

GCSE

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History (1336/3336)

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Examiners' Report

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A1: Britain c.1815 - c.1850

Introduction

It was pleasing to note a greater comparability of candidates' ability across the three options this year. This allowed for a wide differentiation throughout.

The questions were all accessible although there were marked preferences where choice was allowed (see reports on individual papers). Very few candidates were unable to answer the correct number of questions.

As centres and candidates are now confident with the style of questions and the requirements of the examination many answers were written at length. The standard of written communication was good. However, the amount of knowledge displayed varied widely. The Depth Study is exactly that, covering a short period in depth. Therefore, questions are set which are specific to an event or a period of time and candidates are expected to have some precise knowledge. The best candidates were able to demonstrate understanding of the historical context of the period studied. There is a noticeable weakness in focusing on the specific question asked, and candidates are well advised to read the whole question before beginning an answer. Too often the topic was recognised and an answer was written which referred to a question in a previous paper. Even those who planned an answer tended to move away from the plan once they had embarked on the full essay.

Question 1(a) in all options still produced responses which considered reliability, and, as the topics were well known, included own knowledge. There are no marks for either of these.

General Comments

There were many competent scripts but fewer excellent ones this year. Problems were caused by a failure to read the questions closely enough. One weakness that was apparent this year was not what the candidates had learned, but what they had not 'unlearned'. This Depth Study is more familiar to candidates than the other two and they frequently apply their own known world into their answers. Thus too many stated that the government funded the railway building and were responsible for paying poor relief. There was also little understanding that class differences were not an issue with the majority of people of the time. It is well to remember that 'the past is a different country' even when dealing with Britain.

Question 1

(a) Study sources A, B and C.

What can you learn from these sources about people's attitudes to travelling by train in the 1830s and 1840s?

- Most candidates could reach Level 2 quite easily by using A and C to show the physical differences of railway travel, or by correctly supporting an attitude from B.
- Answers which went beyond considerations of comfort to show peoples' enthusiasm reached Level 3.
- There was a problem in understanding that the railway reflected the divisions in society rather than creating them.

- Source A was frequently seen in terms of comfort rather than numbers.
- Some candidates used C well to explain that '*he complains about the comfort but not the means of travelling*', or '*people were so intrigued by the railways that despite the uncomfortable conditions they still used them.*'

(b) Use your own knowledge to explain why the building of railways increased employment in Britain between 1830 and 1850.

- This question differentiated well.
- Few had problems with this question apart from those who misread it and wrote about the growth of railways.
- There was good knowledge of the variety of jobs in building and running the railways.
- Many candidates scored in Level 3 by looking at the indirect impact on employment eg sea side towns, demand for raw materials. A few commented on the effect of railways on the economy as a whole.

(ci) In what ways did the railways help to change the health and leisure of people in Britain in the 18360s and 1840s?

- This question also produced a good range of answers.
- Weak candidates made general comments about the impact of railways, not focusing on issues in question.
- Level 2 answers described the changes in health well, both positive and negative, and the ability to go to the seaside.
- Level 3 candidates could demonstrate impact on both health and leisure with details of a range of new activities eg walking, books, newspapers, football. A few spoke of the introduction of Bank Holidays.

(cii) Why was there opposition to the building and use of railways?

- A well known topic producing answers of good length.
- Majority stayed in Level 2 because they gave a list of people who opposed without analysis.
- Not all could produce opposition to use of railways.
- Frequent assertion that government refused to pay the high costs.
- Best answers looked at types of opposition and then gave examples.
- There was some blurring of *problems of building* with *opposition to*.
- Some candidates included current environmental arguments.

Question 2

Did the 1832 Reform Act improve the electoral system in Britain? Explain your answer.

- A straightforward question producing a number of strong answers.
- The problems of the political system before 1832 were well known.
- Disappointing number did not know the exact terms of the 1832 Act which held them in Level 2.
- Best answers could discuss the aims of the government and assess how well they were met.
- A few equated corruption to rotten boroughs.
- A few also failed to register the date in the third bullet point.

Question 3

Why did Parliament pass the Poor Law Amendment Act in 1834? Explain your answer.

- The question produced fewer really strong answers.
- Again, many knew the problems before 1834 but fewer were confident of the terms of the 1834 Act.
- There was heavy reliance on the bullet points although not all could add to the one on the Swing riots and there were a number who described Chadwick's work on Public Health.
- In order to score highly, candidates needed to know both economic and political reasons for the Act. Those who saw significance in the date given did well.

Question 4 (3336 short course)

Was the leadership of Fergus O'Connor the main reason why the Chartists failed to achieve their aims? Explain your answer.

No candidate answered this question.

B1: The American West: c.1840 - c.1895

General comments

This year there were no problems with the topics covered by the questions in terms of access. There continues to be a problem with subject knowledge, particularly when there are constraints of dates in the question. Too often, answers to Q1(ci) and Q2 brought in out of period knowledge. This lack of precise knowledge is holding back able candidates from the highest level. There was also a tendency to see a familiar topic and answer a question that had been prepared earlier rather than the one given.

Question 1

(a) Study sources A, B and C.

What can you learn from these sources about the role of Plains Indian men?

- Candidates could reach Level 3 by supporting their inferences from these sources. Unfortunately, a number simply asserted the role of the men without clear reference to the sources.
- Own knowledge was introduced by many candidates.
- The term 'role' proved problematic. A number of candidates concentrated on the importance of the Indian men. Others supported the proposition that they were savages.

(b) Use your own knowledge to explain how the Plains Indians based their way of life on what was available on the Plains.

This question produced a good range of answers and differentiated clearly between the levels.

- The majority of answers scored in Level 2 with descriptions of the uses of the buffalo.
- There was wide knowledge of the tipi and its adaptation to Plains life.
- Candidates could move into Level 3 by talking of the nomadic lifestyle.
- Those who considered the constraints of weather and geography on social and spiritual life produced excellent answers; eg '*the fact that the Plains were such hard places to live in created notions like sustainable warfare: using coup and acts of bravery in war instead of actual killing. This resulted in men being able to hone their skills and survive to hunt and protect another day.*'

(ci) Explain how the arrival of white settlers on the Plains affected the way of life of the Plains Indians in the years 1840-70.

This was overwhelmingly the more popular choice of the (c) questions. As a result it produced answers covering a wide range.

- All candidates were familiar with the conflict between white men and Indians and so there were a great deal of answers in Level 2, telling the story of this conflict. But there was a wide variation within that level in terms of accuracy of knowledge and accurate identification of the period given. There was much out of period information which took up valuable time for no marks.

- A great many answers concentrated on the story of the arrival of white settlers on the Plains with the impact on the Indians only implied or asserted.
- Most answers made some reference to the destruction of buffalo and conflict over land.
- There were some more sensitive answers which also recognised the impact on the Indians of the early settlers - disease, guns, alcohol and the attempts to civilise/Christianise the tribes.
- The best answers were able to consider the change of impact over time, recognising that not all white groups had the same attitude to Indians, and the differences between those who crossed the Plains and those who settled.

(cii) In what ways did government policy towards the Plains Indians change after the Battle of Little Big Horn in 1876?

This was far less popular but again produced a range of answers. As the content for this question was far more definite, those who were well prepared scored highly.

- Fewer answers described the Battle of Little Big Horn this time, although most were aware of its outcome.
- A few worrying answers argued that the Indians had to be treated better after the Battle as they had gained respect.
- Candidates who had reached the end of the course were able to write well structured answers explaining the fate of the Plains Indians.

Question 2

Was a desire to get rich the main reason why early settlers travelled to the West in large numbers in the 1840s and 1850s? Explain your answer.

This was the more popular choice of the essays but produced fewer high level answers.

- There was a problem with the dates given. Too many answered the question from a previous year on settling the Plains after 1860, and included ex slaves, and the railway which are out of period.
- Those who held to the correct period had varying degrees of knowledge. A common error was to attribute the discovery of gold to the Black Hills.
- Weaker candidates relied heavily on the bullet points. These showed some misunderstanding between wagon trains and railways and a worrying number who did not associate Salt Lake City with the Mormons.
- Many answers were narrative rather than analytical, offering information on a number of different groups.

However there were also pleasing responses which looked at the relevant push and pull factors and could refer to such precise information as the potato famine in Ireland. Once secure in the time frame candidates could produce reasoned answers.

Question 3

Was technology the most important factor in solving the problems of the Homesteaders? Explain your answer.

Although less popular, this question was generally answered confidently and allowed candidates to show their knowledge of farming on the Plains.

- Again an issue of focus - too many candidates answered a question which 'they had prepared earlier' about problems and solutions of farming. This held their answers in Level 2.
- The correct identification of factors remains a problem for some. Simply agreeing with the proposition of the question led to the assertion that all improvements were new technology including dry farming and new crops.
- There were a number who produced 'learnt' lists of problems and solutions.
- Those candidates who were secure with factors of change could, and did, score highly.

Question 8 (3336 short course)

Was Joseph McCoy the important individual in the development of the cattle industry, 1865-85? Explain your answer.

This was answered well by a majority of candidates.

- It was particularly pleasing to see that many candidates really used the bullet points as effective prompts.
- Knowledge of Joseph McCoy was generally secure but candidates were less confident on Goodnight and Iliff - although they were able to recall the major salient points ie new routes and open range ranching.
- The bullet points reminded many candidates of the new markets for beef among US soldiers and Indians which enabled them to develop these to achieve a secure Level 2 or Level 3.
- A number of candidates understood that a comparison of contributions was needed. Comparison and judgement was done much more confidently in this answer than in Q6 and Q7.

C1: GERMANY c.1919- c.1945

General Comments

Once again, the exam worked well for the vast majority of candidates. Questions were generally accessible to the students, and the responses indicated a wide range in quality of answers. A disappointing general characteristic of some candidates' answers this year was an evident inability to organise their responses so as directly to address the question right from the start. Students are not, of course, penalised by the examiner for the inclusion of irrelevant material, but the writing of such lengthy irrelevant passages is not the most productive use of the students' time in the exam. The questions were precise in their requirements for content and dates, few answers matched that precision.

Question 1

(a) Study sources A, B and C/

What can you learn from these sources about the ways in which the German people reacted to the hyperinflation of 1923?

- Many candidates were able to reach Level 2 by making valid inferences from the sources separately.
- Only a minority were able to link the sources and draw common inferences from them: *'Both A and C show that people used whatever they had to the best of their advantage and reacted with common sense and resourcefulness.'*
- The weaker candidates simply paraphrased the content of the sources and a number introduced their own knowledge.
- Source C caused problems. The general failure to link this to B suggests that students were not confident in the meaning of 'barter'.
- There was evidence that some centres have stressed the need to link sources but their candidates were doing this without a valid reason.

(b) Use your own knowledge to explain why Germany was so badly affected by the Wall Street Crash in 1929.

- A significant number of candidates used the sources to help answer this question, when clearly the instructions said 'own knowledge'.
- Whilst there were some good answers which were focussed on how/why the German economy was dependent upon the USA, too many candidates took their answers right back to the terms of the Treaty of Versailles.
- Many students stated that the loans were used only to repay reparations, and then went on to claim that it was the inability to pay reparations that led to the economic collapse of 1930.
- A lot of students confused 1929 with 1923 and claimed that the Wall Street Crash led to the French occupation of the Ruhr and hyperinflation.
- Good answers analysed not just the economic effects, but also the refusal of Weimar to buy its way out of the crisis, fearing another inflation, and the collapse of democracy and the increasing appeal of extremist parties.

(ci) Explain why the Weimar republic was able to recover from the financial crisis of 1923.

- This was the least popular of the (c) questions - a pity, as it was straightforward and generally done well.
- Many candidates obviously knew a good deal about the work of Stresemann and the nature of the 'Golden Twenties'.
- Most students comfortably reached Level 2 by describing the Dawes Plan etc, but to reach Level 3 the students needed to go on to explain how significant this was and why it was important.
- The better candidates were able to link improved international relationships to improved trade and a consequent boost to the German economy and/or (less frequently) to question just how successful Stresemann was, given Germany's dependence upon the USA.

(cii) In what ways did Hitler successfully build up support for the Nazi party in the years 1929-33?

- A lot more popular, but not done as well. Only a disappointing minority of responses demonstrated an understanding of the significance of the 1929-33 context to explain how and why the Nazi Party, after its years of obscurity, gained widespread support only after the onset of the Depression.
- There were a high number of Level 2 answers- describing Hitler's charisma, his promises to get rid of the Treaty of Versailles, effective propaganda etc, but without being specific to the period 1929-1933. This is surprising as they had just answered (b) about the events of 1929.
- Credit was given to answers that went down to December 1933, and this helped weaker candidates to gain marks. Describing the Reichstag Fire and saying that this led to more people supporting the Nazis gained Level 2, but better answers explained how Hitler was able to use the 'Fire' to play on the fears of Communism.
- Some candidates read the question as 'how did the Nazis come to power' and thus lost focus.
- Some answers contained details that were more appropriate to later on in Nazi rule, such as control in schools, fear, concentration camps, job creation etc.

Question 2

Why was there little open resistance to Nazi rule in the years 1933-41? Explain your answer

- This was the least popular of the essay questions. However, it offered the candidates a more defined structure and thus stronger candidates scored well.
- The weaker candidates did not go beyond the bullet points provided. Nevertheless, it was both surprising and pleasing to note how many students understood the significance of the Concordat.
- Better answers went beyond the prompts to demonstrate the effects of Nazi control of the media, of legislation and of law enforcement etc. Not all candidates covered all these areas; terror was the most popular aspect to be addressed, but answers often wandered off into descriptions of concentration camps and the Holocaust. For Level 3, students needed to explain what impact the terror had and to be able to offer specific examples of the use of

terror (such as referring to the Night of the Long Knives and showing the impact that this had upon other opposition groups).

- Disappointingly, few candidates introduced examples of resistance (the White Rose Group etc) and were able to show the consequences on those who were caught. Merely listing opponents only gained Level 2 - it was necessary to explain *why* they failed to get into Level 3.
- There were some pertinent remarks about the lack of 'open' resistance with candidates accepting that covert opposition, even in the passive form of grumbling, existed widely.
- Only occasionally did one encounter responses that combined such an analysis of the Nazis' use of repression and control with a developed and well-supported explanation of how the Nazis also deterred opposition by meeting popular needs and aspirations (some of which the Nazis themselves had generated in the first place).

Question 3

Was the main purpose of the Nazi curriculum in schools to prepare boys to be soldiers? Explain your answer.

- This was the most popular choice, but many students struggled on this question because of their lack of knowledge as to precisely what was taught in schools and why. This was perhaps the reason why many candidates readily agreed with the hypothesis instead of seeing the wider purpose of schools.
- Good answers contained details of the curriculum and its link to wider society under the Nazis, but many tried to link everything to being a soldier.
- Also many students only went as far as seeing the role of girls to be housewives/mothers but did not move on to show how this related to ideas of Aryan racial supremacy etc. Not all students realised that girls had largely the same curriculum as boys and they too did P.E. and Race Science. One misconception was that the Nazis created single sex schools - in fact the vast majority of secondary schools were single sex before 1933, so only a small number of mixed sex schools were closed by the Nazis.
- Too many candidates introduced too much detail on the Nazi youth movements, and this could only achieve Level 2.
- Another feature often encountered in weaker answers was based upon the dubious logic that the provision of a different curriculum for girls *proved* that the boys were being prepared for military service, and/or the fact that 15% of the school timetable was assigned to P.E. *proved* that the boys were being prepared for life as a soldier.

Question 12 (3336 short course)

Was the loss of land the most important reason why many German people hated the Treaty of Versailles? Explain your answer.

There was a definite improvement in the standard of this paper this year, and some good answers were produced. While a number of students confined their answer to total agreement with the question's hypothesis, many were obviously well prepared for this topic and were able to produce detailed answers relating to hatred for *all* the major terms of the Treaty of Versailles. Also a few candidates then went on to demonstrate the long-term consequences of the Treaty.

P1: History of Medicine

General Comments

The examination was accessible to most candidates and differentiated successfully across the whole range of ability. Few candidates seemed to run out of time and some of the answers to the extension unit were particularly impressive. Nevertheless, there were some examples of serious gaps in knowledge and problems with chronology which hampered some students.

Question 4

- a) *Study sources D, E and F. What can we learn from these sources about the ways religion has influenced the treatment of illness? Explain your answer using these sources.*

Some students still like to start by describing the source, commenting on usefulness or giving an overall introduction to set the sources in context - as was stated in last year's report, no marks are available for own knowledge or source evaluation in this question since the question requires candidates to make inferences from three specific sources, and therefore these introductions are really a waste of candidates' time.

Most were comfortable with the source about the plague and easily identified the idea that the flagellants saw the cause and cure of the Black Death in religious terms. They were less confident about source E but most could explain that nuns cared for the sick as a religious duty although the idea that people turned to the nuns rather than doctors sometimes led to invalid comments. Source F was more difficult to use and not all candidates understood that this report did not suggest patients rejected hospital treatment in favour of faith healing.

This question did not ask about change over time, just the range of ways in which religious ideas have affected the treatment available, which many candidates were able to do well. There were also very good comments made about the role played by religion in helping/hindering medical treatment.

- b) *Use your own knowledge. In what ways did the discoveries of the renaissance period lead to improvements in medical knowledge in the sixteenth and seventeenth centuries? Explain your answer.*

Most candidates identified the Renaissance period and could give detailed descriptions of the work of Vesalius, Harvey, Paré, etc. but an equally valid approach was to discuss inventions such as printing or discoveries of new drugs from America. Candidates found it more difficult to show how these discoveries advanced knowledge and some answers were basically 'prepared' work explaining key features of the Renaissance period, eg the decline of the Church's influence, why Galen had remained so important, or why the developments of the Renaissance had so little immediate impact on treatment. There were, however, a number of detailed and well thought out answers given. Unfortunately, answers discussing Galen, Hippocrates, Pasteur, Simpson, Lister etc, although sometimes very well learnt, could not be rewarded. In the 2005 examination it was noted that some students were insecure in chronology and this is a matter which is central to the idea of a

development study. The Renaissance is named in the specification and therefore candidates should be able to recognise the term and identify relevant individuals and details.

c) *Study source G. Why have many medical advances since 1860 been made by research teams? Use the source and your own knowledge of advances in medicine since 1860 to explain your answer.*

Many answers here were disappointing in view of the fact that research teams are mentioned in the specification. Most candidates recognised that the question was asking about the advantages of team work over individuals and could explain the advantages of speed, 'two brains are better than one', exchanging ideas, checking each other's work and identifying mistakes, having specialisms within a team, getting funding for expensive equipment etc but few could provide examples to back up their comments. There were a lot of answers which discussed individuals building on others' work, eg Pasteur and Koch, or Fleming, Florey and Chain, but few genuine teams were known.

However, a number of candidates interpreted this question to mean 'Why were so many medical advances made since 1860?' and wrote detailed accounts of the work of Pasteur, Snow, Lister or Simpson, described improvements in Public Health or talked about factors such as rivalry or government funding advancing medical knowledge. Although this knowledge was rewarded wherever possible, answers that do not focus on the question cannot score highly and therefore candidates need to be reminded to analyse the whole question when they plan their answer and not just focus on a phrase or the topic.

Question 5 - Extension unit 1

How much did medical knowledge and treatment advance during the Ancient Egyptian period? Explain your answer.

This was a very straightforward question and candidates generally responded very well. In some cases the answer focused on the three bullet points but many candidates provided detailed answers covering hygiene, embalming, surgery, medical knowledge, the idea of blocked channels, the use of amulets etc. Most candidates were also able to provide some comment about whether medicine had advanced, while a number of excellent answers weighed different aspects of Egyptian medicine to give an overall judgement.

Question 6 - Extension unit 2

How much did care for the sick in hospitals change in the period from the mid-nineteenth century to the end of the twentieth century? Explain your answer.

This was the least popular question and was rarely well done. Answers tended to focus on the work of Florence Nightingale and the improved training of nurses and the establishment of the NHS. Very few candidates could use the bullet point about the cost of intensive care and there seemed to be little additional knowledge about care in hospitals.

Question 7 - Extension unit 3

Which has been more important as a factor affecting the development of surgery during the twentieth century - warfare or improvements in technology? Explain your answer

This extension question was not as popular as in previous years and the standard of answers was disappointing. Many students gave their prepared answer on war and medicine, writing about Paré and penicillin and failing to recognise the focus on 20th century surgery. However, it was surprising to see how little candidates could say about the role of technology since technology, X rays, “high tech” medicine and surgery is part of the specification for the core

Quality of Written Communication

Although most answers could be understood candidates should be reminded that poor grammar, such as ‘would of’, confusion between ‘has’ and ‘as’, and poor spelling and punctuation can affect the meaning of their work and the mark they receive. Text language such as ‘gonna’ and abbreviations such as ‘4’ instead of ‘for’ are not acceptable. The lack of capital letters for names was also noticeable .

Where candidates had not answered the two parts of the paper in separate booklets most centres had provided a photocopied version for the second examiner, which was very helpful. Centres are also asked to remind candidates to list the question numbers they have answered on the front of the booklet - this is especially helpful for examiners when they are marking the extension units.

Q1: Crime, Punishment and Protest

General Comments

The examination was accessible to most candidates and differentiated successfully across the whole range of ability. Few candidates seemed to run out of time and some of the answers to the extension unit were particularly impressive. Nevertheless, there were some examples of serious gaps in knowledge and problems with chronology which hampered some students.

Question 4

- a) *Study sources D, E and F. What can you learn from these sources about the reasons why these crimes were committed by young people in the period from the sixteenth century to the present day? Explain your answer using these sources.*

Some students still like to start by describing the source, commenting on usefulness or giving an overall introduction to set the sources in context - as was stated in last year's report, no marks are available for own knowledge or source evaluation in this question since the question requires candidates to make inferences from 3 specific sources, and therefore these introductions are really a waste of candidates' time.

Most candidates easily identified 'need' as the key motive for the crimes in sources D and E and contrasted that with the vandalism in source F. However, other answers were also valid, such as the role of peer pressure or theft of the car radios showing continuity in the way goods were stolen in order to be sold and gain cash.

- b) *Use your own knowledge. In what ways has the treatment of young offenders changed since the early nineteenth century? Explain your answer.*

Most candidates explained that young offenders are no longer treated in the same way as adults and would normally be sent to a young offenders institute rather than a prison. They could also explain that punishments are generally less physical now, for example the death penalty has been abolished. However, few could give the more detailed answers that reached Level 3.

- c) *Study source G and use your own knowledge. Why did the methods of law enforcement change so much during the nineteenth and twentieth centuries? Use the source and your own knowledge to explain your answer.*

There were a number of very pleasing answers to this question. Candidates could explain about the establishment of the police force and changes in its organisation such as specialist departments. They also used Source G to explain the need for police to use cars etc and then went on to discuss the way the police needed to respond to other changes such as computer crime. There was a good use of own knowledge in these answers but unfortunately some candidates failed to use source G and were therefore limited in the marks awarded to them. Other candidates did little more than elaborate on the points in source G and failed to display additional knowledge, which also limited the marks available to them.

Question 5 - Extension unit 1

How effective were the Anglo-Saxon methods of dealing with crime? Explain your answer.

This extension unit continues to grow in popularity and it was often very well done. Candidates could explain various features of the Anglo-Saxon system of law and order and included thoughtful discussion of the idea of communal responsibility in a tithing, the compensation aspect and deterrent effect of *wegild*, and the role of religion.

Question 6 - Extension Unit 2

How effectively did the authorities deal with the challenges to law and order from the Suffragettes? Explain your answer.

This question did not seem as popular as in recent years. There were some excellent answers which examined the difficulties faced by the authorities in dealing with the Suffragettes' tactics while also responding to public opinion but a large number of answers focused on the Cat and Mouse Act and Emily Davison without any consideration of other tactics.

Question 7 - Extension Unit 3

Why did the number of trials for witchcraft grow to a peak in the mid seventeenth century?

As always, this was the most popular question and the standard of answers was very pleasing. Most candidates went beyond explanations of why people feared witches and descriptions of swimming a witch to give a focused answer explaining how James' book and the activities of Hopkins fuelled existing fears to create an increase in trials for witchcraft. A number of candidates had a good sense of context and could also explain why events of the 16th and 17th centuries contributed to social instability and why the number of trials then declined in the 18th century.

Quality of Written Communication

Although most answers could be understood candidates should be reminded that poor grammar, such as 'would of', confusion between 'has' and 'as', and poor spelling and punctuation can affect the meaning of their work and the mark they receive. Text language such as 'gonna' and abbreviations such as '4' instead of 'for' are not acceptable. The lack of capital letters for names was also noticeable.

Where candidates had not answered the two parts of the paper in separate booklets most centres had provided a photocopied version for the second examiner, which was very helpful. Centres are also asked to remind candidates to list the question numbers they have answered on the front of the booklet - this is especially helpful for examiners when they are marking the extension units.

Paper 21: Medicine

General Comments

This year's enquiry focussed on the significance of Edward Jenner's work with vaccination against smallpox. Candidates this year coped more confidently with the format of the answer booklet designed to allow online marking. Examiners noted that candidates had clearly been prepared this year for the implications of this new format, and fewer spent too long on the early questions in an attempt to fill the space provided. There was still some evidence this year of space filled with needless repetition and we suggest that teachers do remind candidates preparing for the 2007 examination that examiners do not expect them to use all the lines provided. Q1-Q7 will again be given a double page spread and this will also make it easier for candidates to see at a glance the mark weighting for the question. The last question will be given three pages.

Question 1

Study Sources A and B. What can you learn from Sources A and B about the importance of Edward Jenner's work?

This provided an easy first question, with many candidates gaining the full 6 marks. A small minority lost marks because they did not use the sources and wrote about Jenner generally or did not support their inferences from the sources. Source B was more often used than Source A. With the latter some picked up on the significance of the Royal Jennerian Society, '*The fact that Jenner had a Society named after him, and created specifically so his findings could be put to the public benefit quite clearly shows the importance of his work.*' Many wasted time (and space) by describing the source, repeating the caption or evaluating the source for reliability. Quite a high proportion of candidates required an extra sheet for this question in spite of the extra space given to it in this year's booklet, and they really devoted too much time and space to it. Good practice for future examinations would involve the making of one developed inference with explicit support from two sources.

Question 2

*Study Source C and use your own knowledge.
Explain how Jenner discovered the vaccine he described in this booklet.*

Some candidates tended to answer this question with a story-like approach and with some confusion of detail over the use of source C and the involvement of the dairy maid - who some thought had been given small-pox. Most candidates were aware of the importance of Jenner observing the milkmaids and testing the theory. Own knowledge often took the form of reference to Lady Montague, Jenner's background and training, details of the experiment naming Sarah Nelmes and James Phipps and to the fact that Jenner did not know why his method worked. The better responses moved from story to an analysis of the process of discovery. There was mention of '*individual brilliance*', '*vigorous research*', '*sheer persistence*', '*meticulous scientific method and testing*'. The following response highlighted the importance of observation: '*Jenner would not have discovered this vaccine had he not been so observant. He monitored his patients closely and recorded any changes in their condition. This allowed him to identify any similarities between the cases, such as*

the fact that milkmaids did not catch smallpox. He was also very methodical in what he did and replicated the milkmaids' situation carefully.'

Some confusion occurred over whether the vaccination was for the prevention of smallpox, with some students mistakenly saying that Jenner's discovery was to prevent cowpox. It was noted that a few students confused Jenner's discovery with Pasteur's discovery of a vaccination and mistakenly discussed experiments involving chickens.

Question 3

Study source D. How does the cartoonist get his message across in this cartoon? Explain your answer, using source D.

Candidates generally responded well to this question. There was good comprehension and inference from the cartoon details with linkage to an anti-vaccine message. Those with an understanding of the cartoon managed to get across the notion that it sought to play upon fears of being injected with an animal substance. However, a substantial minority of candidates failed to discern that the cartoon was lampooning Jenner, suggesting rather it was an advert for vaccination. Some candidates who clearly did understand the message or the techniques of the cartoonist, lost marks by not making specific reference to details in the source to support the comments they made. Many who saw that the cartoonist was using exaggeration or horrific images to scare people would have scored very highly if their references to the visual had been more specific- either in terms of the aspects which were horrific, or in terms of what Gillray was trying to scare people about.

Question 4

Study Sources C, D and E and use your own knowledge.

Why did many people oppose Jenner's method of vaccination? Explain your answer, using your own knowledge and Sources C, D and E.

This question was particularly well done. Candidates used sources D and E effectively to offer a number of reasons for opposition. Source C was less well used. Most candidates concentrated on the unsightly effect of cow-pox sores, but some were also able to consider initial difficulties of acceptance of the ideas and combine that with the fears induced by the cartoon. Candidates were quick to spot and develop the significance of the opposition from vested interests indicated in source E, and there were many perceptive answers which commented on the influence of the church at the time and hence the opposition generated by clergy's sermons. Although some candidates lost marks by omitting additional material from their own knowledge, most did either provide additional contextual material to expand on the points raised by the sources, or use their own knowledge to extend the range of reasons. Many candidates commented that Jenner's own inability to explain why the vaccine worked contributed to the initial opposition to it.

Question 5

Study sources D, E and F. How far can we rely on the impression Edward Jenner gives in Source F about vaccination and its enemies? Explain your answer, using Sources D, E and F.

High level responses to this question required both a clear analysis of source F to identify the nature of the impression given by Jenner and an understanding of how to go about using sources to corroborate claims. Many candidates lost marks by offering only implicit analysis of F, or by concentrating only on F - assuming its reliability on the basis of Jenner's own ability to offer comment - although the source caption did prompt many to think carefully about the content of an article designed to persuade. For example, some noted that Jenner's purpose of persuasion may have influenced him to omit mentioning any dangers from vaccination, but only the better answers then went on to use the evidence of E to confirm that vaccination was indeed safe.

The majority of candidates did cross refer and they used the collection of sources well to comment on support for an aspect of Jenner's claims. There were two main thrusts to students' responses. These either focused on the reliability of Jenner's characterisation of his 'enemies', or the claims made by Jenner about the 'safety' of his vaccine. Source E's statements about government involvement and the eradication of smallpox were often used to confirm that Jenner's claims about safety were reliable. There were a number of valid approaches, such as drawing on the popularity of Gillray as a means of validating Jenner's claim about the extent of opposition, or Gillray's exaggerated/unrealistic portrayal of the alleged side-effects as suggesting an irrational response that confirmed Jenner's statement about 'nasty and unfounded' opposition. This was often connected to the quotation about 'ox-faced boys', etc. Good links were also made to the self-interested motivation of the inoculators, as detailed in Source E. Some assessments of the reliability or otherwise of Joan Lane as a historian weakened the responses when candidates assumed that remoteness from the events automatically connoted unreliability.

Question 6

Study Sources G and H. Compare the value of sources G and H for someone enquiring into the importance of Jenner's work with vaccination. Explain your answer, using Sources G and H.

The focus of the question was on evaluating sources. A number of candidates treated the task as though they were being asked to 'do' the enquiry ie as if the question was 'what was the importance of Jenner's work?' Others saw it as a comprehension and inference task ie as if the question were 'what can you learn from these sources about the importance of Jenner's work?' Both these approaches limit the credit candidates can gain because their answers remain focussed on the content of the sources, rather than what the sources can contribute in the light of their content nature and origin.

However, there were very few answers which were based simply on whether the source was primary and although the majority of answers were based around the content of the sources, this content was being used to explain how it helps us to know that Jenner was important. A few answers still assumed that reliability and value are the same thing.

Most candidates realised the need to use both sources. Opinion was divided about which source was more useful and there were nice examples of thoughtful differentiation, suggesting that H's value, given its nature, lay in the implication of

public recognition whereas G gave an indication of extent to which the vaccination was effective. There were very many interesting comments on source H. The fact that Source H had been produced by a museum allowed students to comment on the possibility of a vested interest of promoting Jenner. Conversely, some advanced the notion that a museum should function as a responsible guardian of the past. A combination of these views produced some excellent comments on the value of H as a reliable indicator of eminence and recognition, but tending to emphasise Jenner's good points. Such analysis was sometimes combined with comment that the simple fact of a museum dedicated to Jenner was also a reliable and valuable indicator of his importance.

Question 7

Study sources E and I. In what ways do these historians differ in their views about the importance of Jenner's work? Explain your answer, using Sources E and I.

The sources were clearly understood by the majority of candidates. Most candidates were able to match the sources and identify differences of detail. Most candidates highlighted differences by focusing on either 'luck' v 'landmark' or 'dead-end' v 'landmark'. Few candidates went on to note that differences stemmed from different perspectives - one historian concentrating on the significance of wiping out one killer disease and the other basing his assessment on the significance of this discovery for progress in fighting disease as a whole. Many candidates had by this stage in the paper come to a view of Jenner's significance and were dismissive of source I, attributing the views to jealousy, stupidity and so on. This did not help them make good use of the source.

Question 8

Study sources E, G and I and use your own knowledge. How important do you think Edward Jenner's contribution was to the fight against infectious disease? Explain your answer, using your own knowledge, Sources E, G and I and any other sources you find helpful.

Candidates engaged well with this issue, but a worrying number of extremely well-argued responses depressed the marks available to them by offering nothing at all from their own knowledge. A very few lost marks by using only own knowledge and not making explicit use of the sources. Where candidates are asked to use sources and their own knowledge, marks are allocated to both. Candidates who do not combine sources and own knowledge, limit the number of marks they can gain in the question. However most candidates were able to explain a contribution that Jenner made to the fight against disease, picking up on the points made in source E about the eradication of smallpox, and the evidence of source G of the fall in death rates from smallpox. Others preferred to use source I to argue that his contribution was limited. Those who took this route were often more successful in combining sources and own knowledge. They pointed out that Jenner was unable to explain how the vaccine worked, and argued that the later work of Pasteur and Koch was more significant in the fight against infectious disease generally. At the higher levels, a balanced and reasoned argument was offered, considering both the limitations and the significance of what Jenner achieved.

The following extract gives the flavour of some of the impressive work produced in answer to this question. *'Edward Jenner's discovery did lead to the development of vaccination, however, Jenner was unable to explain his discovery. Source I describes*

it as a cul-de-sac. Although the vaccination led to huge reductions in numbers dieing from smallpox, as shown in source G, it did not lead to immediate advances of other vaccinations. This meant that the discovery at the time furthered no more than the reduction in the number of deaths from smallpox. However, as source E shows, it did lead to an "Act in 1867" which made "infant vaccination compulsory". This was a huge advance for government on their treatment towards medicine, previously they had had a laissez faire attitude....

I feel other developments such as Pasteur's germ theory and his discovery of the way vaccines worked with the chicken cholera experiments were more important as they led to a change which could be built upon by others. Jenner's discovery did lead to the eradication of smallpox, however, and was an important step along the way of reducing infectious disease.'

Paper 22: Crime, Punishment and Protest

General Comments

This year's enquiry focused on prisons and transportation as punishments in the eighteenth and nineteenth centuries. Candidates this year coped more confidently with the format of the answer booklet designed to allow online marking. Examiners noted that candidates had clearly been prepared this year for the implications of this new format, and fewer spent too long on the early questions in an attempt to fill the space provided. There was still some evidence this year of space filled with needless repetition and we suggest that teachers do remind candidates preparing for the 2007 examination that examiners do not expect them to use all the lines provided. Q1-Q7 will again be given a double page spread and this will also make it easier for candidates to see at a glance the mark weighting for the question. The last question will be given three pages.

Question 1

Study Sources E, F and G. How far do sources F and G support the impression Sydney Smith gives of the life of prisoners sentenced to transportation? Explain your answer, using Sources E, F and G.

Most candidates found Source A far easier to use than B but many made excellent inferences about the conditions in prison; for example, they explored the implications of the lack of effective supervision: a failure to reform and a tendency to violence. Many also pointed out that these conditions where offenders were mixed offered the possibility of rape or acted as schools for crime for young offenders. Only a few stayed with the simple extraction of factual details or failed to answer the set question, focusing instead on whether prisons were effective. However, many wasted time (and space) by describing the source, repeating the caption or evaluating the source for reliability. Quite a high proportion of candidates required an extra sheet for this question in spite of the extra space given to it in this year's booklet, and they really devoted too much time and space to it. Good practice for future examinations would involve the making of one developed inference with explicit support from two sources.

Question 2

Study source E. How does Sydney Smith get his message across in this article? Explain your answer, using Source E.

There were some very well considered discussions with some excellent detail included about Howard, his influence on new prison buildings, Peel's Goal Act etc. John Howard's aims and actions were generally well known, although discussion of his actual impact was less secure than was discussion of his aims. Candidates did not always link their answer back to the question to look at his contribution and changes he helped to make. Candidates sometimes assumed he carried out the reforms and a few based their answer entirely on the details of Source A.

Question 3

Study sources C and D and use your own knowledge.

Why did the British authorities use transportation as a punishment? Explain your answer, using your own knowledge and Sources C and D.

The reasons why transportation was used as a punishment were well known, with most candidates able to use their contextual knowledge to explain the need for an alternative punishment and the role of convict labour in developing Australia as a colony, as well as explaining how transportation, by its nature, constituted a severe punishment. Candidates were less confident about incorporating Sources C and D and occasionally strayed from the point of the question as they began to evaluate the sources or discuss the ending of transportation to America. There were also some candidates who confused the prison hulk with a transportation ship.

Question 4

Study Source A and use your own knowledge.

What contribution did John Howard make to prison reform? Explain your answer, using your own knowledge and source A.

This was generally very well done with many candidates appreciating that transportation was being ridiculed and able to show the positive emphasis. Many used extracts to very good effect, selecting appropriate phrases and coupling these with comment to show that this implied the opposite of punishing.

The best answers picked up on the irony of the formal 'sentencing' explained the 'Judge at trial' approach and used several appropriate adjectives, for example: sarcasm, mocking, humour, comical, exaggeration, in analysing the way the message was conveyed. The following is one example of excellent source analysis: *'He uses the structure of the court language. He uses terms like the court would use when sentencing a criminal but changes the ending of the sentence, using irony to attack transportation. It presents the reader with firstly a sense of justice - "Because you committed this offence" but then deflates this "your sentence is that you shall no longer be burdened with..." This creates a greater impact. The sentence continues with the benefits to the criminal rather than the disadvantages the government had intended. If the last sentence "this sentence is passed upon you as a warning to other" was on its own we would assume it was a working deterrent yet we know from the rest of the source that he doesn't think this.'*

Question 5

Study Sources A and B.

What can you learn from Sources A and B about conditions for prisoners in the late eighteenth century?

Effective responses to this question began with an analysis of the impression given in source E to be tested against the evidence of sources G and F. Some candidates struggled to go beyond matching of individual points. They also tended to identify the message of E as being transportation was not a deterrent and focus their cross referencing on that point rather than on the impression given of the life of a prisoner. Nevertheless, a pleasing number of candidates recognised that F, while apparently supporting the impression of a land of opportunity, concentrated only on one aspect and was not particularly informative about conditions, while G contained both positive and negative features that could be used both to challenge and to

support source E. Most candidates matched details of the sources to reach a judgment. In the best answers, content was carefully examined and weighed looking at the implications of the origins/purpose of G and F when coming to a decision. Many candidates observed that the possibility of a letter home being designed to reassure qualified the extent to which it could offer support for the easy conditions suggested in source E.

Question 6

Study Sources C and G.

Compare the value of sources C and G for someone enquiring into what conditions were like for convicts in Australia.

Explain your answer, using Sources C and G.

The focus of the question was on evaluating sources. A number of candidates treated the task as though they are being asked to 'do' the enquiry ie as if the question were 'what were the conditions like for convicts in Australia?' Others saw it as a comprehension and inference task ie as if the question were 'what can you learn from these sources about the conditions for convicts in Australia?' Both these approaches limit the credit candidates can gain because their answers remain focussed on simply the content of the sources, rather than on what the sources can contribute in the light of their content, nature and origin.

However, there were very few answers which were based simply on whether the sources were primary and although the majority of answers were based around the content of the sources, this content was being used to explain how it helps us to know what conditions were like. A few answers still assumed that reliability and value are the same thing.

Most candidates recognised that C had been altered in order to create a deterrent effect and there were many good comments about the nature/origins of C and its reliability, but the value of the content was then not always discussed. G was generally regarded as 'better' because it was from a convict (and therefore primary/reliable) and because its content gave both sides of the issue. It was disappointing to see that even where candidates did discuss content and then add comments about nature/origins/ purpose etc this was still being done using 'rule of thumb' and these comments rarely lifted the answer to Level 3. Where nature/origins etc was well done, candidates rarely considered the content in any depth. The approach of evaluating source content **in the light of origins** is still not well done in many cases, with candidates relying on rote - learned responses and blanket assertions. The following is an extract from an answer given full marks. *'Those who published source C did so 'to deter other females from stealing', such a motive will result in the manipulation of reality to suit their need to deter. For this reason I believe that the "convict maid" is conveniently describing precisely what the authorities would have wanted... Source G, on the other hand, a genuine letter from an actual convict, describes both the good and bad aspects of life, and the motive here was simply to describe. We can get a picture of the various opportunities convicts had, and that conditions varied according to the master that you had. That also shows us the limitations of source G. It is only one individual's account. We cannot build a complete picture of conditions from this man's experience....'*

Question 7

Study sources H and I.

In what ways do these historians differ in their views about the success of transportation? Explain your answer, using Sources H and I.

Most candidates were able to identify content differences in the views of the two historians and many recognised that these differences arose from different perspectives, with one historian evaluating transportation as a punishment and approaching it from the British point of view while the other was looking at the effects of transportation from the Australian point of view. A good, succinct response observed, 'In H it is talking about transportation as a failed method of punishment but source I only discussed what it has done socially and economically. There is only mention of a large workforce, not how this affected the criminals. In H it says the punishment has failed to reform the criminal and the cost is too high because punishment methods need to be relatively cheap'

Some candidates misdirected their responses and answered the question "Which view do you agree with?"

Question 8

Study sources E, H and J and use your own knowledge.

Do you think transportation ended as a punishment mainly because the Australians were against it?

Explain your answer, using your own knowledge, sources E, H and J and any other sources you find helpful.

It was pleasing to see how many candidates recognised the key word 'mainly' in the question and challenged the hypothesis. They were able to use the sources well to suggest alternative key reasons for the end of transportation, for example, the cost or its failure as a punishment. A number of well-argued and balanced answers based on the sources were limited to low Level 3 marks because they failed to provide additional knowledge. Where candidates are asked to use sources and their own knowledge, marks are allocated to both. Candidates who offer material mainly from the sources, limit the number of marks they can gain in the question. However, there were some excellent answers which provided additional details about transportation or about the changes to the penal system and these candidates were clearly confident about their material. The best answers weighed a number of factors, normally concluding that the ending of transportation was primarily England's decision (influenced by costs, lack of deterrent, prison reform, successful colonisation, etc) which was further influenced by the growing pressure from some sections in Australia for independence.

The following extract gives the flavour of much of the work which was able to use the provided sources with discrimination. 'The actual reason was not because the Australians wanted it to end. Britain had already agreed in 1840 that transportation was failing as a punishment and was far too costly. The request for no more convicts to be sent to Australia was only sent in 1847, 7 years after we had decided it was ineffective anyway. Source F tells us that in 1848, a year after they asked us to stop sending convicts, they asked for more convict labour.'

Coursework

The process of moderating coursework in this specification went very well this year. Moderators commented on the impressive standard of work displayed by many candidates and the originality and enthusiasm evident in some of the best work.

The Tasks

The opportunity to submit coursework enabled candidates to show what they could do in assignments which provided them with appropriate tasks. Edexcel-designed assignments were widely-used and performed satisfactorily, but many centres took the opportunity to design their own tasks. Edexcel-designed assignments may not always motivate candidates in the same way that an assignment specifically designed for use by a particular teacher at a particular site may do.

The system of sending in Centre-designed assignments for prior approval undoubtedly ensures that assignments are clearly-worded and meet the assessment objectives properly. It should be pointed out that approval does not necessarily mean that an assignment is perfect; questions which look satisfactory on paper may not do the job well when put in front of candidates, especially on a site visit. Meanings and intentions may not be clear; questions may simply be too hard, or fail to open up higher levels. Centres should not, therefore, be surprised if suggestions are made on the U9 Report on ways to improve assignments. In the light of operational experience, it may be in candidates' interests for the centre to reconsider the nature of the task. This specification has a tradition of encouraging teacher-designed assignments. Both the Modern World Study and History Around Us elements of the original SHP course are best explored through assignments which are teacher-devised and regularly reviewed. However, it is important that approval is gained when changes are made. This ensures that tasks do not drift away from the objectives which should be targeted within the assignments. In some cases, amendments have led to the omission of important elements of the original assignments: objective 1 assignments without a focus on the change element; objective 2 assignments without an element of source evaluation, for example.

Marking

Few centres had their marks adjusted. Teacher-marking was accurate and consistent. Teachers obviously fully understood the levels in the mark-schemes and expectations were usually in line with other centres. Work was often helpfully-annotated, for which moderators were grateful. Where more than one teacher was involved in marking, standardisation was usually thorough, often involving considerable care and trouble.

The Moderation Package

It will greatly assist the moderation process if centres will note what is required. There were too many cases of items missing from the package this year, resulting in delays while requests for further material had to be sent to centres. The package should include:

- Both complete assignments from all candidates asterisked on the OPTEMS mark-sheet

- Both assignments of the highest-scoring and the lowest-scoring candidates.
- Assignments should be in candidate order, as on the OPTEMS, with both assignments of each candidate together and headed with an HG2 front sheet. This should be filled in with the marks for each assignment and the total. Please check that this total matches the mark inserted on the OPTEMS.
- The declaration on the HG2 form that the work submitted is the unaided work of the candidate named should be signed by the candidate's teacher. Edexcel and QCA set great store by this declaration.
- Coursework Authentication Form. 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.
- Both assignments and Mark Schemes. This should be included even if one or both are Edexcel-set assignments. Moderators do NOT carry a stock of every one of these assignments.
- The complete folder of work of one candidate who is in the sample and who scored over 50. This should include all the normal classwork for both coursework courses which the candidate has followed. The purpose of this requirement is to provide evidence that the assignment arises from a teaching programme and is not set in isolation. The assessed work of this candidate is not treated any differently by the moderator than the assignments submitted for other candidates in the sample.
- Any other documentation which the centre feels the Moderator would find helpful in understanding the marks awarded e.g. worksheets, guidance notes etc.

Word limits

The purpose of the 1500 word limit on each assignment is to ensure that History does not make unfair demands on the time and energies of Year 11 students. In assignments targeted at Objective 1, it also helps to ensure that candidates "select and deploy" information. Candidates should not be so obsessed with word limits that they fail to pay attention to the History, and one or two candidates in a centre may exceed the target almost inadvertently. However, in spite to the comments in last year's report, there were still too many centres this year which submitted work from all their candidates which considerably exceeded the word limit.

It is the teacher's responsibility to ensure that candidates comply with specification requirements, including the observation of the stated word limits. It is expected that coursework courses will be taught and candidates' completion of assignments monitored. Candidates need guidance on the meaning of the objectives, with advice on how to select. Even the first question on the Objective 1 assignment, which is usually descriptive, requires some selection and analysis. For example, the question on the Cuban Missile Crisis assignment which asks students about the origins of Cold War hostility does not require a detailed account of everything that had happened internationally since the Yalta Conference. Such answers do not score high marks and candidates who are allowed to produce them are actually wasting their time and denying themselves the scope to expand in other questions.

The following restriction will be imposed on assignments that 'significantly exceed' the word limit. 'Significantly exceed' will be deemed to be more than 2,500 words.

- Assignments that exceed 2,500 words will not be awarded Level 4 marks because they will have failed to meet the criteria in the Level 4 descriptor that information should be 'precisely selected'.
- The maximum mark that can be awarded for an assignment of more than 2,500 words will be half way up the Level 3 mark, i.e. 37/50.

U9 forms

The U9 Report is taken seriously by Moderators as their main means of communicating with centres. In most cases, moderators were able to confirm that all elements of the process were fine, and the moderating team is appreciative of the professionalism, expertise and effort displayed by their teacher-examiner colleagues. A report such as this also attempts to highlight where there are difficulties, in order to secure future improvements, but it is important that these comments are received constructively, and not interpreted as criticism. It is important to appreciate the difference between these U9 comments intended only as suggestions for improvement, rather than errors which need addressing, and comments which indicate that the assignment was seriously flawed in some way which may disadvantage candidates. Other comments are made which relate to the administrative items described above, when the work itself was fine. Moderators give much thought to completing reports to centres and their comments should be acted on as soon as practicable.

Statistics

1336 Option 1 (A1, P1, 21, 03) Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	75	67	59	51	41	32	23	14	0

1336 Option 2 (B1, P1, 21, 03) Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	76	68	60	52	42	33	24	15	0

1336 Option 3 (C1, P1, 21, 03) Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	75	67	59	51	41	32	23	14	0

1336 Option 4 (A1, Q1, 22, 03) Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	78	70	62	54	44	34	25	16	0

1336 Option 5 (B1, Q1, 22, 03) Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	80	71	62	54	44	35	26	17	0

1336 Option 6 (C1, Q1, 22, 03) Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	79	70	61	53	43	34	25	16	0

1336 Paper A1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper A1 grade boundaries	40	30	21	9

1336 Paper B1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper B1 grade boundaries	40	31	22	11

1336 Paper C1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper C1 grade boundaries	40	30	20	9

1336 Paper P1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper P1 grade boundaries	40	29	20	9

1336 Paper Q1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper Q1 grade boundaries	40	32	24	11

1336 Paper 21 Grade boundaries

Grade	Max. Mark	A	C	F
Paper 21 grade boundaries	60	41	31	13

1336 Paper 22 Grade boundaries

Grade	Max. Mark	A	C	F
Paper 22 grade boundaries	60	42	32	14

1336 Paper 3 Grade boundaries

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

3336 Option 1 (11, 02) Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	85	74	63	53	43	33	23	13	0

3336 Option 2 (12, 02) Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	89	77	65	54	45	36	27	18	0

3336 Option 3 (13, 02) Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	85	74	63	52	42	32	23	14	0

3336 Paper 11 Grade boundaries

Grade	Max. Mark	A	C	F
Paper 11 grade boundaries	55	41	29	12

3336 Paper 12 Grade boundaries

Grade	Max. Mark	A	C	F
Paper 12 grade boundaries	55	43	30	15

3336 Paper 13 Grade boundaries

Grade	Max. Mark	A	C	F
Paper 13 grade boundaries	55	41	28	12

3336 Paper 2 Grade boundaries

Grade	Max. Mark	A	C	F
Paper 2 grade boundaries	100	73	54	25

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