

# IGCSE

London Examinations IGCSE

History (4380)

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Specification

London Examinations IGCSE

# History (4380)

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**Changes from Issue 1 are indicated by marginal lines.**

#### *Acknowledgements*

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Authorised by Elizabeth Blount

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# Introduction

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The London Examinations IGCSE in History is designed as a two-year course which allows students to study the main themes and periods of the history of the nineteenth and twentieth centuries. The structure of the specification allows teachers to create their scheme of work according to the needs of students and the resources available. Centres may, for example, opt for an international approach, or alternatively, may choose to concentrate on one area of the world.

## Key features

- based on the content of the Edexcel GCSE and GCE O level History specifications
- tiers of entry allow students to be entered at the appropriate level
- two routes of assessment: 100% examination or 75% examination and 25% coursework (Edexcel approved Teaching Institutions only)
- no compulsory content: teachers choose the areas of study which suit their needs and resources
- questions on all Themes and Topics in every examination session
- a full range of teacher support
- an electronic template for centres wishing to design their own coursework
- provides a solid basis for Edexcel GCE AS and Advanced level History, or equivalent qualifications.

## Availability of examination sessions

The specification will be examined twice a year, in May and November.

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. For full details, see the section 'Availability of coursework to international centres'.

## Summary of scheme of assessment

Paper/ component	Mode of assessment	Weighting	Length
1	Examination Paper 1F, targeted at grades C – G (Foundation Tier)	75%	1½ hours
OR			
2	Examination Paper 2H, targeted at grades A* – D (Higher Tier)	75%	2½ hours
3	Examination Paper 3, targeted at grades A* – G (common to both tiers)	25%	1 hour
OR			
4	Coursework, targeted at grades A* – G (common to both tiers)	25%	–

The scheme of assessment consists of 4 components. Students will be required to take **two** components.

**Foundation Tier** students will take Paper 1F, and **either** Paper 3 **or** component 4.

**Higher Tier** students will take Paper 2H, and **either** Paper 3 **or** component 4.

# Summary of the specification content

## Papers 1F and 2H: Themes

Students study at least **two** Themes from this list

A1: Revolution and Reaction: France, 1789-1830

A2: Reconstruction and Nationalism in post-war Europe, 1815-1840: The Great Powers and the Rise of Nationalism in Belgium and Greece

A3: The Making of Nation States: Unification of Italy and Unification of Germany

A4: The Road to War in Europe, 1870-1914

A5: Reform and Reaction in Russia, 1855-1917

A6: The USSR, 1917-1964: Bolshevism Triumphant

A7: The Rise of Fascism in Europe: Germany and Italy, 1919-1939

A8: International Relations, 1919-1939: Collective Security and Appeasement

A9: The Road to Affluence: the USA, 1917-1941

A10: A Divided Union? The USA, 1945-1974

A11: The End of Empire: Decolonisation in Africa, 1945-1990s

A12: India, 1900-1949: Independence and Partition

A13: China in Crisis, 1911-1949

A14: Revolution in China, 1949-1996

A15: South-East Asia, 1945-1990s: End of French Empire, Vietnam, Indo-China, Malaysia, Indonesia

A16: Conflict and Crisis in the Middle East, 1946-1996

A17: International Relations and the Superpowers: Cold War and Co-existence, 1945-1962

A18: Europe, 1945-1990s: Divided and United

### **Paper 2H only: Special Topics**

Students choose **one** Special Topic from this list

B1: The Napoleonic Wars, 1803-1815

B2: Bismarck's Wars, 1864-1871

B3: The Balkans, 1876-1914

B4: The First World War, 1914-1918

B5: Weimar Germany and its Challengers, 1919-1924

B6: Russia in Revolution, 1914-1924

B7: The USA, 1917-1929

B8: The Holocaust, 1939-1945

B9: The Second World War, 1939-1945

B10: China under Mao Zedong, 1949-1959

### **Paper 3: Topics**

Students choose **one** Topic from this list

C1: Medicine in the Nineteenth Century

C2: Medicine in the Twentieth Century

C3: The Changing Nature of Warfare in the Twentieth Century

C4: The Work of the United Nations

### **Component 4: Coursework**

Students complete **two** coursework assignments.



# **Specification aims and assessment objectives**

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## **Aims**

This specification gives candidates opportunities to

- acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- use historical sources critically, in their context, recording significant information and reaching conclusions
- organise and communicate their knowledge and understanding of history
- draw conclusions and make historical judgements.

## **Knowledge, skills and understanding**

The specification requires candidates to study

- the key events, people, changes and issues in the specified periods or aspects of history
- the key features and characteristics of the specified periods, societies and aspects of history.

## **Assessment objectives**

Candidates will be assessed on their ability to

- AO1 recall, select, organise and deploy knowledge of the specification content and communicate it through description, explanation and analysis of
- the events, people, changes and issues studied
  - the key features and characteristics of the periods, topics and societies studied
- AO2 show that they understand and can analyse and interpret historical sources, in their context
- AO3 show that they can comprehend, analyse and evaluate how and why events, people, situations and changes have been interpreted and represented in relation to the historical themes and periods studied.

# Scheme of assessment

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## Tiers of entry

Candidates are entered at **either** Foundation Tier **or** Higher Tier.

Questions in the Foundation Tier paper are targeted at grades in the range C - G. The highest grade which will be awarded at Foundation Tier is grade C.

Questions in the Higher Tier paper are targeted at grades in the range of A\* - D. There is a 'safety net' grade E for candidates who narrowly fail to achieve grade D.

Candidates who fail to achieve grade G on Foundation Tier or grade E on Higher Tier will be awarded 'Ungraded'.

## Relationship of assessment objectives to assessment components

### Foundation Tier

Assessment objectives	Weighting of Paper 1F (Themes A1 – A18)	Paper 3 (Topics C1 – C4) OR Weighting of Component 4	Overall weighting
AO1	50%	12.5%	62.5%
AO2	25%	10%	35%
AO3	–	2.5%	2.5%

## Higher Tier

Assessment objectives	Weighting of Paper 2H		Paper 3 (Topics C1 – C4)	Overall weighting
	Themes A1 – A18	Topics B1- B10	OR Weighting of Component 4	
AO1	30%	10%	10%	50%
AO2	15%	10%	10%	35%
AO3	–	10%	5%	15%

The percentages above are not intended to provide a precise statement of the number of marks allocated to particular Assessment Objectives.

## External assessment

### Paper 1F (Foundation Tier)

**1 hour and 30 minutes**

Candidates must answer **two** questions; **each from a different Theme** from those listed A1 - A18, on page 3. **Candidates must not answer two questions from the same theme.**

Each Theme is divided into **two** parts, (a) and (b) (see pages 12 - 17). There will be **one** question set on each part of each Theme in every examination session.

The minimum requirement is that candidates need to be prepared for **one** part of each of **two** Themes. For example, a centre could choose to study *Germany, 1919-1939*, but would not need to study *Italy, 1919-1939*, which is the other part of Theme A7: *The Rise of Fascism in Europe*. Candidates could then be prepared for any other part of any Theme selected from A1 to A18.

Centres may choose to prepare candidates for more than the minimum content required, to provide greater choice in the examination.

### Paper 2H (Higher Tier)

**2 hours 30 minutes**

The Higher Tier paper is in **two** sections.

#### Section A

Section A is identical in its content and requirements to the Foundation Tier paper 1F. Candidates are advised to spend 1 hour 30 minutes on Section A.

Candidates must answer **two** questions; **each from a different Theme** from those listed A1 to A18, on page 3. **Candidates must not answer two questions from the same theme.**

Each theme is divided into **two** parts, (a) and (b) (See pages 12 - 17). There will be **one** question set on each part of each Theme in every examination session.

The minimum requirement is that candidates need to be prepared for **one** part of each of **two** Themes. For example, a centre could choose to study *Germany, 1919-1939*, but would not need to study *Italy, 1919-1939*, which is the other part of Theme A7: *The Rise of Fascism in Europe*. Candidates could then be prepared for any other part of any Theme selected from A1 to A18.

Centres may choose to prepare candidates for more than the minimum content required, to provide greater choice in the examination.

#### Section B

Candidates must answer **one** question. Candidates are advised to spend about one hour on Section B. There will be a question set on every Special Topic (B1 – B10, see pages 4, and 18 - 19) in every examination session.

Special Topics for Section B have been chosen so that they link naturally with many of the Themes (A1 – A18) in the specification. In some cases, the Special Topics extend the content of the Themes.

More information and guidance about the selection of Themes and their relationship to the Special Topics is given in the Teacher's Guide, which accompanies the specification.

### **Paper 3**

#### **1 hour**

Paper 3 offers candidates a choice of broad themes in nineteenth or twentieth-century history.

Paper 3 is an un-tiered paper, targeted at grades A\* to G. A range of short answer questions will be set which are accessible to both Foundation and Higher Tier candidates, targeted on Assessment Objectives 1, 2 and 3.

Candidates must answer **all** the questions on **one** Topic (C1 – C4, see pages 4 and 20).

### **Component 4: Coursework**

The coursework option is available to Edexcel International-approved Teaching Institutions only.

Coursework is un-tiered, and is targeted at grades A\* to G.

Coursework candidates must complete **two** coursework assignments.

- one assignment must be evaluated on Assessment Objective 1.
- the second must be evaluated on Assessment Objectives 2 and 3.

The Assessment Objectives are on page 5 of this specification.

- the assignment for Assessment Objective 1 will contain two questions, which will ask candidates to describe and explain.
- the assignment for Assessment Objectives 2 and 3 will contain a range of sources (up to five in all) on which four questions will be set.
- candidates' responses should not exceed 1,200 words for each assignment. There is no penalty for exceeding this guideline.
- The two assignments need not necessarily be on the same theme.

Coursework units may also be chosen from any of the Themes on Paper 1F and 2H, Section A (A1 – A18), including those on which candidates will answer questions in the examination. The coursework unit would extend and deepen the content already studied for the examination.

Coursework units may **not** be chosen from the Special Topics list (B1 – B10) on Paper 2H.

Apart from the above restriction, centres are free to devise their own coursework topics. Centres that wish to construct their own coursework assignments must use the

template provided by London Examinations, available on the website and in Appendix 2 of the Teacher's Guide. Centres that design their own assignments, or adapt London Examinations-designed assignments to their own requirements, should seek approval from London Examinations before they are used. The completed template should be emailed to [international@edexcel.org.uk](mailto:international@edexcel.org.uk), or sent as hard copy to Edexcel International (see address below). Edexcel International will produce coursework assignments which centres can use if they do not wish to design their own. These will be posted on the Edexcel International website as they become available ([www.edexcel-international.org](http://www.edexcel-international.org)). Centres which adopt Edexcel International-designed coursework assignments do not need to seek approval before using them

Full details of the assessment of coursework will be found on page 21.

## **Awarding and reporting**

The grading, awarding and certification of this specification will comply with the requirements of the IGCSE for courses first examined in 2005.

Assessment of this specification will be available in English only. All written work for examination must be submitted in English.

## **Availability of coursework to international centres**

Centres are asked to note that the coursework component of this specification is normally available only to candidates studying at centres that have been recognised by Edexcel International as International Teaching Institutions. Candidates studying on their own or at centres recognised as Private Centres are not normally permitted to enter for the coursework component of the specification.

Private Centres may not undertake school-based assessment without the written approval of Edexcel International. This will only be given to centres that satisfy Edexcel International requirements concerning resources/facilities and moderation. Teachers at these centres will be required to undertake special training in assessment before entering candidates. Edexcel International offers centres in-service training in the form of courses and distance learning materials. Private centres that would like to receive more information on school-based assessment should, in the first instance, contact the International Customer Relations Unit.

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## **Students with particular requirements**

Regulations and guidance relating to candidates with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the International Customer Relations Unit (ICRU) at the address below or by telephoning +44 (0) 190 884 7750.

London Examinations will assess whether or not special consideration or concessions can be made for students with particular requirements. Requests should be addressed to

International Customer Relations Unit (ICRU)  
Edexcel International  
190 High Holborn  
London  
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UK

# Specification content

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## Papers 1F and 2H (Section A): Themes

Candidates answer on **two** Themes. Candidates answer **either** (a) **or** (b) from their chosen Themes.

### A1: Revolution and Reaction: France, 1789-1830

#### (a) Revolution

- Causes of the Revolution
- 1789-1792
- Convention and Terror
- Directory and the rise of Napoleon
- Napoleonic France

#### (b) Reaction

- The Restoration
- France under Louis XVIII
- Policies of Charles X
- Conservatives and Liberals
- July Revolution

### A2: Reconstruction and Nationalism in post-war Europe, 1815-1840: The Great Powers and the Rise of Nationalism in Belgium and Greece

#### (a) The Great Powers

- The aims of the Great Powers at Vienna
- The Vienna Settlement
- The Holy Alliance
- The Congress System 1818-1822
- The Great Powers and the Eastern Question

#### (b) Nationalism in Belgium and Greece

- The Greek revolt
- Intervention of the Great Powers
- Independence
- The Belgian War of Independence
- The Treaty of Westminster

### A3: The Making of Nation States: Unification of Italy and Unification of Germany

#### (a) Italy 1852-1870

- Cavour's domestic policies
- The defeat of Austria
- Garibaldi
- The Papal States
- Venice and Rome

#### (b) Germany 1862-1890

- Bismarck and Realpolitik
- The creation of the German Empire
- Bismarck and the Socialists
- Bismarck and the Catholics
- Bismarck and the Liberals



#### A4: The Road to War in Europe, 1870-1914

- (a) The Alliance System
  - The impact of the Franco-Prussian War
  - Relations between Germany and Russia
  - The Congress of Berlin
  - The creation of the Triple Alliance
  - The creation of the Triple Entente
  
- (b) International rivalry
  - Weltpolitik
  - The German Navy Laws
  - The Naval Arms Race
  - The Moroccan crises
  - July-August 1914

#### A5: Reform and Reaction in Russia, 1855-1917

- (a) Reform
  - Russia in 1855
  - The Emancipation of the Serfs
  - Reform of local government and central government
  - Alexander II's policies 1870 to 1881
  - Attempts at change 1906-14
  
- (b) Reaction
  - Opposition to Tsarist rule
  - The growth of terrorism
  - Russia under Nicholas II
  - The 1905 Revolution
  - The impact of the First World War

#### A6: The USSR, 1917-1964: Bolshevism Triumphant

- (a) The Soviet Union 1917-1941
  - Russia under Lenin
  - Five Year Plans
  - Collectivisation
  - Purges and Show Trials
  - Cult of personality and the revision of history
  
- (b) The Soviet Union 1941-64
  - The impact of the Second World War
  - The struggle for power after the death of Stalin
  - De-Stalinisation
  - Khrushchev and industry and agriculture
  - Khrushchev's fall

#### A7: The Rise of Fascism in Europe: Germany and Italy, 1919-39

##### (a) Germany

- The importance of the Treaty of Versailles
- The establishment of the Weimar Republic and its early problems
- The recovery of Germany, 1924-29
- The rise of Hitler and the Nazis
- Life in Nazi Germany

##### (b) Italy

- Post-war discontent in Italy
- Growing support for Fascism, 1919-22
- The founding of the Fascist state under Mussolini
- Domestic policies
- Life in Fascist Italy

#### A8: International Relations, 1919-1939: Collective Security and Appeasement

##### (a) Collective Security

- The Versailles Settlement
- The Foundation of the League of Nations
- Strengths and weaknesses of the League of Nations
- Successes and failures of the League of Nations
- Locarno and the Kellogg-Briand Pact

##### (b) Appeasement

- Manchuria
- The Disarmament Conference
- Abyssinia
- Hitler and the League
- Appeasement in action

#### A9: The Road to Affluence: the USA, 1917-1941

##### (a) 1917-1929

- The impact of the First World War
- Immigration
- Henry Ford and mass production
- Farming in the 1920s
- The Stock Market Boom

##### (b) 1929-1941

- The Wall Street Crash
- The Depression
- The policies of Hoover
- Roosevelt and the New Deal
- Reactions to the New Deal

#### A10: A Divided Union? The USA, 1945-1974

- (a) McCarthyism and Civil Rights
  - The impact of the Cold War
  - The Red Scare
  - Civil Rights in the 1950s
  - Martin Luther King
  - Black Power
  
- (b) Social and Political Change
  - Kennedy and the New Frontier
  - Johnson and the Great Society
  - The women's movement
  - Protest movements; students and Vietnam
  - Nixon and Watergate

#### A11: The End of Empire: Decolonisation in Africa, 1945-1990s

- (a) South Africa
  - The rule of the National Party
  - The system of apartheid
  - Opposition to apartheid within South Africa
  - The role of Nelson Mandela
  - The end of apartheid
  
- (b) West and Central Africa
  - Independence in West Africa
  - The wind of change
  - Rhodesia under UDI
  - Opposition to UDI
  - The creation of Zimbabwe

#### A12: India, 1900-1949: Independence and Partition

- (a) 1900-1929
  - India before the First World War
  - The impact of World War I
  - The Rowlatt Acts, Amritsar and the Government of India Act, 1919
  - Gandhi and Congress, 1917-1922
  - Gandhi, 1924-1929
  
- (b) 1930-1949
  - The Salt Marches and Round Table Conferences
  - The Government of India Act, 1935
  - The impact of the Second World War
  - The growth of communal violence, 1946-1947
  - Independence and partition

A13: China in Crisis, 1911-1949

(a) 1911-1927

- The 1911 Revolution
- Yuan Shi-Kai and Sun Yatsen
- China under the Warlords
- GMD and CCP
- The Northern Expedition

(b) 1927-1949

- The struggle between the GMD and the CCP
- The impact of the Long March
- The war against Japan
- The Chinese Civil War
- The triumph of the CCP

A14: Revolution in China, 1949-1996

(a) 1949-1976:

- China under Mao
- Reform under Liu and Deng
- The reasons for the Cultural Revolution
- The impact of the Cultural Revolution
- China 1971-1976

(b) 1976-1996

- The defeat of the Gang of Four
- China under Deng Xiaoping
- Reforms of the economy
- The Democracy Movement
- China in the 1990s

A15: South-East Asia, 1945-1990s: the end of French Empire, Vietnam, Indo-China, Malaysia, Indonesia

(a) Indo-China

- The end of the French Empire
- Vietnam 1954-1965
- US involvement in Vietnam
- The unification of Vietnam
- Laos and Cambodia

(b) South-East Asia

- The struggle for control of Malaya
- The creation of Malaysia
- Singapore
- Suhartu and Indonesia
- Sukarnu and Pancasila

A16: Conflict and Crisis in the Middle East, 1946-1996

(a) 1946-1967

- The creation of Israel
- The impact of the war of 1948-1949
- The Suez Crisis
- Superpower involvement in the Middle East
- The Six Day War

(b) 1967-1996

- International terrorism
- The war of Yom Kippur
- The Palestinian Liberation Organisation
- Lebanon and the occupied territories
- Successes and failures from Camp David to Oslo

A17: International Relations and the Superpowers: Cold War and Co-existence, 1945-1962

(a) 1945-1953

- The impact of the Second World War on superpower relations
- The Iron Curtain and the Truman Doctrine
- Disagreements over Germany
- The Berlin Blockade
- Nato and East and West Germany

(b) 1953-1962

- The Warsaw Pact and the Secret Speech
- Poland and Hungary in 1956
- Peaceful Co-existence
- Berlin 1958-1961
- The Cuban Missiles Crisis

A18: Europe, 1945-1990s: Divided and United

(a) Western Europe

- The impact of Marshall Aid
- The Schumann Plan and the Coal and Steel Community
- The Treaty of Rome
- The enlargement of the European Community
- Changing relations between Community members

(b) Eastern Europe

- The imposition of Soviet control
- The impact of the Iron Curtain
- Economic life behind the Iron Curtain
- Censorship and political control
- Changing relations with the West

## Paper 2H (Section B): Special Topics

Candidates answer on **one** Special Topic, B1 to B10.

### B1: The Napoleonic Wars, 1803-1815

- The threat to Britain, 1803-1805
- The defeat of Russia, Austria and Prussia
- The Peninsular War
- The 1812 campaign
- The defeat of France in 1814
- The 100 Days and Waterloo

### B2: Bismarck's Wars, 1864-1871

- The creation of the Prussian Army
- Denmark and the Schleswig-Holstein crisis
- The isolation and defeat of Austria
- The Hohenzollern candidacy
- The Franco-Prussian War
- The Treaty of Frankfurt

### B3: The Balkans, 1876-1914

- Russian and Austrian aims
- Bosnia-Herzegovina, 1878-1885
- Bosnia-Herzegovina, 1908
- The expansion of Serbia
- The Balkan Wars
- Sarajevo

### B4: The First World War, 1914-1918

- The Schlieffen Plan
- Deadlock on the Western Front
- Gallipoli
- The Somme and Passchendaele
- The War at Sea
- The defeat of Germany

### B5: Weimar Germany and its Challengers, 1919-1924

- German reactions to Versailles
- The Weimar Constitution
- Opposition from left and right: Spartacists and Kapp Putsch
- Reparations and hyperinflation
- The early development of the Nazi party and the Beer Hall Putsch
- The beginnings of recovery under Stresemann

### B6: Russia in Revolution, 1914-1924

- Successes and failures the First World War
- The February Revolution
- The Bolshevik seizure of power
- Civil War
- War Communism
- New Economic Policy

B7: The USA, 1917-1929

- The Roaring Twenties
- Advertising and consumerism
- New forms of entertainment
- Prohibition
- Gangsterism
- Hollywood

B8: The Holocaust, 1939-1945

- The treatment of Jews after Kristallnacht
- Ghettos
- The Einsatzgruppen
- The Wannsee Conference
- The Final Solution
- Auschwitz and the camps

B9: The Second World War, 1939-1945

- Blitzkrieg
- Operation Barbarossa
- The defeat of Germany
- Pearl Harbor
- The expansion of Japan
- The defeat of Japan

B10: China under Mao Zedong, 1949-1959

- The creation of the Communist State
- Land Reform
- Communist society
- The First Five Year Plan
- The 100 Flowers
- The Great Leap Forward

## Paper 3: Topics

### 1 hour

Candidates should answer on **one** Topic.

The Topics for examination are

#### C1: Medicine in the Nineteenth Century

- Medical knowledge and understanding at the beginning of the nineteenth century
- Changes in the understanding of the causes of disease
- Developments in surgery and hospital treatment
- The work of Pasteur, Koch and Ehrlich
- Medical knowledge and understanding at the end of the nineteenth century

#### C2: Medicine in the Twentieth Century

- Medical knowledge and understanding at the beginning of the twentieth century
- The work of Pierre and Marie Curie and Fleming
- The impact of AIDS and natural disasters
- Developments in anti-biotics, laser treatments and high-tech medicine
- Medical knowledge and understanding at the end of the twentieth century

#### C3: The Changing Nature of Warfare in the Twentieth Century

- Warfare at the beginning of the twentieth century
- Changing methods of land warfare
- Changing methods of sea and aerial warfare
- The developments of atomic and nuclear weapons
- Warfare at the end of the twentieth century

#### C4: The Work of the United Nations

- The creation of the United Nations
- The structure of the United Nations
- The work of the United Nations agencies
- United Nations peacekeeping forces
- The international role of the United Nations



## Internal Assessment (Coursework option Component 4)

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N.B. Only centres which are Edexcel-approved Teaching Institutions may offer the coursework for IGCSE History. Other centres must take Paper 3 in addition to either Paper 1F or Paper 2H.

### Marking and annotation of coursework

Coursework assignments must be marked out of 30. Nine marks are available for each of Levels 1, 2 and 3, and three marks for Level 4 (see below).

Coursework must be marked and annotated, normally by the teacher responsible for teaching the candidates. The annotation should include the level reached by the candidate in each part of the assignment or in each sub-question.

At the end of the assignment there should be a total mark and a final brief comment explaining how that mark has been arrived at. Half marks should not be used. The final mark awarded should reflect the overall level of achievement demonstrated by the candidate in the assignment. For example, a candidate who reached Level 2 in all sub-questions should be awarded a mark in the Level 2 mark band of 10-18 marks.

It follows therefore that the most effective way of marking assignments is by levels. Teachers should indicate by marginal annotation the level achieved in each sub-question. Therefore, marks need not be used until the final mark is awarded.

Where more than one teacher has been responsible for marking candidates' work, there should be clear evidence of internal moderation. Internal moderation should establish an order of merit for all candidates within a centre and must ensure that the assessment criteria have been correctly applied. This process must include an arithmetical check and the transfer of totals to the Teacher Examiner Mark Sheets.

# Coursework level descriptors

## Assessment Objective 1

### Level 1

Produces some knowledge relevant to the chosen topic in a form that can be understood. Makes simple statements describing the sequence of events, details, consequences etc, as appropriate.

(1-9)

### Level 2

Produces simple explanations in a generally clear and structured form. The explanation shows understanding of the appropriate concept(s). The knowledge supplied is relevant and adequate and shows understanding of the topic or issue.

(10-18)

### Level 3

Produces a logical and coherent explanation, which shows confident understanding of the appropriate concept(s). Selects supporting knowledge and shows interrelationship of factors/features etc.

(19-27)

### Level 4

Produces a logical and sustained argument, supported by precisely selected knowledge. The explanation shows mastery of the appropriate concept(s). Analyses the interrelationship of factors/features etc, and assesses their significance.

(28-30)

## Assessment Objectives 2 and 3

### Level 1

Understands that sources of information can be used to respond to a given historical assignment. Can comprehend evidence at face value and extract relevant information from it.

(1-9)

### Level 2

Can make clear and straightforward judgements about the value of evidence for a given historical enquiry. Can interpret and select evidence and construct a simple synthesis.

(10-18)

### Level 3

Can make logical and sustained judgements about evidence in a given historical context. Uses evidence with some discrimination to reach valid conclusions in an enquiry. Can identify and explain different representations of the past.

(19-27)

### Level 4

Can make logical and sustained judgements about evidence in a given historical context. Uses evidence with confidence and discrimination to reach substantiated conclusions. Can critically evaluate different representations and interpretations of historical developments and events based on selected historical knowledge.

(28-30)

# Grade descriptions

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Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the specification content; they are not designed to define that content. In practice, the grade awarded will depend upon the overall extent to which the candidate has met the assessment objectives. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

## Grade F

Candidates recall, select and organise some relevant knowledge of the specification content. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period.

Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions.

## Grade C

Candidates recall, select, organise and deploy historical knowledge of the specification to support, generally with accuracy and relevance, their descriptions and explanations of the events and periods studied.

Candidates produce structured descriptions and explanations of the events, people, changes and issues studied. Their descriptions and explanations show understanding of relevant causes, consequences and changes.

Candidates evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions.

## Grade A

Candidates recall, select, organise and deploy historical knowledge of the specification content accurately, effectively and with consistency, to substantiate arguments and reach historical judgements.

Candidates produce developed, reasoned, and well-substantiated analyses and explanations which consider the events, people, changes and issues studied in the wider historical context.

Candidates evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways.

## Textbooks and other resources

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These texts cover large parts of modern European history.

GCSE Modern World History – B. Walsh (John Murray, 2001, ISBN 0719577136)

Essential Modern History – S. Waugh (Nelson Thornes, 2001, ISBN 0748760067)

Modern World History – M. Chandler and S. Wright (Heinemann, 1999, ISBN 0435311387)

Supporting materials for all units on Papers 1F, 2H and 3 will be published by *London Revision*.

For further information please contact *London Revision* on +44 (0) 1737 215899, or visit its website at [www.londonrevision-igcse.co.uk](http://www.londonrevision-igcse.co.uk)

# Support and training

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## Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by London Examinations on a regular basis. Full details may be obtained from

International Customer Relations Unit  
Edexcel International  
190 High Holborn  
London  
WC1V 7BE  
UK

Tel: +44 (0) 190 884 7750  
E-mail: [international@edexcel.org.uk](mailto:international@edexcel.org.uk)

## Edexcel publications

Support materials and further copies of this specification can be obtained from

Edexcel Publications  
Adamsway  
Mansfield  
Notts NG18 4LN  
UK

Tel: +44 (0) 1623 450 781  
Fax: +44 (0) 1623 450 481  
E-mail: [intpublications@linneydirect.com](mailto:intpublications@linneydirect.com)

The following support materials will be available from 2003:

- Specimen papers and mark schemes (Publication code: UG013056)
- Teacher's Guide (Publication code: UG013038)

## Appendix 1: IGCSE History (4380) Coursework Frontsheet

Please complete this frontsheet and attach it to the candidate's coursework for all candidates whose work is requested by the moderator.

Centre Number:	Centre Name:
Candidate Number:	Candidate Name:
Name of teacher / examiner:	

Brief description of assignments	Assessment Objectives	Mark
Assignment 1:	Assessment Objective 1	/30
Assignment 2:	Assessment Objectives 2 and 3	/30
	Total Mark:	/60

**Declaration by Teacher:** I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature of Examining Teacher:..... Date:.....



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