

Examiners' Report Summer 2009

GCSE

GCSE History (1335/3335)

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Paper One Report

General comments

In the seventh and penultimate series of this specification there was the usual wide range of responses from candidates. At the top end were written papers that demonstrated solid knowledge and the ability to apply it and in at least one case gain maximum marks and the other end responses that were short on knowledge and understanding. Very few candidates failed to produce responses that failed to achieve at least some credit.

There were fewer responses that were confused over which individuals did what especially in questions 4 and 6 and most were able to deploy some valid comment on the chosen individuals. There were a good number of excellent answers especially in response to questions 1, 3, 4, 6 and 11.

Candidates who had been well prepared were given every opportunity to use their knowledge to good effect in this year's examination paper. Good marks were achievable and were achieved on all parts of the paper. They are well advised to learn some basic facts about the topics as very general comments can not be rewarded. E.g. Stephenson built lots of railways. In history exams a little knowledge is not a dangerous thing but highly useful. Guess work does not always provide the right answer as in the open fields were bombed during the French Wars of 1807 to 1815.

The overall structure of the paper is now well established and there was little in the way of the unexpected in this series. The last series in 2010 will follow the by now familiar pattern. Question 1(i) will require an explanation of an historical term or one reason for an event. Question 1(ii) will require a description of a key event or individual; (a)(iii) will require explanation of causation and (a) (iv) will focus on assessment of change.

There are two essay question types in parts (b) and (c). Some questions will focus on causation concerning a key change or development.

Students make use of the scaffolding but higher responses focus on how each development was linked to causation and are able to assess the relative importance of each factor.

The second type of question in parts (b) and (c) focuses on change. Descriptive answers will achieve a lower level mark than those that can explain the significance and importance of change over the period indicated.

Key words in questions should be looked for, such as change. How did the coal industry change between 1760 and 1850 requires some description of the industry at the start and finish of the two parameters and obviously what changes were made. Once coal was carried out of the pit in baskets but when steam power came..... Another key word is why. Why were the corn laws repealed in 1846 does not require a lengthy description of when they were introduced and how they worked. Some questions ask 'in what ways' and this requires some details as well as some element of change.

When looking at the four stimuli given to the essay type questions bear in mind that they do not exclude other information. E.g. on high farming the railway system had a large effect on farming in this country as did the lack of foreign competition. The stimuli are all linked to the question and should be answered with that in mind. E.g. the postal service needed to be improved for business correspondence in the Industrial Revolution and so turnpikes were needed for this service. The Great Stink of 1858 made Parliament very aware that something needed to be done about London's sewage and action here lessened the risk of cholera. Rationing made Government aware that it could influence the health of the nation and so was a further step on the road to the welfare state.

Paper 1: Individual questions

Question 1: Always popular and most responses demonstrated knowledge and understanding. Many were able to explain why spinning lagged behind weaving. Hargreaves was handled well and many were able to make use of the work of Arkwright to explain the rise of the factory system. However responses to (iv) were often less secure and many were speculative rather than informed.

Answers to the question on the coal industry in Part (b) were well informed and focused generally specifically on change. There were many fewer responses to (c) and many of these were lacking in development. Here many failed to go beyond generalised comment on the development of steam and the importance of the railway.

Question 2: Most were able to comment on at least one reason why women experienced difficulty in having a career. Although most showed understanding of domestic service in (ii) a number thought it was concerned with women's work in their own homes. The work of women in the First World War was appreciated. The role of technology produced a number of well argued and supported responses but also more that were generalised and lacking in knowledge.

In (b) there were some well informed answers on the role of pioneers and changes in the availability of cars and changes in price. However there were a number that were not developed beyond making one or two valid points. Often these focused on the scaffolding but had little knowledge of their own. Answers to (c) were both less common and often lacking in development. Focus here was often confined to the first two of the scaffolding points.

Question 3: Responses given to both (i) and (ii) were generally accurate and demonstrated a good understanding of the open field system. Answers to (iii) were somewhat more varied both in terms of knowledge deployed and often lapsed into discussion of the Corn Laws rather focusing on the growth of enclosure. However knowledge and understanding was often used to good effect to (iv) with detailed knowledge of the ideas and developments now possible with enclosure.

Answers to (b) were very variable but many were able to deploy sound knowledge and understanding of the reasons for repeal though a number wrote at length on why they were introduced. Fewer candidate from the well informed to the struggling. There were a number of excellent and well and argued responses on the impetus to commercial farming caused by the Continental System. Some responses

focused on the Corn Laws and the development of High Farming. There were fewer responses to (c) but many of these were well informed and developed accounts of why the period was known as "High Farming".

Question 4: As usual a popular question and one that was often done well. Some struggled with Trevithick but a number were very well informed and went well beyond comment on "Catch-me-who-can" Generally knowledge of Stephenson was more detailed in (ii) than was understanding of Brunel in (iii). Most were able to give a reasoned account of the impact of railways on leisure. The less confident tended to talk about day trips to the seaside and travel to football matches only.

Responses to (b) were generally good especially if candidates started with how bad the roads were and the ineffectual way they were maintained and then focused on why change was needed and the success of the turnpike system. The more developed were able to use all elements of the scaffolding. The role of canal mania encouraging the development of canals that were not really needed or viable was understood by some but many more were able to identify other reasons that helped explain why use of canals declined after 1830.

Question 5: There were few answers to this question and these were characterised by generalised rather than informed comment although knowledge of the development of the motor car was better than either the changing nature of holidays. The decline of the railway in the second half of the twentieth century attracted very few responses.

Question 6: As in previous years by far the most popular question on the paper. Most had little difficulty in appreciating the work and significance of Simpson and Lister. Knowledge and understanding of the work and importance of Pasteur was much greater than in previous series and understood his importance in changing people's understanding of the causes of disease. There were many good responses to the question on Nightingale that were able to assess her significance both in context and went beyond her work in the Crimea.

Answers to (b) were often detailed but at times some concentrated more on the bad conditions in towns rather than focusing on why they were as bad as they were. There were many candidates who opted for question (c) and often produced detailed and developed responses in reply. Housing Acts were dealt with effectively by more informed candidates and less so by others. However answers to both these extended questions were often the most confidently handled of any question on the paper.

Question 7: Most candidates were able to explain why school meals were introduced in 1906 and knowledge of the terms of the "Children's Charter" Responses to both (iii) and (iv) were more varied from the developed and informed to more generalised comment.

Responses to (b) were often solid and showed a good grasp of the main reasons though a surprising number did not recognise the key role of Labour's victory in the general Election of 1945. There were fewer responses to (c) but many were well argued. However some tended to focus on demographic factors that did not focus on solely on changes in the birth rate and the reasons for these.

Question 8: This was another popular question and one that was generally well dealt with. A number explained what the Revised Code was rather than giving a reason why it was introduced in (a). Responses to (ii) and (iv) were often effective and knowledgeable though answers to (iii) were less assured.

Responses to (b) were often good but as in previous years a number do not really understand the term Voluntary Societies or voluntary schools. Answers to (c) often demonstrated detailed knowledge and an understanding of the changes brought by the reforming headteachers. Some were able to comment in depth on the impact and importance of the Clarendon Commission and the role played by religion and the chapel in public schools.

Question 9: There were very few answers to this question many of which were speculative. However there were a small number of reasonable responses.

Question 10: Again there were very few answers to this question and many those that did were quite well informed. This was especially the case in responses to section (a)

Question 11: Not very popular but as in previous years there were many good and some outstanding answers to all sections of the question.

Reasons were given in (a) that were often awarded top level marks. Responses to both (ii) and (iii) were generally well developed though some struggled somewhat in responses to (iv).

Answers to (b) were good and often demonstrated detailed and analytical responses tracing the decline of the Liberal Party over the period. These were often especially good on the impact of the First World War and the rivalry between Asquith and Lloyd George. There were far fewer responses to (c)

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Paper Two Report

General comments

The paper now in its seventh year followed the pattern of previous series and provided plenty of scope for well prepared candidates to demonstrate what they knew, understood and could do. One area that has continued to show improvement has been responses to questions c and d. Few candidates produced responses that were not able to get some positive marks. The number of candidates who experienced difficulty with the answer book are now very few though there was some evidence that some candidates were deliberately using continuation sheets even though they had not always used up available space in the answer book. Others wrote far too lengthy responses to questions worth comparatively few marks. In some cases this led them to fail to answer many of the sections of the second question. Candidates need to ensure they allocate their time and efforts equally across questions and spend more time on sections such as (d) that carry a much higher weighting in terms of marks. Responses to (d) were also better with fewer candidates only using the sources or their own knowledge. Some still unfortunately continue to trawl through every source in response to d questions.

Fortunately the number of candidates who waste time and effort commenting on the nature and provenance of each source to every question has continued to decline. Many are making effective use of nature and provenance to answer c questions rather than simply stating what information the two sources contain.

Questions 1, 2, 3, 4, 5 and increasingly 8 remain popular there were few responses to question 9 and only one to question 10.

The first section of this report as in previous years will look at general issues regarding the types of questions and responses. The structure of the paper means that questions do not vary from depth study to depth study.

Part (a)

These questions all start with the same stem and all relate only to source A. These "What can you learn from" type questions focus on comprehension of a source and the ability to relate this to the context required by the focus of the question. Candidates are advised to avoid lifting sections of the source without comment or simply paraphrasing it. Higher marks are awarded to responses that can select relevant detail from the source in support of an argument or make relevant inferences from the information contained. Some responses failed to make sufficient use of the source and pleasingly fewer made no reference to the source at all. Extra information on the topic is rarely relevant or receives any credit. The great majority of candidates managed to get at least some credit for their responses on these questions. However as these questions only have a mark weighting of 4 marks it is important that answers are not excessively long. Some candidates still request extra continuation sheets on this low tariff question.

Part (b)

“Do Sources B and C support the view...?” type questions. More candidates are able to achieve a level two response and few now just describe each source without attempting to discuss areas of support or otherwise.

Successful candidates make good use of all three sources including Source A. Some have insured that they do by addressing Source A first. Fewer simply assert that Source B supports A without explaining why or in what ways. Candidates who fail to reach the top level often simply describe what each source says without either making a comparison or identifying degrees of support or difference. Some also fail to address the question as set. Maximum marks are awarded to responses that both compare areas of support or lack of it and can make some evaluation of extent.

Part (c)

“How useful are these sources?” type questions. Sources should be evaluated here in terms of their usefulness in answering a specific question as well as commenting on their nature, origin and provenance. Fewer candidates are simply listing what information each source contains and consequently fail to access the top two levels of the mark scheme. These questions require the evaluation of evidence in context in order to achieve higher-level marks. Questions require candidates to examine the nature (type of source), origin (who produced it and when) and purpose (what reason explains why it was produced). Fortunately fewer candidates spend time concentrating on the identification of primary and secondary evidence accompanied by simplistic learnt responses concerning value. However a number still trot out the same simplistic learnt responses primary-good secondary-bad. Some continue to regard contemporary sources as being more reliable and useful often than those written years later by historians.

Part (d)

“Use the sources and your own knowledge to explain” type questions. These questions give a point of view usually controversial, which require candidates to explain whether they agree or disagree with the view or interpretation stated. As these questions are worth more than one third of the total marks available (12) for each question it is important that candidates spend about a third of the time available in the examination in answering them. Candidates who fail to deploy either their own knowledge or make use of the sources cannot go beyond level 2 and six marks. “A disturbing number of candidates continue to trawl through all the sources in turn without reference to the question set”. Successful candidates are able to deploy both relevant knowledge of their own together with selective use of some sources in support of a well developed and argued answer.

Paper 2: Comments on Individual Questions

Question 1

A popular topic still and one that is often done well.

- (a) Caused very few problems most were able to comment on the effects of enclosure in terms of more productive agriculture and new methods. Credit was not given to responses that referred to enclosure without reference or made no obvious use of Source A.
- (b) Most candidates were able to make some valid comment the more successful were able to make effective use of the visual source C in comments on more effective use of land and planned roads. More candidates were able to comment on the support or otherwise provided by the visual source than had been the case in previous answers to similar questions in the past.

Responses to (c) again indicated some improvement in terms of candidate responses. The more perceptive were able to comment that Source D showed how was still showing signs of strips but now regular fields. They were also able to comment on the time lapse. E from a Lord indicated how the poor suffered and was dealt with more effectively than D in many cases. In these questions candidate are well advised to comment on the provenance of the source as well as information contained in the source itself. Better-informed candidates commented on the nature of the sources as well as their provenance in evaluating their relative strengths and weaknesses.

- (d) Produced some well-argued and informed answers that produced good answers that were worthy of high marks. Many were able to provide detailed responses on areas where the poor did benefit as well as areas where they clearly did not as well as indicating that Lords generally fared much better.

Question 2

A Depth Study that now produces a higher percentage of responses than previously many responses that demonstrating a clear understanding of the topic.

- (a) Most candidates were able to score level two responses here. However candidates who as in previous series only used the sources directly without comment failed to go beyond level one. The more perceptive were able to comment on the humiliation often felt by those receiving relief.
- (b) Most were able to gain credit for recognition of opposition to the old systems of poor relief and different intention behind Source B.
- (c) Source evaluation here was generally quite well done although some still indicate a simplistic learnt response that makes less use than they should of the sources themselves. Answers such as only one workhouse and made up to make the novel more interesting were often encountered. Also some thought that visual sources were less useful than written ones.

- (d) Most candidates answering this made use of the sources D , E and F but some struggled to make Sources A, B and C relevant. Not all sources are useful in answering question (d) although some were able to comment on the humiliation experienced by the poor in the old system and the New Poor Law offered a better incentive to some. Some were also able to use knowledge of their own to comment on those areas where conditions in a workhouse might have been an improvement on conditions outside.

Question 3

Perhaps less popular than previously but well handled by some.

- (a) Most were able to identify the the link with peaceful methods mentioned in Source A and the more perceptive picked up the reference to physical force in the last sentence.
- (b) Again a mixed response from candidates to this question. Most were able to pick up the contrast to A contained in sources B and C and the use or threat of force
- (c) Again some of the responses tended to describe what the sources showed. Most were able to identify that one showed the use of moral force and the large numbers showing how effective this methods was. The reverse was the case in E where forgery was used. Some believed that because the photograph could not be faked or altered.
- (c) This was often dealt with well with effective use of own knowledge as well as sources. Many were able to demonstrate that a range of factor's were involved though many simply commented on factors internal to the Chartists themselves.

Question 4

Again less popular than previously.

- (a) Few candidates experienced any real difficulty coming to terms with Source A and many were able to score level two marks.
- (b) Few candidates experienced any real problems with identifying all three sources mentioned child labour and bad conditions in sources A and B. Some also thought B showed bad conditions but others indicated conditions here were much better than those indicated in the other two sources.
- (c) Many of those who made use of the provenance of the two sources did well. Those who failed to do this often struggled as in previous years as did those who on this question often saw little value in a drawing. Most could see the bias in Source E as well as the exaggeration shown in D and possible reasons for it.
- (d) This caused a few problems as many focused on poor conditions rather than the reasons for support or lack of it. The more perceptive were able to comment on vested interests of some parents and factory owners and attitudes of Laissez-faire in a variety of spellings. More informed responses identified that

conditions in factories were not all bad with some knowledge of model employers.

Question 5

Easily the most popular of all the depth studies. Many candidates studying it are able to deploy a sound grasp of the relative importance of the different roles played by the suffragists, suffragettes and less relevantly this year the First World War in getting women the vote.

- (a) Most candidates were able to respond reasonably well to this question. The better candidates were able to identify the recognition that the Suffragists were organised used peaceful methods and wanted to persuade to get women the vote.
- (b) A number were able to identify the use of peaceful methods in all three sources but the threat of an illegal act in C the refusal to pay tax.
- (c) Responses to Source C were generally good areas such as possible bias in D and the promotional use made of the funeral of a suffragette. Some were able to comment that she was treated as a martyr to the cause and God was on their side..
- (d) This caused some candidates difficulty as they expected another question that would weigh up the role of suffragists, suffragettes and the First World War. The question ends in 1914 although many answers did not and many of these were not able to link role of the later war not the work of women finally got women the vote.

Question 6

This depth study was another area that attracted proportionately less candidates than in the past. There remains a tendency in this Depth study for some candidates to rely exclusively on the information contained in the sources rather than combining this with information of their own.

Generally question (a) caused few problems and most candidates were able to focus on a slow growth, small screens and fuzzy pictures. Small screens were identified as being common to all three sources in responses to (b). The fact that only C contains information of the type of programmes shown was also noted. More candidates made use of all three sources that was sometimes the case in other questions.

Candidate responses to question (c) were often less assured with many rarely going beyond seeing utility in terms of information contained. Fewer were able to focus on the nature and provenance of the sources. Answers tended to focus on technology rather than change. The more perceptive were able to make much of the future speculation in Source E. Technology was also evident in responses to D but instead of using other influences as well most confined themselves to outlining the technological changes.

Question 7

Not a popular Depth Study and one where many of the candidates demonstrated reasonable knowledge of their own especially in part (d) but often failed to develop their answers in any depth. Too often answers were short.

Question 8

This question is both popular and produces the full range of responses. Candidates showed few problems with (a) showed a good grasp of the important role women played during the war.

- (b) Generally well answered by many especially those who could identify cleaning shoes did not tally with the vital war work shown in Source A. A number did experience some difficulty with Source C with some indicating housewives were manufacturing munitions in their own homes.
- (c) Candidates generally did reasonably well in response to C some responding to D well both in terms of its content but also often making meaningful comment on its origin. However some found this source difficult Some appreciated who Rowntree was and others were able to make use of the statement given that he was very concerned about the condition of the poor.
- (d) Responses here were varied and this was an area where those with knowledge of their own often did well as many candidates were unable to go much beyond what was contained in the sources. As with question 6 too often the response was to describe the impact of the war on people.

Question 9

Very few responses were made to this question but those that did were good. The questions did not produce any significant problems to candidates who were well prepared. Answers were well constructed and showed good understanding of the issues and use of sources. There was a good deal of comment in part (b) about the part played by Enoch Powell at this time which showed good observation from Source C. Unlike many responses to (d) questions candidates here did answer the question often commenting on how the answer was more complex than a simple yes or no.

Question 10

There was only one response to this question.

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Coursework Report

Introduction

Overall, moderators experienced very few problems in the moderation process and it is clear that the great majority of teachers take the setting, supervision and marking of coursework very conscientiously. The work of most candidates was clearly marked, carefully assessed against the mark schemes and therefore, reflected student ability. However, 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 AO1 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 Spelling and Grammar 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 Marksheets

The OPTeMS marksheets 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 2008 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 therefore requested to check all additions and entries, as this is not the responsibility of moderators.

Specific issues

1 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.

- i) Sampling
- ii) Marking of different assignments by different teachers
- iii) Marking of each others coursework assignments
- iv) 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 AO1, candidates must produce a developed explanation if Level 3 is to be awarded and similarly a sustained argument for Level 4 to be awarded. In a 'causation' question, 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 a 'change' question, Level 3 will involve an explanation of the factors/events that led to change taking place. Level 4 will require an assessment of the situation beforehand and an explicit comparison with the situation after change has taken place. Assignments that describe events should be awarded Level 2. 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 be 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.

2 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. It is clear that some centres encourage candidates to disregard the word limit and write excessively. In practice, it is acceptable for assignments to exceed the word limit by up to one thousand words. Beyond that, moderators have to consider whether assignments that have been produced under such conditions are genuinely of better quality than assignments in which there has been a real effort to keep to the word limit. In particular, teachers are reminded that Levels 3 and 4 in the mark schemes require students to 'select' material and not to include everything that may be 'relevant'. Level 2 requires candidates to be 'relevant'.

3 Help given to candidates

Unfortunately there was a small number of instances of unfair assistance to candidates by teachers. In these, it was obvious that teachers had collected in drafts of assignments, marked them, made comments as to how they could be improved and had then returned the work to candidates. This infringes the regulations for the completion of History GCSE coursework. Details of the degree of help that students can be given is set out in the Teachers' Guide. All teachers are requested to read the Guide and observe the parameters therein.

4 Use of sub-headings

Some candidates have begun to use sub-headings to help them organise their work. There is no Edexcel policy regarding this practice but teachers should be aware that it makes the achievement of higher levels more difficult. Developed explanation (Level 3) requires sequencing and linking of factors/events and sustained argument (Level 4) requires the identification of key factors. Neither of these qualities are likely to be achieved if an assignment is punctuated by a series of sub-headings.

Coursework Authentication sheets

The decision to request that all coursework be authenticated as the unaided work of candidates was not made by Edexcel, but by the Joint Council. They will be requested for every candidate in every session henceforth and centres are asked to ensure that they are included with the sample. As in previous years a few centres did not attach this sheet to the work of each candidate in the sample and moderators wasted time chasing this up.

The Sample

The following steps should then 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.

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.

Coursework Authentication Sheets must also be included.

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 also contains the Coursework Pro-forma 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, Edexcel 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 class work notes of one candidate. This is a requirement of the Code of Practice. Moderators will not inspect or comment on the class work 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.

Statistics

1335 Overall Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	75	67	59	51	42	33	25	17	0

1335 Paper 1 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 1 grade boundaries	70	47	35	16

1335 Paper 2 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 2 grade boundaries	60	40	30	16

1335 Paper 3 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 3 grade boundaries	100	73	54	25

3335 (Short Course) Overall Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	77	68	59	51	41	32	23	14	0

3335 Paper 1 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 1 grade boundaries	70	47	35	16

3335 Paper 2 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 2 grade boundaries	50	36	27	12

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