

GCSE

Edexcel GCSE

History A (1334/3334)

This Examiners' Report relates to Mark  
Scheme Publication code: UG 016629

Summer 2005

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Examiners' Report

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Summer 2005

**Publications Code: UG 016629**

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# Paper 1

## General comments

In the third year of this specification it is pleasing to report that candidates were able to maintain and improve on the performance of 2004.

As was reported in 2004, the scaffolding continues to be well received by candidates. The 'pegs' are used effectively as a sound guide to sequencing the response. Indeed, candidates do need to realise that in a question covering a given period, the scaffolding presents them with a plan. Examiners did report that more candidates were prepared to broaden the responses beyond the scaffolding.

Last year's report indicated that examination technique continues to improve and this was the case once more. Many candidates produced plans, mnemonics and clear indications that the questions had been carefully analysed.

As in 2004, examiners reported that candidates in the mid-grade range could readily improve performance if notice were taken of some of the following points:

- Select the optional question carefully from the Outline Study. Candidates should be prepared to spend a few minutes reading both before making an informed decision. It seems that decisions are sometimes made by scrutinising section (a) only without giving due regard to section (b). *The scaffolding is of crucial importance because it should act as a clear stimulus and should enable all candidates to make a more informed decision as to the suitability and feasibility of the question.*
- Ensure there is a firm grasp of chronology, especially in those questions which contain a lengthy span of time. The start and end dates are always significant and should act as triggers. For this type of question, a plan is essential.
- Candidates can help themselves if they begin the shorter responses by using the actual words in the question, such an approach will ensure a direct answer. This should lead to explicit rather than implicit answers.
- Focus carefully on the key question word(s). On occasions, candidates are sometimes seduced by the topic area and write answers which do not apply the knowledge they so obviously possess. In Section (b), where key words will be e.g. change/improve, then reference ought to be made to the target.

## A1: The Road to War; Europe 1870-1914

### Question 1

In (a)(i) answers were couched in rather general terms though many were able to secure Level Two marks.

In (a)(ii) there was some sharper focus on here, though for some, the diplomatic subtleties were not always fully explored.

For (a)(iii) and (a)(iv) The Big Bulgaria issue tended to dominate the two questions and there was often good recall displayed. However, in (iv), some candidates did not always focus on the notion of bringing peace.

In (b)(i) candidates appeared better assured on the first and last points of the scaffolding points, but there were nevertheless some clear and detailed answers. It is worth pointing out that there is still a notion among some candidates that the ententes were binding military agreements.

(b)(ii), of the three options, the last was the best developed so far as the question's theme of increasing tension was concerned; the other two did not always receive such close linkage.

### Question 2

In both (a)(i) and (a)(ii), there often needed to be a fuller and sharper understanding of the situation in both countries at that time.

(a)(iii) responses tended to be clear and well focused, though on occasion some did not discuss the conservative nature of the League.

In (iv) there was a range of responses here and the weaker ones did not always appreciate the diplomatic situation that formed the background to each agreement.

For (b)(i) the first and third options were the most popular and responses did secure Level Two and Three marks.

In (b)(ii) there were some excellent answers here and candidates were able to discuss the Balkans at length. The scaffolding was used with care by many candidates.

## A2: Nationalism and Independence in India, c.1900-49

### Question 3

In (a)(i) most candidates discussed the fundamental religious clash that rendered the 1935 Act unacceptable to the Muslim League.

Both (a)(ii) and (a)(iii) received well informed answers , with 'Quit India' a focal feature in the former, often set in the wider wartime context, and some often very detailed responses on Bose in the latter.

In (a)(iv) answers could have been rather better balanced between events in the sub-continent and political circumstances in Britain; the latter tended to receive less attention than it deserved.

In (b)(i) candidates were able to discuss the Bengal division, the Liberal reforms and the impact of the First World War. Generally, candidates performed well as a result.

In (b)(ii) coverage of the specified years was reasonably balanced and answers were quite well informed, although some needed a sharper angling towards the reasons why there was opposition. Many relied rather solidly on the scaffolding, although some were prepared to go further with references to personalities.

### Question 4

(a)(i) answers were reasonably well contextualised, although supporting material on the reasons for the reforms lacked strength.

In (a)(ii) candidates were able to offer some quite sound answers and the broader context was often introduced.

In (a)(iii) knowledge of the dyarchy is good, however, candidates often drifted to a discussion rather than a focus on how it changed British rule.

For (a)(iv) there was a tendency in some answers for the reasons to be lost in detail, often quite graphic, of what actually happened at Amritsar.

Generally in (b)(i), answers were balanced throughout the two decades and they had some usefully precise references to show security in describing the key features of Gandhi's activities in these years.

Candidates answering (b)(ii) often did not move beyond the notion of religious division. There is much else which could be introduced to broaden the response.

### A3: The Emergence of Modern China, 1911-76

#### Question 5

In (a)(i) the term was readily recognised and most candidates were able to develop the response and secure a Level Two mark.

In (a)(ii) the focus was not always sharp and some candidates drifted to description of the time rather than offer a discussion of change.

In (a)(iii) and (iv) the political and social situation in china during the Cultural Revolution was well understood and answers to these two questions were replete with sound detail, with (iii) usually receiving a good focus on the reasons.

The (b)(i) answers were often well balanced between such features as warlord dominance, CCP growth and the impact of nationalist sentiment.

In (b)(ii) answers were rather less sharp in their focus on change and tended to develop in some instances as narrative of the Communist Party in these years with only rather loose emphasis on the question's essential focus. Often rather more could have been made of the latter part of the period, especially the civil war.

#### Question 6

In (a)(i) the term was generally well known and well explained.

The (a)(ii) responses were clear and sharp here with candidates offering a range of reasons behind the movement.

Answers to (a)(iii) were good on the essential attractions of Communism to the peasantry , but often failed to develop beyond that by looking at less attractive foci of political loyalty. Some also trespassed beyond the bounds of the 1920s.

In (a)(iv) there is usually little difficulty for most candidates in dealing with the Long March and there was often graphic detail offered, while most also understood its purpose.

In (b)(i) and (b)(ii) candidates did not always maintain focus so that control was sacrificed for an account of Chinese history in the 1950s and 1960s and in (b)(ii) the reasons for lack of success were subsumed in an account of industrialisation.



## A4: The Rise and Fall of the Communist State: The Soviet Union, 1928-91

### Question 7

In (a)(i) only a minority of candidates failed to recognise NEP and most were able to place it in acceptable question context, indicating either its intrinsic ideological and practical unsuitability or the alternative attractions of other economic programmes.

For (a)(ii) most candidates were able to suggest a variety of angles on the cult of personality, thereby producing good Level Two and also Level Three work. If there was irrelevance in (ii), it was often caused by trespassing on the subject matter of (iii), where the focus on 'Why....important...' was not usually well sustained.

Question (a)(iii) required analysis and a number of candidates failed to detect this. Descriptions of how groups of people within the USSR were treated under the purges was relevant only to the extent that it showed the specific reasons why that treatment was important to Stalin for his control of the country.

The (a)(iv) responses here covered the full range. Better candidates rooted their answers in specific aspects of Soviet history, noting how the demands of the planned economy and the nature of the totalitarian state translated into day-to-day experience. Others posited their comments less securely, producing descriptions of ills that might have been found in any developing economy.

In (b)(i), the first two options were the ones most usually taken. Most candidates showed knowledge of what each of these was, though Regional Councils - where attempted - betrayed uncertainty in a number of cases. The focus of the question was 'important' and in some cases this element was absent and pure description of events was substituted; closer consideration of the reasons for the outcome of these features of Khrushchev's rule might have led to firmer and better focused answers.

Answers to (b)(ii) often had quite good scope and touched on salient features internal and external policy conducted by Gorbachev- sometimes, more could have been written by not only of what the various changes consisted, but also of how they might be regarded as 'changes' as such, by some reference to pre-existing aspects of Soviet history.

## Question 8

While there were a number of competent responses to (a)(i) and (ii), there was too often a lack of sharp differentiation between the scope of each. Part (i) was concerned with the reasons underlying the new policy and (ii) with its practical implementation in the 1930s; too often these were blurred or rather pointlessly repeated. Generally the key features of (ii) were not well developed, with rather loose material given on both the mode of implementation and the nature and functioning of different types of collective farms.

In (a)(iii) some candidates tended to introduce specific plan details rather than take a wider view of the practical and ideological reasons that led to the changes.

For (a)(iv) there were some very good responses here and answers offered sound descriptions of improvement in infrastructure, output and military preparedness, leavened by an appropriate scepticism on figures produced by the government for public consumption.

In (b)(i) Some candidates neglected to hold the focus on agriculture and industry, developing other features of Khrushchev's rule instead. There was some uncertainty on the degree of continuation/modification from the Stalinist era, an area which needed sensitive treatment in this question. There tended to be fuller knowledge shown on agriculture than on industry, which only rarely got adequate emphasis. The Virgin Lands Scheme was usually quite well known and understood and tended in most cases to be the most successful part of the answer.

For (b)(ii) candidates were expected here to focus on importance in the 'decline' of the Soviet Union. A basic description does form an inroad into the question, but thereafter material needed to be angled towards the specific links with the decline; this was often not present and was substituted by purely descriptive material.

## A5: A Divided Union? The USA, 1941-80

### Question 9

Answers to (a)(i) were usually on the correct lines of indicating prejudiced attitudes or political security as the reasons for the opposition Kennedy faced; many detected the former more readily than the latter.

In (a)(ii) both general and specific features were described here and while answers were sound, a number diverted into irrelevance by describing features that were specifically linked to the 1950s and some not to M.L King at all.

In (a)(iii) there was some irrelevance here, when the Bus Boycott and Little Rock both made appearances. There is much legislative advance in the period 1963-68 as well as success in producing changed attitudes as a result of civil rights activity; many did not always discuss this crucial area and discussion of legislation was often little more than the naming of the acts.

For question (a)(iv) Most candidates were able to adduce reasons for opposition to King rooted both in the style of his approaches as well as their own very differing ones.

In (b)(i) there continues to be confusion on the part of many about the scope of McCarthy's campaigns and too much readiness to ascribe all features of anti-communism after 1945 to them. The actual processes employed by McCarthy were better worthy of attention than his later persecution of the army and his fall, a feature which was not strictly part of the question.

In the analytically focused (b)(ii) a balance between the two movements was held by most candidates and there was competent factual substance; inevitably there was some shortfall on the degree to which the 'important angle was maintained, but many candidates did manage to give attention here.

## Question 10

Some (a)(i) candidates failed to detect the required emphasis on the 1960s.

In (a)(ii) the relevance of the period was no real problem here and answers were often full and varied, presenting an authentic image of the time and the attitudes it evoked among the young.

Detail was at times impressive in answers to (a)(iii) and the link of the Watergate events with Nixon's culpability was often well indicated. While most Watergate references were acceptably accurate, there continues to be confusion on the part of some weaker candidates between the activities of those who penetrated the Watergate complex and the recordings of Nixon's own conversations in the Oval Office.

For (a)(iv) many candidates were able to produce knowledgeable answers on post-Watergate USA though the succession of Ford and the election of Carter figured only slightly.

Generally (b)(i) answers were both informed and balanced; while the angling on 'why' could have been sharper in some cases, the material on various episodes of its nature tends to explain the improving civil rights in this period. Hardly any candidate is incapable of making some relevant observations on the Bus Boycott, but it was sometimes narrated to the comparative neglect of other episodes. For some candidates there continues to be confusion over the individuals involved in the Brown v Topeka case and Little Rock.

In (b)(ii) there was a great variety of answers here- the best were quite astonishing in their range and depth and yet some merely pointed to one or two pieces of legislation. Vietnam did figure but often it was merely mentioned without any real analysis.

## A6: Superpower Relations, 1945-90

### Question 11

In (a)(i) few candidates neglected to see the Wall's construction as a key element of the crisis and many were able to give useful political background to its appearance in 1961. There were those who did confuse details of 1948-49 with events in 1961.

(a)(ii) produced generally well balanced answers throughout the 1963-69 period, with acceptable Cuban Missile Crisis background.

There was evidence in (a)(iii) that SALT with its basic concept of arms limitation is recognised by the majority of candidates and a number were able to go further and raise their answers to good Level 2 or Level 3 by precise references to the ways in which the two agreements sought to effect this.

In (a)(iv) there was a tendency here for there to be a rather one-sided approach, dwelling after an initial reference to Afghanistan on the policy of the USA under Reagan, to the comparative neglect of those of the USSR in these years.

Answers to (b)(i) usually defined the period as one of deterioration in relations with some respite afforded with the emergence of co-existence in the early stages of Khrushchev's rule. The period of change in 1945 from wartime alliance to post-war hostility was often not given the attention it deserved, while the various episodes that dominated the history of the Cold War needed a sharper focus on 'relations' and tended sometimes to be presented as individual items in their right. While most answers had a fair balance, there was a need for some to progress more positively into the 1950s.

In (b)(ii) the main reason underlying the change was the emergence of Gorbachev and most developed answers that suggested an increasing international harmony as the fortunes of his own country declined. Responses tended to focus clearly and offer sharp detail.

## Question 12

Generally candidates found it easier to tackle the descriptive requirements of (a)(ii) where answers were often well furnished with detail on both terms and approaches, than the more analytical requirement of (a)(i), where it was surprising not to see fuller references to the strategies needed by the Allies in the closing stages of the war, themselves a sufficient reason for the meeting.

In (a)(iii) philanthropic, political and economic motives underlay the actions of the USA and many candidates were able to develop these sufficiently to secure Level 3 marks.

In (a)(iv) the quality of responses was mixed. While many gave an informed account, kept usefully within the bounds of the given dates, others developed on very general lines. These latter gave attention to armaments competition in particular and were often inclined to pay scant regard to the dates given.

With (b)(i) a number of candidates found difficulty in getting to a convenient starting point for their answer and there were many instances of those who gave excessive Cuban background, quite often going back to the time of Batista and Castro's securing power. Better candidates saw that the best starting point was some assessment of the immediate impact of the crisis in 1962 and then a development of that impact throughout the 1960s.

(b)(ii) Many informed candidates saw 1985 as the fulcrum point between earlier deterioration and later improvement, with Gorbachev and Reagan playing crucial roles.

## A7: Conflict and the Quest for Peace in the Middle East, 1948-95

### Question 13

In (a)(i) the basic reasons of security and religion were advanced by many candidates.

The (a)(ii) candidates' knowledge of this war was very secure and many responses were placed at top Level Two or Level Three.

(a) (iii) answers were less secure here and some candidates focused on offering an account of the war rather than an explanation of the Arab forces' successes.

In (a)(iv) the better candidates were able to focus on both the Middle East and the international situation and the involvement of the USA.

Answers to (b)(i) showed candidates making sharp references to events of the specified period and integrating them with the scaffolding points.

In (b)(ii) knowledge of this more recent aspect of Middle Eastern history appeared to be less well known than other periods.

### Question 14

In both (a)(i) and (a)(ii) understanding of the Palestinian plight was conveyed most competently by large numbers of candidates. Many were able to reach Level Two for each part.

In question (a)(iii) there was a tendency to offer rather vague and general reasons for the formation of the PLO.

For (a)(iv) the activities were generally well known and there was some sharp precision in many responses.

Generally, in (b)(i), a good balance was maintained between the three wars, details of which were well known, though attention to Israel's successes needed rather sharper emphasis in some cases. However, there are still those candidates who confuse the chronology of the wars.

In (b)(i) most saw the basic problem in terms of the PLO presence and the links with the Christian militia, but supportive detail here was not so strong as it was in (b)(i).

## Paper 2

### General Comments

The question paper seemed to present a fair challenge to the candidates. It elicited the full range of responses. There were few rubric offences although timing remains an issue with some candidates struggling to complete part (d) of their second question.

Some candidates sensibly planned their answers, especially to parts (c) and (d) and there was a strong correlation between planning and high marks. On the other hand, some produced over long plans and failed to complete the last question.

In addition, candidates need to be more aware of the individual mark tariffs. For example, some wrote far lengthier answers for the utility question (c), (worth 8 marks), than their responses to (d), which carries 12 marks.

Although candidates need to understand and apply nature, origins and purpose in evaluating sources, it is only necessary for sub-question (c). Far too many answers to the other sub-questions placed a heavy and unnecessary emphasis on these particular source skills.

Finally there are still many formulaic type answers especially for (c) and (d) which stifle initiative. In (c) candidates sometimes mechanically go through the origins, nature and purpose of each source without directly relating them to the idea of utility. For (d) they trawl through each source in turn explaining whether it agrees or disagrees with the interpretation. Many who do this are capable of more focused and imaginative answers.



### Sub-question (a)

Most candidates are now making inferences - in some cases multiple inferences - and judgements, and displaying sound comprehension of the source. Many achieved a good Level 2 mark. A substantial minority of candidates continue to provide unnecessary lengthy comments on the provenance of the source. There were especially strong answers to B1, B2, B4 and B5. A small number of candidates either summarise the source or copy it out word for word.

### Sub-question (b)

Candidates who understood the mechanics of cross-referencing scored well on this question and reached Level 3. They directly compared and contrasted C with A and C with B, using evidence from each source to back up their comparison, and then came to a reasoned conclusion about the extent of corroboration. Indeed, candidates who began with an analysis of Source C, generally produced better cross referencing answers.

There were especially strong answers to B3, B4 and B5. For B3 many explained the differences between A and C and the strong similarities between Sources B and C but also some differences with B showing a substantial number who voted for Roosevelt's opponent, Landon, in contrast to the views of a 'tremendously popular President, mentioned in C. In B4 candidates were able to compare and contrast C and A, with similarities in reducing the number unemployed but differences in approach adopted by the Nazi regime. For B5 most found strong similarities between C and B and equally strong differences between C and A, although missing the possibility that C and A were from different beaches.

Nevertheless cross-referencing still causes difficulties to surprisingly many candidates. Even strong candidates gave lengthy descriptions of each source in turn before beginning to cross-reference. Some simply described each source and then made a broad brush statement such as 'Source C supports Sources A and B'. Others compared Source A and B and were given no credit. Again, a number of candidates made lengthy and generally irrelevant comments on the provenance of the sources.

Some candidates successfully cross-referenced A and C, for B7, but had more difficulty in deciding how far the cartoon, in Source B, supported Source C. Similar difficulties with B6 is showing how far the diagram, Source B, supported Source C and for B1, the map of the Civil War, Source B, supporting Source C.

It should be stressed that candidates do not have to identify similarities and differences to reach Level 3. They do, however, have to make some judgement on the extent of support between the three sources.

### Sub-question (c)

On the whole candidates seemed to show a greater understanding of the issue of utility with the best answers focusing immediately on utility and making strong reference to the nature, origins, purpose and content of the source and evaluating utility in the context in which the source was produced. Such candidates made maximum use of provenance and generally produced a balanced evaluation, explaining the value and limitations of each source in relation to the question set.

For example there were some very perceptive comments on the value and limitations of the propaganda poster, Source D in B1, the memoirs of George Jameson, Source D in B2, the magazine article, Source E in B7 and the diary entry from Goebbels, Source D in B5.

Again, however, there are weaknesses. A substantial number of candidates lose sight of utility and become bogged down in summarising the contents of each source and comment on the significance of the event described in the source, rather than the source itself. Reliability rather than utility remains the thrust of a number of answers. Not enough candidates make effective use of nature, origins and purpose with reference to utility. When applied, it was often mechanistic with learnt responses such as 'photos cannot lie', 'it was written by an eyewitness and must be useful' or generalised comments about primary and secondary sources. Primary sources are invariably seen as far more valuable than their secondary counterparts.

For example the photographs, Source E for B5 and B6 and D for B7 were useful because 'the camera can never lie' or were of no use because 'it was only a moment in time'. Candidates often failed to comment on key aspects of the provenance of the sources such as Source E, in B3, a radio broadcast, Source E, a newspaper article, in B6 and an overheard conversation for Source E, in B4.

A substantial minority of candidates still confuse reliability with utility. Indeed candidates cannot score above top level 1/3 if the whole thrust of the answer is reliability. In addition some still believe propaganda sources e.g. Sources D in B1 and B4, are of no use.

There was occasional misunderstanding or mis-interpretation of sources D and E and of their context. For example a number of candidates misunderstood the message of Source D in B3 and believed it was sympathetic to Roosevelt, and Source D on Vietnam, which was a photograph of supporters and not opponents of the New Deal. Candidates did not always make use of the provenance.

### Sub-question (d)

There were a wide variety of responses to this question. Some candidates successfully integrated own knowledge with confident use of the sources to make balanced judgements. On the other hand, at the other extreme, there was the usual trawl through the sources often with little direct relevance to the question set.

A number of responses relied exclusively on the sources or own knowledge and could not be credited higher than half marks. Reliance on the sources is understandable. What is surprising is those candidates who display excellent own knowledge and yet make no reference at all, even implicitly, to any of the sources!

Candidates need to use the sources to stimulate their own knowledge. For example in B1 Source F made a brief reference to the importance of Trotsky in the Civil War. Candidates could have used this to give a much greater explanation of his role. Also for B3 Source F indicated a range of opponents of the New Deal, all of which could have been further developed, whilst a number failed to appreciate or explain the importance of the opposition of the Supreme Court mentioned in Sources D and E.

Centres should note that to reach Level 3 candidates do not have to integrate the sources with own knowledge or give a balanced answer. Developed explanations which show confident use of the sources together with precisely own knowledge, agreeing or disagreeing with the interpretation, satisfy the criteria for Level 3. However to reach Level 4 there needs to be a direct focus on the key issues of the interpretation and a balanced, sustained argument.

## Paper 3 - Coursework

### Introduction

Overall, moderators experienced very few problems in the moderation process and it is clear that the great majority of teachers are conscientious in the setting, supervision and marking of coursework. There remain some difficulties in administration and all teachers are requested to follow the administrative procedures set out below.

Teachers are reminded that candidates must complete **two** Coursework Units on **different** topics. The topics must not overlap the content of the examined components. Each assignment must be targeted at a different assessment objective. One assignment must be set on AO 1 and one on AOs 2 and 3.

### Marking

Candidates' work must be marked and the levels achieved should be indicated in the margin. A total mark must be given at the end of the assignment.

Marks for SpaG should not be awarded. Quality of Written Communication should be taken into account when assessing the work targeted at Objective 1. This should be one factor in deciding the final mark to be awarded for that assignment.

### OPTEMS Mark Sheet

The OPTEMS mark sheets will have three copies.

- The top copy should have been sent to Edexcel by the Examinations Officer in the envelopes provided. Under no circumstances should the top copy of the OPTEMS be sent to the moderator with the sample.
- The yellow copy should have been sent to the moderator.
- The green copy should be retained by the centre.

Centres are requested to take care when entering marks on the mark sheets. Each sheet should be dealt with separately on a hard surface and not on top of the other sheets. There were a number of instances in 2005 where moderators were unable to read the marks because of over printing.

Centres are also requested that the completion of mark sheets should be undertaken by one teacher and not passed to different members of the department. On several occasions there were errors on the mark sheets which were not spotted by the centre. Centres are reminded that arithmetical mistakes, or other errors on mark sheets can result in marks for all candidates in the centre being altered by the regression process. Centres are requested to check all additions and entries, as this is not the responsibility of moderators.

## The Sample

The following steps should be taken once marking and internal moderation has been completed and the OPTEMS form has been received in April.

- The work of candidates indicated with an asterisk should be selected for the sample, along with the highest and lowest scoring candidates. The lowest scoring candidate should be selected irrespective of whether all work and questions have been completed.
- Front-sheets should be completed for the candidates selected for the sample. A copy of the front-sheet will be found at the back of the specification and should be photocopied as appropriate. The front-sheet must be signed by the supervising teacher and should contain a record of all three marks awarded, those for the two assignments and also for Q of WC.
- Front-sheets should be fastened to the front of each candidate's work. Both assignments for each candidate should be fastened together. Centres should not send separate batches of the two assignments.
- Centres are requested to avoid the use as far as possible of plastic files, ring binders or any other form of binding. The two assignments and the front-sheet should be fastened together with a paper clip or a staple.
- The specification (available at [www.edexcel.org.uk](http://www.edexcel.org.uk)) also contains the Coursework Proforma to inform the moderator of the circumstances under which coursework has been completed.
- Along with the sampled work, centres should also send copies of the assignments used and the Mark Schemes.
- If candidates' work has been lost, misplaced or is unavailable for any reason, the Edexcel Coursework and Portfolio team must be informed as soon as possible. A copy of the letter received confirming notification of the missing work should be included with the sample. Additional samples should be included to replace the missing work.
- Moderators are not allowed to accept explanations of missing work from centres unless they accompanied by evidence that Edexcel has been informed.
- Centres should also include with the sample the classwork notes of one candidate. This is a requirement of the QCA Code of Practice. Moderators will not inspect or comment on the classwork notes, which may not be marked.
- The yellow copy of the OPTEMS must also be included with the sample.
- The sample should be posted to arrive with the moderator by the date specified by Edexcel. This will normally be the end of the first week in May.

Possible reasons for marks being adjusted during moderation:

The most likely reasons for disagreement remain the failure to carry out effective internal standardisation and misinterpretation of the demands for Levels 3 and 4 in the Mark Scheme.

i) Lack of internal standardisation

This is rare but can have significant consequences. Centres are required to ensure that all teachers mark to the same standard. One teacher (or several teachers) should be responsible for sampling the work of students from all teaching groups and comparing the standards set by different teachers. If necessary, adjustments to the marks awarded by different teachers should be made.

There are a number of different ways of doing this.

- Sampling
- Marking of different assignments by different teachers
- Marking of each others coursework assignments
- One teacher marking all of the assignments

It is important to remember that if one teacher marks more generously than the others, all the candidates in that centre will suffer because all marks will be adjusted downwards.

In extreme cases all of the work from a centre will be requested and remarked accordingly.

ii) Incorrect application of higher levels

In AO 1, candidates must produce a developed explanation if Level 3 is to be awarded and similarly a sustained argument for Level 4 to be awarded. Developed explanation means that a sequence of factors/events has been produced and that a candidate has explained how one led to another. It is not sufficient merely to get factors/events in the correct order. Sustained argument means that a candidate has assessed and identified the main factors and has then supported that decision throughout the answer. In neither case is it possible to award a level because part of an answer appears to meet the descriptor. The level awarded should reflect that which has been sustained.

In AOs 2 and 3, it is not sufficient to refer to the provenance (nature, origin and purpose) or comment on possible limitations for an answer to awarded Level 3. A candidate must make positive use of the provenance for that level to be reached. That will involve explaining how the evidence of the source helps in the understanding of the past.

Level 4 should be awarded when the answer is focused clearly upon the question set and the candidate has integrated sources and own knowledge in the response.

## Word limit

In recent years, concern was expressed about the number of assignments that are going beyond the 1500 word limit. In some cases, candidates write many thousands of words and inevitably are able to cover issues more effectively than those that attempt to conform to the limit in the specification. Accordingly, all teachers are asked to ensure that candidates conform more closely to the word limit and that they refrain from presenting lengthy descriptive passages that do little or nothing to improve the quality of an answer.

## GCSE History Syllabus A Grade Boundaries - Summer 2005

### 1334 GCSE History

Grade	A*	A	B	C	D	E	F	G
Lower Limit	73	63	53	43	35	27	20	13

### 3334 Short Course

Grade	A*	A	B	C	D	E	F	G
Lower Limit	64	56	48	40	32	25	18	11





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