

# Examiners' Report Summer 2008

GCSE

## GCSE History (1334/3334)

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## Paper 01: Outline Studies

### General comments

Performance overall continues to improve and it is clear that candidates are well prepared for the demands of this paper. The following report looks at each sub-question and in most cases tends to highlight those areas where candidates experienced issues.

As was been pointed out in the 2007 Report, the scaffolding continues to be well received by the candidates. It is still worth quoting from the 2005 Report -

*'The 'scaffolding pegs' are used effectively as a sound guide to sequencing the response - indeed, candidates do need to realise that in a question covering a given period, the scaffolding presents them with a plan. Examiners did report that more candidates were prepared to broaden the responses beyond the scaffolding.'*

It is pleasing to record that many examiners reported that the broadening of the response beyond the scaffolding was a feature of the responses they marked.

### A1: The Road to War; Europe 1870-1914

#### Question 1

- (a) (i) Candidates generally offered clear definitions of the term.
- (a)(ii) Russia's more immediate reasons and often longer term aims in foreign policy were outlined here.
- (a)(iii) San Stefano was naturally cited but sometimes too much time was devoted to it rather than offering a sharp focus on the Congress' terms. Better candidates provided comprehensive coverage of the terms.
- (a)(iv) Austria-Hungary's motives were generally known but often not fully explored.
- (b)(i) Most candidates had sound knowledge of the three items, but often missed the focus of the question i.e. changing Great Power relations.
- (b)(ii) There still prevails the notion among many candidates that the Anglo-French Entente was a military alliance. Strangely, some responses ended with the final scaffolding point when the question invites further discussion to 1914.

## Question 2

- (a)(i) On occasions there was confusion whether the Kaiser sent or received the telegram.
- (a)(ii) This question received some good responses and some candidates were able to cite accurate numbers of vessels.
- (a)(iii) There was a tendency to overlook colonial disputes and focus on Germany. Some insisted that it was a military agreement and would provide each country with security.
- (a)(iv) The crises were generally well known and their impact on Anglo-German relations was clearly outlined.
- (b)(i) Responses were very good on the Treaty of Frankfurt and most were able to avoid a trawl through the terms. The Triple Alliance had few responses.
- (b)(ii) Answers were sound and followed the scaffolding. Better responses avoided the narrative of the Balkan Wars.

## A2: Nationalism and Independence in India, c.1900-49

### Question 3

- (a)(i) Most candidates were able to indicate that the reforms did not provide for very effective representation of Indian interests in government, but only a minority held good knowledge of the essential content of the reforms and hence did not develop a well explained reason.
- (a)(ii) Many failed to make the most of this question for much the same reason as(a)(i): paucity of precise knowledge. Some candidates confused the reforms with the Rowlatt Acts.
- (a)(iii) Knowledge of the acts was usually satisfactory, but the focus on 'Why?' was weak and often restricted merely to dissatisfaction at inadequate reward for wartime loyalty.
- (a)(iv) This produced the best responses of the section with most candidates providing competent, at times graphic, accounts at Amritsar, while betraying a less certain grasp of context and outcome, consideration of which is usually helpful in 'key features' questions.
- (b)(i) There were few responses for the Simon Commission, while in the other two, knowledge could have been more extensively shown and also better angled towards indication of their importance. There were nevertheless some very good answers, worthy of top Level Three and Four marks.
- (b)(ii) Most answers covered the topic well, though answers containing precisely held knowledge were not very numerous; despite the date and the title, 'Quit India' was sometimes confused with 1947 events.

## Question 4

- (a)(i) The paucity of precisely held knowledge alluded to in 3(a)(i) was apparent here. The best support for answers came in (a)(ii) and (iv) where the latter did produce some solid work.
- (a)(iv) Of all the questions in the part, the Simon Commission was least well known.
- (b)(i) The weakness most apparent in many answers on the Round Table Conferences was development not on that given theme but on Gandhi's role in it and in India generally; Gandhi is of course important, but he is not the entire story. Fuller support could have been given in the other two options, with sharper legislative detail needed in most cases on the Government of India Act.
- (b)(ii) The achievement of independence arrives in tandem with the making of partition, in too many cases the focus of the answer was solidly on the former, to the virtual neglect of the latter. Events in Britain might form a modestly useful background feature to a response, though some developed this too strongly failing to offer good balance.

## A3: The Emergence of Modern China, 1911-76

### Question 5

- (a)(i) Answers were good in many cases and the maximum was quite often achieved. Few had difficulty in identifying the Three Principles, though a weakness in some responses was to leave them undeveloped as a list.; a minority linked them to Yuan rather than Sun.
- (a)(ii) There were some clear answers which penetrated the complex politics of Yuan's appointment from a secure base; others needed to develop more sharply Yuan's links with the Manchu court.
- (a)(iii) Most were able to identify May 4<sup>th</sup> as a nationalist movement, though details of their demands was not always clearly developed.
- (a)(iv) This was the least well answered in this section. There was often only a vague focus on 'Why?' and many slipped into a narrative trawl of the dispute between the parties, though some did angle narrative accounts to reasons for Chiang's intentions.
- (b)(i) Attention was more fully given to reasons for the CCP's defeat of the GMD than of Japan; nor were the dates well observed, with material that went back to the 1930s. There is a tendency to fail to develop the military principles and practice employed by the CCP in the years 1945-49. It is helpful in to indicate their role in attracting peasant support and the favourable contrast this made with GMD approaches, but social features are not of themselves sufficient to explain the CCP triumph by 1949.
- (b)(ii) Most candidates were assisted by the scaffolding and able to develop basic points around its contents, but there was often a failure to take these

descriptions sufficiently far to indicate how all of this showed 'change'; there was paucity of material on the first scaffolding item which needed a sharper contrast with the later collectivisation policies.

## Question 6

- (a)(i) Few secured less than the maximum, the subject well known and usefully developed as an explanation.
- (a)(ii) There were some quite graphic accounts of the troubles experienced on the Long March, though there tended to be some geographical uncertainty in a number of cases.
- (a)(iii) Some candidates tended to drift into offering background information and were not always secure on material on the given years; more was needed here on the GMD in both its administrative and military roles.
- (a)(iv) Some did waste time and effort writing about the fighting against Japan and in other instances, the military features of the civil war needed much sharper attention if the reasons for Communist success were to emerge with clarity.
- (b)(i) It was surprising to find a number of candidates who clearly had a faulty concept of what the Cultural Revolution was, seeing it as having an economic basis in the planned economy or even equating it with the events of 1949. However, many did understand its ideological motivation, while sometimes developing the theme into the practice of the Cultural Revolution by the Red Guards, rather than focusing on the reasons for its introduction, with which the question was fully concerned. Solid attempts were made by some to penetrate the world of CCP politics in the mid-1960s in their search for reasons, seeing Mao's struggle against such opponents as Deng.
- (b)(ii) Most candidates were assisted by the scaffolding and able to develop basic points around its contents, but there was often a failure to take these descriptions sufficiently far to indicate how all of this showed 'control'. Those who were able to offer this sharp focus then moved to the higher levels.

## A4: The Rise and Fall of the Communist State: The Soviet Union, 1928-91

### Question 7

- (a)(i) Many responses failed to focus sharply on the 'show' nature of the trials, equating them generally with the purges.
- (a)(ii) Stalin's antipathy towards the *kulaks* was frequently well answered and candidates were able to offer a broad canvas covering his own economic policy and also that of control within the Soviet Union.
- (a)(iii) Here, reasons were sometimes outweighed by practical examples.

(a)(iv) Answers might have been developed further on the mechanics of the purges, the NKVD, the personnel and the victims. Nevertheless, many candidates were able to support their answers with clear examples.

Answers to (b)(i) and (ii) showed a trend towards confusing the role and time of the work of Khrushchev and Gorbachev; the former is sometimes portrayed as initiating modest capitalist ventures and the latter is seen as the direct successor of the former.

Nevertheless, there were some well balanced and supported answers to (b)(i), dwelling with purpose on both aspects of the Soviet economy. Though tending sometimes to develop beyond into such areas of de-Stalinisation and foreign affairs.

(b)(ii) Answers were often limited in scope and reliant on only rather narrow support. Most could indicate the essential nature of *perestroika* and *glasnost*, but too often they were left at that, without adequately offering precise development and exemplification.

## Question 8

Generally speaking, Question 8 was rather better attempted than Question 7. Answers in (i), (ii) and (iii) presented few difficulties for candidates.

(a)(i) The term was known and usually quite well developed.

(a)(ii) & (a)(iii) presented a focus on reasons, though some candidates did trespass beyond into narrative of implementation and opposition.

(a)(iv) This produced the full range though many candidates would have secured higher marks had they offered a sharper focus on the nature of the planned economy, its reliance on targets and incentives.

(b)(i) It was important for candidates to note that this question related to the problems that Gorbachev inherited and not problems that developed during his leadership. Many failed to detect this essential thrust of the question and tended to produce, as a consequence, irrelevant material on the time Gorbachev was in power. Weaker candidates tended to view Gorbachev as the immediate successor to Khrushchev and even, in some cases to Stalin.

(b)(ii) As indicated in Question 7, some candidates tended to confuse Gorbachev and Khrushchev. Others were more vigilant and more observant of the scaffolding and developed more informed answers, though often such themes as collective farms and the Seven Year Plan received little attention beyond a modest development of their titles.

## A5: A Divided Union? The USA, 1941-80

### Question 9

(a)(i) A generally well answered question and the maximum was quite often awarded. A tendency among weaker candidates was to equate the student movement with the Civil Rights Movement.



- (a)(ii) Narrative of Black Power too often took prominence over reasons why it developed. Better candidates were able to discuss the practical appeal of Black Power to some sections of society and also its appeal to the deprived in the cities in the north.
- (a)(iii) Some candidates focus almost wholly on the Second World War, rather than offer some background detail and on occasions drifted into the 1970s.
- (a)(iv) There were some excellent responses here. However, candidates do get confused on such salient issues as what was actually done in the Watergate building and how that and its consequences relates to the tapes recording Nixon's conversations. A number confused the involvement of the Democratic and Republican parties in the question.
- (b)(i) Some answers for HUAC seemed to think that it was a body created by McCarthy in the late 1940s. In many cases, candidates did not always focus on the notion of 'growing fear' and tended to offer a description of the option.
- (b)(ii) The last three points of the scaffolding were developed with varying degrees of accuracy and completeness, the first was comparatively neglected and there was generally little attention given to events in the 1940s. A number of candidates needed a more secure knowledge of the salient features, especially the involvement of the correct president.

## Question 10

- (a)(i) This presented no serious problems for most candidates.
- (a)(ii) Materially was usually sound, though not always angled sharply to the 'why?' of the question and tending in some answers to develop beyond 1945.
- (a)(iii) The personalities and activities were fairly well known, though could at times have been more directly angled to the question's theme.
- (a)(iv) McCarthy appears to be omni-present in this context, responsible for setting up HUAC, the prosecution of Hiss, Rosenbergs and the Hollywood Ten. Many did, however, indicate the methods he employed, though sometimes not getting very much further than the briefcase and his hectoring tone.
- (b)(i) Many did focus accurately on 'sit-ins' and gave examples together with their impact and the difficulties the authorities faced with them. However, some answers moved to embrace all non-violent activities. There tended to be some confusion in the other two options and some responses conflated them. Some detail may be common but sharp distinction need to be made.
- (b)(ii) The general link of the 'New Frontier' to 'Great Society' was usually appreciated but confusion existed in some cases. Most held too rigidly to the scaffolding points, not really developing them very far and not reaching out to the abundant legislation of these years, which better candidates employed well for the 'Why...improvements?' of the question.

## A6: Superpower Relations, 1945-90

### Question 11

- (a)(i) Some candidates continue to confuse the 'Wall' with the 'Blockade'.
- (a)(ii) Most saw the pact as the Soviet Union's riposte to NATO, but few saw the immediate cause i.e. West Germany joining the organisation. Moreover, it is still disappointing to see large numbers credit Stalin with the formation of the pact.
- (a)(iii) The focus on reasons was sometimes obscured by overly developed background points such as de-Stalinisation and early revolt narrative.
- (a)(iv) Answers were often not well balanced or well furnished with practical content over the comparatively brief five year period. Nor, on occasions, was the period well observed; the 1960 U2 incident, the Bay of Pigs and the whole of the Cuban Missiles Crisis were often included. Better responses were focused and often included material such as Vietnam and the 'Prague Spring'.
- (b)(i) Most candidates steered clear of Cominform/Comecon. The Truman Doctrine was identified, though it was sometimes muddled with the Marshall Plan and not developed in the broader context of the Cold War. NATO also needed rather fuller integration and development beyond its foundation. Answers were sometimes short on content and weak in direction and scope.
- (b)(ii) Quite a few candidates needed to have observed the terminal date of 1985; this question did not - except marginally - enter the Gorbachev era and in this period the focus on Reagan needed to be on the Cold War warrior and not the emollient peacemaker. Other features of the question could have been more firmly developed in most cases, with sharper information rendered on SALT and Helsinki, though Afghanistan was often given (but here some saw an oil-rich nation) an informed and useful context.

### Question 12

- (a)(i) Most did perceive the reference to a total divide and not one in Germany alone. There were some thoughtful interpretations of the adjective 'Iron' in some responses.
- (a)(ii) Most were able to detect that the Truman Doctrine did originate from practical circumstances in Greece as well as from a general fear of Soviet ambitions as perceived by the West, but there were some loosely rendered answers.
- (a)(iii) Answers often dovetailed well with those to (ii), developing the theme generally in the context of post-war malaise and perceived Soviet threats.
- (a)(iv) While some confusion entered into some answers, (Wall/Blockade), most developed informed detail, indicating origins in post-war conferences and the specific fears of Stalin at encirclement and with less attention to the

flight of refugees, a problem more linked to the late 1950s and early 1960s. Most usefully introduced the airlift as an effective way of ending the Blockade.

- (b)(i) The main problem that some candidates appeared to have in their answers lay in the dates given for Reagan and Gorbachev. In the case of the former, it was the Cold War warrior who was required; his more emollient persona might find a place in the Gorbachev section. Between these two, material appeared to be more securely held on Reagan's assertive style in the early 1980s than in the various moves by Gorbachev in the field of international relations in the later 1980s. Those who attempted the option on Afghanistan often did so with assurance and with a good view of the international significance that political movements in that country held. (However, as in Question 11, there were some who indicated that Afghanistan was an oil-rich nation.)
- (b)(ii) Many candidates appeared heavily reliant on the scaffolding and were not always able to develop points very far. Better responses did analyse broader issues such as the U2 crisis and the development of détente after 1962 - there were some who moved on to discuss Vietnam and events in Czechoslovakia.

## A7: Conflict and the Quest for Peace in the Middle East, 1948-95

### Question 13

- (a)(i) Answers were not always well assured, and in some cases indicated quite strongly that a firmer geographical knowledge of the Middle East was required in order to construct viable responses. Most saw the answer as lying in the initial Egyptian assault, but were not able to develop this to a fully satisfactory, explained answer.
- (a)(ii) Many candidates took a global approach to this question in order to explain the rapprochement and the practical politics of the situation.
- (a)(iii) This was often answered weakly; attitudes were rather loosely developed and answers needed to be pinned down in firmer practical circumstances.
- (a)(iv) This was usually quite well known and answered with a competent global and Middle Eastern context.
- (b)(i) There were a couple of problems generally apparent in the treatment of the three options. The overall date of 1956-87 given at the start of the question were not always well observed, a number of candidates going back into the 1940s. Nor was there a very sharp distinction made between the two chosen options, with rather blurred content on the first and the last. Hence, focus on development of the conflict lacked strength by reason of insecure underlay.
- (b)(ii) The Superpowers were more effectively drawn into the question on the first scaffolding point where there were some well developed answers. In other points, both the Superpowers and UN were seen in a less sharply defined

way; the issue of armaments and oil were often alluded to, but only better candidates developed these important features with security.

## Question 14

- (a)(i) This presented few difficulties to the candidates; it received good responses and the maximum was often awarded.
- (a)(ii) Most candidates were able to offer some useful points but a number tended to develop the role of the PLO and miss the focus of the date in the question.
- (a)(iii) This was less successfully developed, a surprising omission being the increasing peace-making role that Arafat developed. Indiscriminate accounts of PLO activity were sometimes given to the neglect of the concept of 'change'.
- (a)(iv) The background to the Peace Accords was often better addressed than the precise terms of the accords themselves.
- (b)(i) Candidates generally showed recognition of the three options. The first was often developed as showing the emergence of Israel from the ending of the mandate, while the theme was taken up again in the second option. There were some knowledgeable answers on the Gulf War, though for most candidates the first two options appeared to provide a more familiar refuge.
- (b)(ii) Knowledge was quite often well applied and with balance here, though there could have been sharper references to the way in which the outcome of the wars signalled a success for Israel. The tactics of their opponents were alluded to, but not very thoroughly developed.

## Paper 02: Depth Studies

### General comments

The question paper seemed to present a fair challenge to the candidates. It elicited the full range of responses. There were few rubric offences although timing remains an issue with some candidates struggling to complete part (d) of their second question.

Some candidates sensibly planned their answers, especially to parts (c) and (d) and there was a strong correlation between planning and high marks. On the other hand, some produced over long plans and failed to complete the last question.

In addition, candidates need to be more aware of the individual mark tariffs. For example, some wrote far lengthier answers for the utility question (c), (worth 8 marks), than their responses to (d), which carries 12 marks.

Although candidates need to understand and apply nature, origins and purpose in evaluating sources, it is only necessary for sub-question (c). Far too many answers to the other sub-questions placed a heavy and unnecessary emphasis on these particular source skills. For example candidates went through the nature, origins and purpose of the source for part (a), for which they receive no credit, and then began to look for inferences.

Finally there are still many formulaic type answers especially for (c) and (d) which stifle initiative. In (c) candidates sometimes mechanically go through the origins, nature and purpose of each source without directly relating them to the idea of utility. For (d) they trawl through each source in turn explaining whether it agrees or disagrees with the interpretation. Many who do this are capable of more focussed and imaginative answers.

### Sub-question (a)

Most candidates are now making inferences, in some cases multiple inferences, and judgements and displaying sound comprehension of the source. Many achieved a good Level 2 mark. A substantial minority of candidates continue to provide unnecessary lengthy comments on the provenance of the source. There were especially strong answers to B1, B2, B5, B6 and B7. The better answers usually begin with 'This source suggests'. A small number of candidates either summarise the source or copy it out word for word or continue to take the source at face value.

### Sub-question (b)

This is the most improved question with many candidates, who understood the mechanics of cross-referencing, scoring well on this question and an increasing number able to judge the extent of support to reach Level 3. They directly compared and contrasted C with A and C with B, using evidence from each source to back up their comparison, and then came to a reasoned conclusion about the extent of corroboration. Indeed, candidates who began with an analysis of Source C, generally produced better cross referencing answers. In addition a greater number of candidates made explicit judgements about the extent of support between the sources.

There were especially strong answers to B2, B5 and B7. For B7 many candidates commented on the strong differences between C and A in their attitude to the Paris Peace agreements, and the similarities between C and the map, Source B. Similarly for B5, the similarities between Sources C and B and the contrast between C and A.

Nevertheless cross-referencing still causes difficulties to surprisingly many candidates. Even strong candidates gave lengthy descriptions of each source in turn before beginning to cross-reference. Some simply described each source and then made a broad brush statement such as 'Source C supports Sources A and B'. Others compared Source A and B and were given no credit. Again, a number of candidates made lengthy and generally irrelevant comments on the provenance of the sources.

It should be stressed that candidates do not have to identify similarities and differences to reach Level 3. They do, however, have to make some judgement on the extent of support between the three sources.

### Sub-question (c)

On the whole candidates seemed to show a greater understanding of the issue of utility with the best answers interrogating the sources and focusing immediately on utility and making strong reference to the nature, origins, purpose and content of the source and evaluating utility in the context in which the source was produced. Such candidates made maximum use of provenance and generally produced a balanced evaluation, explaining the value and limitations of each source in relation to the question set. The best answers put the sources in context. This was especially true of B5 and B7 where candidates made quite sophisticated judgements about the sources.

B1 was especially well answered with candidates understanding the position of the Whites in E and the standpoint of the 'British businessman' in D - anti Bolshevik as a capitalist and British in the context of the Civil War. There was some very good contextual knowledge applied to the utility of Sources D and E for B4.

Again, however, there are weaknesses. A substantial number of candidates lose sight of utility and become bogged down in summarising the contents of each source and comment on the significance of the event described in the source, rather than the source itself. Reliability rather than utility remains the thrust of a number of answers. Not enough candidates make effective use of nature, origins and purpose with reference to utility. When applied, it was often mechanistic with learnt responses such as 'photos cannot lie', 'it was written by an eyewitness and must be useful' or generalised comments about primary and secondary sources. Primary sources are invariably seen as far more valuable than their secondary counterparts.

For example the photographs, Source D for B3 and Source D for B7 were useful because 'the camera can never lie' or were of no use because 'it was only a moment in time'. Candidates often failed to comment on key aspects of the provenance of the sources such as Source D, B2 and Source E, in B5, both official photographs, and memoirs of Albert Speer for B4 Source D.

A substantial minority of candidates still confuse reliability with utility. Indeed candidates cannot score above top level 1/3 if the whole thrust of the answer is

reliability. In addition some still believe propaganda sources e.g. Source E in B1 and Source E in B4, are of no use.

### Sub-question (d)

A wide variety of responses to this question. Some candidates successfully integrated own knowledge with confident use of the sources to make balanced judgements. On the other hand, at the other extreme, there was the usual trawl through the sources often with little direct relevance to the question set.

A number of responses relied exclusively on the sources or own knowledge and could not be credited higher than half marks. Reliance on the sources is understandable. What is surprising, is those candidates who display excellent own knowledge and yet make no reference at all, even implicitly, to any of the sources!

Candidates need to use the sources to stimulate their own knowledge. Indeed the stronger answers often begin with Source F and use this to stimulate own knowledge. For B5 Source F suggested the US preoccupation in Europe, Source F for B7 the failings of the US military in Vietnam and Source F for B1 the Constituent Assembly and the Kronstadt Mutiny.

Centres should note that to reach Level 3 candidates do not have to integrate the sources with own knowledge or give a balanced answer. Developed explanations which show confident use of the sources together with precisely own knowledge, agreeing or disagreeing with the interpretation, satisfy the criteria for Level 3. However to reach Level 4 there needs to be a direct focus on the key issues of the interpretation and a balanced, sustained argument.

## Paper 03: Coursework

### Introduction

Overall, moderators experienced very few problems in the moderation process and it is clear that the great majority of teachers take the setting, supervision and marking of coursework very conscientiously. The work of most candidates was clearly marked, carefully assessed against the mark schemes and therefore, reflected student ability. However, there remain some difficulties in administration and all teachers are requested to follow the administrative procedures set out below. Teachers are reminded that candidates must complete two coursework units on different topics. The topics must not overlap the content of the examined components. Each assignment must be targeted at a different assessment objective. One assignment must be set on AO1 and one on AOs 2 and 3.

### Marking

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

### OPTEMs Marksheets

The OPTeMS marksheets will have three copies.

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

Centres are requested to take care when entering marks on the marksheets. Each sheet should be dealt with separately on a hard surface and not on top of the other sheets. There were a number of instances in 2008 where moderators were unable to read the marks because of over printing. Centres are also requested that the completion of marksheets should be undertaken by one teacher and not passed to different members of the department. On several occasions there were errors on the marksheets which were not spotted by the centre. Centres are reminded that arithmetical mistakes, or other errors on marksheets can result in marks for all candidates in the centre being altered by the regression process. Centres are therefore requested to check all additions and entries, as this is not the responsibility of moderators.

### Specific issues

#### **1: Possible reasons for marks being adjusted during moderation**

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



### **i) Lack of internal standardisation**

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

i) Sampling

ii) Marking of different assignments by different teachers

iii) Marking of each others coursework assignments

iv) One teacher marking all of the assignments

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

### **ii) Incorrect application of higher levels**

In AO1, candidates must produce a developed explanation if Level 3 is to be awarded and similarly a sustained argument for Level 4 top to be awarded. In a 'causation' question, developed explanation means that a sequence of factors/events has been produced and that a candidate has explained how one led to another. It is not sufficient merely to get factors/events in the correct order. Sustained argument means that a candidate has assessed and identified the main factors and has then supported that decision throughout the answer. In neither case is it possible to award a level because part of an answer appears to meet the descriptor. The level awarded should reflect that which has been sustained.

In a 'change' question, Level 3 will involve an explanation of the factors/events that led to change taking place. Level 4 will require an assessment of the situation beforehand and an explicit comparison with the situation after change has taken place. Assignments that describe events should be awarded Level 2.

In AOs 2 and 3, it is not sufficient to refer to the provenance (nature, origin and purpose) or comment on possible limitations for an answer to be awarded Level 3. A candidate must make positive use of the provenance for that level to be reached. That will involve explaining how the evidence of the source helps in the understanding of the past. Level 4 should be awarded when the answer is focused clearly upon the question set and the candidate has integrated sources and own knowledge in the response.

## **2: Word limit**

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

### 3: Help given to candidates

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

### 4: Use of sub-headings

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

## Coursework Authentication sheets

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

## The Sample

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

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

- Centres should also include with the sample the classwork notes of one candidate. This is a requirement of the Code of Practice. Moderators will not inspect or comment on the classwork notes, which may not be marked.
- The yellow copy of the OPTEMs must also be included with the sample.
- The sample should be posted to arrive with the moderator by the date specified by Edexcel. This will normally be the end of the first week in May.

## Statistics

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### 1334 Overall Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	75	66	57	48	39	31	23	15	0

### 1334 Paper 1 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 1 grade boundaries	90	55	38	15

### 1334 Paper 2 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 2 grade boundaries	60	43	31	17

### 1334 Paper 3 Grade Boundaries

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

### 3334 (Short Course) Overall Grade Boundaries

Grade	Max. Mark	A*	A	B	C	D	E	F	G	U
Overall subject grade boundaries	100	71	61	51	41	33	25	18	11	0

### 3334 Paper 1 Grade Boundaries

Grade	Max. Mark	A	C	F
Paper 1 grade boundaries	90	55	38	15

### 3334 Paper 2 Grade Boundaries

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

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