

GCSE

Edexcel GCSE

History B (1335/3335)

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Summer 2005

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Examiners' Report

Edexcel GCSE  
History B (1335/3335)

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# Paper 1

## General Comments

All teachers should now be aware that questions on Paper 1 will follow a regular pattern from year to year. Teachers should by now be familiar with the style of questions and the demands of the Mark Scheme. In Part (a) the demands of the paper can be summarised as follows:

- Candidates who can make comments telling the examiner something that they know in answer to questions will receive Level 1.
- Candidates who can describe relevant details, changes or events will receive Level 2.
- Candidates who can explain importance, causation, consequences or changes will receive Level 3. This will involve establishing an accurate sequence of events/factors and then explaining how one led to another.

The same principles apply in Parts (b) and (c) with the important rider that candidates must use own knowledge in addition to the scaffolding if they are to reach Level 3.

There are two types of question in Parts (b) and (c). One is causation, the other is change. These require different treatments if candidates are to reach Level 4.

The important distinction between the first three levels and Level 4 in these questions will be the way that candidates approach the question. Answers in Levels 1, 2 and 3 will focus on the scaffolding and take that as the basic structure of the answer. It is important to note, in this respect, that the scaffolding will always be in a logical or chronological sequence. Consequently, candidates may safely use this as a plan for an answer. They should further be encouraged to write additional comments in the spaces deliberately left between the scaffolding on the question paper.

A Level 4 answer to a causation question will require candidates to set the focus of the question in the context of the period. In other words, they should be able to explain why the particular issue was significant at the time. The scaffolding should then be used as and when relevant to the answer.

A Level 4 answer to a change question will require candidates to focus on change overall from the starting point to the finishing point of the question. That is to say that candidates must review and explain change from, for example, 1830 to 1900, rather than consider the changes implicit in the scaffolding.

In both types of question, candidates must make use of own knowledge if they are to reach Level 4.

Teachers may also have observed that the sub-questions in Part (a) tend to be more genuinely thematic than in the past. It is the intention to lead candidates through a particular topic rather than setting questions on completely disparate issues. Teachers should make it clear to candidates that this is an important aspect of the paper and that they should take this into account when answering questions.

Two distinct trends emerged in scripts from many centres this summer. Firstly, there remained a disappointing lack of precise knowledge about the work of many key individuals and also of the effects of Acts of Parliament. This resulted in many candidates failing to score adequately in questions in Part (a) in the Themes. It would appear that many candidates no longer master basic details of the work of the five or six major pioneers, inventors or improvers where this is important, for example in B1, and that also the details of major Acts, for example in E1 and E2, are overlooked. The main result of this weakness is that candidates are less successful in what have traditionally been seen as the more accessible areas of the paper.

The second trend is that performance in Parts (b) and (c) has improved and has resulted in candidates scoring more heavily in what have been seen as the more testing areas of the paper. A surprising number of candidates actually scored more marks on these questions than they did on Part (a). No doubt this is partly the result of the scaffolding that is intended to help candidates structure their answers, but there appears to be a general improvement in the quality of longer answers with a greater number showing an implicit, if not explicit, sense of organisation and planning.

In all (a) (i) questions, Level 1 was altered to two marks and Level 2 was reduced to one mark. This was an attempt to reduce the difficulty of the first sub-question and try to ensure that all candidates scored.

Secondly, in 'change' questions in Parts (b) and (c), it was decided that Level 3 would be awarded to candidates who wrote comparatively little about the points in the scaffolding but nevertheless could show understand of overall change. For example, in question 1 (b), candidates who could explain the nature of change from the domestic system, through factories to legislation, would be awarded a Level 3 mark even if they did not offer much detail of the scaffolding.

## Question 1

This was a very popular question and most candidates scored reasonably well. In part (a)(i) almost all candidates knew that wood was running out but many could not explain why. Abraham Darby was known in (ii) (but not always distinguished from his descendants). However, for Level 2, candidates needed to do more than refer to coke. Some idea of the expansion of the iron industry or the integrated nature of Coalbrookdale was required. Wilkinson was again well known in (iii) and there were many references to coffins, chapels etc. To reach Level 3, however, candidates had to take note of 'important', which implied 'impact'. Here references to the successes of the cannon lathe were anticipated and often noted. The impact on members of the clergy was taken as read. There were some excellent answers to (iv). Good responses were linked to the demands of the Industrial Revolution and showed awareness of the central role of the iron industry, including an understanding of the progress of machine tools. Level 1 answers often just offered comments on 'machinery'.

Parts (b) and (c) were both very popular. However, answers tended to be descriptive rather than explanatory; candidates have yet to understand that the scaffolding is there to provide help and not to be the complete answer. Nevertheless, there were clear suggestions that candidates of all abilities were beginning to make effective use of the help on offer and the quality of responses showed distinct improvement. In part (b), all of the four points were used extensively, although most candidates failed to comment on the extent to which legislation impacted on working conditions by 1850. There was also a tendency to wander off the point of the question and write about conditions in general. In part (c), candidates too often failed to link the four points to focus on the question and also spent many paragraphs describing the textile inventions in detail.

## Question 2

This question was also popular but proved a little disappointing in the case of many responses. Too many responses to part (a) (i) simply referred to 'the war' and in (ii) Land Army was not known by many candidates. Answers to (iii) could have applied to almost any period in the twentieth century, rather than specifically to the First World War. Few candidates were able to explain how employment was affected in different occupations in 1918.

Part (b) attracted some excellent answers with candidates making careful use of the scaffolding. Usually these avoided the descriptive responses that were prevalent elsewhere. Unfortunately, 'man-made fibres' proved difficult for some, but this was compensated for by detailed explanations of the impact of developments overseas and the consequent loss of export markets.

Part (c) proved difficult and most candidates appeared to opt for it in desperation and often concentrated exclusively on women. Centres that follow this option need to consider the range and nature of employment in Britain in 1900, 1945 and the 1990s.

### Question 3

This was a very popular question and one that was on the whole well answered. The term 'High Farming' was well explained by many, although a small minority appeared not to have come into contact with it. Similar comments can be made about responses to (ii), which were either very good or simply guesswork. Part (iii) usually contained references to machinery and fertilisers but Liebig and 'Organic Chemistry' were less well known. In (iv), candidates often explained the impact of the railways, better quality food and stable prices but a minority believed that this was a dark period for the people of Britain. Teachers are advised that the nineteenth century must be covered in as much detail as the eighteenth if candidates are to be properly prepared for this theme.

Part (b) often elicited copious details of the work of Tull and others without relating these to the focus of the question. Better answers explained the changes from subsistence farming in the open fields to commercial farming after enclosure.

Part (c) produced some outstanding answers. Candidates were often not only able to refer to the impact of the scaffolding but were also able to explain that in some respects change was for the good. Diversification into mixed farming and market gardening usually sent answers into Level 4.

### Question 4

This was again a very popular question. Most candidates scored well on turnpike trusts but knowledge of John Macadam proved to be very sketchy. Many candidates confused him with Wade, Metcalfe or Telford and some produced an all-purpose conflation. Parts (iii) and (iv) were rather disappointingly answered. Few candidates were able to explain the impact of the Industrial Revolution and rising population in (iii). In (iv), most answers referred to improvements in the post and stagecoaches but did not explain the impact on sales, marketing and newspapers.

Answers to part (b) were often very detailed and provided much information about the activities of the Stephensons and Brunel. Trevithick also made belated appearances. Few candidates understood, however, that the focus of the question was as much about 'pull' factors as it was about 'push', i.e. the quickly perceived advantages of rail transport over other forms and the impact that it had. Candidates who adopted this approach often referred to high farming, the Great Exhibition and Thomas Cook.

Part (c) usually focused on the problems faced by canal companies but more perceptive candidates realised that the real reason was competition from railways, which had been omitted from the scaffolding. Responses that included coverage of the impact of the development of the railway network reached higher levels.

### Question 5

There were very few answers to this question.



## Question 6

This was an extremely popular question. Smallpox and Jenner were well known and most candidates seemed to be familiar with 'miasmas'. However, few candidates related belief in miasmatic theory to industrial conditions in nineteenth century towns which was needed for Level 3. The best answers explained that Chadwick himself espoused the theory and promulgated it in his 1842 report. Most candidates were acquainted with Louis Pasteur and could often provide much detail of his experiments. In many cases, Pasteur's work was linked to subsequent developments made by Lister and Koch and this resulted in Level 3 marks.

Part (b) often elicited very lengthy responses but which tended to concentrate on the nineteenth century. In these cases, credit was given wherever possible to content that could have related to the eighteenth century, e.g. references to smallpox, gin, the state of hospitals and the medical professions and understanding of the causes of disease and treatments.

Part (c) proved to be more popular and much more successful although for higher levels candidates needed to know how cholera was caused and why it became so serious in the nineteenth century. General accounts of the problems of public health only usually reached Level 2.

## Question 7

A popular question but answers to which suffered from lack of detailed knowledge. Most candidates could give a reason why the Welfare State was set up but the terms of the National Insurance Act (1946) were often vague. Many candidates substituted details of the 1911 Act. Family Allowances were not known at all well. Few candidates understood the details of the payments or why they were paid universally. The changes introduced by the National Health Service also proved testing. Good candidates were able to explain the impact on existing provision but many gave a few general comments about services being provided free of charge.

Most candidates opted for part (b) and answers were often generalised. However, most responses made use of the scaffolding effectively. Few contrasted the situation in 1900 with that of the 1990s. Few candidates opted for part (c), possibly because it required accurate knowledge of the four points in the scaffolding. However, candidates who grasped the nettle produced sound answers, even if they rarely restricted comments to poverty as was required by the question.

## Question 8

Another popular question which attracted a wide variety of responses. Most candidates could make some comment about Dame Schools and Robert Raikes although comparatively few were able to reach good Level 2. Many were unable to produce a relevant answer to (iii). Some gave legislation (the 1833 Factory Act) or competition from Germany and the USA as the most likely reason despite the question relating to the period before 1830. A minority of candidates were aware of the changing nature of work and explained the need for workers to be able to read rules, make notes and look after expensive machinery. Part (iv) proved disappointing. Many candidates failed to see that this was a question about the Voluntary Schools and the Monitorial System and consequently scored few marks.

Part (b) attracted few good responses. Most candidates could make some comment about Forster's Act but little else was known. However, there was a significant number of excellent answers in which candidates were able to explain the effects of Forster, Sandon, Mundella and the 1891 Act. This appears to be a serious gap in candidates' knowledge. This theme has very little content and, therefore, stopping after the Forster Act will seriously damage candidates' chances of doing well.

Part (c) was also disappointing with the majority of candidates unable to explain the relevance of any of the scaffolding except for a few general comments about Miss Buss and Miss Beale. The minority of excellent answers brought in, in addition, references to entry to universities and medical schools.

## Question 9

Candidates coped well with (i) and (ii) but tended to explain 'how' rather than 'why' in (iii). The impact of the abolition of the Revised Code was understood in general terms but accurate detail was often lacking. Answers to (b) were largely based around the scaffolding with concentration on the raising of the school leaving age. The few answers to part (c) were mostly general descriptions of the present state of schools.

## Question 10

There were very few answers to this question.

## Question 11

This is an increasingly popular question. Part (i) proved a little testing but (ii) and (iii) were often known in great detail. In (iv) candidates could usually describe the effects of the Acts on the age of voting but were less certain about other changes, e.g. the abolition of plural voting.

Part (b) produced a large number of very strong answers with candidates able to make relevant use of all four items in the scaffolding. Part (c) also produced some outstanding answers despite the rather more generalised nature of the question.

## Paper 2

### General Comments

In the third year of the specification, Paper two presented no significant differences from the previous two papers. Most candidates were able to produce responses to questions that were worthy of credit in the form of levels and marks. As in previous years the number of candidates achieving marks less than 10 was very few. Conversely although there were some outstanding responses there were proportionately few candidates achieving marks in excess of 50. As was the case in both 2003 and 2004 marks were harder to come by in sections (c) and (d) where more is required of candidates in the way of evaluation and analysis. These questions access higher levels of response and marks for descriptive answers that fail to address the question in its context score few marks. Question D which carries a tariff of 12 marks requires candidates to use both sources and own knowledge and responses that failed to address both were only allowed to score a level two response and a maximum of 6 marks no matter how good their response was. Some excellent short essays that failed to use the sources and equally good ones using only the sources suffered as a consequence.

As was the case in both previous series there was still evidence that some candidates experienced difficulties in completing the paper without omitting some of the last question or showing signs of haste. Candidates who fail to answer all sections of both questions suffer as a result. Detailed plans, over lengthy responses to questions a) and b) and a failure to allocate time according to mark tariff are areas for candidates to watch and avoid. Indeed some candidates make sure they do each question d) first. However this is not a strategy that would suit all candidates. Another source of wasted effort commented on in last year's report is for candidates "to outline the provenance of each source before answering every question whether the source was relevant or not".

Questions 1, 2, 3, 4 and 5 were very popular. Question 6 was more popular than in the previous specification and more centres opted to answer question 8. As always Questions 7, 9 and 10 were the least popular.

### 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 question. Candidates do best when they use the source selectively and can comment on it using their own words and judgement. Errors to avoid are directly copying from the source or quoting from it at length without commentary. Higher marks are awarded for responses that use the source to answer the precise question set. A number of candidates still attempt to use all of a source including its provenance to answer the question and as a result often produce responses that lack clarity or focus. Some candidates also still use information of their own on a topic that was not mentioned or even inferred in the source. Where candidates do this the additional information is rarely focused or receives any credit. Most candidates achieve at least 2 or 3 marks.

## Part (b)

“Do Sources B and C support the view...?” type questions. Most candidates were able to gain at least some credit at level one. Candidates who do best use all three sources including A. Failure to do so limits answers to Level 1 marks. Too many candidates stick to “B says” and “C says” with little or no regard for A. More able students corroborated all sources well within a well integrated answer with full cross-referencing. The weaker candidates have a tendency to give, in detail, the content of each source in turn and fail to address the issue of the extent of support given or lack of it. All three sources need to be used to ensure that the full question is addressed. All answers need to address the context required by the question and information in the sources might not all be relevant in this respect. Some responses to part c) questions were excessive in terms of length in relation to the 6 mark tariff on offer. This was especially the case with candidates who failed to complete all sections of both questions.

## Part (c)

The “How useful are these sources?” variety of question. Sources should be evaluated here in terms of their utility and provenance and not simply how useful their content might be. Too many failed to get higher level marks because they only concentrated upon the content of Sources D and E and ignored, in the main, the intrinsic advantages and disadvantages of official reports and private individual reports (Question 1), a pauper’s evidence and drawing (Question 2), William Cobbett and evidence from a mill owner (Question 4), “The Times” and a photograph (Question 5). The nature, origin and purpose of sources must be addressed by candidates in order to gain access to higher levels. A disconcerting number of candidates still have a poor view of historians and anyone else who was not alive at the time to the witness events.

## 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 with the view or interpretation stated. This question is worth more than one third of the total marks available for each question. These demanding questions expose less able candidates who try to adapt the given sources to the question asked. Some do this so mechanically that they fail to see that some sources have no relevance. Many candidates demonstrated a lack of factual knowledge which could not be gleaned from the sources in this question and many finished with a level two section. Another common mistake, as in previous series, is “to write all you know on a topic rather than arguing either in support or against the view expressed.”

## Question 1

One of the popular topics and one that caused no real problems to the well prepared.

Part (a) caused very few problems as most candidates were able to identify costs, lack of education and ignorance of what was happening.

Part (b) caused some candidates problems over Source C. However, the more astute candidates identified legal problems or costs in all three as well as the fact that unlike the other sources, C is more concerned with the effects of enclosure on the poor.

Responses to part (c) were patchy with many candidates failing to mention the origin of the sources or to comment on them. The provenance of Sources D and E is essential to accessing higher level marks.

Part (d) Produced variable responses with many suffering from a lack of balance with candidates often being all for one side and not the other. Many were unable to go beyond arguments that all the poor suffered. The better informed were able to comment that things were not quite that simple.

## Question 2

This question produced some excellent answers but weaker candidates still confused workhouses with factories. Most candidates were aware of Chadwick's intentions though many see him as "a comic book villain" responsible for all the abuses of the workhouse system. Few candidates were able to make the link with "less eligibility".

Part (a) was usually answered well, with the comment about remembering that the poor were human beings being generally picked up and often used effectively in responses to b). Some candidates made the mistake of quoting the source verbatim without comment.

In Part (b) there was some detailed cross-referencing in response to this question although weaker responses were unable to identify differences between the three sources. In common with other part (b) questions some candidates wrote at length on Sources B and C but did not refer to Source A.

Sometimes candidates used question (c) as a diatribe against the Andover workhouse rather than an attempt to examine the sources carefully and critically.

There were many well argued responses to part (d) although some lacked balance. Few candidates knew much about changes in workhouses between 1834 and 1850. Here sources were covered well but own knowledge was often less apparent. Few candidates appreciated the fact that for some people, workhouses were an improvement or could mention more enlightened workhouse operations.

### Question 3

This question produced some very good responses with some excellent responses that demonstrated both knowledge and historical understanding of the Chartist movement.

Candidates generally answered Part (a) well, although many weaker candidates responded by quoting at length without comment or interpretation.

Some well argued and supported responses were given for Part (b), but weaker ones often failed to appreciate the shortcomings of the 1832 Reform Act or its role in the development of Chartism.

In Part (c) Source D was problematical to some candidates. The more able or informed worked out that Napier was in charge of government troops sent to deal with Chartist unrest. They also identified from the source that he had some sympathy for the Chartists. However some saw him as a follower of O'Connor and a Physical Force Chartist. Some also misread Source E seeing it as evidence of rich well dressed men, ignoring a few raving Chartists in a cart. A number recognised the drawing as a photograph, another indicator of the importance of reading the given provenance carefully.

There were a number of good responses for Part (d) that were able to deploy effective use of the candidates' own knowledge about physical and moral force as well as some appreciation of "revolutionary change". However this was an area that saw even more reliance on trawling through each source in turn, more in hope than with confidence.

### Question 4

As always a very popular depth Study and generally tackled effectively.

In Part (a) very few candidates experienced any significant problems with understanding Source A.

In Part (b) most candidates coped well with areas of support well, although few pointed out any areas of difference. Few were able to identify the fact that all were dealing with conditions at the same time.

Part (c) produced some good answers. Many candidates were able to use provenance effectively for E but far fewer appreciated that Cobbett was in favour of factory reform. On these questions the more discerning candidates appreciate type of source, origin, purpose, period, agreement or lack of it, bias and possible limitations within the context of the question.

Part (d) produced a number of generalised responses without clearly deploying any real knowledge of the terms of the 1833 Act. Others understood that a range of factors were involved in terms of the 1833 Act and its impact on workers, mill owners and the country's economy, in terms of gains and losses with some writing about opposition and others about reforms. Few candidates were able to realise that the two were linked together. Most concentrated on the reforms themselves with a number of learnt responses that did not always address the question set.

## Question 5

This proved to be a popular depth study and many candidates were able to demonstrate a sound knowledge of the work of suffragettes and showed awareness of differences between them and the suffragists.

Part (a) produced some good answers although some failed to note that failure to pay tax is illegal.

In Part (b) problems were encountered by candidates who failed to realise that Source B showed reaction to a march organised by the WSPU assuming that because it was peaceful it must be the NUWSS. Most, however, realised the lack of support for (a) from (c).

In Part (c), candidates generally used the content well, but the provenance was not used as well as it might have been. The relevance of the "Times" as an establishment paper at the time was rarely commented on though many were aware of the biased nature of the extract.

Part (d) proved challenging especially for those who had prepared an answer for a question that wasn't set in 2005 on "How did women get the vote"? Most candidates usually went down the NUWS peaceful and the WSPU militant route but the depth of knowledge needed to really argue the question was not often present.

## Question 6

Not one of the more popular topics and one that often produced contrasting responses and marks. Many who tackled it often struggled. As in previous years a major failing by many candidates was "a failure to use other than generalised knowledge of their own, relying often on the information contained in the sources".

Generally question (a) was answered well but responses to (b) were less assured. Here only a few realised the significance of the statement that licences were not cheap in Source A and the obvious wealth indicated in Source C.

Candidates could have brought out the limitations of Source D more, namely an interview involving one woman.

Answers to question (d) often thought the exaggeration referred to the programme's content rather than its effect or otherwise on British Society.

## Question 7

A number of candidates struggled to use Source A effectively in part (a) and this was true to an extent in answers to part (b). Few candidates mentioned the Conservative and Liberal and Liberal aspect as a difference between (a) and (b). Coalition and National government were often seen as different things, and the differences between cabinet, government and ministers was not understood by many candidates, leading to confusion.

Part (c) was generally well handled, but a surprising number of candidates thought the sources were propaganda, and so their evaluation was coloured by this.

Part (d) produced some well argued and supported responses, with candidates showing a broad awareness of the North South divide in terms of the Depression and the reasons for it.

## Question 8

This again proved to be a popular question and produced some excellent responses.

Part (a) was generally answered well by most candidates.

Responses to Part (b) varied. Comparison of Source B to Source A was well handled, but few candidates recognised the significance of the miners' strike and its relevance to the cross-referencing. Most merely commented on the support offered to (a) by the reference to the "Dig for victory" campaign.

In Part (c) Source D was accessible to most candidates, but not many referred to the dates and their significance in their answer. Source E proved harder for some candidates, causing many to fall back on paraphrasing the source, or referring to it as just one person's point of view.

In Part (d), some candidates saw the wording of this question as meaning the government's role after the war rather than its changing role during and after the war. Some appreciated that the nature of the government's role had to change during the war as a result of the need for security, bombing, shortages, conscription etc. Some recognised that while things like rationing continued after the war, the coming together of classes during the war would lead to a future rationalisation of opportunity and care for all which was increasingly expected by the population.



## Question 9

As indicated in last years report a “range of responses were produced from the weak and generalised to the more informed and focused. However this was not a popular topic, and was one that often produced responses that relied more on opinion rather than informed judgement.”

Parts (a) and (b) presented very few difficulties to most candidates although some experienced difficulty in handling Source C. The more enterprising saw it as demonstrating a different reaction to race relations. Although some saw the fact that such groups existed as a sign that racial discrimination was indeed as bad as suggested by Sources A and B.

In Part (c) answers to both sources were generally good although Source E responses tended to see statistical information as value free and always valuable and reliable.

In Part (d) a lot of generalised responses were offered to this question of the improvements in race relations since the 1950s. Some showed considerable knowledge of a succession of Race Relations Acts over the period and often argued a view with conviction and skill.

## Question 10

One of the least popular Depth Studies and one that produced a wide range of responses, many of which were well informed and argued. However, there was a lack of detailed knowledge deployed in response to question (d) and some candidates experienced difficulties with using the evidence of Source F effectively.

Responses to questions (a) and (b) posed comparatively few problems although a number failed to give sufficient attention to Noel Browne’s thoughts in Source C. Many candidates coped well with Sources D and E in responses to (c).

Responses to question (d) were often heavily dependent on the sources and only the better informed were able to pay sufficient attention to the work of groups like the Ulster Peace People in Source F.

## 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 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, 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 top 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 Grade Boundaries - Summer 2005

### 1335 GCSE History

Grade	A*	A	B	C	D	E	F	G
Lower Limit	74	66	58	50	40	31	22	13

### 3335 Short Course

Grade	A*	A	B	C	D	E	F	G
Lower Limit	72	64	56	48	39	30	21	12







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