

GCSE

Edexcel GCSE Examiners Report

History C (1336)

Summer 2007

GCSE

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Principal Examiner's Report

June 2007

1336 Paper 1

Introduction

Performance across Depth Studies was comparable this year with a wide range of achievement shown in all three. Candidates are constructing their answers well, with use of paragraphs indicating a planned approach.

Despite increased emphasis on citizenship, answers in both A1 and B1 showed lack of understanding of the way the government works, to the point where many answers wrote about the government as 'he'. Overall, the main reason for failing to score well over all three papers was the failure of candidates to read the questions thoroughly.

The new procedures have raised some issues in terms of the amount written and time used. Now that Paper 1 comes as two separate booklets, it is clear that students have been held to the 1 hour recommended for each part. This has had some effect on the Depth Studies which have previously taken a lion's share of the time as they are done first. Therefore, there were more unfinished or rushed essays.

The number of pages given for each answer was generally sufficient. Candidates did not show any anxiety to fill all the space allowed. However, the issue of overlong answers for q1a was highlighted. Practice should be given to answering this opening question on less than the two pages allowed. Candidates with average handwriting could answer adequately on one page if this question was directed properly. Many candidates do not confine themselves to interpretation of sources but include statements on reliability and a great deal of own knowledge. A very high percentage of answers overran the space allowed but gained no extra marks. The time spent answering 1a then meant a rush when the higher rated questions were reached.

In all three Depth Studies question 1b caused most difficulties.

It is also important the pupils are familiarised with the layout of the whole paper. Although we do not have a way of accurately judging the problem against previous years, there were a noticeable number of candidates who failed to answer either essay question. In some instances it might have been a failure to turn over after reaching a blank page.

A1: Britain c.1815 - c.1850

General Comments

Knowledge of this period is generally good, but there are problems with the concepts involved. Candidates struggled to use terms such as 'economic', 'less eligible', and 'government' correctly. Acts of Parliament seem to be interchangeable, not only within this specification but also across Depth and Development studies, thus the Poor Law Amendment Act was variously understood to have dealt with crime, public health, the vote and, poverty.

The sequence of events was less well understood this year. Despite the sources focusing on workhouses, in 1b and 1c many went on to describe the 1834 Act as setting up the Speenhamland and Roundsman systems of relief. There were also fewer who could trace the activities of the Chartists accurately.

Question 1

(a) Study sources A, B and C

What can you learn from these sources about people's reactions to the setting up of workhouses ?

- Few candidates scored less than L2 as they could extract valid information from the sources.
- A pleasing number reached L3 by identifying the differing reactions of the poor and the middle class, or contrasted 'accept' in Source A with the actions in Source B.
- Too many rewrote the sources, or discussed from their own knowledge - this took up too much time and was not rewarded in the mark scheme.
- There was some confusion over the meaning of 'dread'.

(b) Use your own knowledge to explain why some people in parliament in 1834 supported the idea of building more workhouses.

- A common mistake was the misconception that the government were directly responsible for paying the poor rate and therefore the ones who benefited directly from the NPL. Very few indeed made the link between the newly enfranchised middle class voters and parliament
- L1 answers offered reasons which were still applicable today e.g. clean up the streets.
- There were some answers which looked at a range of contextual motives and cited Malthus and Chadwick. These achieved L3.
- Confusion still exists over the order of events. Candidates believed the previous systems were set up in 1834.
- There was also an amount of confusion concerning Workhouses. These were variously mistaken for Workshops, described in lurid terms of squalor or as places where people earned wages.

(c i) Did the system set up by the Poor Law Amendment Act in 1834 solve the problems of poverty ?

- The question was chosen by 80 % of candidates.
- Of these, a pleasing number directly addressed the question and understood the purpose of the PLA Act. *'It did not aim to solve poverty, but to save money for the ratepayers and force people to work'.*
- Many could describe the terms of the Act, or the conditions in the workhouses which earned them L2.
- Those who explained the purpose of the terms in the Act earned L3. Also those who assessed the working of the Act in different parts of the country.
- There were those who thought the Old Poor Law systems were set up in 1834 and described these.

(c ii) Why was the system set up by the Poor Law Amendment Act of 1834 already changing by 1850 ?

- Although this question was attempted by a minority, they were better able to tailor their answers to the question.
- The problems of establishing the uniform system throughout Britain were often explained well. A few also knew of the troubles in the Commission
- The Andover scandal was widely used to demonstrate the poor working of the system.

Question 2

Was the building of the railways important mainly because of its impact on the economy of Britain? Explain your answer.

- Two thirds of the candidates chose this essay question, but again not well done by many.
- Those candidates who only considered 'the building of the railways' could only score into low L2, despite their knowledge of Stephenson and Brunel.
- Most had reasonable knowledge of the changes brought about by the railways, but did not use the knowledge with equal success.
- A number of answers simply gave random pieces of information with no attempt to organise their knowledge.
- Others wrote separate paragraphs intended to deal with economic or social results. However, the selection of examples to illustrate these terms made clear that many did not understand the difference between the two.
- Those candidates who were confident in attributing results correctly scored highly. There were fewer L4 answers than expected but it was pleasing to find candidates who considered the wider economy of the country and the importance of investment.
- There were a few attempts to evaluate the economic effects of the railways in a longer time framework, examining the general rise in prosperity.

Question 3

Explain why people joined the chartist movement in the years 1836-48.

- A straightforward question which attracted those who had knowledge of Chartism.
- Few were not able to expand on the stimulus points given.
- Many answers were focused on the question and tried to direct knowledge to this end.
- Those answers which told the 'story' of Chartism scored well in L2
- There were few balanced answers as most dealt well with the political reasons but few could explain the economic motives.
- Again, too few understood the relationship between the vote and parliament. Instead there was a direct link made between having the vote and being in parliament.

Question 4 (3336 Short Course Only)

Why was there so much support in the years 1830 -32 for changes in the electoral system ? Explain your answer.

No candidates entered for Paper 11.

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

General Comments

The paper allowed those candidates with knowledge to score well, but there were fewer high scoring scripts.

It is important that candidates understand the exam process, including the requirements of different questions. Those centres whose candidates took time to analyse the questions performed well.

Knowledge was patchy, but more seriously, it was not applied well. Knowledge of the buffalo and Indians was often developed in 1a (where it earned no marks) rather than in c(ii) where it was relevant.

Many candidates made poor use of time. Excessive length of answers in 1a left insufficient time for essays. However, this may not explain the high percentage (8.7%) who did not attempt an essay question, and candidates' attention must be drawn to looking through the whole answer booklet in case this was an issue.

As always with this paper too few candidates could confidently identify dates or sequence correctly, which depressed the marks in the essays. Few candidates achieved L4

Question 1

(a) What can you learn from these sources about the problems faced when building the railroad across the United States in the 1860s ?

- The sources offered several ways of gaining top marks: a separate inference from each source, combining A and C to show physical dangers, or combining A and B (and even C) to show the huge number of workers needed.
- It was therefore disappointing that too few candidates took the sources together and instead dealt with each one separately, and at great length.
- By the time the sources had been rewritten, the focus of the question was lost.
- There was far too much own knowledge included, and that it is not rewarded here - students wishing to show their knowledge of Indians could do so in c(ii) or question 2
- Some students also commented on the reliability of the sources - also unrewarded.
- Many did score well by making separate inferences, but at the expense of time later in the paper.

Excessive length was such a problem this year that I include an answer which achieves L3 with ease and does not waste time on unwanted detail.

' You can learn from Source A that building a railroad across America is very dangerous as it shows a picture of them being attacked by Indians. Source B tells us how much work had to be done before they would be finished. From this you can infer that it was very hard work.

Source C shows the problems faced in building the railroad and highlights the rivalry between the workers.

Both Sources A and C highlight the danger of working on the railroads, as Source C tells how workers can get injured and killed when using dynamite.'

(b) Use your own knowledge to explain why the government was involved in building the railroads.

- This allowed students to bring in a wide range of knowledge and it produced a wide range of responses.
- L2 answers made unsupported statements about funding and security and a pleasing majority recognised that the government controlled the land and was the only agency with sufficient funds. In this level Manifest Destiny was cited but not explained.
- Better answers went on to explain the drive to achieve Manifest Destiny (well known) and often linked this to Homestead Acts to demonstrate government purpose.
- Fewer students were confident in the economic reasons beyond a simple statement of linking east and west, but there were centres who understood why the West offered important trading links to the far east.
- This also showed up some basic misunderstandings - government was frequently called 'he' and many thought the government owned the railways and took the profit from the fares - the role of the railway companies is little known.

(ci) Explain the part played by the railroads in helping the settlement of the Plains in the years 1867 - 85.

- One third of the candidates chose this question.
- Most had knowledge of settlement, both homesteaders and cattle ranchers
- However, they were not all able to link this knowledge to the railroads successfully.
- Many of the links offered were general in tone or selected examples which were not pertinent - the introduction of Turkey Red Wheat and Dry farming did not require the railroad, whereas Wind Pumps and sod busters did.
- There were also answers which looked at the growth of settlement along the railroad. This was weakened by lack of examples to support.
- Lack of planning meant that some answers diverted into a discussion of government or technology in solving farming problems, and failed to assess these against the contribution of the railroad.

(cii) Explain the part played by the railroads in destroying the way of life of the Plains Indians.

- Two thirds of the candidates answered this question.
- Most candidates had knowledge of buffalo, attitudes to land, and nomadic life of the Indians. Therefore their answers focused on these things.
- The dependence of the Indians on the buffalo is recognised and was developed at some length. The destruction of these is also known in detail. The effects of this on the Indians was too often stated in simple terms or inferred.
- There were good answers which moved from white settlers to army to reservations ' the domino effect'. These generally maintained a focus on the railway with examples of the final irony of sending Indians to reservations on the railway or using the railroad to transport Indian children to white schools.
- Some disappointing responses claimed that the railroads were a benefit to the Indians, or that they destroyed Indian towns.

Question 2

Was the discovery of gold the main reason why the Sioux Wars broke out in the 1860s and 1870s ? Explain your answer ,

- This question was answered by almost half the candidates but not all of these had knowledge of events.
- There was widespread ignorance of the Bozeman Trail, of Red Cloud's War, of the various gold strikes (particularly in Montana) and the dates given were largely ignored in an attempt to link them into a story.
- Those who knew the sequence of events could relate the bullet points to the three conflicts and to the discovery of gold
- It proved harder to make an argument comparing gold against other factors but this was achieved by some who considered the role of some of the other factors - broken treaties, settlement, the railroad and reservations. However, even here students struggled to name specific treaties or conflicts.
- It seems that the only part of the wars which is known to many is the story of Custer and the Battle of Little Bighorn, and, on this evidence, there is little understanding of the events which led to this Battle as it was only the few who could link the Black Hills to Custer.

Question 3

Explain why the Mormons were able to make a success of settling in the West in the years 1846 - 90.

- Slightly more than half the candidates answered this question.
- All those who chose this had some knowledge of the Mormons and were keen to tell the story.
- Once again the problem was in selecting relevant information for this question. A lot of answers told of the early problems of the Mormons and focused on reasons why they moved not on their struggles at Salt Lake.
- There were plenty of L2 answers describing their travels and some listing the problems faced in Salt Lake City.
- Those who were able to focus on the question looked at a range of factors - leadership, determination, team work and tried to draw a conclusion.
- Knowledge of the political aspects was shown with plenty of references to Mexico owning the land but fewer able to describe the struggle to become a state
- There was some confusion between Smith and Young . More worrying was the poor geographical sense which did not recognise that the Mormons moved West, or that Salt Lake City is in Utah..
- Candidates should be encouraged to leave out bullet points which they do not understand. There were a number of answers which demonstrated ignorance of the Perpetual Emigration Fund (often identified as a government initiative). Although everyone knew what polygamy was, a frequent use of the point was to say that the Mormons had to leave Utah in 1890 because of the ban.

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Most candidates taking this paper were able to answer three questions. Many had a competent knowledge of events and their answers gained L2 for telling what they knew. There were, however, some analytical answers which scored highly.

Question 4

Why did so many people make the dangerous journey from the east to the west coast of America before the 1850s ?

- There were a number of answers which looked at the push and pull factors, working from the bullet point about unemployment.
- Most gave gold as a reason.
- Few recognised the significance of the wagon train.
- There were some answers out of period.
- Some candidates could do little more than list the bullet points.

C1: Germany c.1919 - c. 1945

General Comments

Candidates achieved a full range of marks and few were apparently troubled by the new answer booklets. There was no evidence that candidates thought they should fill all the space provided for an answer, although it should be noted that 1a was still answered at excessive length by many. This had a knock on effect but may not be fully responsible for the apparently high number (7%) who did not attempt an essay question. Candidates will have an opportunity to familiarise themselves with the layout of the booklet before next year which should ensure that they do not stop when they come to a blank page.

In question 1, cii was by far the more popular choice. Both essays proved accessible and attracted broadly equal numbers of students.

The most obvious way for candidates to improve their marks is to read the questions carefully and focus their answers.

Question 1

(a) What can you learn from these sources about the reasons why large numbers of young Germans joined the Hitler Youth in the 1930s ?

- A good number of answers reached L3 by using each source separately. Very few combined or contrasted the sources.
- Very few remained in L1
- There were still some who rewrote the sources which wasted valuable time.
- There were also some who discussed the reliability of the sources, again worth no marks in this question.
- The most frequent error was to ignore the thrust of the question and discuss what Hitler was trying to do in these sources rather than look at the impact on young people.

(b) Use your own knowledge to explain why the Nazis wanted to control the newspapers, radio and films in Germany from 1933 ?

- The own knowledge question is always a problem and this one required careful reading to see the range of answer that could be given and the context.
- There were very few low level answers in that candidates could comment well on Nazi propaganda.
- Many mentioned the Ministry of Propaganda, cheap radios, basic messages which gained L2. But higher levels in this question, as for all, require supporting knowledge
- Few provided more detailed examples to support, such as 'The Eternal Jew'.
- However, there were some candidates who could explain the reason why this control was exerted in, or after, 1933 and these also achieved L3.

(ci) Why was there so little opposition to Hitler from the Churches in Germany in the years 1934 - 45 ?

- Although opposition for the Church is named in the specification it remains a minority choice and was answered by less than 15% of the candidates.
- There were a few who could only offer generalised comments on fear and threats and stayed in L1
- The majority who did choose this had some knowledge of the interplay between that Churches and the Nazi regime, although this was often described rather than used to answer the question.
- The Concordat involving the Catholic church was well known but there was uncertainty about the Protestant churches.
- Those who were secure on the different churches were also able to show awareness that the Nazis were not completely successful in their attempts to control and cited individual clergy or groups who did oppose them.

(cii) Explain how the Nazis used education as propaganda.

- A popular topic and chosen by large majority of candidates.
- Students had knowledge of education and could write at length.
- There was a lot of anecdotal information about the treatment of the Jews; maths questions, etc.
- The differentiated curriculum for boys and girls was frequently used, and the treatment of teachers.
- Regrettably the information was not always used to best affect, describing lessons, etc without shaping the material to the question. This held the answers in L2.
- There were answers which became sidetracked and dealt at length with the Hitler Youth. This also held the answers in L2.
- To gain high marks examples of educational practice needed to be tied precisely to Nazi aims. The frequent use of 'to make them aware of the Nazi message' had no value unless that message was explained.

Question 2

How far were the problems faced by the Weimar Republic in the years 1919 to 1923 caused by the Treaty of Versailles? Explain your answer.

- A question which all levels could attempt.
- At a basic level the terms of the Treaty are well known and could be described
- Slightly better were those who could explain events in this period and relate them to the Treaty. These answers usually agree with the proposition and make the evidence fit.
- There were a number of strong answers which assessed the problems of the period against the Treaty and the actions of the government e.g. the terms of the Treaty led to economic problems but the behaviour of the Weimar Republic made the situation worse.
- The economic results were widely covered but the sequence of events leading to hyperinflation was often confused, and the causal links poorly comprehended.

- The political consequences were less well understood but there were some excellent uses of the terms of the Treaty to explain the uprisings against the government
- There are still those who go outside the period given, including Stresmann's work and/or the Wall Street Crash.

Question 3

Why did support for the Nazi party increase so much in the years 1929 to 1932 ? Explain your answer.

- Most students who answered this question were able to offer reasons for the increase in support for the Nazi party.
- Hitler's speeches and promises were frequently cited , but disappointingly few could link specific promises to identified groups.
- Most answers were structured into the form of an essay but tended to concentrate on just one factor for success - promises, threats, economy. This enabled them to achieve L3.
- Those who understood all the bullet points could also consider the political situation and tended to gain the highest marks, although it was possible to reach L4 without reference to all the factors involved.
- Weaker candidates struggled with the bullet points, considering 2.6% of the vote a major success, and 7 political parties as not many for Hitler to beat.
- There were problems in keeping to the designated period. Answers wandered into the early years of the Weimar or moved into 1933 with considerable detail of the Reichstag Fire. It is important to take great care when dates are given.
- There are still those who confuse the aftermath of the Wall Street Crash with hyperinflation in 1923.

Short Course 3336

Question 4

Was his ability to pass new laws the main reason why Hitler was able to gain complete control over Germany in 1933 -34 ? Explain your answer.

- This was not chosen by many candidates.
- Those who did tended to write a narrative based on the 3 bullet points provided
- Reasons from outside the parameters of the question were often offered e.g. creating jobs, effect of education.
- There were, pleasingly, a few who knew both the order and significance of events in 1933-34.

GCSE History C, 1336 P1
Examiners' Report 2007

This was the first year that epen had been used for this paper and most students seem to have coped well with the new system. However, it would be helpful if schools could remind candidates of the need to write in dark pen - answers written in pale blue were not easy to read onscreen.

- Many centres seem to have approached the new format of this 2 hour examination in a way that ensured candidates spent a full hour on each paper and there seem to have been fewer extremely brief answers on the Development Study paper than in previous years.
- Nevertheless, a number of students did not attempt the final question which carries most marks.
- There were also a number of times when candidates had marked the wrong question number in the extension units. This seemed to happen most often with the extension unit on surgery which is extension unit 3 but question 4. This resulted in a number of answers appearing in the wrong question "pool" and may distort schools' results when they use the epen question analysis feature to check their candidates' performances.
- The usual problem of students writing at length for 5 marks on part a and producing shorter answers for 12 marks on part c continued. It may be significant that for many of the scripts where students had taken additional sheets of paper, it was question 1a where extra paper had been used and later questions were often briefly answered. Centres need to stress the importance of judging the length of an answer in relation to the mark weighting.
- Candidates need to remember to analyse the question and to remain focused on it throughout the answer. A number of answers that started well, drifted into another topic as they appeared to be trying to make use of material from an essay they had done in class or from another area of the specification.
- Most candidates are well prepared for the extension unit questions but it is worth noting that it is necessary to go beyond the bullet points in order to gain high marks. At Levels 3 and 4, knowledge is expected in some depth and at Level 4 candidates are expected to select and deploy their material with precision. In particular, students should be reminded that if they have not been prepared for an extension unit, they are unlikely to do well - even if it looks "easy".
- A number of examiners commented on candidates' lack of chronological understanding. Comments about the Black Death were made in question 1b on Chadwick, in 1c it was assumed "since 1900" meant the 19th century, successful operations were thought to have only begun in the mid-twentieth century, developments in the 19 & 20th centuries were lumped together and frequently a direct link was assumed between events more than 100 years apart. The problem of candidates' shaky chronology has been highlighted in the report on this paper in both 2005 and 2006.

Question 1a

Most students recognised the superstitious basis of beliefs in Source A and could identify the shift to a more scientific understanding in B & C although some took the cartoon in B very literally and thought diseases were believed to be linked to animals in the 19th century. The best answers can use the 3 sources together and a number of candidates were able to use Source C to identify further progress in the understanding of illness by showing that we now understand the effects of poor diet or lifestyle although some candidates merely paraphrased the source. A number of students wasted time explaining details not included in the sources, e.g. the germ theory, or expanded on the work of Koch or explained why change had happened and wrote at length about the role of technology. There seemed to be fewer candidates than previously who evaluated the sources for reliability (this happened most often on Source B) or who tried to use all 5 sources in this question but this is still an area where candidates too often lose marks or waste time.

Question 1b

It was disappointing to see many blank answers here in view of the fact that Chadwick is one of the 6 individuals nominated in the specification. Many candidates confused him with Snow, or with Pasteur or Bevan while others could describe changes in public health and understood the idea of laissez-faire but were unsure of Chadwick's role. Where individuals are named in the specification, it is important that students are aware of their work and their significance. Nevertheless, when candidates were confident in their knowledge of Chadwick they usually moved into Level 3 since they were aware of his recommendations but could also discuss the slow implementation of his ideas; many were also able to put him into the overall context of mid - late 19th century public health as a way of evaluating the significance of his work.

Question 1c

Candidates frequently find the theme of science and technology difficult but it is a major aspect of 20th century medicine. In this case, the best answers took Source D as a stimulus for explaining the role of technology in both diagnosis (X rays were the most commonly cited but CAT scans, MRI, ECG, were also mentioned) and in treatment (technology used in surgery, kidney dialysis, endoscopes, etc.) They could also link science and technology with the investigation needed to understand illness or improve treatment, e.g. the work of Florey & Chain in mass producing penicillin or Watson & Crick investigating DNA & the Human Genome Project developing an understanding of genetic problems.

However, there were relatively few candidates who could select and deploy their knowledge to fit the question. Many produced a list of examples of science and technology without explaining how these examples improved understanding and treatment of illness; some produced a variation of an answer to last year's question on team work; others discussed the various factors affecting medicine in the 20th century (often straying into the role of warfare), apparently trying to evaluate how important science and technology has been. A key point to note is that many candidates did not go beyond the sources - the question is explicit: "Use the sources and your own knowledge" and any answers which do not include additional details will not be able to access the higher marks within a level. Candidates should also be reminded that although details about surgery are a valid example of treatment of illness this was not an extension unit question and answers which were focused solely on improvements in surgery did not usually deal with understanding of illness. There were also some candidates who thought that since "1900" referred to the 19th century.

Question 2

This was a very popular question. The Romans are well known and candidates felt confident of their material. Although many focused on public health there were a number of wide ranging answers which also covered medical knowledge, surgery, and the nature of Roman medicine. A number of candidates pointed out limitations of Roman knowledge, e.g. misconceptions of Galen or emphasised the lack of understanding underlying the practical knowledge about the effect of building in swampy areas. The bullet point about a temple to Asclepius was not always well used but a very pleasing number of answers directly addressed the issue of progress. There were also a number of candidates who reached Level 4 by weighing up both sides of the issue in order to evaluate the extent of overall progress or by placing the Roman period in the context of events before or afterwards.

Question 3

This is traditionally the least popular of the extension units and is rarely well done. Although many candidates this year did attempt this question they had clearly not been prepared for it and once again, there were few high marks. Candidates appeared to think they could use their knowledge of the Renaissance from the core and adapt a prepared answer about why the Renaissance had a limited impact on medical treatments. This extension unit is about medical training but very few candidates could do more than repeat the bullet point that medical training was based on Galen or blame the Catholic Church for inhibiting knowledge. They also tended to assume that the microscope mentioned in the bullet point led directly to the germ theory.

Question 4

This question retained its traditional popularity. Candidates were generally confident on the changes in surgery in the 19th century but less so on changes in the 20th century - usually paraphrasing the bullet point on Christian Barnard. Some seemed to assume Liston performed the first ever amputation and many answers went directly from Liston to Barnard. A few wrote about the development of blood transfusions and plastic surgery (usually linked to the 1st and 2nd World Wars) but very few made any reference to developments such as keyhole surgery, other transplants, or cosmetic plastic surgery. Nevertheless, most could construct a clear argument about how barber surgeons were held in low esteem since surgery was a last resort, and then show how the developments led to improved survival rates, more complex operations etc and consequently a much higher status now for surgeons.

Quality of Written Communication

Although certain errors continue to feature (the use of "would of" and the failure to use capital letters for names) there seemed to be less use of "text" language such as "gonna" or "4" when "for" is intended. There were some interesting variations on "laissez-faire" but generally the meaning was clear.

GCSE History C, 1336 Q1
Examiners' Report 2007

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- Many centres seem to have approached the new format of this 2 hour examination in a way that ensured candidates spent a full hour on each paper and there seem to have been fewer extremely brief answers on the Development Study paper than in previous years.
- Nevertheless, a number of students did not attempt the final question which carries most marks. There were also a number of times when candidates had marked the wrong question number in the extension units, eg extension unit 3 is actually question 4.
- The usual problem of students writing at length for 5 marks on part a and producing shorter answers for 12 marks on part c continued. It may be significant that for many of the scripts where students had taken additional sheets of paper, it was question 1a where extra paper had been used and later questions were often briefly answered. Centres need to stress the importance of judging the length of an answer in relation to the mark weighting.
- Candidates need to remember to analyse the question and to remain focused on it throughout the answer. A number of answers that started well, drifted into another topic as they appeared to be trying to make use of material from an essay they had done in class or from another area of the specification.
- Most candidates are well prepared for the extension unit questions but it is worth noting that it is necessary to go beyond the bullet points in order to gain high marks. At Levels 3 and 4, knowledge is expected in some depth and at Level 4 candidates are expected to select and deploy their material with precision. In particular, students should be reminded that if they have not been prepared for an extension unit, they are unlikely to do well - even if it looks "easy".
- A number of examiners commented on candidates' lack of chronological understanding. Comments about the Bloody Code were made in question 1c where it was assumed to still be operating in the late 19th century, developments in the 19 & 20th centuries were lumped together and frequently a direct link was assumed between events more than 100 years apart. The problem of candidates' shaky chronology has been highlighted in the report on this paper in both 2005 and 2006.

Question 1a

Most students recognised the changing level of community involvement in enforcing law and order and the best answers used the 3 sources together to also identify a change in the nature of community involvement e.g. the community in modern times reports matters to the police but does not have the responsibility to take action. Some candidates missed the focus of the question and wrote about changes in policing, others provided additional information on the work of Peel in setting up the police force and, as always, some students described the sources rather than using them to make an inference. There seemed to be fewer candidates than previously who evaluated the sources for reliability (this happened most often on Source A) or who tried to use all 5 sources in this question but this is still an area where candidates too often lose marks or waste time.

Question 1b

Many candidates failed to recognise the specific thrust of this question and read it as a general question about the Bloody Code, often producing examples more appropriate to the 18th and 19th centuries. Although these answers were rewarded at Level 1 or 2, for Level 3, candidates had to understand that being hanged, drawn and quartered was not used indiscriminately, e.g. for petty theft but was regarded as the most severe punishment and reserved for the most serious crime - treason. Where candidates located this securely in the Tudor and Stuart period, there was often a good sense of the monarchy's fear of treason, usually with Guy Fawkes cited as an example although an interesting mention was made of Chideock Tichborne.

Question 1c

Candidates seem far more confident discussing the use of death penalty in the 19th century than its abolition or attitudes in the 20th century. There seemed to be an assumption that public opinion was always against capital punishment and that the authorities were always in favour of it, and also many believed that Ruth Ellis was innocent, which misses the point of the protest against the nature of her punishment. Overall there was little contextualised explanation of changing attitudes or recognition of the various stages in the process, e.g. the ending of public hanging in the mid-19th century, the parliamentary debates of the early 20th century, the Derek Bentley case etc. Even when a number of candidates included an account of the Derek Bentley case, few could really use it to explain how it accelerated the abolition of the death penalty or they assumed it led to it directly. Equally few approached changing attitudes to the death penalty in the context of changing views on the nature of punishment and the greater use of prison, with the new emphasis on reform and rehabilitation.

Question 2

This extension unit continued its rise in popularity so that this year it rivalled question 4. Trial by ordeal was extremely well known and often described at length; the understanding of the role of religion in such trials was usually clear although not many candidates recognised this procedure was not used in all cases and was not a punishment.

A number of candidates could explain sanctuary and benefit of the clergy accurately and a pleasing proportion of those could explain the role of religion. Common misconceptions were that claiming benefit of clergy or sanctuary declared you innocent or forgave your crime and allowed you to walk free. All examiners commented favourably on the standard of answers in this question, with a large proportion of candidates reaching Level 2 or 3. Level 4 was rarer but some candidates did place the role of religion in the wider context, e.g. pointing out that Trial by Ordeal was used if normal methods of jury trial and witnesses could not operate and discussing other areas of law and order, or identifying changes in the role of religion in the legal system after the Norman Conquest.

Question 3

Kett's rebellion has often produced a range of excellent answers in the past and again candidates were usually well informed about the events of the rebellion but they sometimes found it difficult to manipulate that knowledge to answer this question. While there were some very pleasing Level 4 answers which contained well structured arguments examining Kett's leadership in the context of 16th century treatment of rebellions, this question probably produced the greatest spread of marks and there were also some very weak answers where his leadership was stated to be poor because he died and the rebellion failed.

Question 4

This question produced a number of very good answers where the actions of the authorities were clearly located in an explanation of the fear of trade unions and of rebellion. At Level 4 it was recognised that although public opinion was instrumental in the Tolpuddle Martyrs having their sentences cut short, their return was not treated as a priority and it did not halt the decline in trade union membership. At the lower levels, treatment was usually narrative but relatively few candidates seemed unsure of what happened.

Quality of Written Communication

Although certain errors continue to feature (the use of "would of" and the failure to use capital letters for names) there seemed to be less use of "text" language such as "gonna" or "4" when "for" is intended. There were some interesting variations on "laissez-faire" but generally the meaning was clear.

GCSE 1336 Paper 21, June 2007

This year's enquiry focussed on the improvements in hospital treatment, the changing role of women in medicine and the significance of Elizabeth Garrett Anderson's contribution to that. Candidates this year coped 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 format on paper 21, and fewer spent too long on the early questions in an attempt to fill the space provided. There was however still some evidence of early spaces filled with needless repetition and the omission or rushing of later responses. We suggest that teachers do remind candidates preparing for the 2008 examination that examiners do not expect them to use all the lines provided. Questions 1-7 will again be given a double page spread with three sides allocated for question 8. The question will be followed by the number of marks available in brackets, making it possible for candidates to see at a glance the mark weighting for the question and allocate their time appropriately.

Question 1

Most candidates found Source A far easier to use than B but many made excellent and supported inferences about Elizabeth Garrett Anderson's character. Some answers concentrated on achievement rather than character, and some forgot to support an inference effectively from the sources, or assumed that simply offering an adjective and following it with a quotation from the source was enough. Better answers showed that an aspect of Garrett Anderson's character could be inferred by reasoning from the evidence of the sources. The best answers drew on the sources in combination, for example in support of Garrett Anderson as being determined or persistent. Also her self-confidence was noted as she 'dares to face the men in interview in a foreign country and writes to her friend that she is sure she can succeed despite the fact that Dr Powell and the authorities think she cannot'. Many answers were too long, wasting time (and space) by describing the source, repeating the caption or evaluating the source for reliability. A number of candidates required an extra sheet for this question in spite of the relatively few marks it carries. Good practice for future examinations would involve the making of one developed inference with explicit support from two sources.

Question 2

Most students linked the difficulty women had in becoming doctors with society's attitudes to women and what their perceived roles were at the time. There was much twenty-first century condemnation of nineteenth-century 'sexism' from a high proportion of the candidates, rather than evidence of knowledge of the registration provisions and the problems of education and admission to the medical profession. A minority mentioned women's education as a bar to medical training, expanding on the problems of women not being able to get a university qualification and girls not educated in science at school.

However, too many candidates relied heavily on what they could discern from the source, and provided too little in the way of additional recalled knowledge. Where there was knowledge, there was often insufficient precision. Very few were able to explore the implications of the newly enacted medical registration requirements, although some did know about the loophole exploited by Anderson in entering the Society of Apothecaries, which was later closed to other women.

Question 3

Candidates' responses to this question were amongst the strongest on the whole paper. Nearly all candidates could select an aspect of the source to illustrate the author's approval. The highest level was attained by those who could show how the positive image of the hospital was conveyed by the author's treatment of the content. There was much confident discussion of the tone and style - "we can tell this because of the positive words and description used like 'impressed' and 'orderliness'" and "by the writer's use of positive and constructive language such as 'impressed', 'orderliness' and 'much better'". Fewer candidates commented explicitly on the selection of content - that all the comments were favorable. The picture we get of the hospital reflects what the author has chosen to highlight.

Question 4

The focus of the question was on evaluating sources. A number of candidates continue to treat the task as though they are being asked to 'do' the enquiry i.e. as if the question were 'in what ways did attitudes to the training of women doctors change in the 1860s and 1870s?' Essentially this approach treats the sources in the same way as the approach to question 1 and remains focused on comprehension and inference of attitudes. This approach limits the credit candidates can gain because their answers concentrate 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 what we can discern about nineteenth-century attitudes. The best answers went on from making inferences from the content re changing attitudes to consider how far either of these magazines could be used to infer attitudes in society generally. The following is one example of a candidate who followed this approach: 'Source D is a typical perfect example of women in the medicine profession not being taken seriously. It shows a pretty young lady at the side of a man who caught the cold in order to "send for this young female doctor to look after him." This kind of joking shows lack of seriousness about the profession from a man's point of view, showing the status issues also. This changes when we see Source C as from a women's magazine it is given seriousness and approval. This is just from a women's point of view, so we don't know if men thought like that and whether their attitudes changed, but Source C is written later than Source D and it suggests development for someone enquiring into attitudes on the training of women doctors. They would have to look at other evidence and information as these sources are biased to a degree, one showing male and the other showing female attitudes. Together, they are useful to show change though, in the seriousness of the issue.'

Question 5

These required candidates to cross refer sources E, F and G and reach a judgment. There was good comprehension of E and F. Most candidates were able to combine material from at least two sources in support of their decision about Garrett Anderson's position. Good points were made to show the limitations of E and F because they were written by the protagonists themselves (e.g. Elizabeth Garrett Anderson was "not likely to oppose her own view") Most responses were based on recounting Jex Blake's argument and reaching a personal judgement, usually that Jex Blake was right because she was thinking of 'future women students'. This was sometimes expressed as judgement on Elizabeth Garrett Anderson for lacking vision/courage: for example, that she thought it was "a solution to run away from the problem instead of trying to solve it". Candidates without background own knowledge of the work of Elizabeth Garrett Anderson were more likely to misinterpret the sources here. There was a frequent shortcoming in thinking that Elizabeth Garrett Anderson was permanently opposed to training for women in Britain. In other words failing to see that Elizabeth Garrett Anderson's attitude was "not yet" rather than "never". Such misreading tended to lead candidates into simplistic judgements. A common mistake was to fail to see that Elizabeth Garrett Anderson's fear was for the "whole movement". This broader and justifiable fear was converted into an alleged fear that more women doctors would somehow diminish Elizabeth Garrett Anderson's own reputation, i.e. that Elizabeth Garrett Anderson was personally opposed to more women becoming doctors and selfishly wanted to keep all the glory for herself.

Higher level responses conveyed thoughtful judgment which considered the arguments for and against Garrett Anderson's position, bringing out the nuances of Elizabeth Garrett Anderson's position in the context of her own time. Good answers made links between Elizabeth Garrett Anderson's proclaimed intent (from Source E) of "quietly gaining the reputation of being trustworthy" and the assessment in Source G of her abilities as a "tactician". Good connections were made between the tone of F and the assessment of Sophia Jex Blake's character in G and the 'fiery trail-blazer'. There were some close textual readings to assess Sophia Jex Blake's attitude, e.g. 'Sophia in Source F is almost in a war with Source E when she says 'I urge them to join with me'.'

Question 6

Most candidates were able to use both the sources well to identify good aspects of care for patients, but they were less effective in identifying and supporting clear improvement. A question asking for 'improvement' requires a comparison. Unfortunately, many responses had no or very little own knowledge. There were also some that described twentieth century improvements. This obviously deflated the marks for this particular question - for an area where one would expect candidates to have more knowledge. The best answers tended to be those able to expand knowledgeably on the work of Florence Nightingale in professionalising nursing as well as influencing hospital design. Some also incorporated improvements in surgery usefully into this question. This extract is from a well-directed response: 'Hospitals improved dramatically during this time. Firstly Florence Nightingale introduced a new face to nursing.... The Nightingale School for Nurses gave training and status to nurses. Patients were cared for by professionals rather than untrained women who were often drunks... Overall, hospitals improved and therefore the treatment of patients improved as hospitals became cleaner places, education and the understanding of germs improved and patients everyday needs (space, air and sunlight) were also met.'

Question 7

This question required candidates to assess the reliability of source I, taking into account its origin and the extent to which it could be corroborated from source J.

Most students did take into account Louisa's position, mainly assuming that she would glorify her mother's role. Some did think that this relationship would allow her to write a more informed account. Many candidates simply fastened on points of detail in both sources, noting that Louisa said women were helping in 1914 and source J gives a date of January 1917 and then using this as proof that Louisa was mistaken. The best responses to this question began with an analysis of the essence of Louisa Garrett Anderson's account to be tested against the evidence of source J. In essence, they were testing Louisa's portrayal of her mother's key role in having 'torn down barriers'. Most who did take this approach tended to see this portrayal as perhaps an over-statement. They supported their view using the information in J on the high proportion of male doctors called up and the significance of Joan Lane's incorporation of the phrase 'finally *forced* to use the women doctors'.

There seemed to be a disproportionate amount of blank pages for question 7 - suggesting that those running out of time moved on to question 8 with its higher mark allocation.

Question 8

This question required candidates to reach an overall judgement on the significance of Elizabeth Garrett Anderson's contribution. There were a number of extremely well reasoned responses which did not achieve the highest level, either because they failed to offer any additional knowledge, or because they did not consider factors other than Elizabeth Garrett Anderson, or they only explored other factors and not her significance. At the top level there were some very impressive answers that balanced a range of factors and made effective use of the sources and incorporated own knowledge. The best answers gave due weight to Garrett Anderson's contribution and also dealt with the role of government and legislation to allow women to train, and also expanded on the role of war - "Women were greatly helped to advance in medicine by the wars that took place during this period. The Crimean war allowed Florence Nightingale and her nurses to prove themselves capable and the First World War forced the male dominated government to allow women to occupy medical positions that otherwise would have been denied them." There were also thoughtful responses which evaluated Elizabeth Garrett Anderson's significance by also noting that other women too, were significant: Elizabeth Blackwell and Sophia Jex Blake as two other pioneers in the field of medical training, and the role of Florence Nightingale in changing attitudes to the contribution that women could make.

This last question remains a favourite with the examining team - as in previous years, it shows that candidates have genuinely engaged with an enquiry, are reaching personal and often quite strongly held views and are drawing together the evidence of a range of source material in support of their views.

GCSE 1336 Paper 22, June 2007

This year's enquiry focussed on the role of Robert Peel and improvements in policing and law enforcement in the nineteenth century. Candidates this year coped 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 format on paper 22, and fewer spent too long on the early questions in an attempt to fill the space provided. There was however still some evidence of early spaces filled with needless repetition and the omission or rushing of later responses. We suggest that teachers do remind candidates preparing for the 2008 examination that examiners do not expect them to use all the lines provided. Questions 1-7 will again be given a double page spread with three sides allocated for question 8. The question will be followed by the number of marks available in brackets, making it possible for candidates to see at a glance the mark weighting for the question and allocate their time appropriately.

Question 1

Most candidates found Source A far easier to use than B but many made excellent and supported inferences about Peel's character. Some answer concentrated on achievement rather than character, and some forgot to support the inference effectively from the sources, or assumed that simply offering an adjective and following it with a quotation from the source was enough. Better answers showed that an aspect of Peel's character could be inferred by reasoning from the evidence of the sources. The best answers drew on the sources in combination, for example in support of an observation that Peel had a character which inspired support, respect, affection, etc. Many answers were too long, wasting time (and space) by describing the source, repeating the caption or evaluating the source for reliability. A number of candidates required an extra sheet for this question in spite of the relatively few marks it carries. Good practice for future examinations would involve the making of one developed inference with explicit support from two sources.

Question 2

There were good analyses of Source C which enabled candidates to expand on issues of fear of the powers of the new police force. Candidates were quick to pick up on the implications of the references to 'military man'. Some candidates had some very good supporting knowledge of Peterloo; very mature understanding of the concepts of government/military links, contextual understanding of fears of revolution from the government on the one hand and public fears on the other. However, too many candidates relied heavily on what they could discern from the source, and provided too little in the way of additional recalled knowledge. This extract is from a response which was perceptive and well-directed, but where the material does not develop far beyond the provided material: 'The greatest difficulty to get the public to accept the force was in their fear and dislike of the power of the police and how they strengthened the government. This is shown in source C where it says the people should unite 'in removing such a powerful force from the hands of government'. They saw the police as a military asset set up by the government....'

Question 3

Candidates' responses to this question were amongst the strongest on the whole paper. Nearly all of them could select an aspect of the source to illustrate the cartoonist's disapproval. The highest level was attained by those who could show how the negative image of the police had been carefully built up by the artist's selection and treatment of the content - the choice of a vulnerable and harmless old woman at the mercy of a figure deliberately made to appear menacing and powerful.

Question 4

The best answers to this question took note of the caption and realised that Peel was making use of statistics which would support his case. They used sources F and G to show that the crime problem was almost certainly exaggerated by these figures of increased committals which may well have derived from improved law enforcement rather than an increase in criminal activity. Weaker answers concentrated on whether Peel's figures were accurate, but still gained good level two marks if they matched the details in F and G and used them to support their view either that he had exaggerated the numbers or that there were indeed more being sent to jail. The following extract is from a response that was very well directed from the outset: 'All the sources show that the jail population increased, but they do not show that this is due to a drastic increase in crime. Source E simply tells of numbers that could be due to either, but F and G suggest that law enforcement improved.'

Question 5

The focus of the question was on evaluating sources. A number of candidates continue to treat the task as though they are being asked to 'do' the enquiry i.e. as if the question were 'what methods were used by policeman in nineteenth century London?' Essentially this treats the sources in the same way as the approach to questions 1 and remains focused on comprehension and inference of methods. This approach limits the credit candidates can gain because their answers concentrate 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 methods were used. There were some particularly strong responses which explored the usefulness of source H, considering how far it could be assumed that Peel's instructions did translate into actual methods used, while also noting the nature and origin of H - a set of instructions with all the authority implied by the fact that they came from Peel himself.

Question 6

Most candidates were able to use both the sources well. They made clear inferences re organisation from Source I and often linked that to the comments in Source J on improved efficiency and recording. Some low level work also included lengthy copying or paraphrasing of Source J, but most candidates were able to isolate and expand on the evidence there of a decline in criminal activity, greater respect for the police and the improvement in the police force itself. A few candidates wasted time and effort with a lengthy primary/secondary discussion in a question which was not focused on source evaluation.

Unfortunately, many responses had no or very little own knowledge. There were also some that described twentieth century improvements. This obviously deflated the marks for this particular question - for an area where one would expect candidates to have more knowledge. Improvements in nineteenth century law enforcement are not only central to this nominated topic, they are a key aspect of the specification core content. In preparation for next year's papers, it may help candidates to keep in mind that paper 22 can also call upon core content which relates to the chronology and focus of the nominated topic.

Question 7

Effective responses to this question began with an analysis of the essence of Dickens' account to be tested against the evidence of source K. In essence Dickens' portrayal suggests that there is respect for policing and this is confirmed by J - 'we can see a real change in criminal behaviour' Some candidates struggled to go beyond matching of individual points, focusing for instance on whether there were or were not slums at the time Dickens was writing. In the best answers, content was carefully examined and weighed, noting the elements of exaggeration and dramatisation in Source K, but using J carefully to confirm the overall impression given. This extract is from a refreshingly original and well-focussed response: 'I think source K is reliable. It is supported by source J, but merely gives us the same impression in a more 'Dickensian' way. Dickens tells us that criminals were scared of the police and so does the historian in source J. But Dickens has used dramatic language and exaggeration to interest his readers...'

There seemed to be a disproportionate amount of blank pages for question 7 - suggesting that those running out of time moved on to question 8 with a higher mark allocation.

Question 8

By the end of the paper, very many fans of Robert Peel were evident, and all improvements in law enforcement in the nineteenth century including slum clearance, improved patrolling, better use of record keeping, were attributed to him in some responses. There were also a number of extremely well reasoned responses which did not achieve the highest level, either because they failed to offer any additional knowledge, or because they did not consider factors other than Peel - concentrating entirely on Peels' work on the penal code and policing. The material candidates had previously encountered in source J could have been better used to introduce factors for which Peel was not responsible. However, this last question remains a favourite with the examining team - as in previous years, it shows that candidates have genuinely engaged with an enquiry, are reaching personal and often quite strongly held views and are drawing together the evidence of a range of source material in support of their views.

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	79	70	61	53	43	34	25	16	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	75	67	59	52	43	34	25	16	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	76	68	60	53	43	34	25	16	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	72	65	58	51	42	33	25	17	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	74	67	60	53	43	34	25	16	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	77	69	61	54	44	34	25	16	0

1336 Paper A1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper A1 grade boundaries	40	30	21	10

1336 Paper B1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper B1 grade boundaries	40	28	20	10

1336 Paper C1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper C1 grade boundaries	40	30	22	10

1336 Paper P1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper P1 grade boundaries	40	29	21	11

1336 Paper Q1 Grade boundaries

Grade	Max. Mark	A	C	F
Paper Q1 grade boundaries	40	29	23	11

1336 Paper 21 Grade boundaries

Grade	Max. Mark	A	C	F
Paper 21 grade boundaries	60	42	32	14

1336 Paper 22 Grade boundaries

Grade	Max. Mark	A	C	F
Paper 22 grade boundaries	60	41	31	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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