

Principal Examiner Feedback

Summer 2009

IGCSE

IGCSE History (4380)

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Principal Examiner's Report
4380 Paper 1F
May 2009

General

The standard of work completed in the June 2009 series was, once again, of a high standard, showing, in many cases, a very good knowledge and understanding of the topic areas answered.

It should be noted, as in 2008, that some candidates who wrote at length for 1F often struggled to complete 2H, the source question, in sufficient depth.

In 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 low Level 1 marks.

Questions

1. Generally well answered, especially in (e).
2. Few responses here.
3. Few responses here.
4. Greek and Belgian independence continue to be quite popular and answers were satisfactory.
5. Again, quite popular. Strong answers to all sub-questions.
6. Well answered throughout, with especially detailed responses, using the sources and own knowledge, for (e).
7. Some sound answers to all parts but in (e) some answers did not always offer sound detail on the inclusion of Russia.
8. Well answered throughout.
9. Well answered throughout.
10. Well answered throughout.
11. A very popular question which was generally well answered. (e) produced some very strong responses.

12. Quite popular with satisfactory answers throughout.
13. This was by far the most popular question on the Paper. In (a) some did tend to think the German Workers' Party was the correct response. In (e), though responses were good, some candidates did not always focus on the campaigns.
14. Few answers to this question.
15. Another very popular and generally well answered question. It was disappointing to see many candidates consider the Fourteen Points to be a term of the treaty. (d) produced some excellent answers. In (e), many wrote about the reasons behind the US' refusal to join the League but then continued to give a sharper focus. In some instances, time must have been wasted.
16. Again, a popular question with generally sound answers. Some candidates did not take heed of the date for the 'attempted *Anschluss*'.
17. Very popular and generally well answered with especially strong responses to (e), about the motor car industry.
18. Again, popular and well answered, especially in (e).
19. A popular topic. However, a number of candidates failed to score both marks on (a), often choosing both Montgomery Bus Boycott and Brown v Topeka - the key was in the specified dates. Some candidates were not as confident when writing about the methods of McCarthy for the last sub-question - a similar point was made in this last question in 2008.
20. There were very few answers to this question.
21. There were very few answers to this question.
22. There were very few answers to this question.
23. There were very few answers to this question.
24. There were very few answers to this question.
25. Quite popular with generally sound answers to all sub-questions.
26. Again, quite popular, with strong answers to (c) and (e).
27. There were very few answers to this question.
28. There were very few answers to this question.

29. This was quite popular with some very good, detailed responses in (d).
30. There were very few answers to this question.
31. This attracted a number of responses. Knowledge of the Superpowers' involvement was not extensive.
32. There were very few answers to this question.
33. This was a very popular question. Generally confident answers to parts (a) to (e). knowledge was rather extensive in (d).
34. Not as popular as question 33. Generally sound answers to all sections, and (e) produced some sharp responses.
35. There were very few answers to this question.
36. There were very few answers to this question.

**Principal Examiner's Report
IGCSE History 4380 Paper 2
May 2009**

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 context of the poster with reference to Napoleon's successes.
- (c) Some very good answers from candidates who made confident use of the sources and own knowledge to examine the interpretation. A number, however, relied too much on the sources and did not bring in their knowledge of other successes.

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 Bismarck's speech in relation to German unification.
- (c) Generally well answered with candidates making use of the sources and own knowledge to explain the reasons for German unification.

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 painting with reference to importance of Mons and the situation in Britain.
- (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 communist threats to the new republic.
- (c) Some strong answers which evaluated main reasons for opposition to the republic, especially the Treaty of Versailles.

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 attitude of the peasants to War Communism. However, a number of answers were over dependent on the source itself.
- (c) Many very strong answers which made effective use of the sources and displayed very precise knowledge of the consequences of the NEP.

B7

- (a) Candidates generally found strong differences in tone between the two sources as well as content.
- (b) Some strong answers although some did not go beyond the source and use their contextual knowledge of changes in position of women in USA in 1920s.
- (c) Some very good own knowledge of developments in the 1920s. Others were too dependent on the sources and did not provide a balanced account.

B8

- (a) Most were able to explain similarities in tone and attitude.
- (b) Very well answered with candidates able to relate the photo to the circumstances in death camps.
- (c) Some well balanced responses which made effective use of the source and looked beyond the interpretation to explain other factors especially initial aim of camps.

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 contributing to Japanese success.

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 wall bulletin.
- (c) Candidates often explained at length other consequences using the sources and their own knowledge.

Principal Examiner's Report
IGCSE History 4380 Paper 3
May 2009

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. Some write a pre prepared answer which does not focus on the actual question. 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 with surgery.
- (b) A number achieved maximum marks by making effective use of the sources and own knowledge with reference to the improvements brought about by the use of anaesthetics.
- (c) Some very strong answers although a number of students did not go beyond the source and use their own knowledge to explain the importance of the work of Lister.
- (d) Some excellent answers which explained the changes in the role and status of nursing. A number of candidates, however, gave a detailed narrative of the work of Florence Nightingale in the Crimea and failed to focus on the issue of changes in nursing.

C2

- (a) Well answered with candidates able to identify several developments 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. More needed on limitations of Fleming's work.

C3

A popular section.

- (a) Well answered with candidates using the source to give a number of factors
- (b) Again generally well answered using the source and own knowledge, although some did not go beyond the source.
- (c) Generally well answered. Many used the sources to stimulate other factors.
- (d) Some excellent answers focusing on the key features of guerrilla warfare and the changes it brought in warfare. A number, however, simply described the tactics and failed to focus on change.

C4

The most popular section.

- (a) Well answered with candidates able to identify several factors.
- (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.
- (d) Many strong answers with candidates focusing well on change. The Congo proved very popular. Some ignored the date (after 1960) and wrote about missions of the 1940s and 1950s especially the Korean War. A few wrote about UN agencies rather than missions.

Principal Examiner's Report
4380 Paper 04
June 2009

General

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	49	40	31	23	15

4380 Option 2 (Paper 1F + Paper 04)

Grade	Max Mark	C	D	E	F	G
Raw Boundary mark	100	48	39	30	21	12

4380 Option 3 (Paper 2H + Paper 03)

Grade	Max Mark	A*	A	B	C	D	E
Raw Boundary mark	100	77	67	57	47	36	30

4380 Option 4 (Paper 2H + Paper 04)

Grade	Max Mark	A*	A	B	C	D	E
Raw Boundary mark	100	77	67	57	47	36	30

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