowledge.
- (d) Some very well focused answers using precisely selected knowledge. Others, however, lost focus and explained other major medical developments of the twentieth century.

C3

A popular section.

- (a) Well answered with candidates using the source to give a number of differences.
- (b) Again generally well answered using the source and own knowledge, although a number did not go beyond the source.
- (c) A number went beyond the sources and were able to explain the context of the Pacific Warfare as well as specific events such as Pearl Harbor.
- (d) Some comprehensive explanations and even arguments showing changes in warfare brought about by submarines with precise knowledge of key developments and changes in both wars as well as the importance of submarines in the nuclear arms race.

C4

The most popular section.

- (a) Well answered with candidates able to identify several failures.
- (b) Again generally well answered although some did not go beyond the source.
- (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 focusing well on improvement. UNESCO, WHO and UNICEF proved to be the most popular agencies.

Paper 04

General Comments

The standard of work presented for moderation was, invariably, of a very high standard. 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 a few 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 mark scheme. Equally some candidates wrote extensively but did not focus their information on the question – particularly in questions regarding causation. Consequently, in some instances, minor adjustments were made to rectify the imbalance.

For the benefit of new centres, I repeat the summary of the mark scheme.

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.

Statistics

4380 Option 1 (Paper 1F + Paper 03)

Grade	Max Mark	C	D	E	F	G
Raw Boundary mark	100	50	41	32	24	16
% Candidates		22.7	45.5	74.2	83.3	95.5

4380 Option 2 (Paper 1F + Paper 04)

Grade	Max Mark	C	D	E	F	G
Raw Boundary mark	100	48	39	30	21	12
% Candidates		20.0	35.0	60.0	75.0	95.0

4380 Option 3 (Paper 2H + Paper 03)

Grade	Max Mark	A*	A	B	C	D	E
Raw Boundary mark	100	74	65	56	47	36	30
% Candidates		16.9	39.5	59.7	75.4	90.4	95.3

4380 Option 4 (Paper 2H + Paper 04)

Grade	Max Mark	A*	A	B	C	D	E
Raw Boundary mark	100	76	66	56	46	35	29
% Candidates		46.6	74.4	90.6	97.0	99.6	100

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