

GCSE

Edexcel GCSE Examiners Report

History B (1335)

Summer 2007

GCSE

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at www.edexcel.org.uk.

Summer 2007

Publications Code UG019233

All the material in this publication is copyright

© Edexcel Ltd 2007

Contents

1.	Unit 1 Examiner Report	4
2.	Unit 2 Examiner Report	8
3.	Unit 3 Moderator Report	15

Chief Examiner's Report: 1335 Paper 1 2007

General Comments

Paper 1 elicited a wide range of responses from students this summer. There was a significant number of outstanding and very well written papers which were rewarded with exceptionally high marks. At the same time, there was also a very small number of responses which appeared to have been written by students who had made little use of the opportunities that they had been offered.

There have been two emerging trends in recent years. Firstly, in part (a), students appear to struggle with answers that focus on key individuals or Acts of Parliament: this was particularly obvious this summer in questions 4 and 6 (see below). Secondly, and this in part has compensated for the previous failing, students have taken advantage of the 'scaffolding' in the essay questions to write much more effectively in parts (b) and (c).

The overall structure of the paper is now well established and will continue in its present form. Question (a)(i) will always require explanation of an historical term on one reason for an event. Question (a)(ii) will require description of a key event or individual; (a)(iii) will require explanation of causation and (a)(iv) will focus on assessment of change.

There are two types of essay question in parts (b) and (c). Some questions will focus on causation. These will require explanation of the causes of a key change or development. Students who write about the four points in the scaffolding will usually be awarded Level 2 unless they explain how each development was linked to causation. Answers which show a sequence of events or factors linked together will be awarded Level 3. The best answers will assess the importance of factors and will be awarded Level 4.

The second type of question in parts (b) and (c) will focus on change. Again, answers will describe the points in the scaffolding will be awarded Level 2. Those which link the points in an explanation of change will receive Level 3 and those that contrast the situation at the beginning of the period with that at the end will be awarded Level 4.

Individual Questions

1. This proved to be a popular question and attracted generally sound responses. Most candidates could explain a bell-pit and describe the work of women and children in coal mines, although descriptions tended to be of the early nineteenth century rather than the eighteenth century.

Explanations for the increase in demand in the late eighteenth century tended to focus on population change rather than the demands of industry. Changes in coal mines in the first half of the nineteenth century were usually accounts of technological improvements rather than the growth of the industry on a commercial level.

Most candidates answered (b) and were able to describe the work of Arkwright with some accuracy. Better answers focused on his role as the Father of the Factory System and the very best explained that he was instrumental in the ending of the domestic system and the reduction in the need for skilled spinners in textiles. There were few answers to (c), but, encouragingly, some candidates had clearly been prepared for this topic.

2. Most candidates wrote confidently about the 'sweated trades', but there was some confusion with domestic service and munitions during the First World War in (i) and (ii). In (iii) and (iv), candidates were often able to explain the role of Henry Ford and the assembly line but tended to believe that the motor car industry undermined other industries, rather than acting as a boost to the production of parts and also spreading mass production.

In (b), candidates were usually able to make use of the scaffolding, but failed to make use of own knowledge, such as the problems of small-scale British companies and the difficulties in producing raw materials. Answers to (c) were usually disappointing and often provided little more than a rewrite of the scaffolding.

3. Almost all candidates were able to offer one reason (and frequently two or three) for the passing of the Corn Laws and there were also encouraging accounts of the effects of the Laws until 1830. In particular, many candidates were aware that farmers took advantage of protection to lay the basis for High Farming. Answers on the Anti-Corn Law League were less satisfactory. Some candidates believed that it was set up as a result of the potato famine, others believed it was a working class movement that used violence. However, there were excellent answers using details of its structure and fees and also explaining its use of the railway network and the penny post.

There were many answers to both essay questions. In (b), candidates tended to cover everyone and everything from Jethro Tull to High Farming, whether it was relevant or not. Such answers were awarded Level 2. Better answers considered what happened during the agricultural revolution and used content accordingly. In (c), candidates tended to review change in agriculture rather than changes in the lives of labourers. Again, answers such as this could only be awarded Level 2. Better responses considered the overall change from the open fields to a largely wage-based structure by 1870 and the consequent effects on the lives of labourers.

4. This was the second most popular question on the paper. Almost all candidates were able to give one reason for canal mania, but relatively few appeared to have heard of the work of Telford in canal building. His role was key in developing the work of Brindley; building aqueducts and tunnels to avoid the laborious contouring that the latter adopted. Details of Birmingham (the 'Canal Metropolis') could also be sketchy. Candidates who had studied the 'Silver Cross' were able to answer the question effectively, other could not. Explanations of the changes to industry brought by canals varied from simple statements about carriage of goods to detailed coverage of the growth of trade, new towns and expansion of exports.

Some candidates appeared to have been taken by surprise by (b) and simply elaborated hopefully on the scaffolding. Others who were aware of Statute Labour were able to produce better answers but the best focused on the fact that the government took no responsibility and that therefore transport depended almost entirely on local initiative. There were many excellent answer to (c) which covered all points in the scaffolding in detail and also referred to bank holidays and the growth of coastal resorts.

5. There were no answers to this question.

6. This was the most popular question on the paper. Most candidates were able to offer a reason why cholera broke out in Britain and could also explain the work of John Snow very effectively, but knowledge of the Public Health Acts was very hit and miss. Answers to (ii) and (iv) ranged from blank pages to detailed accounts of the terms and successes (and lack of success) of the two Acts. This is an area that candidates should know well.

In (b), candidates tended to explain the rise in population as a whole rather than that of towns. Nevertheless, there were many well-informed and cogently written explanations of urbanisation resulting from the combined effects of the industrial and agricultural revolutions. Answers to (c) were often very detailed but tended to describe everything that happened in medicine in the later nineteenth century rather than actually answering the question. The very best answers, and there were many, focused on hospitals in 1850 and assessed what had changed (and what had not) by 1900, using the three main problems, trauma, infection and blood loss as the focal points.

7. Most candidates were able to explain the term 'workhouse' but many failed to link it to the Poor Law or believed that they were places where people were sent to work, which by 1900 they were not. Surprisingly, Old Age Pensions and the National Insurance Acts proved slightly problematic. Candidates either knew the details in abundance or appeared to have been away when the topics were studied.

There were excellent answers to (b) which showed awareness of the changing social attitudes to family size and social responsibility during the twentieth century. Similarly, in (c), candidates were aware of the original intentions of the founders of the Welfare State and the innate problems that were built into the system. The difficulties encountered as a result of a growing ageing population were often well explained.

8. Details of the monitorial system were well known and candidates were able to explain how it operated. Most candidates were able to make some comments about the government grant of 1833, but few were aware that the Factory Act of that year had made education compulsory. The best answers explained that education was seen as a way of 'civilising' children living in towns by Christian teaching. Kay-Shuttleworth proved rather more testing. The best answers explained his opposition to the monitorial system and the development of the pupil-teacher system along with his role in teacher training and the increase in grants to education. Other answers confused him with Lowe or Forster.

Both (b) and (c) attracted many sound answers. In (b), candidates were aware that there were concerns over cost and the quality of teaching and the ways that the Revised Code was intended to meet existing criticisms. The best candidates were able to quote Robert Lowe's famous aphorism.

Explanations of the passing of the Forster Act were also often well written. Candidates were aware of the need to 'fill up the gaps' and also that the passing of the 1867 Reform Act required literate electors.

9. There were few answers to this question. Most candidates were very well informed and were able to answer all section of part (a) very effectively. It was particularly surprising to see reference to the Hadow and Spens reports in answers to (iv). Answers to both (b) and (c) were also exemplary at times. Candidates were able to debate the pros and cons of comprehensive schools in (b) and explain government policies towards examinations in (c).

10. There were very few answers to this question. Most responses to part (a) were well written. Candidates understood the aims of the Secret Ballot and Corrupt Practices Acts and could explain the 1884 Reform Act and its consequences. All candidates answered (b) and were able to explain the constitutional position in 1830 and why changes were made.

11. There were many excellent responses to this question. Candidates appeared to have been well prepared for all sections of part (a). The details of Taff Vale were well known as were the problems faced by the Labour Party after the Osbourne Judgment of 1909. Accounts of the effects of the 1918 Act often included reference to the fact that men aged eighteen were allowed to vote in the election of that year if they had served in the First World War.

Answers to (b) frequently revealed detailed knowledge of the sequence of events from 1919 to 1931 and referred in depth to the divisions with the Labour Cabinet as a result of the May Committee Report. The roles of Macdonald and King George V were clearly explained. Answers to (c), by comparison, tended to be superficial.

Principal Examiner Report 1335 02

General Comments

The paper now in its fifth year of this specification posed few problems for candidates who were prepared. Indeed one encouraging development were improved responses to questions b and c. Few candidates produced responses that were not able to get some positive marks. Few candidates failed to achieve less than ten marks and many managed to score more than half marks for the paper. Responses to all sections showed some improvement and fewer weak answers. Responses to (d) were also better with more candidates able to make better use of both sources and their own knowledge. Unfortunately the number of candidates that fail to make effective use of Source A as well as B and C though less than it was is still higher than it should be.

There was little evidence of candidates experiencing problems over time though candidates who did suffered 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 and sometimes failing to attempt the earlier ones.

The fact the paper was to be marked using e pen required candidates to write their responses in an answer book. Most coped well but a number failed to write their responses in the right section or indicate correctly the questions attempted. A number also made unnecessary use of supplementary sheets. Fewer candidates, but still perhaps too many, waste time and effort indicating the nature and provenance of each source as introduction to their answers on each question. This may have value in answers employed to c questions but are superfluous to the other three. Others continue to comment on the reliability of each source when the question did not require it.

Questions 1, 2, 3, 4, 5 and increasingly 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 focus of the question. Candidates are advised to avoid lifting sections of the source without comment or simply paraphrasing it. Higher marks are awarded to responses that can select relevant detail from the source in support of an argument or make relevant inferences from the information contained. Some responses failed to make either sufficient use of the source or in fewer cases no obvious reference to the source at all. Such additional information is rarely relevant or receives any credit. The great majority of candidates managed to get at least some credit for their responses on these questions. However as these questions only have a mark weighting of 4 marks it is important that answers are not excessively long. Candidates are advised to address their answers to the question as set.

Part (b)

“Do Sources B and C support the view...?” type questions. Many candidates were able to achieve at least a level one response and more accessed level two on a consistent basis. To achieve the top level it is vital that candidates make clear use of all three sources especially Source A. Some have insured that they do by addressing Source A first. However simply asserting whether Source B supports A or not, is not sufficient to answer the question. The number of candidates who fail to use A does encouragingly seem to be dropping. Candidates who fail to reach the top level also often simply describe what each source says without either making a comparison or identifying degrees of support or difference. Some also fail to address the question as set. Maximum marks are awarded to responses that both compare areas of support or lack of it and can make some evaluation of extent. Some write unnecessarily about the nature of the sources

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. Many candidates still confused “reliable “ with “useful”. 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. Some candidates over emphasise to the point of obsession the question of bias. Many identify a source as being biased without either explaining why, or the ways this affects its usefulness. A few candidates only analysed one source. However over the past decade the amount of progress made on addressing this question effectively has been limited. To be successful candidates need to deploy relevant skills in comprehension, evaluation and application of historical evidence.

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 do well make selective use of the sources and use relevant knowledge of their own in answering the question set. Failure to both ensures that no matter how well argued a candidates answer is it 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”. Candidates would be well advised to make up their minds. At the outset they will sometimes state they are completely opposed to the statement whilst half way down and at the conclusion they state that they completely agree with it.

Comments on Individual Questions

Question 1

A popular topic though less candidate answer it than previously.

(a) Caused very few problems most were able to comment on farming under the open field system and the reluctance to change or the inability to cultivate the land efficiently.

(b) Most candidates were able to make some valid comment the more successful were able to make effective use of the visual source C either to support the view expressed in A or B. Most were able to identify the favourable view in B and the more negative view identified in A.

(c) Responses here were more varied Many were able to comment that Source D showed how the land was given to fewer owners. A number were able to make effective comment on the provenance of Source E from their own knowledge of Young though a number thought he was an enclosure commissioner Another reason to encourage candidates to read carefully the provenance given. As with many other (c) questions many did not progress beyond value seen in terms of information contained.

(d) Many candidates were able to provide knowledge of the effects of enclosure on both the poor and wealthy and indicate that not all benefited or suffered as a result of enclosure. However many were less clear about the effect on communities and the more beneficial effects enclosure.

Question 2

A number of candidates as in previous years ran into difficulties when they confused workhouses with factories.

- (a) Few candidates experienced problems here. However candidates who paraphrased or directly quoted the sources directly without comment did not go beyond level one. T
- (b) A number were able to use Source B to answer the question though without effective reference to either the devil with the flaming torch or the mention of the home of a rick burner. Most were able to gain credit for recognition of the poor conditions shown or the effects of poverty.
- (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 the incident whilst others talked of artistic exaggeration and bias.
- (d) Most candidates answering this made use of the sources effectively and many were able to support this with knowledge of their own. However a number confused the Speenhamland system with being part of the New Poor Law. As mentioned in earlier reports few were able to comment on those areas where conditions in a workhouse might have been an improvement on conditions outside.

Question 3

Arguably the least popular of the early Depth Studies question 3 often produces some excellent and well-supported responses.

- (a) Most were able to identify the two strands of the Chartist movement and its leadership. Fewer were able to make reference to education, Christianity or the effects on the government.
- (b) Quite well answered with some very effective identification of the visual source with comment on the class of the people frightened and running away.
- (c) Again many of the responses tended to describe what the sources showed. Most were able to identify that both referred to moral force which limited their value in understanding the range of tactics used by the Chartists.
- (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. More successful responses were able to identify a range of reasons that help explain the failure of Chartism.

Question 4

One of the most popular Depth Study but no longer the most popular.

(a) Few candidates experienced any real difficulty coming to terms with Source A. Most candidates were able to identify long hours, boring work and the risk of accidents caused by tiredness.

(b) Most candidates experienced any real problems with their use of sources A and B and most were able to identify the very different picture shown in Source C. As in other b) questions some wrote at length about the provenance and reliability of each source without answering the question set.

(c) Many of those who made use of the provenance of the sources did well. Some candidates made very effective use of the title "The White Slaves of England" and were aware of the significance of Parliamentary Commissions and the views of mill owners when investigating factory conditions.

(e) This produced a number of generalised responses with many making no specific reference to efforts made to reform conditions. However the better informed were also able to deploy knowledge of legislation and model employers such as Owen and Titus Salt in improving conditions.

Question 5

This remains one of the most popular depth studies.

(a) Most candidates were able to respond reasonably well to this question. However some thought that Victoria here was referring to the suffragettes who did not exist in 1871. This reflects the fact that some candidates although reasonable knowledgeable about the suffragettes are much weaker on other aspects of the topic.

(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 where candidates appreciated the fact that that Source E was suffragette produced and staged rather than an example of suffragette violence and brutality. Many also failed to appreciate the date given in Source D.

(d) A large number of candidates ignored the wording of part d "The years to 1914" and emphasised the role of women in the First World War as the reason why women were successful. They were expecting a different question and many were determined to answer it rather than the one set. The focus also was on opposition to giving women the vote rather than why they achieved it.

Question 6

Not a very popular topic and in some cases knowledge of the candidates own about the topic was more evidenced by its absence.

Generally question (a) caused few problems here though some relied over much on quoting or copying from the source without comment. Responses to (b) were reasonable though a number were less confident in their handling of source C. It was felt that this was a little more demanding than some of the other b) questions and the instruction was placed in the mark scheme for examiners to be generous where appropriate.

Candidate responses to question (c) were reasonable though few were able to comment effectively about the fact that both sources were based on statistics provided by the cinema industry. Answers to question (d) were often lacking in development and many failed to go beyond the decline in the cinema.

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. However there were a number that did demonstrate both good use of sources and own knowledge. Question (a) caused few problems to most candidates. Responses to (b) were able to compare Source A, B and C quite effectively well and could comment on the regional differences in the effects of prosperity and unemployment. More effective answers to (c) were able to make use of the information given in the Sources provenance and the nature of the source. Many of the responses to (d) relied on sources and generalisations but there were a number of well informed and well argued responses that demonstrated a sound knowledge of varying economic prosperity in the 1930s.

Question 8

This is now the most popular question on the paper and produced some excellent responses showing a sound grasp of the impact of the war on British society.

Responses to (a) showed a good grasp of the measures taken by the government.

Most were able to comment on the taking over of industries apart from the mines and removing limits on hours and banning strikes.

(b) Generally tackled well by many candidates most able to comment on the decline in strikes and then increase in latter stages of the war. The support provided by Source C was also appreciated. The more able were able to comment on the fact that government efforts were not always successful..

(c) Candidates often did well on this question with much comment on the role of propaganda in wartime Britain. However some of these answers as in previous years were of the learnt response variety that placed insufficient attention to the evaluation of the source in context government efforts to get people to support the war effort.

(d) Responses here were sometimes well supported by both sources and own knowledge with detailed knowledge on air raid precautions, evacuations, rationing and conscription.

Question 9

Not very popular and a question that produced responses that were either well informed and supported or not. (a) and (b) presented only a few problems to most candidates who were able to produce responses worthy of at least some credit. However few were able to comment on the differences in time after the war, 1960s and 1980s and the mention of violence only in Source B

Question (c) Responses here were broadly similar to other questions of this type that appeared elsewhere on the paper. However Source D produced some interesting comments on dress, body language and race meeting not all of which were accurate or relevant.

Responses to (d) were often either capable of producing a good deal of knowledge of discrimination laws or nothing.

Question 10

The least popular Depth Studies and one that produced a variety of responses. Both a) and b) produced few problems but a number failed to make effective use of Source B other than it showed violence and armed men and made nothing mentioned of the provenance of the source. Question c) responses also varied from the good to the generalised that could only identify a few points that the sources said or showed. However there was considerable variation in the amount of knowledge deployed in response to question (d) and responses as elsewhere were often thin and heavily reliant on what was contained in the sources themselves.

Principal Moderators Report 1335 03

General Comments

General

The overall standard of coursework presented for moderation remains very high and teachers are to be congratulated on the degree of effort and hard work that they had put into preparing students and completing assignments. Most centres use Edexcel-designed assignments and this has proved extremely useful in standardisation between widely different units.

Administration

Many centres still appear to be unaware of the need to complete Candidate Authentication Sheets. Moderators are required to chase centres for these and this can lead to delays and difficulties in the moderation process.

- Centres are requested to ensure that the following documentation is included in the sample sent for moderation:
- All samples requested and the work of the highest and lowest scoring candidates. Where a requested sample is unavailable, perhaps because the work was lost or not completed, a replacement may be sent.
- In the case of lost work, Edexcel must be informed as soon as possible. A note to the moderator is not sufficient.
- Coursework Authentication Sheets and Coursework Front Sheets for all candidates whose work is included in the sample.
- Copies of the assignments used by all candidates. I.e., if different classes have completed different assignments, all should be included. Mark schemes should also be included.
- The classwork notes of one candidate, which is required to prove that the assignments were taught in school
- The yellow copy of the OPTEMs or the computer printout of candidates and marks

Moderation

Most moderators were able to approve centre marking and consequently made no changes to marks. However, in the case of a small number of centres marking was judged to be inaccurate. There were two principal reasons for this.

1. Centres had failed to carry out internal standardisation and consequently candidates' work had been marked to different standards.
2. Levels 3 and 4 had been awarded rather too easily. It is not possible for either level to be awarded unless the whole answer fits the descriptor. Neither level can be awarded on the basis of a paragraph or section of the answer.

Moderators also encountered one other problem in moderation. Firstly, there are isolated cases of centres which are allowing candidates to hand in draft assignments, which are then marked, annotated and then returned before a final version is produced. This is not permitted. All history coursework assignments must be the unaided work of candidates. Unfortunately, several schools, which have provided unfair assistance to candidates, have been identified in recent years and these will be monitored carefully in the future.

Statistics

1335 Overall Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	72	65	58	52	42	33	24	15	0

1335 Paper 1 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 1 grade boundaries	70	43	33	15

1335 Paper 2 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 2 grade boundaries	60	41	33	15

1335 Paper 3 Grade Boundaries

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

1335 (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	33	15

3335 Paper 2 Grade Boundaries

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

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UG019233 Summer 2007

For more information on Edexcel qualifications, please visit www.edexcel.org.uk/qualifications
Alternatively, you can contact Customer Services at www.edexcel.org.uk/ask or on 0870 240 9800

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH