

# Examiners' Report

## June 2015

### GCSE History 5HB03 3C

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## Introduction

This was the tenth series of this specification but the first of the revised 2013 version. It is one of now three similar Source Enquiries. Each unit follows a similar pattern both in terms of the sources used, questions asked and the structure of their mark schemes. In the 2013 revision, there were some significant changes both to the qualifications content and the nature of the questions asked and how they relate to a revised mark scheme. Much greater emphasis is now placed on the candidates own knowledge of the topic being assessed and their ability to deploy it effectively. They should be able to use their own knowledge of the specifications content and its historical context alongside their ability to analyse and evaluate historical sources. The mark scheme will reward both but at the higher levels for questions 2, 3 4 and 5. Generally all that changes is the context provided by the evidence used and the particular focus of the questions provided.

There seemed to be a general lack of own knowledge on the topic of the bombing raids of the First World War, with many candidates not including any at all and a smaller number including knowledge from the Second World War in error. However, the sources proved to be very accessible to the full spectrum of candidates, although those at the top end seemed to struggle to reach the highest marks.

Question 1 on this unit remains unchanged with its focus on comprehension and inference. Question 2 is focused on why a representation of a past event was produced. The old cross referencing question is replaced by a question requiring use of a source and additional knowledge of the topic deployed in answer to a question. It is impossible to attain more than 5 marks without the use of both additional knowledge and the use of the specified source. Additional knowledge does not include using information lifted from other sources contained in the paper.

Question 4 which used to focus on a range of questions based on utility focuses squarely on the issue of reliability. A limitation is placed on responses that do not make use of additional knowledge at both levels 2 and 3. Question 5 also requires the use of additional knowledge of the focus of the question for the highest marks of Level 3 and to access all of Level 4 as well as the three sources specified at the higher marks The paper was broadly comparable to other units. The Paper performed well and there is evidence that most candidates were able to demonstrate positive achievement on all questions. The focus of questions 2, 3 and 4 caused some candidates problems. Question 5 where many candidates found difficulty in reaching the highest level of the mark scheme if their knowledge of bombing in World War 1 was limited or confused with developments twenty years later. Other questions were straightforward and should have presented few problems for well-prepared candidates. Some of the work seen was exceptionally good. The most challenging question was question 5 but here there was much less evidence than in previous series of candidates failing to at least tackle this question. The use of own knowledge in question 5 was as in previous series a problem to accessing the higher marks in Level 3 and all of Level 4. Many who just made use of the sources provided were unable to proceed beyond Level 3 and 10 marks. However few candidates scored very low marks on the paper. Evidence based skills and use of sources was often better deployed than the candidates own knowledge of the topic and subject area. In terms of the reliability questions, there are still a significant number of candidates who produce simplistic learnt responses such as primary sources are more reliable and therefore of more use than secondary ones. Lack of additional knowledge of the topic and subject area often prevented some candidates being able to access the highest marks of question 5 at level 3 and all of Level 4.

## Question 1

Most candidates scored reasonably well on this question, achieving a Level 3 mark, most finding at least one inference. It was quite common for candidates to produce just one inference.

The range of inferences was quite wide. The most common, especially from those candidates producing just one, involved references to the damage done or the disruption caused. A significant number identified the likely impact of the bombing as causing shock, a lowering of morale and disruption to family life caused by loss. Some recognised the impact on working life. Recognition of the impact of the disruption to transport was quite common, especially preventing people from going to work; the blowing up of the bus was often quoted. A smaller number were aware of the concern the raids caused for the government. Some, although fewer, recognised the impact on economic life caused by the damage to warehouses. Some recognised the existence of censorship implied in the absence of independent reports in the newspapers.

With this question, there remains a tendency to be overlong and rambling. Those producing inferences based on damage and danger frequently thought it necessary to copy out or paraphrase the entire content of the source which, while not necessarily losing them marks for this question, meant that time was lost for completing answers to later questions which carry more marks. Some also considered the reliability of Source A, which is unnecessary for an answer to this question. Crisp and succinct answers, which supply a clear inference with a quote from the source, are required here:

*Source A tells us that it made life in London dangerous even after the raid. This is because it describes how there were "destroyed and smouldering warehouses and deep holes in the road". This implies that the impact of this Zeppelin raid was long-term and this idea is reinforced by the fact that "property destroyed is valued at half a million pounds." This would suggest that repairing of the "warehouses" and other buildings took a while and during this time the streets of London were likely quite unsafe.*

*In addition to this, Source A tells us about how a lot of people were impacted by the Zeppelin raid. For example, it states that "overall, in the raid 38 people were killed (including two policemen) and 124 wounded". This may not seem like a lot, however all these people's families were likely affected and thus this would have had a very large, negative impact on morale.*

Look carefully at Sources A to F in the Sources Booklet and then answer Questions 1 to 5 which follow.

### 1 Study Source A.

What can you learn from Source A about the impact of this Zeppelin raid on life in London? no knowledge

(6)

Source A can allow the reader to interpret that life during Zeppelin raids were depressing and destructive. The source indicates that in this particular raid, "38 were killed, (including two policemen)". The use of adding extra detail for the profession of the policeman, tells us that no-one was considered safe and that a job which iconically is used to show someone with an ability to help save citizens, is becoming the is just as powerless as everyone else.

"The Zeppit, Zeppelin was striking at the heart of London." This extract ~~can tell~~ from Source A can tell us two things. Firstly, the fact that it was "striking at the heart", tells the reader that morale was ~~being~~ low due to the bombings. We know that towards the end of the war, peoples morale was low as they started to question why they were fighting in the first place and this extract tells us why, because of the bombings of the Zeppelin. Also, the fact that "No independent reports of the raid are permitted ~~tells us th~~ in the newspaper" tells us that the government were afraid of people

negative propaganda and so used the defence of the Realm Act to ~~ban~~ allow newspapers ~~any negative~~ anything which might lower morale.

Lastly, We can infer from the previous extract "The zeppelin was ..... of London" that the Zeppelins main target was London. The main purpose of bombing was to stop industry works "smouldering warehouses" and the second purpose was to destroy housing to ~~disturb~~ disrupt manufacturing and lower morale "Property destroyed is valued at half a million pounds".



**ResultsPlus**  
Examiner Comments

This response makes effective use of the source to support several inferences about the impact of the Zeppelin raid on life in London. It was awarded top Level 3 marks.



**ResultsPlus**  
Examiner Tip

If you only make two inferences and do not make use of the source in support the most you can get is Level 2 and three marks

## Question 2

The majority of candidates recognised the purpose of the poster to recruit more volunteers for the army. Overwhelmingly the own knowledge produced concentrated on the shortage of volunteers in 1915, before the coming of conscription. There was a tendency for some candidates to offer evidence relating to the Second World War, such as Churchill sending word that St Paul's Cathedral should be protected at all costs.

While a few candidates stopped with stating the purpose of the source, most did reach Level 2 by analysing the wording of the poster. Here many understood the message that it was better to die on the battlefield than as a victim of bombing at home, or that by fighting abroad you were protecting your family at home. Quite a few candidates understood that the statement 'GOD SAVE THE KING' was a reference to fighting for King and Country. They even stated that this was considered a patriotic duty and that this would carry more powerful emotional appeal in an earlier era than ours. A number of these candidates saw the wording as in the form of a command or the use of an imperative; this latter word was frequently used. Also candidates commented on the use of capitals as giving greater emphasis to the message.

There is, thus, a lot of evidence that many candidates' ability to understand the impact of the use of language and how it is presented is reasonably sophisticated. Many candidates recognised the poster as propaganda which played on feelings of guilt, a sense of responsibility and a fear of being considered a coward. A number speculated that it was aimed at conscientious objectors.

Fewer candidates analysed the pictorial content. Those that did recognised the significance of St Paul's Cathedral, sometimes confusing the image with the famous photograph indicating its survival in World War Two. Others noted the ominous atmosphere produced by the dark colours. References were made to the spotlight:

*"The purpose of representation was that many people could help and used spotlights on the streets to find zeppelins before bombs drop."*

As was the case with most of the questions, many candidates often could analyse a source with a degree of sophistication. What prevented them from reaching the very highest marks was a lack of own knowledge or occasionally confusion with the Second World War. Mentions of well-known Second World War posters were not uncommon.

## 2 Study Source B and use your own knowledge.

What was the purpose of this representation?

Explain your answer, using Source B and your own knowledge.

(8)

The poster in source B is a representation of a Zeppelin raid over London. From the nature of the source it is clear that it was government established therefore it is a piece of propaganda. Propaganda was used during the later years of World War One and Two to encourage men to join the war, provide information (which was usually bias) and notify people of upcoming events.

From my own knowledge, ~~propaganda~~ Propaganda was first used to encourage and guilt trip men to join the war then it was ~~was~~ used to express the need for conscription. The purpose of source B was clearly initiating that in order to help your country fight the Zeppelins you must join the war. Source B was used for recruitment. The words "help stop the air raid" presents fear and guilt as the person ~~is~~ is frightened of another air raid yet feel guilty that they can help but are not.

The use of "God save the King" reinforces another aspect of guilt since the person is now feeling it is their duty to protect their country. This is an effective way to recruit as it does not impose a threat of conscription from the origin country but places a huge threat from the opposing country.

The zeppelin is the only object that has light (besides the clock face on Big Ben) this could suggest that they can find you even in darkness illustrating how short lived the use of blackout will be since they can use searchlights to spot areas. However the significant yet small aspect of Big Ben's clock face being lit establishes that there can be hope for London but only if you join the army.

Overall, the purpose of the propaganda in source 6 was ~~the~~ to recruit more members for the army during the zeppelin ~~at~~ air raids in World War one. It used fear and guilt as a motivation ~~with~~ with some sign of hope.



### ResultsPlus Examiner Comments

This response at the outset focuses on the purpose of this representation government propaganda to recruit soldiers. As a result the candidate is well set up to answer the question. The historical context is established by identifying it came before conscription was introduced. Further support from the source ensured a score of maximum marks.



### ResultsPlus Examiner Tip

When the focus of this representation is its purpose it makes sense to address this at the very start of the response.

### Question 3

As was the case with answers to Question 2 above, the issue with answers to this question was a lack of own additional knowledge. Most candidates were able to use Source C to answer the question and understood that DORA was used to impose censorship and restrictions on the press. Many noted that the *Daily News* had breached it by reporting on the Zeppelin raids and some proceeded to see this as a failure of DORA. Most saw the aim of DORA as to protect the public's morale, rather than to deceive them.

Those that had own knowledge tended to concentrate on the theme of censorship, especially the censorship of letters from the frontline and restrictions on conversations. Comments on the restrictions on drinking, the watering down of beer and the restrictions on the opening hours of public houses were popular as were prohibitions on the flying of kites. Others commented on the introduction of British Summertime as an aid to production. Far fewer candidates recognised that the government also took control of land and industry, although answers mentioning these factors and recognising their impact were there:

*It also gave them the right to take possession of any land, factory or workshop. They nationalised the railways and took control over mining, as coal was in shortage but was greatly needed for the war. The production of coal was needed on an all time high, with 262\* million tons produced per year. Transport was united and became much more efficient. This all helped the war effort to become a more efficient and useful process.*

Finally, as was the case with answers to other questions, candidates confused the First and Second World Wars.

(\*the figure is approximately right, although the peak was 1913.)

#### 3 Study Source C and use your own knowledge.

How did the government use the Defence of the Realm Act (DORA) to support the war effort?

Explain your answer, using Source C and your own knowledge.

(10)

From source C I know that the government used the Defence of the Realm Act to censor news that would affect the public's morale. "DORA had included restrictions on the press." This quote tells us that the government used DORA to alter the public's knowledge of the current situation at war in the hope that this would keep positive morale at high levels. This tells us the importance of the public during the war and the

need for the government to be able to censor information.

Secondly, source C shows us that DORA did not stop all news from getting out... "A second reported raid on London brought loud and immediate demands for greater security."

This quote tells us that the government's sole aim in censoring the news was to prevent public worry

and panic and proves that when the news was leaked the public demanded for greater security, showing that they were ~~panicked~~ panicking which gave the government more stress, reiterating the need for news to be censored.

From my own knowledge I know that DORA put a restriction on the amount of alcohol sold at pubs and made it not possible to ~~eg~~ buy rounds of drinks. Beer was watered down to ensure people didn't get hangovers that would prevent them going to work. This kept British economy going and hugely supported the war effort.

Secondly, from my own knowledge I know that DORA brought in British summer time which allowed for ~~a~~ longer day light hours, enabling people to work for longer. This kept British economy going which supported the war effort in a hugely positive way.

Overall, DORA extremely effected the war effort for the greater good of Britain and took precautions for safety for example from my own knowledge I know that people weren't allowed to ring church bells which would prevent false air raid warnings. DORA worked towards the safety of Britain and focussed on getting them through the war.



### ResultsPlus

#### Examiner Comments

The candidate in this response makes good use of the source required in the question. Then further explanation is supported by the candidate's own knowledge of DORA. As a result top level 3 was achieved.



### ResultsPlus

#### Examiner Tip

Make use of both Source C and your own knowledge of the topic to access more than 5 marks.

## Question 4

Although most candidates discussed both Sources D and E, as is often the case, there was more discussion of the content than the nature of the sources, although candidates found it easier to discuss Source E than Source D. Many candidates were able to discuss the nature of Source E. They commented on the fact it was a private diary possibly not intended for anyone else to read, that it would not be censored, and that the author worked in a hospital and would, therefore, be familiar with the impact of the raids, and all these factors made the source potentially reliable.

Source E's content was also more readily discussed and understood, although some candidates were happy to see it as more reliable because it provided more detail and stopped at that. Knowledge was claimed of the blackout regulations, although not very often demonstrated beyond what the source stated, and sometimes was confused with World War Two regulations; mentions of the London Blitz were quite common and even references to V1s and V2s. Candidates also mentioned Anderson and Morrison shelters. Use of the Underground was often cited, which did happen in both World Wars. Candidates also frequently picked up on both the wine dealer renting out his cellar and the buckets of water or sand on landings.

Candidates were more puzzled by source D and still have difficulties understanding what cartoons can offer the historian. Far too many candidates fell back on the point made in the question that "*Punch* was a magazine that mocked events of the time" and, as a consequence, it could not be reliable. Some saw the consequence of this as the cartoon artist was attacking the Government, while others thought the reverse, that he was supporting the Government's attempt to maintain morale by making jokes about the Zeppelin raids.

As far as the content was concerned, some considered it unreliable because normal people would not react as the maid was doing in an air raid because they would be too frightened. Others cited the blackout regulations to state that no one would stand by a window with a lighted candle as the punishments were so severe. There was speculation about class and claims that the cartoon showed how upper class mistresses cared for their ignorant and innocent female servants, and the purpose of the cartoon was to show how everyone supported each other during war time. Fewer seemed to rely on the very generic points of "it is useful because it was created during the raids" and it was pleasing to note less of "it was biased" as a response to the question.

However, there were some more sophisticated attempts to understand. Here a candidate does recognise that to have a comical impact, a cartoon does have to reflect some kind of reality that the viewer can recognise:

*From my own knowledge I know that in the beginning of the raids many people were amazed by Zeppelins and saw them as shows for entertainment. Though the source is made for comical purposes it does give the idea that raids were seen by people as a form of entertainment until the harsh reality was unveiled.*

Another candidate suggested that:

*Source D is quite reliable in showing the events of the Zeppelin raid as although it mocks the raid it is reliable as it accurately displays the interest in which some people conveyed to the raid. As the servant is a fictional character, she serves the function of many people who were curious and fascinated by what was happening. The servant played a role close to home as many people were able to smirk at the cartoon.*

Here another candidate thinks deeply:

*Source D shows the reaction to laugh about something catastrophic to allow it to sink in... This is turning the whole situation of tragedy and death and destruction into a funny joke that allows people who had witnessed the raid to cope with it.*

The lesson to draw from Question 4 this year is that there is still work to be done in helping candidates to understand the use of cartoons as evidence for the historian.

**4 Study Sources D and E and use your own knowledge.**

How reliable are Sources D and E as evidence of how people reacted to Zeppelin raids?

Explain your answer, using Sources D and E and your own knowledge.

(10)

Source D could be said to not be very reliable, as it originates from a magazine that mocked the events of the time, and therefore may be exaggerating a person's response to Zeppelin raids to make the comic ~~funnier~~ more humorous. However, the comic ~~must~~ must be based on some truth otherwise it would be unrelatable to ~~for~~ the public, and would not ~~make~~ <sup>amuse</sup> them.

Source D should contain reliable information, as it was created at the time of Zeppelin raids which occurred from 1915 to 1917, and therefore is a ~~reliable~~ primary source. It is likely that the artist had experienced Zeppelin raids first-hand and so he would of transferred some of that knowledge and experience into his drawings.

It is seen that the author of Source E was in London during the Zeppelin raids, which immediately makes the source more reliable, as it is known that London was hit very heavily during the raids, and so the author is likely to have been witness to many

zeppelin raids & thought their duration. Also, the source, is an extract from a diary and so the author would have no reason to lie about the ~~events~~ zeppelin raids and the public's reaction to them, as only he would read it.

On the other hand, ~~the~~ source<sup>E</sup> speaks very generally about the raids, stating that there were "preparations" and "rules" but ~~never~~ rarely stating what these consisted of. This suggests that the author ~~was~~ <sup>was</sup> not very knowledgeable about the public's reaction to zeppelin raids, and is making generalisations to ~~seem~~ make it seem like he knows more. For this reason, the source could be said to be less reliable.



### ResultsPlus Examiner Comments

In this response the candidate has made a direct effort to address the reliability of both sources and their authorship. With support used from both sources a mark in Level 3 was awarded and a mark of 8. To access the highest marks of this Level explicit use of the historical context needs to be made.



### ResultsPlus Examiner Tip

Make sure candidates focus on the question of reliability and make sure they make use of both sources in terms of content and provenance.

## Question 5

Most candidates attempted Question Five and there seemed to be far fewer candidates leaving it than in previous years. If anything, some candidates are leaving Questions three and four to concentrate on Question Five which carries higher marks, although the frequency of this trend should not be over-emphasised. Time-management still remains an issue, although possibly less so than in previous years.

Most candidates reached levels two and three, although a creditable few did reach the top level four on this question. As with all questions, apart from Question One, the big problem holding candidates back was own knowledge, and this caps them to a highest grade of the middle of level three. Many candidates went through the sources one after another explaining what each contributed to an answer to the question and then provided a conclusion based on what the majority of sources suggested to them.

Although some candidates were able to recognise that Winter, as an historian, had the benefit of hindsight and was making a statement based on the later experience of aerial bombardment, particularly in World War Two, many misunderstood that he was making a proportionate and comparative comment, and cited the evidence given in the sources as demonstrating that the impact was actually very great. Some candidates thought Winter had been a witness to the raids and was writing his memoirs a long time after the event and was, thus, unreliable. The occasional candidate suggested that the overall impact on the country and the economy might have been small, but that the impact on individual families and businesses could be great. Some candidates showed a level of technical understanding of the limitations of Zeppelins, how they were combatted, how the British learned to deal with them, and even the problems of their replacements, the Gotha bombers. Again, however, too many candidates confused the First and Second World Wars. Some deliberately used World War Two to make a point:

*Though a need was realised to take "certain" precautions, it is clearly not as immediate nor important as the need during the Second World War. This implies that the impact was reasonably limited. There was no requirement for Anderson or Morrison shelters, as everyone had to have during the winter of 1940.*

Although there was a little room to reward the odd candidate who made clever comparison, without own knowledge of the situation in World War One, it was not possible to earn the top marks.

Where students included own knowledge, this tended to include the number of zeppelin raids, the overall number of deaths, the poor aim of the zeppelins and their limitations, the development of anti-aircraft technology to shoot down and destroy the zeppelins and the first person to achieve this and the use of new aircraft in the later years of the war. Some students also tried to pass off information from provided sources as additional own knowledge.

The main lesson to be drawn this year concerns the need for more own knowledge. There were very knowledgeable candidates, **but it needs to be emphasised that World War One is** a part of the syllabus and, perhaps, there needs to be a recognition that the less well known aspects of the War are examinable.

\*5 Study Sources A, E and F and use your own knowledge.

Spelling, punctuation and grammar will be assessed in this question.

Source F suggests that the bombing of Britain during the First World War had limited impact.

How far do you agree with this interpretation? Explain your answer, using your own knowledge, Sources A, E and F and any other sources you find helpful.

(16)

To an extent, this interpretation is correct. The sheer fact that Punch magazine felt secure in making a mockery of the raids, and was allowed to despite the tight censorship of the time, shows that the raids' damage was limited. The humour shows that the intention of destroying civilian morale was unsuccessful. The infrequency of raids, with only 57 of each (Gotha IV and Zeppelin), means that much of the damage could be swiftly repaired and life could continue ~~with~~ as normal. The use of smaller bombs in WWI than WWII, with the largest being only 100kg, meant that each bomb caused a relatively small amount of damage - destroying only a few houses rather than a whole street.

However, the raids are shown in other sources to have had a major impact. Source A tells of the large amount of damage each raid could cause, due to the Zeppelins' large capacity for bombs. ~~With the equivalent~~ the Gotha raids <sup>consisted</sup> ~~was~~ ~~over~~ of 20 planes on average, so could also inflict

considerable damage. Sources B and C both tell, either directly or indirectly, of the fear generated by the ~~the~~ air raids. Source B relies on this fear ~~to~~ in order to be effective propaganda, and Source C describes the public pressure for better defences against Zeppelins resulting from the fear. These ~~demands~~ "demands" were so "loud" because Britain had few and poor defences: the first Zeppelin was not shot down until summer 1916, over a year after the raids had started. This was partially due to the Zeppelins' technological prowess, flying at 2000 ft higher than the British fighters' maximum height. The raids therefore had a great psychological impact on the public, as well as their physical damage. The strict regulations described in Source E also show the disruption to the civilian way of life caused by the raids, as normal activities were restricted or prohibited as a result of the air raids, which further damaged morale.

In terms of the physical damage of the raids, I agree with the interpretation, as the raids caused little damage due to their infrequency and technological limitations. However, the raids had a major psychological impact, as attacks on civilians were an entirely new concept, and WWI was the

first time Britain had been subjected to air raids. Even Source D has an air of gallows humour around it, and all the contemporary accounts show an underlying fear of bombing. Therefore, whilst the physical effects of bombing were limited, the psychological impact on the British public was tremendous.



**ResultsPlus**

**Examiner Comments**

A solid response that can demonstrate understanding of the sources and own knowledge of the threat posed by German bombing. The response also indicates which sources describe a major impact and those that minimise its effects. Also provides an analysis of the psychological impacts on civilians and limited defences in the early days of the bombing. This response was level 4 15 with 3 marks for SPaG.



**ResultsPlus**

**Examiner Tip**

Need to make a judgement on the question set at the outset. Important to make use of both sources and own additional knowledge.

## **Paper Summary**

Based on their performance on this paper candidates are offered the following advice:

- Make sure that inferences are made in Question 1 and not simply lifted quotes from the source.
- Ensure that the purpose of the source is directly addressed and avoid just commenting on the information it provides.
- Make sure you use both information from source C and your own knowledge in answering question 3.
- Explain each source's reliability in terms of its content and provenance in question 4.
- Avoid excessive length on earlier questions to allow enough time to do justice to the 19 marks on offer in Question 5.

## **Grade Boundaries**

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