

IGCSE

London Examinations IGCSE

History (4380)

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Teacher's Guide

London Examinations IGCSE

History (4380)

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Introduction

This Guide has been produced for teachers who are preparing students for London Examinations IGCSE in History. This specification will be examined for the first time in May 2005.

The purposes of this Guide are to

- explain to teachers the changes implicit in the new specification and the unique features of the structure of the examination
- provide further, more detailed information, about the content of the units in the specification
- explain the targets of the various questions used in the examination papers, and the most effective ways of tackling the questions
- explain the structure and workings of the mark schemes, to be used in assessing the responses of students
- provide guidance and support for teachers preparing students for examination, and to suggest strategies that can be employed in class
- suggest ways in which students work can be marked and assessed, to improve their performance in examinations
- provide guidance on the standards of responses required in the examination papers
- outline further support that will be available.

Tiers of entry

Edexcel IGCSE in History has two tiers of entry, Foundation and Higher. Tiered examination papers allow teachers to prepare less able students to a less demanding standard, and place less stress on the ability to write at length and from memory. Teachers can select a scheme of work that suits the needs of their centres and their students.

The Foundation Tier

Paper 1F is the Foundation Paper. Grade C is the highest grade which will be awarded on this paper. Students will require a broad knowledge and understanding of longer periods of history, and will be supported by a question paper that allows them to select events and factors from stimuli, rather than having to rely exclusively on their memories. This will allow students to display what they have learnt and understood, rather than to be tested on what they cannot remember.

Questions on Paper 1F will only require answers at Levels 1 and 2 in the Level-of-Response mark scheme. Students who are entered for this paper will be awarded grades C to G.

Students entered for the Foundation option must **either** take a second, more widely-based paper (Paper 3) **or** complete two coursework assignments (Paper 4, Edexcel-approved centres only). For Paper 3, students will write their answers in a combined question paper and answer booklet.

The Higher Tier

Paper 2H is the Higher Tier paper, targeted at grades A* to D. To achieve a grade higher than a C, students will be required to sit Paper 2H. Section A of Paper 2H will be identical to Paper 1F. Section B will be the extension unit. This will concentrate on a shorter period of history, but will require greater depth of knowledge and understanding. Questions on Paper 2H will require answers at Levels 2, 3 and 4 of the Level-of-Response mark scheme. Students who narrowly fail to achieve grade D on paper 2H may be awarded grade E.

Students entered for the Higher Tier must **either** take a second, more widely based, paper (Paper 3), **or** complete two coursework assignments (Paper 4, Edexcel-approved centres only). For Paper 3 students will write their answers in the combined question paper and answer booklet.

Please note that the levels in the mark scheme for Section B in Specimen Paper 2H are designated 1, 2 and 3. They correspond, however, to Levels 2, 3 and 4 in the generic mark schemes included in this guide and the mark scheme used for Paper 1F. This arrangement is for the convenience of examiners. Centres, however, may wish to use the generic levels, 1 to 4, at all times, and indeed would be advised to do so when preparing students for examination.

Structure of specification

The scheme of assessment consists of four components. Foundation Tier candidates will take Paper 1F, and **either** component 3 **or** 4. Higher Tier candidates will take Paper 2H, and **either** component 3 **or** 4.

Paper/ Component	Mode of assessment	Weighting		Length
		Foundation	Higher	
1F	Examination Paper – Foundation C – G	75%	-	1 hour 30 minutes
2H	Examination Paper – Higher A* – C	-	75%	2 hours 30 minutes
3	Examination Paper – A* – G	25%	25%	1 hour
4	Coursework A* – G	25%	25%	-

Assessment objectives

- AO1 Recall, select, organise and deploy knowledge of the specification content to 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 Use historical sources in their context by comprehending, analysing and interpreting them.
- AO3 Comprehend, analyse and evaluate in relation to their historical themes and periods studied, how and why events, people, situations and changes have been interpreted and represented.

Relationship of assessment objectives to assessment components

Foundation Tier

Assessment objectives	Weighting of Paper 1F (Themes A1 – A18)	Weighting of Paper 3 (Topics C1 – C4) OR 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		Weighting of Paper 3 (Topics C1 – C4) OR Component 4	Overall weighting
	Themes A1 – A18	Topics B1- B10		
AO1	30%	10%	10%	50%
AO2	15%	10%	10%	35%
AO3	-	10%	5%	15%

Assessment requirements

Paper 1F (Foundation tier)

Paper 1F covers eighteen themes. Students will need to study a **minimum of two** themes. Students will be expected to have an overall understanding of developments within their chosen themes, and should understand the reasons for and the significance of the key events of the period. They will not be expected to have detailed chronological knowledge of the whole period. Each question is likely to cover several bullet-points from the specification rather than focus on a single one. This will mean that each question can assess students' overall understanding of key events and changes. It is anticipated that there will be a basic and predictable body of knowledge and understanding which will be expected of students year on year. There will not be attempts to create new questions on more remote aspects.

Teachers will have noticed from the Specimen Papers that the questions in the different units follow a common pattern, which will be the case in every session of the examination. Teachers will therefore be able to prepare students for examination, with exact knowledge of the nature and style of the questions with which they will be faced. Students can anticipate that they will not be faced with any unexpected demands during the examination. At this point it is worth noting that exactly the same considerations will apply to both Papers 2H and 3. Therefore, throughout the examination, students will have a clear understanding of the demands that will be placed upon them from the beginning of the course. This will help to alleviate some of the inherent difficulties that teachers and students have traditionally encountered in History examinations at this level.

A second important feature of Paper 1F is that responses will be marked using only Levels 1 and 2 in the mark scheme. This means that students will be rewarded for making simple statements at Level 1 and developed statements at Level 2. They will therefore only be expected to 'describe' and not to 'explain' and 'analyse'.

The structure of each question will break down as follows.

Question (a) will offer the students four choices, from which they will be required to select the **two** correct answers to the question and write them down in the answer booklet. They will not be required to expand them in any way. There will be one mark for each correct answer.

Question (b) will require students to expand on one of their answers to question (a). However, if a student has made an incorrect response to question (a) and then proceeds to base an answer to question (b) on that response, it will still be possible for it to be awarded a Level 2 mark providing the comments made are relevant. (For example, in question 13 on the Specimen Paper, all events listed in (a) helped Mussolini increase his power in Italy. A student would therefore be justified in using any as the basis of an answer to (b).)

In some cases, students will not be asked to refer to a particular event from (a) in question (b). For example, a question for A17: International Relations and the Superpowers might begin thus:

Write down the two countries occupied by the Soviet Union after the Second World War.

Norway

Bulgaria

Greece

Poland

In this instance question (b) might begin

Give one reason why Stalin occupied countries in eastern Europe at the end of the Second World War.

Students would not therefore be expected to explain why any individual countries were occupied.

Question (c) will always ask students to give **two** reasons why something happened. Both (b) and (c) will be marked using two levels of response. Level 2 will be achieved by candidates who are able to make 'developed statements supported by relevant knowledge'.

Question (d) will provide students with a list of factors or events and will ask for **two** of these to be related to a change or a process. It will not be necessary for candidates to link the factors/events together. They should therefore write two separate paragraphs, one about each of the chosen stimuli.

Question (e) will be the most demanding on the paper. Students will be faced with a written source. Students will be asked to use the source, and their own knowledge, to describe a key event. They should be aware that their own knowledge must be used to support the source if answers are to be awarded more than three marks out of four at Level 1. Answers that do not make use of own knowledge will not be awarded Level 2.

Suggestions about the ways in which students can be encouraged to make use of their own knowledge, in addition to the source, are given later in this guide.

Paper 2H (Higher tier)

Centres will note that the first section of Paper 2H, Themes A1 – A18, is identical to the whole of the Foundation Tier Paper 1F, and should refer to the previous section regarding Paper 1F (Foundation Tier) for information.

The information below refers to Section B of the paper, Topics B1 – B10.

Paper 2H, Section B, comprises ten in-depth studies. Students will need to study at least one topic. Students will be expected to be able to display detailed knowledge and understanding of short periods of history or of longer periods of tightly focused issues, as in Unit B3 for example. If they are to reach the higher levels, students will be expected to be able to deploy their knowledge and understanding in reasoned explanations and arguments. There will usually be a precise focus to the questions requiring detailed knowledge, rather than a widely focused question, calling for an overview.

Questions in Section B on Paper 2H, will also always follow a common pattern. There will always be **four** sources and **three** questions. Candidates' responses will always be marked using the same levels in the mark scheme; however, in this case there will be three levels. Teachers and students should be aware that these three levels correspond to Levels 2, 3 and 4 in the generic mark schemes contained in this guide. The absence of generic Level 1 is intended to ensure effective reward of students who perform at the higher levels and also to facilitate the awarding of grades. Students should be made aware that there is an increasing level of difficulty through the paper as a whole, as well as from Section A to Section B. Answers that consist of simple statements using the sources at 'face value' will not be credited in answers to Section B (the questions from the Topics B1 – B10), and will therefore be deemed to be 'below the baseline' (BBL).

It is essential, therefore, that students are encouraged to make inferences from sources and to use their own knowledge to support the sources, if they are to reach the higher levels in the Paper 2H mark scheme. (Suggestions about how teachers might develop these skills are made later in this guide.)

Question (a) will ask students to compare the evidence of **two** sources. The sources may be different in nature, or they may present different/similar opinions. Students will be rewarded on their ability to make developed responses to this question. Level 1 (Level 2 in the generic mark scheme) will be awarded if students are able to make developed statements about the content of the sources, OR if they are able to make developed inferences from the sources. In this instance, inferences might take account of the tone or attitudes of the writers, OR about the implications of the evidence. For example, Sources A and B in Question 5 both suggest that there was considerable uproar in the Bürgerbraukeller and that damage ensued, but they are very different in many ways. An understanding of the value of concurring evidence in different forms would be expected in this instance.

Level 2 (Level 3 in the generic mark scheme) will be awarded when students are able to write developed explanations making use of both inferences from the sources **and** their own knowledge. The key difference between ‘developed statements’ and a ‘developed explanation’ is that students have attempted to plan their answers so that events are explained, in sequence, and links are made between events and factors.

Question (b) will ask students to explain why the past has been depicted or portrayed in a particular way. Usually this question will make use of a contemporary source and students will be required to explain the view contained within. Level 1 (Level 2 in the generic mark scheme) will be awarded when students are able to make developed statements using inferences from the source **and** their own knowledge.

Level 2 (Level 3 in the generic mark scheme) will be awarded when students write developed explanations using both the sources **and** their own knowledge. It is essential that students should be encouraged to make use of both sources and their own knowledge as often as possible.

Level 3 (Level 4 in the generic mark scheme) will be awarded when students write sustained arguments making use of both the sources and own knowledge.

In Levels 2 and 3, students will be expected to make use of the sources as evidence. This means that they must show understanding of the significance of the ‘nature’, ‘origin’ and ‘purpose’ of the source and be able to use those factors in writing an explanation or a sustained argument. The terms, nature, origin and purpose are explained in detail later in this guide (Appendix 3) in a way which is suitable for distribution to students.

‘Nature’ refers to the form of the source, such as a letter, diary entry, newspaper article, speech etc. Students would be expected to comment on the significance of the form of the sources in helping the understanding of people’s views in the past. For example, students should be aware that letters and diaries are more likely to reflect accurately what someone really believed, while speeches and newspaper articles might be persuasive in intention.

Teachers are strongly advised not to encourage students to make widespread use of the term ‘bias’. Many students use this as a simplistic way of analysing sources and frequently make sweeping and unsupported generalisations as a result. References to bias will not be highly rewarded in any of the questions in Section B of Paper 2H. Students should rather be encouraged to make positive use of the sources. Suggestions to help teachers develop this approach are given later in this guide.

‘Origin’ refers to whoever produced the source and when it was produced. If a name of a person or an organisation is given in the provenance, students will be expected to be able to comment on it. They should also take account of the time of the source. In this respect, teachers are advised that students will not be rewarded for making simple

comments about 'primary' and 'secondary' sources. They should rather be aware of the significance of sources as evidence, in general terms. For example, a 'primary' source may be very effective in giving an idea of what it was like to be present at an event, but may be of little use in giving an overview of change, or of the reasons for success or failure. 'Secondary' sources may lack a sense of atmosphere, but will be more useful in understanding an overall trend. Students should therefore treat all sources as being of merit, and not dismiss any on simplistic grounds.

'Purpose' refers to any possible motive that there might have been for a source being produced. Advertisements are clearly intended to persuade, as is propaganda. Students should therefore be aware of possible motives and use this understanding in their answers. Such sources should be regarded as helping us to understand the motives, attitudes and values of people in the past, and not criticised for any limitations.

To prepare candidates for the questions on Paper 2H, teachers should avoid the use of terms such as 'bias', 'primary', 'secondary' and 'reliability', all of which tend to create somewhat simple concepts in students' minds and which can lead to difficulties at a higher level of study. Suggestions for alternative strategies are given later in this guide, but a simple alternative to 'bias' is 'one-sided', which not only avoids any possible misspellings, but also creates a more open-minded approach to sources of evidence. Students can be encouraged to appreciate that if there is 'one side' to an issue there can easily be another side as well. This approach also allows students to develop a better understanding of different interpretations of the past.

An understanding of different interpretations of the past is important, if students are to tackle question (b) as effectively as possible. The focus of the question will be on the reasons why an event has been portrayed in a particular way. In the case of question 5 (b), students would be expected to explain why the Nazis would have wanted to portray the meeting in the Bürgergraukeller as peaceful and orderly, when there was plenty of evidence that it was anything but. Good answers to this question would appreciate that the events of 8-9th November came to be very important in Nazi eyes and were sanitised to create an impression of a cool-headed Führer inspiring an admiring audience. Students should make use of the other sources in the question to contrast the Nazi version of Hitler's role with that of other eyewitnesses and commentators.

Question (c) is intended to be the most testing on the paper. Students are required to consider the reasons why an event took place and then put forward an argument in support of one factor or another. It is important that students understand that the highest level in the mark scheme will be reserved for answers that review a number of alternative explanations and then put forward an argument for one as opposed to the others.

Teachers should be aware of the complexity of these questions. Students are being asked to carry out four processes at the same time. They have to use the sources and their own knowledge, consider a view (interpretation) and then write an argument. Experience suggests that few students reach the highest level in questions like these under examination conditions. Therefore it would be unrealistic to expect a large proportion of students to produce top level answers.

Paper 3 (common to both tiers)

Paper 3 is an untiered paper which is the alternative to coursework (component 4). The emphasis in Paper 3 will be on change over time. Questions will usually focus on change throughout a century and students will be required to display knowledge and understanding of key events, people and changes. Questions will be set which are accessible to all candidates. A range of questions will be set, targeted on Assessment Objectives 1, 2 and 3. Candidates should study **ONE** theme.

The demands of Paper 3 will be identical to those in Paper 4, coursework. The Level-of-Response mark schemes will be identical for both papers.

There are four Topics on Paper 03, each consisting of four questions.

Question (a) will require students to look at a picture and read an extract, and then identify features. These will have to be described in simple terms. (The question paper/answer booklet will indicate in this and other instances, where answers are to be written.)

Question (b) will also require the use of a source as stimulus. This time there will be an element of inference based on students' own knowledge. Students will be asked to explain **two** reasons, consequences or changes from the content of the source.

Question (c) will follow a similar pattern to (b), but this time students will be required to make use of **two** sources and write about reasons, consequences or changes, in greater depth.

Question (d) will ask students to explain the effects of a key change during the period. They will be expected to show their understanding of the situations, before and after the change.

Course planning

Paper 1F has eighteen themes, each of which is divided into two sections. There will be a guaranteed question on each of the two sections, in each theme, every year. Students must answer **two** questions, **which must be chosen from different themes**. This means that centres will only need to study one section from each of two themes in order for their candidates to complete the requirements for Paper 1F.

Students must **not** answer both sections, (a) and (b), from the same theme. For example, *A4: The Road to War in Europe, 1870-1914*: students must **not** answer on both (a) *The Alliance System*, **and** (b) *International Rivalry*. This would be a forbidden combination, because both answers would be from the same theme.

This rule also applies to Paper 2H, Section A.

For example, a centre could choose to study

- Unit A7: The Rise of Fascism in Europe, Section (a) Germany, 1919-39
- and
- Unit A8: International Relations 1919-39, Collective Security and Appeasement, Section (b) Appeasement.

Students would be guaranteed a question on each of these sections every year.

However, centres which wish to provide their students with a degree of choice may choose to study more than the minimum required content. For example, the following selections could be made:

1. Centres could study Units A7 and A8 in total. This would mean that students would have a choice of two questions from four, one from Unit A7 and one from Unit A8.
2. Centres could study four or more sections from different Units. A centre which wished to concentrate on nineteenth century history could study
 - Unit A1: Revolution and Reaction: France, 1789-1830, Section (a) Revolution
 - Unit A2: Reconstruction and Nationalism in post-war Europe, 1815-40, Section (a) The Great Powers
 - Unit A3: The Making of the Nation States: Uniting Italy and Germany, Section (b) Germany 1862-90
 - Unit A4: The Road to War in Europe 1870-1914, Section (a) The Alliance System.

3. Centres could simply study several units, for example A6, A10 and A17.

For the Higher Tier, centres will also be required to prepare students for Topics B1 – B10. This involves the study of **one** unit, of the ten in the specification. Centres should note the relationship of the content of Themes A1 – A18, to Topics B1 – B10. This has been deliberately arranged so that centres can take advantage of the interrelationship of units. In some cases, Topics B1 – B10 are ‘embedded’ in Themes A1 – A18; in other cases they represent chronological extensions of them. In a small number of instances, Topics B1 – B10 offer the opportunity to study complementary issues.

A centre which chose to study Theme A7 might naturally opt for the Topic B5, or, as an alternative, could choose Topic B8.

A centre that chose Theme A9 might opt for Topic B7.

Centres could also decide to cover more than one Topic from B1 – B10. This would certainly be possible, given the reduced content that is required for Section A and this would allow students more choice in Section B.

Teachers are advised to look closely at the opportunities offered by the specification and take advantage of the features that have been included. It will certainly be possible to reduce substantially the demands on students, as far as content is concerned, and this should in turn relieve pressure on teachers to complete a programme of study within a prescribed time limit.

These are exemplar/guideline schemes of work, including both Section A and Section B units, to illustrate the requirements set out above.

- Unit A3: The Making of Nation States: Uniting Italy and Germany
- Unit A4: The Road to War in Europe, 1870-1914
- Unit B2: Bismarck's Wars 1864-71
- Unit B3: The Balkans 1876-1914.

- Unit A6: The USSR 1917-64: Bolshevism Triumphant
- Unit A10: A Divided Union? USA 1945-74
- Unit B6: Russia in Revolution, 1914-24.

- Unit A8: International relations 1919-39: Collective Security and Appeasement
- Unit A17: International Relations and the Superpowers: Cold War and Co-existence, 1945-62
- Unit B9: The Second World War.

- Unit A12: India 1900-49: Independence and Partition
- Unit A14: Revolution in China, 1949-96
- Unit B10: China under Mao Zedong.

Coursework (component 4)

Component 4 is the optional coursework paper. Centres are free to design their own coursework assignments, or to adopt those offered by Edexcel International. Specimen assignments are given in Appendix 1, and a template for assignments is included in Appendix 2 in this guide. An electronic version is available on the Edexcel International website.

In the assignments targeted at Objective 1, students should answer **two** questions.

The first question should require them to describe an event or change. For example, Hitler becoming Chancellor of Germany in January 1933. There will be twelve marks for this question, and it will be marked using only Levels 1, 2 and 3 in the mark scheme.

The second question should ask students to explain causation, consequence or change. For example: Why did the Berlin Blockade and Airlift take place? The emphasis here will be on accurate explanation. There will be eighteen marks for this question, and responses will be marked using Levels 1, 2, 3 and 4 in the mark scheme.

In the Assignments targeted at Assessment Objectives 2 and 3, students will be expected to make use of five sources and to answer four questions. The questions will begin as follows.

- (a) What can you learn from Source A about ...? (3)
- (b) Use Source B to help you describe (6)
- (c) Use Sources D and E and your own knowledge to explain (9)
- (d) Do you agree that this is the main reason why....? (12)

In the mark schemes of both assignments there will be nine marks in each of Level 1, 2 and 3, and three marks in the Level 4 mark band. These proportions will be identical to the mark bands in Paper 3.

Centres are free to set coursework assignments on any area of the specification covered by the Themes, A1 to A18, but may **not** select areas of the specification which will be examined in the Section B, Special Topics.

Completed assignments should be the unaided work of students. However, teachers may give limited support and guidance to students in the following ways.

- teachers can give out assignments for students to read, and then teachers may answer questions from students about the meanings of words, sources and questions
- students may make use of the essay plans included in this guide
- students should be aware of the levels of response in the generic mark schemes
- teachers may collect in questions/assignments when completed by students and may make non-specific comments. For example, students could be told that their work is 'not detailed enough'.
- teachers may not give students written comments, nor should they mark or annotate assignments
- once work has been marked or annotated, it cannot be amended by students.

Sample coursework assignments and mark schemes are given in Appendix 1. A template for centre-designed assignments and mark schemes is also provided. This will also be available in electronic form on the IGCSE website.

Subject-specific information

Students' responses to questions on all four papers will be marked according to Level of Response mark schemes. There will be **four** levels of response. When examiners mark a script, they will initially place an answer in one of the four levels, and then decide whether it is a strong or weak example of that level. Understanding the four levels in the mark schemes is therefore essential if students are to be prepared effectively for IGCSE History examinations.

Examples of the generic mark schemes are given on the following pages. There is one mark scheme for Objective 1, and one mark scheme for Objectives 2 and 3. In both cases there are separate versions for teachers and students.

Teachers are advised that these levels should be used to assess students' work, whenever appropriate, that is whenever they are completing tasks that equate to the questions that they will face in examinations. Levels should not be used when students are performing more routine tasks, such as note-taking and research.

Why mark using levels?

- It informs students of the level and grade that they have achieved. Students who perform consistently at Level 1, are likely to achieve a grade F. Consistent performance at Level 2 will result in a grade C, Level 3 will enable a student to achieve a grade A or A*.
- It indicates potential examination grades. Students are able to assess their progress, and work towards an examination grade. They are able to understand what they need to achieve in order to improve. The student mark schemes clearly set out the ways to improve work in order to progress to a higher level.
- It allows students to be set work according to their different needs. Students who are aiming for a Grade C should be encouraged to achieve consistently at Level 2.
- It allows targets to be set for individual students. Teachers can set realistic, informed targets, using the levels in the mark schemes
- It makes the reporting and the collection of information about students more effective. The level statements can be used as the basis for reporting and for exchanging information about students.
- It can place the responsibility upon students to improve their own performance. They can be given more information about their progress and be encouraged to analyse what they need to do to improve.
- It reduces the time spent by teachers on marking and internal moderation. Marking by levels is much quicker and simpler.

Generic level of response mark scheme objective 1: teachers' version

Level 1: Students make statements in sentences which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate, but none of which is developed.

Students may also make unsupported generalisations, or general statements, which lack contextual accuracy. That is, statements which could be historically accurate of almost any period.

Level 2: Students are able to support their initial statements with knowledge and understanding, in paragraph form. Students are therefore able to make use of relevant knowledge. Supporting material must be relevant to the initial statement.

Level 2 answers will usually take the form of a series of paragraphs which lack any coherence or organisation. Usually one developed paragraph will earn a low Level 2 mark.

Level 3: Students are able to write a sequence of paragraphs with supporting selected knowledge and understanding and are able to organise the paragraphs logically or coherently. Students will, therefore, be able to make links between factors or events and put forward an explanation of causation, change or consequence.

The key feature of a Level 3 answer is that it reads much more fluently and it will be evident that the candidate has been able to impose a degree of self-discipline during the production of the answer.

Level 4: Students are able to show clear understanding of the nature and focus of the question and structure an answer accordingly. The answer will contain an introduction, which focuses clearly upon the question, followed by a series of inter-linked paragraphs, which support the argument put forward. Finally, the candidate would provide a conclusion that reiterated the main points.

The key feature of a level 4 answer is that it is an integrated and fully planned essay, in which the most important factors, effects and changes, are explained in an argument that runs throughout.

Generic level of response mark scheme objective 1: students' version

Level 1: This means that you are able to write some sentences to answer the question, but you are not able to develop any of them into a paragraph. If you do write paragraphs, you do not really add anything more to what you have said in the first sentence. You may make generalisations, for example you suggest that 'everyone was treated the same', without explaining how or why. You may also write something that could be true of other periods of history.

To improve to Level 2, you need some detailed information to help you back up or explain your answer.

Level 2: This means that you are able to back up your answer with knowledge and understanding, in paragraph form. You are showing that you know and understand more about the topic. However, what you put in the paragraph must be relevant to the topic. You cannot just write anything. For example, you could back up your answer by providing more detail about an event, a person or a date.

Level 2 answers will usually look like a series of paragraphs which are not linked together in any way. They are often quite long answers because you write everything that you know about the topic, rather than choosing the information which is most important.

To improve to Level 3, you will need to take time to plan your answer and get the paragraphs in the correct order.

Level 3: This means that you have written a sequence of paragraphs with detailed knowledge and understanding and also organised the paragraphs in a way that makes sense. For example, you can do this by making links between events and putting forward an explanation of why something happened.

The most important feature of a Level 3 answer, is that it reads much more fluently and it is obvious that you have planned the answer rather than just writing it straight away. This is because you have planned and thought about your answer before you started to write.

To improve to Level 4, you will need to organise your answer so that you write an introduction, an argument and a conclusion.

Level 4: This means that you have read the question very carefully and are then able to organise your answer properly. Your answer should have an introduction, which sets the scene by explaining any names, dates and events mentioned in the question. You should then write a series of linked paragraphs which support the argument that you put forward. Finally, you should write a conclusion which summarises the main points.

Essay writing in History

The level of response mark schemes can be supported by using the essay plan templates that are shown on the following pages. These set out, in diagram form, the structure of essays at the different levels. It is important to emphasise once again that students do not need to work at Level 4 to achieve a Grade A*. Level 4 corresponds to a post-IGCSE ability, such as A level, and so could be an appropriate way to prepare students for further study after IGCSE.

- Initially, teachers may wish to give students a list of events/factors/changes to include in their plans.
- A more complex approach would be to give students a list containing some irrelevant material, in addition to factors that are appropriate.
- More complex still, would be the giving of two essay titles with a combined list of factors etc. Students would then have to disentangle the list before compiling the two plans. In this instance, students might be given the causes and results of the same event.

This technique is not only useful in encouraging students to plan answers more effectively, it can also be used as a revision technique because it involves active participation on the part of the student.

The templates can also be used to aid revision. Students might be asked to complete an essay plan for homework and then be required to write out the full essay a month later. They would thus be required to look back over work on a regular basis.

A further development of this approach would be to wait until students had completed three plans and then to tell them that they were going to be asked to write out one of them. They would only find out which one, however, on the day of the test.

Even if any of these approaches is considered to be appropriate, the completed plans can be used as a basis for revision in the long-term. Teachers can supply their versions and these can be used to build up a portfolio of materials.

For students who are to be entered for the Foundation Tier, only the Level 2 Template will be appropriate. Students who are entered for the Higher Tier should be encouraged to make use of the Level 3 and Level 4 Templates.

Essay Plan Framework, Level 2

Statement: This is the introduction to the essay. Try to make sure that you start at the beginning, don't just jump into writing without a careful thought.

Support: This is the main body of your answer. You need to write a series of paragraphs. There may be three, four or any number of paragraphs. Make sure that each of the paragraphs deals with a different reason.

Write down what you are going to mention in each paragraph.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Summary: In this section you finish off your answer. Try not to stop suddenly and finish your answer with a conclusion.

Essay Plan Framework, Level 3

Statement: This is the introduction to the essay. Try to set the scene and explain what was happening at the beginning.

Support: This is the main body of your answer. You need to write a series of paragraphs. There may be three, four or any number of paragraphs. Make sure that the paragraphs are in a logical order and that they are linked together. For example, if you are referring to long and short-term causes, make sure that you explain the long-term causes first. But, if you are referring to long and short-term effects, make sure that you refer to the short-term effects first.

Write down what you are going to mention in each paragraph, and how you are going to link it to the next one.

Paragraph 1:

Link

Paragraph 2:

Link

Paragraph 3:

Link

Paragraph 4:

Link

Summary: In this section you finish off your answer. You should have mentioned the most recent reason last of all. Try to explain how the last reason helped to bring about the event or change.

Essay Plan Framework, Level 4

Statement: This is the introduction to the essay. First of all, you need to show that you understand the question. Explain any terms, names and dates that are in the question and then outline the main points that you are going to make.

Support: This is the main body of your answer. You need to write a series of paragraphs explaining the points that you referred to in the statement. There may be three, four or any number of paragraphs. Make sure that the paragraphs are in a logical order and that they are linked together. For example, if you are referring to long and short-term causes, make sure that you explain the long-term causes first. But, if you are referring to long and short-term effects, make sure that you refer to the short-term effects first.

Paragraph 1:

Link

Paragraph 2:

Link

Paragraph 3:

Link

Paragraph 4:

Link

Summary: In this section you summarise your answer. Refer back to the points that you made in the statement and explained in the support. Make absolutely clear what you believe to be the main reasons.

Using Sources in IGCSE History

The following pages offer advice and suggest techniques to development of the use of sources by students. The generic mark schemes show the expectations examiners will have in the award of levels, which correspond closely to the demands of the levels in the mark schemes for Objectives 2 and 3.

Subsequent pages suggest various techniques which teachers may wish to use to show students the appropriate way to use sources. They try to develop a more open-minded approach in which students see sources as 'sources of information' (hence the term), rather than objects for analysis and criticism.

Below is a five-stage progression on the use of historical sources (pages 25 – 29). The gradual introduction of these stages will allow the student to make effective use of the sources, and so lead to greater competence when answering questions on both papers. (All five stages do not necessarily apply to all sources.)

The emphasis throughout is on requiring students to make use of the sources and to avoid making assumptions which may be difficult to correct subsequently. All five stages ask students to make positive comments by use of expressions such as, 'The source tells me that...'

- Stage 1 simply asks students to note down appropriate details from the sources.
- Stage 2 adds an extra requirement. Students must find out whether the writer was present at the time of the events described. This avoids the use of the term 'primary' and all its connotations, and instead creates a more open-ended response. Students could be asked, for example, if it would have mattered, or what difference it might have made, if the writer had not been present.
- Stage 3 asks students to decide whether the sources are one-sided, which avoids using the term 'bias'. One-sided is a more neutral and open-ended term. It could be followed up by asking students what the other side(s) might have said. This approach also leads much more naturally into an understanding of interpretations.
- Stage 4 introduces an important change of emphasis. Instead of 'The source tells me that ...', students are now faced with 'The source suggests that ...'. This is a significant change. 'Tells' implies copying from the source at face value, but 'suggests' implies that students have to try to work something out from the sources. In other words, that they have to make inferences. This will push answers to Level 2 in the generic mark scheme. Of course, consistent performance at Level 2 will ensure a Grade C.
- Stage 5 brings students to sound Level 2. They have also now begun to take note of the nature, origin and purpose of the sources and are ready to start making use of these concepts in answers.

Generic level of response mark scheme objectives 2 and 3: teachers' version

Level 1: Students accept the sources uncritically, at face value and take information from them individually. They tackle sources individually and do not attempt to put them in context or to cross-reference between them.

Own knowledge is expressed in simple statements or in sentences which lack any supporting knowledge or understanding, but which show some knowledge of the topic. There may be a series of sentences, each of which may be appropriate, but none of which is developed.

Level 2: Students are able to make inferences from sources and/or to support sources with observations from their own knowledge. They may cross-reference between sources and use sources collectively. They may explain isolated events, names and dates in the sources, or provide additional information about people or organizations mentioned in the provenance.

Own knowledge will be expressed in developed statements. These will be extended forms of the sentences in level 1. They will, therefore, usually be paragraphs.

Level 3: Students will be able to make inferences from sources and add to the content of sources from their own knowledge. They will be able to make use of this information to show understanding of the context of the overall sources. Students will show awareness of the significance of the 'nature', 'origin' and 'purpose' of the sources. They show clear understanding of the ways in which these considerations may help or hinder the use of evidence.

Students can explain that just because a source is one-sided, biased or unreliable that that does not make it useless. Instead they will explain that such sources are often the most useful, because they enable us to understand people's motives or attitudes and values, in the past.

Students will be able to place sources and their provenance in the context from which they derive.

Level 4: Students are able to use sources in an historical inquiry or to support an argument. Often this will lead to sources and own knowledge becoming subsumed in extended writing.

Sources may be rearranged in chronological order and the main thrust of responses will be upon answering the question set, rather than upon assessing the sources individually. Students may pay less attention to the provenance of sources than might be the case in a Level 3 answer.

Generic level of response mark scheme objectives 2 and 3: students' version

Level 1: This means that you take information from the sources without thinking about the context of the sources or who produced it. You simply rewrite the information that the source gives you, without trying to work out anything from the information. If you use your own knowledge it will be in simple statements or sentences.

To improve to Level 2, you will need to make inferences or try to supply some background knowledge.

Level 2: This means that you are able to make inferences from sources, for example you can work out what is going on in the background. You can also explain dates, events and names that are mentioned in the sources, by use of your own knowledge. You can cross-reference between sources and work out if they are saying the same thing or sharing the same opinion, but you do not go on to use the source to answer the questions.

You may go through the sources in turn, rather than looking for real similarities and grouping the sources together.

If you use your own knowledge, you will write paragraphs which are not connected. You may write one paragraph about the sources and another about your own knowledge.

To improve to Level 3, you will need to think about the 'nature', 'origin' and 'purpose' of the sources and use your own knowledge to set the sources in context.

Level 3: This means that you are able to make inferences from the sources and also note the significance of the 'nature', 'origin' and 'purpose' of the sources and use that in your answers. You explain, for example, how a one-sided source can help you to understand people's motives or attitudes and values, in the past. You could also explain how propaganda can be useful in helping to understand what people were trying to achieve.

You can explain the context (background) of the sources by using your own knowledge. You use the sources and your own knowledge in the same paragraphs to explain why something happened.

To improve to Level 4, you will need to organise your answer into an essay with an introduction, an argument and a conclusion, using both the sources and your own knowledge.

Level 4: This means that you have read the sources carefully and taken account of their 'nature', 'origin' and 'purpose', and that you are able to make use of that information in your answer to the question. Rather than go through the sources in the order they are on the examination paper, you use them, as appropriate, in your work. You may refer to the sources in chronological order to help you explain your answer.

You write an essay answer in which the sources and your own knowledge are used to support your argument.

Developing the use of sources in IGCSE History

It is very easy to rush students through source analysis because it appears to be easy, but giving students a firm grounding in a series of easy stages leads to greater success at IGCSE. There are a number of elements to consider.

1. The difficulty of the topic
2. The level of sophistication of the source
3. The complexity of the provenance.

These three factors can be used to make answers to individual tasks more complex, without the need to progress to higher conceptual levels. There are five stages.

Stage 1

Students should be asked to extract basic information from the source. This should include details of the writer, date and information from the content.

This can be put into a simple table. Students may find this reassuring and help them to organise their work

Source	Date	Who wrote it?	The source tells me that...

Stage 2

Students are now taken a step further and asked to work out if the writer/artist was present at the time of the events described.

This avoids the use of the words 'primary' and 'secondary' and so avoids one of the major problems that students can find at a later date.

It also allows further exploration. Students can be asked if it matters that a writer was or was not present, and there are plenty of possible exercises that can be used to show that often it does not.

Once again the answers can be put into a table.

Source	Date	Who wrote it?	The source tells me that...	Present Yes/No?

Stage 3

At this stage students are taken one stage further and asked to spot whether the source is one-sided. This deliberately avoids the use of the word 'biased', which again can be a hostage to fortune in later years.

Instead, the term 'one-sided' does not have any overtones of inaccuracy and suggests that there could be other sides to be considered. This allows questions to be asked regarding what 'another side' might suggest.

'One-sided' also leads much more naturally to an understanding of 'interpretations'. If students begin to understand that there may always be more than one side to an explanation, they are more likely to be able to grasp the concept of differing interpretations.

Source	Date	Who wrote it?	The source tells me that..	Is the source one-sided?

Stage 4

The next stage asks students to work out inferences from sources. (A way of introducing this idea is given on subsequent pages.)

Students are required to work out what is going on in the background, or to read between the lines and decide on the writer/artist's state of mind.

Source	Date	Who wrote it?	Is the source one-sided?	The source suggests that

Stage 5

Finally, students arrive at the equivalent to Level 2 in the IGCSE mark scheme.

They are now required to identify the key information which is necessary to make full use of the provenance. They are not specifically required to make any use of the information, although some may, but they are asked to be aware that it is there.

Source	Date	Nature?	Origin?	Purpose?	Source helps me by suggesting that...

Using Sources at IGCSE

The techniques outlined on the following pages are intended to help teachers develop students' use of sources to IGCSE level.

On page 32 is an exercise which introduces the concept of inference. To many students this represents a considerable challenge, not least because the word is unlikely to be part of their active vocabulary (and also because 'infer' is often erroneously regarded as a synonym of 'imply').

- The first point made is that students would be well advised to begin answers to questions, particularly on Paper 2H, with the words 'The source suggests that' As has been already explained, such a beginning will naturally push candidates towards a Level 2 response, which involves making an inference.
- The main part of the exercise, however, is to suggest a technique that can encourage students to observe, comment on and explain inferences. In this case the normal process is reversed. Students are given a series of inferences and asked to spot from which sources they can be made. Students are thus given a clear idea of what is meant by an inference. Teachers will observe that the inferences listed sometimes include the superlative or adverbs. Comments such as 'change took place dramatically/slowly/suddenly' are all examples of inferences. Other inferences refer to what people were aiming or intending to do.
- At first sight this is a straightforward, fairly simple and limited exercise. However, it has various useful ramifications.
- It is simple, and therefore easy to compile using any set of sources, but it is also effective.
- It can also be made more complex. Inferences are simply 'basic' interpretations. If students can get to grips with the implications of this exercise, they will find interpretations more easily accessible.
- Students will soon observe that it is possible to make the same inference from two or more sources. This means that they are being prepared for the question (a) in the Section B Topics of Paper 2H, which asks students to spot whether sources are supporting each other.
- Above all, the exercise encourages students to look beyond what is in a source at face value, and begin to consider the context in which it was produced.

Making Inferences

An inference is something that can be worked out by 'reading between the lines'. Many candidates fail to gain marks on these questions because they simply repeat the information in the source.

Tip

Make candidates begin their answers using the following words

“This source suggests that ...”

Practise making inferences by using the following exercise. The sources referred to are on the subsequent pages.

From which sources can you make the following inferences?

Men and women had very different roles in Nazi Germany. _____

Child-bearing was the most important duty of women. _____

Women were expected to stay at home and look after the family. _____

Women were discouraged from spending money on themselves. _____

Men expected women to be subservient. _____

Boys and girls were taught differently in Germany. _____

Women were subjected to continual surveillance. _____

The Nazis tried to make women accept their role in society by pretending to put them on a pedestal. _____

Women in Nazi Germany

Source A (from the National Socialist Women's Book, published in 1934)

The creative will of man relates to work, running machines, doing business, organising and conducting research, while the creative will of women applies to men. Women must form men, develop men, rear, shape and love them, or she will perish.

Source B (from a speech made by Adolf Hitler to women at the Nazi Party Convention held at Nuremberg on 8 September 1934)

The programme of our National Socialist Women's Movement has in truth but one single point and that is 'the Child'. While man makes his supreme sacrifice on the field of battle, woman fights her supreme battle for her nation when she gives life to a child.

Man's world is the state, the world of woman is a smaller world. For her world is her husband, her family, her children and her home.

Source C (from the ABC of National Socialism, a book published in Germany in the 1930s)

We want our women tried and true,
Not as decorated toys;
The German wife and mother too
Bears riches no foreign woman enjoys.

The German woman is noble wine,
She loves and enriches the earth.
The German woman is bright sunshine
To home and hearth.

Worthy of respect she must always be seen;
Not of strange races the passion and game.
The Volk must remain pure and clean.
That is the Führer's highest aim.

Source D (from 'The Knowledge of the Nation', a book published in Germany in 1934)

Every Aryan hero must marry a blonde Aryan woman with blue, wide-open eyes, a long oval face, a pink and white skin, a narrow nose and who is under all circumstances a virgin.

The Aryan hero must only marry his equal Aryan woman, but not one who goes out too much or likes theatres, entertainment, or sport, or who cares to be seen outside her house.

Source E (from a speech made by a leader of the League of German Maidens in 1940)

There is no greater honour for a German woman than to bear children for the Führer and the Fatherland. The Fuhrer has ruled that no family will be complete without at least four children and that every year, on his mother's day, all mothers with more than four children will be awarded the Mother's Cross.

Source F (an advert which appeared in a German newspaper in the 1930s)

Fifty-two year old pure Aryan doctor, veteran of the battle of Tannenberg, who intends to settle on the land, desires male progeny through a registry-office marriage with a healthy Aryan, virginal, young, unassuming, economy-minded woman, adapted to hard work, broad-hipped, flat-heeled and earring-less.

Source G (from the rule book of the League of German Maidens)

A German woman does not use make up!
A German woman does not smoke!
A German woman has a duty to keep herself fit and healthy!

Source H (a German woman describes her life in Germany; this was published in Britain in 1943 in the book 'Women in Nazi Germany')

You were surrounded day and night by treachery. Himmler has boasted that there is no town in Germany in which an observer has not been posted in every street. There is a police agent in every block of flats and a spy in every house and family. Children spy on their parents, pupils on their teachers, maids on housewives, shop assistants on their customers. Spying has been declared a virtue in the Nazi scale of values.

Source I (from a letter written by a German woman in January 1939)

At home we are ruled by the Block Warden. They keep a record of every one of us in a card index and on it they write whether we give anything to Winter Help, whether we put out flags, how big the flags are and how we hang them.

I have never been involved in politics, but suddenly everything has become political.

In the evening, when it is dark and I am going home from work, I sometimes get overcome and start to cry, but I must not let anybody see me, since a passer-by might guess the reason for my tears. Yet I am not crying for myself, but for us all.

Sources and own knowledge

In order to reach the higher levels in Paper 2H, students will have to be able to incorporate both the inferences from the sources and their own knowledge, in their answers. Using sources and own knowledge may seem to be a simple process, but students often find it difficult. Usually answers are based largely on the sources, and own knowledge is only introduced towards the end of the answer. This approach results from a false perception that the student's own knowledge is a quite separate entity from the sources.

Questions that require students to use sources and their own knowledge anticipate that own knowledge will be used to back up and explain the context of the sources. This approach can be developed initially by encouraging students to regard sources as stimuli for own knowledge.

An example of this technique is provided on page 35, where certain words and terms used in the source, have been highlighted and students are required to explain these from their own knowledge. In this way, information taken from the sources will be integrated with further detail from own knowledge. This approach would result in students achieving Level 2, in both Papers 1 and 2.

In order to provide students with a degree of support and confidence, the selected words are listed in a table and own knowledge can be added therein.

To reach Level 3, students would have to go one stage further. This is outlined on page 37. Here students not only have to add to the content of the source from their own knowledge, but then have to develop an understanding of the context of the sources. This will involve fitting their explanations of the terms highlighted in the source into their overall understanding of the topic. In the case of the topic referred to on pages 37, this would entail being able to explain why the Black Power movement began to develop from the late 1950s.

In the examples on page 38, students are not given any hints to the terms that they should be explaining. By the time that they are preparing for their IGCSE examinations they should be able to identify the stimuli for themselves. In the first instance they might be asked to highlight names, dates and events and to indicate where they could add their own knowledge. This could be done by giving students copies of sources and asking to read through and annotate them before they are given the relevant questions.

This approach can be made more complex by giving students a range of sources or by asking them to spot interpretations. In this way students can be prepared for the more complex demands of further study.

Sources and Own Knowledge Level 2

1. Read the source carefully.
2. You have to try to add something from your own knowledge to help explain what was going on.
3. Look at the words that have been underlined.
4. Write in the boxes something that you can add about them from your own knowledge.

For example

- you could explain the meaning of *Negroes*
- you could explain the meaning of the *Federal Government*
- you could explain the meaning of *lynching*
- you could explain why this was being written in 1959.

Source A: (from the magazine 'Liberation' in 1959. This is part of an article written by Robert Williams)

I believe Negroes must be willing to defend themselves, their women, their children and their homes. They must be willing to die and to kill in repelling their assailants. Negroes must protect themselves. It is obvious that the Federal Government will not put an end to lynching, therefore, it becomes necessary for us to stop lynching with violence.

Own Knowledge

Lynching

Federal Government

Negroes

Sources and Own Knowledge Level 3

Nature

Origin

Purpose

Source A: (from the magazine 'Liberation' in 1959. This is part of an article written by Robert Williams)

I believe Negroes must be willing to defend themselves, their women, their children and their homes. They must be willing to die and to kill in repelling their assailants. Negroes must protect themselves. It is obvious that the Federal Government will not put an end to lynching, therefore, it becomes necessary for us to stop lynching with violence.

Own Knowledge

Negroes

Federal Government

Lynching

General context

Sources and Own Knowledge Level 3 advanced

Source A: (from a pamphlet published in 1935 by the American Liberty League; this was set up by American businessmen to defend themselves against interference by the New Deal)

The New Deal is nothing more than an effort to take away from the thrifty what they have accumulated and give it to others who have not earned it and who never would earn it. Such a purpose is in defiance of all the beliefs upon which our civilisation has been founded.

Source B: (from an interview with a man who lived through the 1930s describing his experiences)

It was the hopeful voice of FDR that got us out of the swamps. He did not have much to offer, but it was enough. In the late 1930s, I would say, our society was saved again, by Hitler. Because the stopgap was not working and things were sliding back. The war, in a sense, ended the Depression.

Own Knowledge

Nature, Origin and Purpose

Pages 39 - 41 suggest ways of encouraging students to prepare more effectively for the use of sources in History at IGCSE.

On page 39 is an explanation of the key terms used in evidence questions, nature, origin and purpose. Each of these terms is explained and key ideas are referred to. (Students could well be given copies of this page in order to focus their minds on these details.)

On page 40 is a test which can be used to explain to students some of the issues in the use of sources. It takes some of the common misconceptions and exposes them to comment. It is surprising how much more perceptive students can become when they do not have actual sources in front of them. It is all too easy to base an opinion on the content of a source, when in fact it is the information in the provenance that is of more importance.

This test focuses the minds of students on the key issues in the use of evidence, by giving them stark choices. It also puts all students, of whatever ability, on an equal footing. The more able cannot do better on this test just because they know and understand more about a topic or the context. All content has been stripped away and students are left with simple true or false decisions. It is surprising how well they can do and how much their perceptions are altered as a result.

Page 41 contains an examination checklist. This is intended to encourage students to perform the task that is essential if they are to achieve higher levels; that is they must stop and think before they begin an answer.

The checklist should be used in class to ensure that students understand the demands of the questions before they put pen to paper. It forces them to consider the focus and target of the question, and also to consider the number of levels in the mark scheme and therefore the nature of their responses.

Nature, Origin and Purpose

Nature: This is the form of the source.

Is it a letter, a speech, a diary, a book, a cartoon, a photograph, a newspaper article or something else?

What difference does the form of evidence make? For example, in which form of evidence are people most likely to write what they really believe?

Origin: Where did the source come from?

Is there the name of an individual or an organisation? What do you know about the person or organisation?

Was the source produced by someone who was there at the time, or was it produced later?

What difference does it make if someone was not there at the time? For example, eyewitnesses can easily get things wrong, but someone writing later has the opportunity to check the facts.

Purpose: Did the person who produced the source have a reason for doing so?

For example, advertisements are usually intended to persuade people to buy something.

Speeches are usually made because the speaker wants people to do something.

Cartoons are sometimes intended to make fun of people or expose their weaknesses.

Is the source one-sided? If so, what would the 'other side' have said?

One-sided sources help us to understand individual people's views.

Nature, Origin and Purpose Test	True	False
Photographs always show exactly what happened in the past.		
Eyewitnesses never get any details wrong.		
Secondary sources are more likely to be carefully researched.		
One-sided sources are useless.		
Diaries show us how people's ideas changed from day to day.		
Sources are only useful if they are reliable.		
Paintings can be important sources because they show us what people thought of themselves in the past.		
Newspapers show us what the popular ideas were at the time.		
Speeches are often very one-sided and are trying to persuade people about something.		
Cartoons are useless because they are always one-sided.		
A photograph is only useful if you know exactly when it was taken and by whom.		
Letters to friends are likely to contain somebody's real thoughts.		
Statistics help to give us an overall view of what happened.		
One-sided sources help us to understand people's ideas in the past		
Eyewitness accounts are always more useful than secondary sources.		
Advertisements can help us to understand how fashions change.		
History books never tell the truth.		
Government statistics will always be faked.		
Books written by British historians are more likely to be accurate than books written by foreign historians.		
All sources are one-sided in some way or other.		
Modern estimates are likely to be very inaccurate.		

Examination Question Checklist

Assessment Objective 1

1. Is the question asking me to
- | | |
|-----------------------------------|--------------------------|
| describe something? | <input type="checkbox"/> |
| explain why something happened? | <input type="checkbox"/> |
| explain the results of something? | <input type="checkbox"/> |
| explain how things changed? | <input type="checkbox"/> |

2. How many marks are there for this question?

3. How many levels are there for this question in the mark scheme?

4. I am going to aim for level ____

5. This means that the examiner will be expecting me to

Assessment Objectives 2 and 3

1. Is the question asking me to
- | | |
|----------------------------------|--------------------------|
| make inferences? | <input type="checkbox"/> |
| explain, using my own knowledge? | <input type="checkbox"/> |
| explain an interpretation? | <input type="checkbox"/> |

2. How many marks are there for this question?

3. How many levels are there for this question in the mark scheme?

4. I am going to aim for level ____

5. This means that the examiner will be expecting me to

Resources

There are a number of standard textbooks which teachers may wish to use when preparing students for this specification. Books published in support of Edexcel's Modern History GCSE Specification 1334 will be of value for some of the units in both papers.

However, for some areas of the subject content there are limited resources and teaching materials. To help teachers find suitable materials, London Revision, which already publishes materials for Edexcel History specifications at GCSE, AS and A2, will be publishing a range of materials to support IGCSE History. London Revision materials are sold on a copyright-free basis and are available on paper, floppy disk, CD-ROM and by e-mail. Teachers are free to duplicate them as often as they wish. Purchasing materials in electronic form allows teachers to edit and amend them, or adapt them to the needs of their students.

London Revision will be publishing an electronic textbook covering all of the units on Paper 1F, Paper 2H and Paper 3. This will be written by senior examiners and will offer detailed guidance to the content of all of the units. There will be twenty-eight chapters in all, covering all of the examined units. Teachers will be able to order the chapters that they require and will not, therefore, have to buy a large book of which they may only use a small section.

Subsequently, London Revision will be publishing

- **Student work books** for each unit, which can be used in a number of ways. They can be used in class as a basic textbook with exercises for students to complete. Students will also be given regular revision exercises. Individual pages can be used in classwork, or can also be used for revision.
- **Teachers' resource packs** for each unit. These will provide a range of exercises covering all the different styles of questions contained in the three examination papers.
- **Revision notes** for all of the units on all papers. These will be in bullet form and will be structured around possible examination questions.
- **Specimen pages** of London Revision publications are given on the following pages.

London Revision materials will be advertised when available on its IGCSE website at www.londonrevision-igcse.co.uk

London Revision can also be contacted at info@londonrevision-igcse.co.uk. Further information about London Revision publications can be obtained by telephoning London Revision on (44) 1737 215899 or by fax on (44) 1737 270974.

Support and training

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
United Kingdom

Tel: +44 (0) 190 884 7750

E-mail: 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

Other materials available in 2003 include

- Specimen papers and mark schemes (Publication code: UG013056)
- Specification (Publication code: UG013067)

Appendices

Appendix 1 – sample coursework assignments

Questions

Title: Depression and New Deal in the USA

Introduction

In October 1929 prices on Wall Street, the US stock exchange, crashed and investors lost millions of dollars. The crash produced a crisis of confidence throughout the USA and then throughout the world. People gradually stopped spending and because there was less demand, factories and businesses began to close and unemployment rose.

The situation grew worse until Franklin Roosevelt took office as president in March 1933. He immediately began to tackle the effects of the Depression through the New Deal. He aimed to restore confidence and get people back to work.

Source A: a photograph of a man trying to sell a car



Source B: part of a report to the Governor of California, by the California Unemployment Commission, in November 1932

Unemployment and loss of income have ravaged numerous homes. It has broken the spirits of the members of the families, undermined their health, robbed them of self-respect, destroyed their efficiency and employability. Loss of income has created standards of living of which the country cannot be proud.

Homes in which life savings were invested and hopes bound up have been lost never to be recovered. Men, young and old, have taken to the road. They stand in breadlines for food day after day.

The army of homeless grows alarmingly. Destitution reaches the women and children. Food rations are pared down, rents go unpaid, families are evicted. Idleness destroys not only purchasing power, lowering the standards of living, but also destroys efficiency and finally breaks the spirit.

Source C: excerpts from speeches made by President Hoover in 1932

“Each industry should assist its own employees.”

“Economic wounds must be healed by the people themselves.”

“Each community and each state should assume full responsibility for providing work and the relief of distress.”

“Our system is founded on the belief that only through freedom for the individual will initiative and enterprise spur the march of progress.”

Source D: part of a statement made by an American businessman in 1933

President Roosevelt has done his part: now you do yours. Buy something - buy anything: paint your kitchen, send a telegram, give a party, get a car, pay a bill, rent a flat, fix your roof, get a hair-cut, build a house. It does not matter what you do - but get going and keep going. The old world is starting to move.

Source E: numbers of people unemployed in America. These figures were published by the US Federal Government

1930	4,300,000
1931	8,000,000
1932	12,000,000
1933	12,800,000
1934	11,300,000
1935	10,600,000
1936	9,000,000
1937	700,000
1938	10,400,000
1939	9,500,000
1940	8,100,000

Assignment 1: Assessment Objective 1

1. Describe the effects of the Depression on the people of the USA from 1929 to 1933.
(12)
2. Why was President Roosevelt able to tackle the Depression from 1933 onwards?
(18)

Assignment 2: Assessment Objectives 2 and 3

1. What can you learn from Source A tell about the effects of the Wall Street Crash?
(3)
2. Use Source B and your own knowledge to help you describe the problems faced by the unemployed during the Depression.
(6)
3. Use Sources C and D and your own knowledge to explain the differences between the policies of Herbert Hoover and Franklin Roosevelt.
(9)
4. Source E suggests that the New Deal was only partly successful by 1940. Do you agree that this was the case?
(12)

Mark Scheme

Assignment 1: Assessment Objective 1

1. Objective: Recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. people lost their homes; they had to live in 'Hoovervilles'; companies went bankrupt etc.

(1-4)

Level 2: Developed statements supported by relevant knowledge, e.g. Hoovervilles were shanty towns that were set up on the outskirts of cities; unemployed people gathered there and made houses out of whatever they could etc.

(5-8)

Level 3: Developed exposition supported by selected knowledge showing understanding of a range of effects, e.g. economic, social, financial, loss of confidence etc.

(9-12)

N.B This mark scheme is to be used for each of the effects/reasons/changes

2. Objective: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. closed banks; alphabet agencies, 'fireside chats', reduced unemployment etc.

(1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. Roosevelt closed the banks to restore confidence and stop people withdrawing money; alphabet agencies were intended to provide work by setting up government projects; he believed that the Federal Government had to get the economy going.

(6-10)

Level 3: Developed explanation supported by selected knowledge showing understanding of interrelationship of factors and making links between them, e.g. Roosevelt's character and background, immediate actions, use of propaganda etc.

(11-15)

Level 4: Sustained argument supported by precisely selected knowledge assessing importance of factors, and contrasting the different approaches of Hoover and Roosevelt.

(16-18)

Assignment 2: Assessment Objectives 2 and 3

1. Objective: Comprehension of a source

Level 1: Points taken at face value from the source, e.g. people were forced to sell goods etc.

(2)

Level 2: Inferences made, e.g. extent and suddenness of the collapse; people were forced to accept low prices etc.

(1)

2. Objective: Comprehension of source/recall of knowledge

Level 1: Simple statements using the sources at face value, supported by some own knowledge, e.g. unemployment; loss of homes; despair etc.

(2)

Level 2: Developed statements making inferences from the source, supported by relevant knowledge, e.g. understanding of the scale of the disaster; it was getting more serious; it was affecting different sorts of people; etc.

(2)

Level 3: Developed explanation supported by selected knowledge, e.g. understanding of the scale of the disaster; referring to a range of effects etc.

(2)

3. Objective: Comprehension of a source/recall of knowledge

Level 1: Simple statements taking the source at face value, supported by some own knowledge, e.g. he believed that states and companies should help people; people should help themselves; Roosevelt wanted to intervene etc.

(2)

Level 2: Developed statements making inferences from the sources, supported by relevant own knowledge, e.g. Hoover did not believe that it was the Federal Government's responsibility to solve the Depression; people should stand on their own two feet; 'Rugged Individualism'; Roosevelt appreciated the effects of the Depression and believed that confidence needed to be restored etc.

(3)

Level 3: Developed explanation making inferences from the sources, supported by selected own knowledge, e.g. shows understanding of the range of methods used by both Presidents and how these related to their differing philosophies etc.

(4)

4. Objective: Evaluation of an interpretation/recall of knowledge

Level 1: Simple statements using the sources at face value, supported by some own knowledge, e.g. Yes/no he got things moving; set up alphabet agencies; fireside chats; tried to reduce unemployment; etc.

(3)

Level 2: Developed statements making inferences from the sources, supported by relevant own knowledge, e.g. points to areas of success

(3)

Level 3: Developed explanation making inferences from the sources, supported by selected own knowledge, e.g. can make a judgement by explaining successes and failures etc.

(3)

Level 4: Sustained argument using the sources, supported by precisely selected knowledge, e.g. contrasts Roosevelt's aims with overall success and reaches a balanced judgement etc.

(3)

Appendix 2 – Template for coursework assignments

Title

Introduction

Source A

Source B

Source C

Source D

Source E

Assignment 1: Assessment Objective 1

1. Describe the effects (12)

2. Why was....? (18)

Assignment 2: Assessment Objectives 2 and 3

What can you learn from Source A about....? (3)

Use Source B and your own knowledge to help you describe.... (6)

Use Sources C and D and your own knowledge to explain.... (9)

Source E suggests that the....Do you agree that this was the case? (12)

Mark Scheme Template

Assignment 1: Assessment Objective 1

1. Objective: Recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. (1-4)

Level 2: Developed statements supported by relevant knowledge, e.g. (5-8)

Level 3: Developed exposition, supported by relevant knowledge, showing understanding of a range of effects, e.g. (9-12)

N.B This mark scheme is to be used for each of the effects/reasons/changes

2. Objective: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. (1-5)

Level 2: Developed statements supported by relevant knowledge, e.g. (6-10)

Level 3: Developed explanation, supported by selected knowledge, showing understanding of interrelationship of factors and making links between them (11-15)

Level 4: Sustained argument, supported by precisely selected knowledge, assessing importance of factors (16-18)

Assignment 2: Assessment Objectives 2 and 3

1. Target: Comprehension of a source

Level 1: Points taken at face value from the source, e.g. (2)

Level 2: Inferences made, e.g. (1)

2. Target: Comprehension of source/recall of knowledge

Level 1: Simple statements using the sources at face value, supported by some own knowledge, e.g.

(2)

Level 2: Developed statements making inferences from the source, supported by relevant knowledge, e.g.

(2)

Level 3: Developed explanation supported by selected knowledge, e.g.

(2)

3. Objective: Comprehension of a source/recall of knowledge

Level 1: Simple statements taking the source at face value supported by some own knowledge, e.g.

(2)

Level 2: Developed statements making inferences from the sources supported by some relevant knowledge, e.g.

(3)

Level 3: Developed explanation making inferences from the sources supported by selected own knowledge, e.g. shows understanding of the range

(4)

4. Objective: Evaluation of an interpretation/recall of knowledge

Level 1: Simple statements using the sources at face value, supported by some own knowledge, e.g.

(3)

Level 2: Developed statements making inferences from the sources, supported by relevant own knowledge, e.g.

(3)

Level 3: Developed explanation making inferences from the sources supported by selected own knowledge, e.g. can make a judgement

(3)

Level 4: Sustained argument using the sources supported by precisely selected knowledge, e.g. reaches a balanced judgement etc.

(3)

Appendix 3 – Sample examination answers

This section gives exemplar answers to all of the question types on the three papers. It is intended to provide teachers guidance as to the nature and quality of the standard required.

All of the questions referred to are in the specimen papers.

Paper 1F

4(a) Write down the TWO reasons why the Greek revolt started in 1821.

Intervention from France

Religious differences

Methods of Turkish rule

Support from Britain

(2)

Religious differences, Methods of Turkish rule

Examiner's comment

Two marks, candidates do not need to write any more than list the two correct answers.

9(b) Choose either of your answers to Question 1 and describe Bismarck's reasons for making alliances in the 1870s.

(3)

Bismarck wanted to make alliances because he was afraid that France would want revenge after the Franco-Prussian War. He was also afraid of a war on two fronts. This would mean that Germany would be attacked at the same time by France and Russia.

Examiner's comment

This candidate clearly understands several reasons for Bismarck's policy and has expressed them clearly. This would be awarded Level 2, three marks.

11(c) Give TWO reasons why Stalin carried out the Collectivisation of agriculture.

(4)

Stalin introduced Collectivisation because he wanted to modernise Soviet agriculture. There had been a severe famine in the Soviet Union in the 1920s and he wanted to make sure that there was enough food for the population.

Stalin also wanted to get rid of the Kulaks who had grown rich during the New Economic Policy. He believed that they were enemies of communism because they employed other workers and made a profit. He did not trust them and set out to destroy them.

Examiner's comment

Both of these answers would be awarded Level 2. In each case the candidate has been able to explain a correct reason for the introduction of Collectivisation and has attempted to back up the statement. These answers were both awarded two marks.

12(d) Choose any TWO of the following and explain how they helped Khrushchev carry out de-Stalinisation in the Soviet Union.

Reducing the power of the secret police

The end of censorship

Renaming of places and streets

Releasing political prisoners

(8)

Khrushchev decided to reduce the power of the secret police because he wanted to bring an end to Stalin's methods. Stalin had ruled by fear. People had been arrested in the middle of the night and had been taken off to prison camps. Khrushchev did not believe that these methods should be used. He wanted people to have more freedom and less control from Moscow. He hoped that this would make him popular in the Soviet Union.

Censorship was reduced in the Soviet Union because Khrushchev believed that people should have more freedom. He allowed books to be published that criticized Stalin because he wanted people to realize what Stalin had been like. He did not allow books to be published that criticized the revolution or communism because he still wanted to retain some control over what people read and thought about.

Examiner's comment

This candidate has clearly understood some of Khrushchev's reasons for introducing de-Stalinisation and is aware of the impact of the changes. Both answers are accurate and each has been backed up with a degree of explanation. These answers would both be awarded Level 2, four marks.

9(e) Study Sources A and B and then answer the question that follows. Use Sources A and B, and your own knowledge, to describe Mussolini's battles.

(8)

Mussolini started the battles in the 1920s. He wanted to change Italy and make it into a strong modern country. He believed that, in the past, the other European countries had taken advantage of Italy and he wanted to stop that happening again.

The Battle for Wheat was meant to increase the amount grown in Italy so that there was always enough bread to feed the people. The Battle for Land was meant to help by increasing the amount of land that was farmed. Marshes were drained so that more land was available. Mussolini had photographs taken to show that he was helping with the work. This was part of his propaganda.

The Battle for Births was an attempt to increase the Italian population. Mussolini wanted a bigger army so he called for an increase of 50% by 1950. In fact the population began to fall.

The Battle for the Lira was an attempt to increase the value of the lira, the Italian currency. He believed that this would make Italy a richer country because foreign countries would have to pay more for Italian goods.

The Battle of the Southern Problem was an attempt to improve southern Italy, which was a very poor area. Mussolini planned to build new towns and roads, but very little happened and he soon gave up.

Examiner's comment

Although the candidate has written less about the last two battles, there is still more than enough understanding of Mussolini's overall policies to warrant a good Level 2 mark. In this instance it was not necessary to comment on any weaknesses in the battles, or to explain reasons for their failure. The candidate was only asked to 'describe' the battles. Consequently, this answer would be awarded Level 2, eight marks.

Paper 2H

Question 4

Study Sources A and B

- (a) **Does Source A support the evidence of Source B about the beginning of the Battle of the Somme?**

(5)

The content and context of the sources are different. Source A describes the opening of the battle by an eye witness. Source B is trying to find reasons for the British failure. But in some ways Source A does support Source B about the beginning of the Battle of the Somme. Both sources suggest that the British forces had some success at first, but that the Germans were then able to recover lost ground.

The sources disagree about the reasons for the British being forced back. Source A suggests that the German defences were simply too strong and that the defensive lines were not even reached. It also refers to heavy shelling by the Germans and the British being unable to break through the German defences. Source A therefore implies that the basic plan of attack was faulty. Source B suggests that the real reason for failure was that the Germans had camouflaged machine guns, which the attackers did not spot. This implies that the basic plan was sound, but that the Germans were too clever. It also suggests that the commanders had no idea why the attack had failed.

Examiner's comment

This is a thoughtful and well written answer. The candidate is aware that these sources were written at different times and has used this information to comment on the different tone of the two writers. Specific factual differences between the two sources have also been picked out. What is most encouraging is that the candidate has consistently tried to make inferences from the sources. This puts this answer firmly into Level 2, and it would be awarded five marks.

Question 5

Study Source C and use your own knowledge.

Source C suggests that the meeting on the night of 8 November was quiet and peaceful. Why might the Nazis have wanted to portray these events in this way?

(8)

The Nazi version of the events of 8th November 1923 was all part of their propaganda to create a heroic image of the Führer.

In Source C, Hitler is shown talking quietly to a small group of men. They are all listening to him carefully. There are no signs of any disturbance and only a few men appear to be in uniform. There is a Nazi flag on the right hand side against the wall behind Hitler. Obviously the Nazis wanted this to be the impression that people had of the meeting in the Bürgerbraukeller on 8th November 1923. They wanted people to believe that Hitler had been popular and that his message had been welcomed.

In fact, the other sources suggest that the meeting was chaotic. Shots were fired and Hitler had to shout to make himself heard. But the Nazis would not have wanted this description of the meeting to have become widely known because it would have given the impression that Hitler had to force his way into the beer hall.

The events of the Beer Hall Putsch were very important to the Nazis. They wanted to make people forget that it had been a total failure and instead create the impression that Hitler had been betrayed. There were reunions of the survivors in later years and the anniversary was celebrated with rallies. These were all part of an attempt by the Nazis to hide the truth about the Putsch and create their own version in which Hitler was a hero.

Examiner's comment

This is a very strong answer. The candidate has been able to set Source C firmly in context and has related it to the content of the other sources. There is clear awareness of the significance of the source as Nazi propaganda and the aims of the Nazis have been explained very effectively. The candidate has attempted to write a short introduction and a conclusion and has supported these with a considered argument. This answer would be awarded Level 3 (Level 4 in the generic mark scheme), eight marks.

Question 6

Study Sources A, B, C and D and use your own knowledge.

- (a) **The writer of Source D believed that the success of Bolshevik seizure of power was due to the work of Trotsky. Was this the main reason for their success? Explain your answer.**

(12)

The Bolsheviks seized power in Petrograd on 7-8 November 1917. Lenin took the decision to try to overthrow the Provisional Government, but the planning of the coup was all the work of Trotsky. The writer of Source D is therefore giving an accurate account of the role of Trotsky in the events of 7-8 November October 1917.

In October 1917, Trotsky had only recently become a Bolshevik. Until September he had been a Menshevik, but he soon became one of Lenin's closest comrades. When Lenin insisted that the Bolsheviks could seize power, most of the leading Bolsheviks opposed the move, but Trotsky supported the idea. As Chairman of the Military Committee of the Petrograd Soviet, he was able to move troops loyal to the Provisional Government out of the city. He was also able to spread rumours about advancing German forces in order to justify his actions.

Trotsky then put together a plan to isolate the Provisional Government in the Winter Palace and force Kerensky out. The details of the plan are referred to in Sources A, B, C and D. He moved Bolshevik units to key points in the city and planned the take-over of the post office, train stations and the occupation of bridges over the River Neva. These actions were meant to prevent Kerensky appealing for support. Sources A and B describe the effectiveness of the plans. Kerensky's appeals for help were largely ignored, although about 400 troops did come to his aid.

Source A suggests that Lenin deserved the credit for the success of the attack, but this difference is probably caused by the fact that it was written by a Bolshevik who did not know the whole picture. During the attack on the Winter Palace Lenin apparently spent most of the time in hiding, while Trotsky was in command of the situation. It is noticeable that Source D, written by Stalin, gives Trotsky all of the credit for the success of the attack. This was presumably an 'official version' published to celebrate the first anniversary of the seizure of power and would therefore have reflected the Bolshevik view of events. Significantly, Stalin, who later became a bitter enemy of Trotsky, makes no attempt to conceal the role of the latter in the events.

Trotsky was the brains behind the Bolshevik seizure of power, but there were other factors that contributed to the success of the Bolsheviks. Kerensky had made himself and his government very unpopular. Petrograd was isolated from the rest of Russia and was one of the few places where there was much support for the Bolsheviks. There was little opposition to the Bolsheviks in November and other opposition parties did not take the events very seriously or try to intervene.

Examiner's comment

This is a lengthy and detailed answer. There is no doubt that the candidate has understood the context of the question and has displayed an excellent knowledge and understanding of the role of Trotsky in the Bolshevik Seizure of Power. There are clear references to the appropriate sources and an awareness of the value of the provenance of Sources A and D in particular, consequently the candidate has done more than enough to merit a high Level 3 mark (Level 4 in the generic mark scheme). It would be difficult to imagine that an IGCSE candidate could produce a better answer under examination conditions. This answer would be awarded a mark of twelve.

Paper 3

Medicine in the Nineteenth Century

This question is about changing ideas about the causes of disease.

- (a) Look at this picture of a town in the early nineteenth century. At the beginning of the nineteenth century many people in towns suffered from diseases. Write down three things that could have caused disease in the picture. (3)
- (i) The houses are too close together and disease would have been passed on easily. (1)
- (ii) There is no sanitation so sewage would have mixed with fresh water. (1)
- (iii) People are taking water from a river which would have been contaminated. (1)
- (b) Read this description of the arrival of cholera in Leeds in 1833 and then answer the question below.

On 26th May the first case of cholera occurred in Blue Bell Fold. This is a small dirty street with about twenty houses inhabited by poor families. It lies between the river and a dirty stream which carries waste away from many mills and houses that dye cloth.

The first case occurred in a child, two years of age, in perfect health on the preceding day, who suddenly became ill on the morning of 26th and died at 5.00 p.m. on the same day.

Write down two possible reasons why cholera broke out in this area.

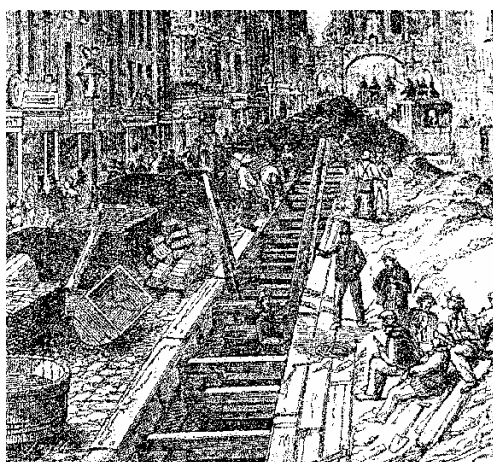
- (4)
- (i) The street was dirty so rubbish must have been left there. The rubbish would have attracted germs and led to disease. It would also have got into the water supply. Cholera was caused by a polluted water supply. (2)
- (ii) The houses were surrounded by a stream and a river. These were polluted by the waste from local factories. People would have drawn their water from the river and the stream and have been infected. (2)

(c) Study Sources A and B and then answer the question that follows.

Source A: from an account written by Dr John Snow describing an outbreak of cholera in London in 1854

Within 250 metres of Broad Street there were more than 500 deaths from cholera. I found that nearly all of the deaths had taken place within a short distance of the water pump in Broad Street. There were very few deaths near to water pumps in other streets. When I removed the handle of the water pump in Broad Street there were no more deaths.

Source B: a print of the building of the London sewer system



Give TWO reasons why cholera stopped being a major problem in the second half of the nineteenth century.

(8)

(i) John Snow's research showed that cholera was caused by a polluted water supply. He discovered that during the 1854 epidemic in London, many deaths occurred because people took water from a pump which had become polluted. This proved that if water supplies were kept clean there would be fewer cases of cholera. People now knew how cholera was caused. This knowledge encouraged towns and cities to build proper sewerage systems.

(4)

(ii) The real reason why cholera stopped being a major problem was that sewers were built that disposed of waste. This meant that sewage could not become mixed up with fresh water. The London sewer system was begun in the late 1850s and more and more towns began to build sewers from the 1860s.

(4)

- (d) **In 1861 Louis Pasteur published the germ theory of disease. He proved that bacteria in the air caused disease. Each disease had different bacteria. In what ways did Pasteur's work change people's understanding of the causes of disease? Complete this chart.**

(10)

In what ways did Pasteur's work change people's understanding of the causes of disease? Complete this chart.

Before Pasteur people believed that

disease was caused by bad air or by spontaneous generation. This idea of miasmatic, or bad air, causes of disease had existed for many years. The bad air theory became popular because people noticed that epidemic diseases were worst in towns where there was often a lot of rubbish lying in the streets. They noticed that bad smells and diseases tended to go together and so believed that the air became polluted and this caused the disease. Spontaneous generation was similar to bad air in some ways. People believed that when rubbish went rotten, germs were created. In other words, both ideas suggested that it was the rubbish going bad that was the cause of the trouble.

After Pasteur, people came to believe that

the real cause of disease was tiny organisms called germs. These organisms lived on rotten rubbish, but were not caused by it. In other words, rubbish could make a disease worse, but could not cause it in the first place. Pasteur's germ theory of disease allowed other scientists to identify the germs that caused individual diseases. Robert Koch and Paul Ehrlich were soon able to identify a number of germs that caused diseases and were then able to produce vaccinations to protect people against them.

The Germ theory of disease was one of the most important discoveries in medicine. For thousands of years doctors had believed that disease was caused by some form of decay. Pasteur showed that the decay was a factor in helping disease spread, but it was not a cause of disease.

Examiner's comment

All of the answers to this question reveal detailed knowledge and understanding of changing ideas in medicine throughout the nineteenth century. The candidate has tackled each question confidently and in each case was awarded full marks at the highest levels available.

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