

GCSE

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History B (1335/3335)

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Examiners' Report

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Paper 1: Outline Studies

Introduction

Paper 1 part (a) followed the established pattern in 2006. Answers to questions were rewarded in the following manner:

- Candidates who made comments telling the examiner something that they knew in answer to questions will receive Level 1.
- Candidates who described relevant details, changes or events received Level 2.
- Candidates who explained importance, causation, consequences or changes received Level 3. This involves establishing an accurate sequence of events/factors and then explaining how one led to another.

The same principles applied 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.

Level 2 answers in parts (b) and (c) only use the scaffolding to organise an answer. Each of the four points is covered relevantly but separately. Some answers of this type can be very lengthy and very accurate, but, if they only cover the scaffolding, will only be rewarded at Level 2.

Level 3 answers will still make use of the scaffolding, but will attempt to link factors or events together and also include own knowledge. 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 and other factors should be included as appropriate.

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. This would involve an explanation of the situation at the beginning of the period and a direct comparison with the situation at the end. Some examples of this approach will be referred to in individual questions. Candidates who attempt this approach but pay less attention to the scaffolding will have been rewarded at low Level 3

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

Trends in 2006

Two distinct trends continued in scripts from many centres this summer. Firstly, there remained a disappointing lack of precise knowledge about the work of some key individuals and also of the effects of Acts of Parliament. This resulted in some 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. 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.

General Comments

For almost every question on this paper, two factors were of vital importance. Firstly, the growing population of Britain created and accelerated change. From Gregory King's estimate of 5,750,000 in 1695 to almost 60,000,000 at the end of the twentieth century, population growth and demographic change was a prime factor in all of the eighteenth and nineteenth century themes. Candidates should, no matter what theme they are studying, be aware of both the scale of the increase and its increasing speed. Secondly, all candidates should be aware of the impact of industrialisation in changing Britain from an essentially agricultural and rural country in 1700 to one which, by the end of the nineteenth century, was urban and industrial. These changes did not just affect industry and agriculture, but also transport, education, welfare and politics. The failure to set individual themes in the wider context can hamper candidates understanding and limit their responses. Teachers are urged to make candidates aware of the overall population of Britain in 1700, 1750, 1800 etc, and also of the demographic balance between towns and cities and the countryside.

Section A: Changes in Work and Employment in Industry

Question 1

Answers to (a) were generally sound. Most candidates could explain why the domestic system began to disappear. Some referred to factories and the size of machines, while others commented on the rising population. The Spinning Mule was less well known and was sometimes referred to as a loom. Fewer candidates appreciated the complexity and expense of the Power Loom and instead referred to Luddism, which only developed when the Power Loom began to be adopted. Change in location was best explained by the use of power, but some candidates went no further than the move into factories, with no explanation of the impact of the use of water and steam.

Answers to (b) and (c) were often very lengthy but failed to focus sufficiently on the questions. (b) tended to elicit detailed accounts of improvements and inventions but contained little reference to the scale and organisation of the industry. Similarly, answers to (c) were usually focused on improvements to the steam engine rather than the ways that the improvements allowed steam power to become more widely used. In both of these questions, candidates would have been advised to consider:

- i) What was coal mining/steam like in 1760
- ii) How had it changed by 1850?

Question 2

There were excellent answers to questions on the New Industries and the production line, but man-made fibres were less well understood. Candidates did not always appear to understand how they were produced or the advantages that they offered. Most candidates opted for (b) and often produced very detailed and cogent answers. More could have been made of the social and educational restraints on women at the beginning of the century, but references to domestic service and the sweated trades were well explained.

Section B: Changes in Work and Employment in Agriculture

Question 3

Although there were many outstanding answers to this question, it also revealed long-standing difficulties. In (a), it was often believed that the Corn Laws ended in the 1870s. Candidates also often failed to realise that reference was being made to the Great Depression. Answers to (iii) often claimed that the population was eating more fruit and vegetables because of a desire to become healthier.

This appears to be a neglected area of this theme and candidates need to be better prepared for any question on the period 1870-1900.

(b) and (c) also suffered from extreme examples of anachronism. Many answers referred in detail to the work of J. Tull, despite only marginal relevance to (b) and none at all to (c). Many answers to (b) had detailed descriptions of every improver and change, but the best answers focused on the increase in population, the impact of the French Wars and the prospect of increased profits. In answers to (c), the best candidates realised that this was a question about High Farming and responded accordingly. The weakest answers repeated information that would have been more appropriate in (b).

Section C: Changes in Transport, Communications and Leisure

Question 4

Answers to part (a) were rather disappointing. Relatively few candidates knew very much about Richard Trevithick; often confusing him with George Stephenson. Answers on the Liverpool to Manchester Railway were better, but there were few references to the regular time-table, high speeds and passengers being carried on all trains for the first time. Brunel was poorly known. Few candidates were able to refer to the improvements that he introduced on the GWR, eg better carriages, higher speeds, greater comfort and the development of bridges.

Answers to (b) often focused on the various road improvers and the Turnpike Trusts, but the best answers referred to the increase in population and the changing needs of industry. Where comment was made in this respect, it frequently referred to the need to move heavy loads when in fact the movement of people and post was of much greater significance in road transport. The Industrial Revolution made improved communications essential.

In (c), candidates were often aware of the advantages of canals over other forms of transport, but, again, failed to relate the sudden development of the network to industrial and population changes.

In both (b) and (c), many candidates wrote exhaustively about relatively minor details of construction, but failed to appreciate the significance of the most important factors. The Industrial Revolution and the increase in population from about 6.5 million in 1750 to about 21 million in 1850 generated a need for major improvements in communication, particularly because they involved a move from the countryside into towns.

Question 5

There were very few answers to this question. (a) was generally well answered with the exception of William Morris. (b) was the more option but answers tended to be focused almost exclusively on the scaffolding.

Section D: Changes in Health and Population

Question 6

This was probably the best answered of all questions on the paper. Candidates understood the term 'anaesthetic' and invariably could describe the work of Joseph Lister, although he was confused from time to time with Louis Pasteur et al. Robert Koch proved slightly more of a problem, but nevertheless there were some excellent explanations of his importance in bacteriology. Florence Nightingale elicited very lengthy accounts of her career, some of which actually focused on the question. For Level 3, candidates needed to explain how she changed 'hospitals' rather than nursing.

Both (b) and (c) attracted many detailed answers. Responses to (b) were, at times, impressive and explained the changes from miasmatic (a term that many candidates used correctly and with confidence) to germ theory. The best answers even explained the use of blood letting as a hang over from the theory of the four humours, which was remarkable in this specification. Answers to (c) were slightly less impressive, but often contained accurate references to the effects of the two Public Health Acts and to specific Housing Acts.

Question 7

Answers to (a) were generally sound. Although too many questions simply repeated the stimulus almost word for word in answer to (i). The Children's Charter was known in detail by many but not at all by some. In (iii), reference to the problems of old age, for example, the findings of Booth and Rowntree and/or the Poor Law were necessary for Level 3. As in the past, answers to (iv) were often not restricted to medical treatment and therefore tended to remain in Level 2.

Answers to (b) were often well informed. However, many concentrated on the scaffolding rather than considering the situation at the beginning of the century and contrasting it with the end. Similarly, in (c) candidates tended to describe, often at length, the details of the NHS but had less understanding of the situation beforehand. Details of the 'panel' and National Insurance before the Second World War would have enabled Level 4 to have been achieved.

Section E: Changes in Education

Question 8

Answers to this question varied from outstanding to very poor. Some candidates were no doubt caught out by the focus on independent schools, but these figure prominently in the specification. 'Public' was generally known but was confused by some with 'maintained'. Arnold was again generally known but few candidates were able to reach Level 3. Clarendon was often confused with other reports and bodies. The Misses Buss and Beale were better known but answers were sometimes restricted to general comments about girls.

Both (b) and (c) were generally satisfactorily answered, but (b) often related almost exclusively to the grants to Voluntary Schools. In (c), candidates understood the details of the Forster Act but were less certain about other reasons for increased attendance. The best answers related the changes to the changing needs of industry and were able to explain the impact of the Acts of 1876, 1880 and 1891.

E1 is probably the least content-heavy of the themes on Paper 1 and is a little surprising that candidates do not have a more detailed knowledge of the key issues.

Question 9

This was answered by just a handful of candidates who had been well taught and were able to comment very effectively on all parts of the question. The Butler Act was known in detail, as were the arguments for comprehensive education. In (b), all four Acts were known and, surprisingly perhaps, so were the details of the 1988 Act.

Section F: Changes in Politics

Question 10

Again, this question was tackled by only a handful of candidates. Nevertheless, the details of the 1832 Act were well known. (c) was the more popular option with again sound understanding of the effects of the Reform Acts. This contrasted with uncertainty about details of Acts of Parliament on the part of many candidates in other questions on this paper.

Question 11

Answers to (i) and (ii) were usually sound but (iii) proved a little tricky for some candidates. The best answers focused on the decision to pay MPs and the in effect reversal of the Osborne judgement. Answers to (iv) tended to concentrate on the failings of the Liberal Party with only limited focus on Labour. In (b), there were excellent answers contrasting the franchise in 1900 with that in the late twentieth century. However, some candidates believed that all men could vote in 1900 and that the subsequent Acts only affected women. Answers to (c) often made excellent use of the scaffolding but failed to refer to other factors, such as the hours of Parliament, which have limited change. More consideration of areas in which women have achieved equality, for example in local government, would have improved many answers.

General Comments

The paper, now in its fourth year of this specification, held few problems for candidates who were well prepared. Most candidates were able to produce responses to questions that were worthy of at least some credit. Fewer candidates failed to achieve less than ten marks and at least one candidate was awarded a maximum 60 marks. As was the case in earlier papers candidates often found it more difficult to access higher levels in response to section (c). Responses to (d) showed some improvement with more candidates able to make effective use of both sources and their own knowledge. There was some evidence to suggest that more candidates' responses to question b made more effective use of Source A as well as B and C.

There was less evidence of candidates experiencing problems over time though candidates who did suffer significantly by losing valuable marks especially if they failed to attempt any (c) or (d). Often this was attributable to over lengthy responses to questions such as a and b which carry only a relatively low mark tariff. Some candidates aware of possible problems answered question d before attempting the earlier ones. However a more effective response would be for candidates to focus the length of answers in relation to sections mark allocation. Experience of tackling questions under examination conditions would help improve the ability of candidates to respond appropriately. A practice still evident but less widespread is the tendency of some candidates to waste time and effort indicating the nature and provenance of each source as an introduction to their answers to each question. Others spent much effort commenting on the reliability of each source when the question did not require it.

Questions 1, 2, 3, 4, 5 and 8 remain popular but all questions were at least attempted.

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 question. Candidates are advised to avoid lifting sections of the source without explanatory comment. 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 either sufficient use of the source or in some cases no obvious use of the source at all. Such additional information is rarely relevant or receives any credit. Few candidates failed 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 do not become excessively long. Candidates are advised to avoid paraphrasing every detail of the source without reference to the precise requirements of the question set.

Part (b)

"Do Sources B and C support the view...?" type questions. Most candidates were able to achieve at least a level one response. To achieve the top level it is vital that candidates make use of all three sources including Source A. Some have insured that they do by

addressing Source A first just asserting that Source B supports A or not, is not sufficient in answering the question. Candidates who fail to reach the top level also often simply describe what each source says without either comparison or reference to the question 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 and not simply for the information they contain. This type of question has often caused some candidates problems. 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). Candidates who did well tended to see sources having value but some more than others. Fortunately fewer candidates spend time concentrating on the identification of primary and secondary evidence accompanied by simplistic learnt responses concerning value. However some still 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 with the view or interpretation stated. As these questions are worth more than one third of the total marks available for each question it is important that candidates spend about a third of the time available in the examination for 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 still do little more than 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 clearly argued case.

Section G: Parliamentary Enclosure and Its Effects, c.1790-c.1830

Question 1

A popular topic though less so than it used to be.

- (a) Caused very few problems most were able to comment on the waste of time or land and the inability to experiment. The question focused on source A and credit was not given to responses that referred to the open field system without reference to or use of the source.
- (b) Most candidates were able to make some valid comment the more successful were able to make effective use of the visual source B in comments on strips or ability to cooperate. Visual sources often cause some candidates more problems than written ones.
- (c) Responses to (c) were patchy. The more perceptive were able to comment that Source D showed how the land was given to fewer owners and that the Duke of Rutland had taken the common land. The latter is useful pointer in encouraging candidates to study the provenance given to the source as well as the source itself. As with many other (c) questions many did not progress beyond value seen in terms of information contained. Better-informed candidates commented on the nature of the sources as well as their provenance and their relative strengths and weaknesses.
- (d) Produced some well-argued and supported answers that scored highly and were worthy of the highest marks. Many were able to provide detailed responses on the effects of enclosure on both the poor and wealthy and indicate that not all benefited or suffered as a result of enclosure.

Section H: Poverty and Poor Relief, c.1790-1850

Question 2

A Depth Study that produced a wide range of responses, some well informed, argued and supported others confused and lacking any depth of knowledge of the topic

- (a) Few candidates experienced any significant problems here. However candidates who only used the sources directly without comment did not go beyond level one. The more perceptive were able to comment on the intentions that underpinned the Reports findings as well as comment on the poor conditions.
- (b) Most were able to gain credit for recognition of the poor conditions shown or mentioned in all three sources. However credit was given for those who indicated that conditions were less bad in Source B with evidence of reading and baskets of food.
- (c) As with other utility questions too many confined themselves to describing the sources and seeing value simply in terms of content or what the source depicted. Some took Source D as a realistic depiction of workhouse conditions and others commented that a report would only tell the truth.
- (d) Most candidates answering this made use of the sources effectively and many were able to support this with knowledge of their own. The more informed were able to comment on those areas where conditions in a workhouse might have been an improvement on conditions outside.

Section I: The Chartist Movement, c.1830-1850

Question 3

Arguably the least popular of the early Depth Studies, Q3 produced some excellent and well-supported responses.

- (a) Most were able to identify the main reasons for Chartist support given in Source A. A number were confused over what the Reform Act of 1832 was. More disconcerting were the number of candidates who believed that suffrage was the same as suffering and was something the Chartists were trying to get rid of.
- (b) (b) Again a mixed response from candidates to this question. Most were able to demonstrate awareness that all three sources mentioned poor wages or poor economic conditions. Many were also able to indicate that Source C referred to the threat of the use of force not indicated in either sources A or B but failed to comment on the concern to get the vote.
- (c) (c) Again many of the responses tended to describe what the sources showed. Most were able to identify that one showed the use of physical force the other arguing the case for moral force. A number believed that because the drawing was contemporary it was both accurate and reliable.
- (d) Again this question produced a full range of responses from the customary trawl through each source, which often failed to address the precise question set, to those who were able to make specific and relevant use of the sources and their own knowledge. There was a tendency for some to simply focus on the physical moral force aspect and ignore other factors that contributed to Chartist failure.

Section J: The Campaigns for Factory and Mines Reforms, c.1800-1880

Question 4

Perhaps the most popular Depth Study.

- (a) Few candidates experienced any real difficulty coming to terms with Source A however a number simply directly quoted sections of the source without explanation or comment. Most candidates were able to identify long hours, stuffy conditions and damp conditions that were a problem in terms of health.
- (b) Most candidates experienced any real problems with their use of sources A and B although some saw source C as showing model working conditions. Where candidates did comment in this way some credit was given. This was not the original intention for the source but was credited as a reasonable interpretation.
- (c) (c) Many of those who made use of the provenance of the sources did well. Those who failed to do this often struggled as in previous years, as did those that provided simplistic learnt responses that made little reference to the two sources themselves other than it is a newspaper article or from a diary. Many believed from the source that Farrington was a friend of Arkwright.
- (d) This produced a number of generalised responses with many making no specific reference to legislation or its role in improving conditions. Fewer candidates picked up on the first element in the statement about factory conditions not being necessary than those who argued it did or did not improve things.

Section K: The Campaign for Women's Suffrage, c.1870-1918.

Question 5

This is one of the most popular depth studies. proved to be a popular depth study and many candidates studying it were able to deploy a sound grasp of the relative importance of the work of the suffragists, suffragettes and the role of 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 main points of Source A though many tended to copy or paraphrase the source.
- (b) Many did well on this, producing responses that indicated areas of close support such as sources A and B which were opposed to women getting the vote whereas Source C put forward the case why women should have the vote.
- (c) Responses to Source C were generally good areas such as propaganda and obvious bias were often appreciated and commented on. Source E in particular attracted much perceptive comment on the style and purpose of the drawing. Weaker accounts stressed what force-feeding was often without much reference to either source.
- (d) Sustained argument was more apparent in this question than in some others on the paper. Many candidates had learnt the three factors in detail though weaker responses tended to leave out the role the war played or more commonly ignored the work of the suffragists.

Section L: The Impact of Cinema, Radio and TV since 1918

Question 6

Not a very popular topic though some who attempted it did quite reasonably. There was a tendency for some candidates to rely excessively on only the information contained in the sources.

Generally question (a) caused few problems here though some commented on the types of programmes or the cameras used. Responses to (b) were reasonable though a number were less confident in their handling of source B. As in other comparison questions many candidates failed to refer to Source A either sufficiently or at all.

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 issue of change. Answers to question (d) were often lacking in development and many revealed a good deal of prejudice about deteriorating standards of behaviour than informed and supported judgement.

Section M: The Impact of The Great Depression On Britain, c.1929-1939

Question 7

This is one of the least popular of the Depth Studies and again one where many of the candidates attempting it were better at using the sources than deploying knowledge of their own. Question (a) caused few problems in understanding the map but more effective responses were able to put knowledge shown of the effects in context. Responses to (b) were able to compare Source A, B and C quite well and could comment on the regional effects of unemployment. More effective answers to (c) were able to make use of the information given in the Sources provenance. Some were able to comment on novelist but few reflected on the possible bias of Cousins being a trade unionist.

Many of the responses to (d) relied on sources and generalisations and few responses were able to develop comment on the different effect of the Depression on different groups or regions.

Section N: The Impact of the Second World War on British Society, 1939 -51

Question 8

This question produced some good responses that showed a good grasp of the impact of the war on society.

- (a) Responses showed a good grasp of what the source revealed about preparations made. Some were able to comment effectively on the extent of what had been achieved before the war broke out.
- (b) Generally tackled well by many candidates though few identified the use of sandbags shown in source C with their mention in Source A. Some were able to comment that Source C showed preparations to deal with the effects of bombing rather than protection. Which.
- (c) Candidates sometimes struggled with comment on Source D but E was handled more effectively with comments on keeping up morale and possible propaganda. However some of these answers were of the learnt response variety that placed insufficient attention to the evaluation of the source in context of the effects of the war.
- (d) Responses here were sometimes disappointing with many candidates unable to go much beyond what they had already mentioned in response to question a) and b).

Section O: Race Relations in a Multi-Cultural Society since 1945

Question 9

Not popular but presented few problems for most of the candidates who attempted it. (a) and (b) presented only a few problems to most candidates who were able to produce responses worthy of at least some credit. Some candidates produced answers that indicated some difficulty in handling Source C despite the fact that all three sources were mentioning work available as a major reason for explaining immigration.

Question (c) Responses here were broadly similar to other questions of this type that appeared elsewhere on the paper. The more successful were able to comment effectively on the newspaper accounts and bias and the photograph, which the achievements of only one man. Some lost marks by misreading Source E.

Responses to (d) were often disappointing as many answered with prepared responses and failed to pick up on the key word attitudes.

Section P: Northern Ireland c1964-c1996

Question 10

One of the least popular Depth Studies and one that produced a variety of responses. Both a) and b) produced few problems but a surprising number failed to make anything of the provenance of Source D presumably through a failure to recognise the significance of the Civil Rights Movement. However there was considerable variation in the amount of

knowledge deployed in response to question (d) and responses elsewhere were often thin and heavily reliant on what was contained in the sources themselves.

Exemplar Script with commentary:

Question 2

- (a) There was good comprehension and some inference. The source was used well and it was felt justified a top Level 2 mark.
- (b) Demonstrates some cross referencing using all three sources though fails to develop. Awarded a basic Level 2 mark.
- (c) The response here was somewhat confused and was just awarded a top Level 1 mark.
- (d) Some basic comments on sources with no use of own knowledge led here to a top level 1 mark.

Question 4

Basically as good a response as we have seen. Coincidentally the candidate's second question was as good.

- (a) Good comprehension and judgement ensured a top level 2 mark.
- (b) Makes effective use of all three sources with accurate cross-referencing and with attention to the question set. Awarded a top level 2 mark.
- (c) Both content and provenance are dealt with effectively and the sources evaluated regarding their value. This response was also awarded the highest mark of Level 3.
- (d) A well balanced, argued and supported response that made effective use of both own detailed knowledge and selected sources. Awarded maximum marks at Level 4.

Paper 3: Coursework

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. 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 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 marksheets. 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 2006 where moderators were unable to read the marks because of over printing.

Centres are also requested that the completion of marksheets should be undertaken by one teacher and not passed to different members of the department. On several occasions there were errors on the marksheets which were not spotted by the centre. Centres are reminded that arithmetical mistakes, or other errors on marksheets 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.

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.

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 are 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 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.

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 markscheme.

i) Lack of internal standardisation

This 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 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. 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 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.

Statistics

1335 Overall Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	72	64	56	49	40	31	22	13	0

1335 Paper 1 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 1 grade boundaries	70	43	31	14

1335 Paper 2 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 2 grade boundaries	60	40	30	14

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	73	64	55	47	38	29	21	13	0

3335 Paper 1 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 1 grade boundaries	70	43	31	14

3335 Paper 2 Grade Boundaries

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

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