

Examiners' Report Summer 2008

GCSE

GCSE History (1335/3335)

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Summer 2008

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Paper 01

General Comments

In the sixth series of this specification there was a wide range of responses from candidates as is generally the case. At the top end were written papers that demonstrated solid knowledge and the ability to apply it and the other responses that were the direct opposite. A small number of candidates failed to produce responses that failed to achieve at least some credit.

There were some areas where candidates were confused over which individual was responsible for which development or achievement. This was sometimes the case with the work of road builders Telford and McAdam and some inserted inaccurate details on Metcalfe. The work of Pasteur and Jenner was sometimes confused. However knowledge of Factory Acts was sometimes detailed and accurate in Question 1 (b).

The overall structure of the paper is now established and will remain so for its final two series in 2009 and 2010. Question 1(i) will require an explanation of an historical term or one reason for an event. Question 1(ii) will require a description of a key event or individual; (a)(iii) will require explanation of causation and (a)(iv) will focus on assessment of change.

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

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

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

Question 1

Always popular and most responses demonstrated knowledge and understanding. Most were able to explain the meaning of coke and were able to discuss the work of Abraham Darby. A number confused coke with charcoal. There were many good responses to the increasing importance of iron and some detailed appreciation of the achievements of John Wilkinson.

The changing nature of the work of women and children produced some well informed and argued responses. However some failed to focus on women and children and others provided detail on inventions and Factory Acts that was not always linked to the question set. Knowledge of Arkwright was generally accurate and his key role in the development of the factory appreciated.

The changes brought by steam were also generally well understood though many were weaker on the impact on the machine tool industry.

Question 2

Most appreciated the meaning of "Domestic service" though some identified this with working at home. Again many appreciated the work of women in the Land Army though some confused this with work in munitions factories or in the armed services. In response to (iii) candidates were able to identify the role of women in the war and often went beyond because men were needed in the army. More difficulty was encountered in some responses to (iv) though some were able to comment that some gains made by women during the war were sometimes lost or reduced afterwards.

In (b) there were some informed answers but some produced answers that related to how new industries developed rather than why. Others focused on the scaffolding but had little knowledge of their own. Answers to (c) were often generalised and lacked development or a clear focus.

Question 3

Most made the correct identification in responses to (i) though some mistook it for crop rotation under the open-field system. Generally sound knowledge was shown about the work of Bakewell in (ii) and Young in (ii). There were many pleasing responses on Young that focused on the importance of his work in agricultural change rather than on what he did. However knowledge on Coke was less assured in many responses with a plethora of developments and inventions such as the seed drill attributed to him.

Answers to (b) were very variable from the well informed to the struggling. There were a number of excellent and well argued responses on the impetus to commercial farming caused by the Continental System. Some responses focused on the Corn Laws and the development of High Farming. There were fewer responses to (c) but many of these were well informed and developed accounts of the changes in agriculture over the period.

Question 4

A very popular question and one that was generally well handled. Most were able to give a supported reason for the development of turnpike trusts though a number were excessively lengthy. Most answers to (ii) and (iii) were well informed though a few were generalised about layers and better roads with drains. Metcalf was however often confused with Macadam. Responses to (iv) were more varied with some able to develop answers at length about the Golden Age of Coaching and the development of the mail service but others were restricted to vague references to faster travel and better roads.

Responses to (b) were generally good showing a good understanding of the need for a better more reliable form of transport and the role in the development of Canals of Brindley and Telford. Canal Mania was also generally understood and the development of canals that were not really needed or viable. Answers to (c) were often good but some confused Robert with George Stephenson and George Hudson was generally either done well or not at all.

Question 5

There were very few answers to this question and these were characterised by generalised rather than informed comment and an over reliance on a few elements of the scaffolding. Very few had any real understanding of the Railways Act (1921) or the Beeching Report.

Question 6

As in previous years by far the most popular question on the paper. Most understood the meaning of inoculation though there was the usual confusion with vaccination. The responses to the effects of smallpox were a shade more variable. Though many were able to identify red spots, scarring, blindness, deafness and possibly death. Jenner was generally well handled though there was the usual confusion over cowpox and smallpox and only the more assured could discuss the importance and subsequent impact of the discovery. Many candidates were aware of the work of Pasteur but fewer the importance of his work in changing people's understanding of the causes of disease.

Answers to (b) were often detailed and focused on Chadwick well references to John Snow and opposition to reform often failed to link with the effects of Chadwick's efforts. The better informed were able to comment that Chadwick may have achieved more had he not offended a range of influential people. There were many good answers to (c) that demonstrated an in depth knowledge of the topic and often the ability to comment on the relative importance of factors involved.

Question 7

Most candidates were able to explain the importance of the Beveridge Report in (i) and there were a number of perceptive comments on the impact of rationing and evacuation in changing attitudes to welfare. Better responses related rationing to changing peoples attitudes. The former showed the extent of poverty and poor living conditions and the latter the role of the state in sharing out food. The role of the Labour Party was often realised in (iii) and contrasted often with the attitude of Churchill in 1945. Again knowledge of the National Insurance Act of 1946 was either detailed and well informed or generalised and speculative.

Responses to (b) were often solid and showed a good grasp of opposition to the Poor Law, the impact of Booth and Rowntree and the weaknesses revealed by the Boer War. However there was sometimes less understanding of concerns over "national efficiency"

There were fewer responses to the question on population and these were often generalised and demonstrated only a basic knowledge of the topic.

Question 8

Another popular question and one that was well dealt with by most in part (a). Most were able to explain the meaning of Sunday School in (i) and often the reasons for setting them up. Responses to (ii) sometimes were confused over the religious inclinations of Bell and Lancaster and which Society they helped found. However most were clear about their development of the monitorial system and how it operated. The question on the Revised Code was generally handled well by

candidates who could also apply sound knowledge to explain how the code changed elementary education.

Responses to (b) were often effective though admission to university was the least well handled of the scaffolding supports. Generally either well done addressing rich and poor girls education and highlighting the role of Buss and Beale as well as the options open to different classes of girl or a sound answer about working class education for girls. Answers to (c) tended to focus on outlining the scaffolding and sometimes made insufficient reference to why government involvement increased in this period.

Question 9

There were very few answers to this question though some of these were well informed in section (a) but less so in (b) or (c)

Question 10

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

Question 11

Not very popular but there were many good and some outstanding answers to all sections of the question.

The meaning of coalition government was well understood and most candidates were able the desire to prosecute the war successfully led to the setting up of the National Coalition government in (ii). Some responses to (iii) tended to repeat what they had already used in response to the previous question. Although there were some outstanding answers to (iv) this was done less well with some going into the 1920s and 30s to explain the Liberal party's decline many did demonstrate a good grasp of Lloyd George's affair..

Answers to (b) were good but a significant number of responses failed to go through the century stopping in the 1930s and not dealing with the reduction of the voting age to 18. Responses to (c) demonstrated a good understanding of politics and the British Constitution and candidates were well prepared and able to use their knowledge to effectively answer the question set.

Paper 02

General Comments

The paper now in its sixth year of this specification followed the pattern of previous series and provided plenty of scope for well prepared candidates to demonstrate what they knew, understood and could do. One area that has shown steady improvement has been responses to questions c and d. Few candidates produced responses that were not able to get some positive marks. Many candidates were able to achieve half marks at least and there were few candidates achieving less than ten. The number of candidates who experienced difficulty with the answer book also declined as with paper 1. Responses to (d) were also better with fewer candidates only using the sources or their own knowledge. Some unfortunately continue to trawl through every source in response to d questions.

There was less evidence of candidates experiencing problems over time though candidates who spent over long on the first two sections of each question sometimes did less justice to the higher tariff questions c and above all d. Some candidates aware of possible problems as in previous years 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. Fewer candidates made unnecessary use of supplementary sheets. Fortunately the number of candidates who waste time and effort commenting on the nature and provenance of each source to every question has declined. Many are making effective use of nature and provenance to answer c questions rather than stating what information the two sources contain.

Questions 1, 2, 3, 4, 5 and increasingly 8 remain popular there were few responses to question 9 and none to question 10.

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

Part (a)

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

Part (b)

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

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

Part (c)

“How useful are these sources?” type questions. Sources should be evaluated here in terms of their usefulness in answering a specific question as well as commenting on their nature, origin and provenance. Fewer candidates are simply listing what information each source contains and consequently failing to access the top two levels of the mark scheme. These questions require the evaluation of evidence in context in order to achieve higher-level marks. Questions require candidates to examine the nature (type of source), origin (who produced it and when) and purpose (what reason explains why it was produced). Fortunately fewer candidates spend time concentrating on the identification of primary and secondary evidence accompanied by simplistic learnt responses concerning value. However 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 well developed and argued answer.

Question 1

A popular topic still though perhaps less than it used to be.

- (a) Caused very few problems most were able to comment on the use of the common land and the poor returns also waste of money or time. Credit was not given to responses that referred to the open field system without reference or made no obvious use of Source A.
- (b) Most candidates were able to make some valid comment the more successful were able to make effective use of the visual source B in comments on waste of land through the fallow field and criticisms of the pen-field system in A and B. More candidates were able to comment on the support or otherwise provided by the visual source than had been the case in previous answers to similar questions in the past.

Responses to (c) again indicated some improvement in terms of candidate responses. The more perceptive were able to comment that Source D showed how the land was given to fewer owners and that the cost of enclosures shown in E benefited the rich much more than those less well off. In these questions candidate are well advised to comment on the provenance of the source as well as information contained in the source itself. Better-informed candidates commented on the nature of the sources as well as their provenance in evaluating their relative strengths and weaknesses.

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

Question 2

A Depth Study that produced a higher proportion of responses that demonstrated a clear understanding of the topic.

- (a) Most candidates were able to score effectively here. However candidates who as in previous series only used the sources directly without comment failed to go beyond level one. The more perceptive were able to comment on Chadwick's intentions for a new poor law.
- (b) Most were able to gain credit for recognition of ending of outdoor relief in B and C which supported the intentions in A and the poor company candidates were able to handle a visual source well in context of the question set.
- (c) Source evaluation here was generally quite well done although some still indicate a simplistic learnt response that makes less use than they should of the sources themselves. Answers such as only one workhouse and made up to make the novel more interesting were often encountered by examiners.
- (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. Some commented to good effect on the differences to the New Poor Law in the North and South of the country.

Question 3

There continue to be many good responses to Question 3 that demonstrate good understanding of the sources as well as effective use of own knowledge.

(a) Most were able to identify the main reasons for Chartist support given in Source A. Many were able to comment it was hunger and a desire to improve conditions that lay behind support.

(b) Again a mixed response from candidates to this question. Most were able to demonstrate awareness that all three sources mention want suffering and helplessness

Many were also able to indicate that Sources B and C refer to the 1832 Reform Act not mentioned in Source A.

(c) Again some 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. Some believed that because the drawing was contemporary it was both accurate and reliable.

(e) Some interesting answers were given here as well as the customary trawl though each source there were those that demonstrated a good understanding of a range of factor's involved though less than was the case in early series were able to comment on the success of other movements such as the Anti Corn law League and trade unions and how these impacted on Chartism.

Question 4

Certainly one of the most popular Depth Studies.

(a) Few candidates experienced any real difficulty coming to terms with Source A however a number simply directly quoted sections of the source about boring work and lack of rest and fines.

(b) Few candidates experienced any real problems with identifying all three sources mentioned child labour and bad conditions or that Source C was different in tone and view than either A or B.

(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 who on this question often saw little value in a drawing. Most could see the bias in Source E as well as the reasons for it.

(d) This produced a number of good responses though own knowledge on reform in mines tended to be more generalised than reform in factories. More informed responses identified that conditions in factories were not all bad with some knowledge of model employers.

Question 5

This is now the most popular of all the depth studies. Many candidates studying it are able to deploy a sound grasp of the relative importance of the role played by the suffragists, suffragettes and the First World War in getting women the vote.

(a) Most candidates were able to respond reasonably well to this question. The better candidates were able to identify the recognition that the Suffragettes did inspire support for the campaign to get women the vote despite their dislike of their methods.

(c) A number were confused by the fact that Source B has no view on the appropriateness of Suffragette methods unlike Sources A and C. However a good number made effective use of all three sources especially Source B.

(d) Responses to Source C were generally good areas such as propaganda and obvious bias were often appreciated and commented on. Source D in particular attracted much perceptive comment on the style and purpose of the poster. 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 ignored the work of the suffragists.

Question 6

This depth study produced quite disparate responses from the well informed to the speculative and generalised. There remains a tendency for some candidates to rely exclusively on the information contained in the sources.

Generally question (a) caused few problems and most candidates were able to focus on a means of escape from unemployment and problems, with some comment of the nature of the films themselves. As in other comparison questions some candidates failed to make sufficient use of Source A.

Candidate responses to question (c) were often less assured with many rarely going beyond seeing utility in terms of information contained. Fewer were able to focus on the nature and provenance of the sources. Answers to question (d) were often lacking in real knowledge but were often strong on opinion if a shade short on balance.

Question 7

Not a popular Depth Study and one where many of the candidates depended more on what they could extract from the sources and often were short of their own knowledge of the topic. 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 generally well argued and showed a sound grasp of the sources and the fact that not all areas suffered equally. Many of the

responses to (d) relied on sources and generalisations and few responses were able to develop comment on the different impacts of the Depression on individuals and areas.

Question 8

This question is both popular and often well done. Responses to (a) showed a good grasp of what the source revealed about the effects of the bombing and many could identify the significance of looting.

(b) Generally tackled well by many candidates especially those who had identified looting in Source A. A number did identify possible looters in Source B which was given some credit although it is highly unlikely that they were. Many were able to make effective comment on individuals doing their best to make the most of the bad effects of the Blitz.

(c) Candidates generally did reasonably well in response to C but some wrote at length about the information in Source D though most focused on the bias in Source E as an effort to keep up morale.

(d) Responses here were more varied than other similar d questions on the paper sometimes disappointing with many candidates unable to go much beyond what was contained in the sources.

Question 9

Very few responses were made to this question too few to make meaningful comment other than to observe that the questions did not produce any significant problems to candidates who were well prepared.

Question 10

There were no responses to this question in this series.

Paper 03: 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. The work of most candidates was clearly marked, carefully assessed against the mark schemes and therefore, reflected student ability. However, there remain some difficulties in administration and all teachers are requested to follow the administrative procedures set out below. Teachers are reminded that candidates must complete two coursework units on different topics. The topics must not overlap the content of the examined components. Each assignment must be targeted at a different assessment objective. One assignment must be set on AO1 and one on AOs 2 and 3.

Marking

Candidates' work must be marked and the levels achieved should be indicated in the margin. A total mark must be given at the end of the assignment. Marks for Spelling and Grammar should not be awarded. Quality of Written Communication should be taken into account when assessing the work targeted at Objective 1. This should be one factor in deciding the final mark to be awarded for that assignment.

OPTEMs Marksheets

The OPTeMS marksheets will have three copies.

- The top copy should have been sent to Edexcel by the Examinations Officer in the envelopes provided. Under no circumstances should the top copy of the OPTeMS be sent to the moderator with the sample
- The yellow copy should have been sent to the moderator.
- The green copy should be retained by the centre.

Centres are requested to take care when entering marks on the 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 2008 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.

Specific issues

1: Possible reasons for marks being adjusted during moderation

The most likely reasons for disagreement remain the failure to carry out effective internal standardisation and misinterpretation of the demands for Levels 3 and 4 in the mark scheme.

i) Lack of internal standardisation

This is rare but can have significant consequences. Centres are required to ensure that all teachers mark to the same standard. One teacher (or several teachers) should be responsible for sampling the work of students from all teaching groups and comparing the standards set by different teachers. If necessary, adjustments to the marks awarded by different teachers should be made. There are a number of different ways of doing this.

i) Sampling

ii) Marking of different assignments by different teachers

iii) Marking of each others coursework assignments

iv) One teacher marking all of the assignments

It is important to remember that if one teacher marks more generously than the others, all the candidates in that centre will suffer because all marks will be adjusted downwards. In extreme cases, all of the work from a centre will be requested and remarked accordingly.

ii) Incorrect application of higher levels

In AO1, candidates must produce a developed explanation if Level 3 is to be awarded and similarly a sustained argument for Level 4 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 be awarded Level 3. A candidate must make positive use of the provenance for that level to be reached. That will involve explaining how the evidence of the source helps in the understanding of the past. Level 4 should be awarded when the answer is focused clearly upon the question set and the candidate has integrated sources and own knowledge in the response.

2: Word limit

In recent years, concern was expressed about the number of assignments that are going beyond the 1500 word limit. In some cases, candidates write many thousands of words and inevitably are able to cover issues more effectively than those that attempt to conform to the limit in the specification. Accordingly, all teachers are asked to ensure that candidates conform more closely to the word limit and that they refrain from presenting lengthy descriptive passages that do little or nothing to improve the quality of an answer. It is clear that some centres encourage candidates to disregard the word limit and write excessively. In practice, it is acceptable for assignments to exceed the word limit by up to one thousand words. Beyond that, moderators have to consider whether assignments that have been produced under such conditions are genuinely of better quality than assignments in which there has been a real effort to keep to the word limit. In particular, teachers are reminded that Levels 3 and 4 in the mark schemes require students to 'select' material and not to include everything that may be 'relevant'. Level 2 requires candidates to be 'relevant'.

3: Help given to candidates

Centres are reminded that details of the degree of help that students can be given is set out in the Teachers' Guide. All teachers are requested to read the Guide and observe the parameters therein.

4: Use of sub-headings

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

Coursework Authentication sheets

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

The Sample

The following steps should then be taken once marking and internal moderation has been completed and the OPTEMS form has been received in April.

- The work of candidates indicated with an asterisk should be selected for the sample, along with the highest and lowest scoring candidates. The lowest scoring candidate should be selected irrespective of whether all work and questions have been completed.
- Front-sheets should be completed for the candidates selected for the sample. A copy of the front-sheet will be found at the back of the specification and should be photocopied as appropriate. The front-sheet must be signed by the supervising teacher.
- Front-sheets should be fastened to the front of each candidate's work. Both assignments for each candidate should be fastened together. Centres should not send separate batches of the two assignments.
- Coursework Authentication Sheets must also be included.
- Centres are requested to avoid the use as far as possible of plastic files, ring binders or any other form of binding. The two assignments and the front-sheet should be fastened together with a paper clip or a staple.
- The specification also contains the Coursework Pro-forma to inform the moderator of the circumstances under which coursework has been completed.
- Along with the sampled work, centres should also send copies of the assignments used and the markschemes.
- If candidates' work has been lost, misplaced or is unavailable for any reason, Edexcel must be informed as soon as possible. A copy of the letter received confirming notification of the missing work should be included with the sample. Additional samples should be included to replace the missing work.
- Moderators are not allowed to accept explanations of missing work from centres unless they accompanied by evidence that Edexcel has been informed.

- Centres should also include with the sample the 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.

Statistics

1335 Overall Grade Boundaries

| Grade | Max. Mark | A* | A | B | C | D | E | F | G | U |
|----------------------------------|-----------|----|----|----|----|----|----|----|----|---|
| Overall subject grade boundaries | 100 | 76 | 68 | 60 | 53 | 43 | 33 | 23 | 13 | 0 |

1335 Paper 1 Grade Boundaries

| Grade | Max. Mark | A | C | F |
|--------------------------|-----------|----|----|----|
| Paper 1 grade boundaries | 70 | 48 | 37 | 16 |

1335 Paper 2 Grade Boundaries

| Grade | Max. Mark | A | C | F |
|--------------------------|-----------|----|----|----|
| Paper 2 grade boundaries | 60 | 40 | 31 | 13 |

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 | 61 | 56 | 51 | 47 | 39 | 31 | 23 | 15 | 0 |

3335 Paper 1 Grade Boundaries

| Grade | Max. Mark | A | C | F |
|--------------------------|-----------|----|----|----|
| Paper 1 grade boundaries | 70 | 48 | 37 | 16 |

3335 Paper 2 Grade Boundaries

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

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