

**Edexcel GCSE in
History A: Modern European & world history –
Short course (3334)**

First examination 2003

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Introduction

Edexcel GCSE in History A (Short course) is one of a suite of three History GCSEs, each offering teachers and students distinctly different approaches to the study of history.

History A (Short course) offers a programme of study focusing on modern world and/or European history, including international relations. The study of British history is assessed through a coursework assignment based on the content of one taught unit.

The other Edexcel History GCSE (Short course) specifications available are:

- ÷ *Edexcel GCSE in History B (Short course) – Aspects of modern social, economic and political history (3335)*
- ÷ *Edexcel GCSE in History C (Short course) – Schools history project (3336).*

Full courses are also available for all three specifications.

Key features

- ÷ Can be co-taught with the full course
- ÷ Outline studies whose chronology runs from the late nineteenth century to the end of the twentieth century give candidates a clear understanding of the key issues which have helped to shape the modern world.
- ÷ Outline studies permit the study of individual countries eg USA, USSR/Russia, China or world issues such as the Road to War (1914) and Conflict in the Middle East.
- ÷ Coursework units permit the study of Britain in the twentieth century and enable candidates to understand the changing role of Britain during this time. Edexcel-designed coursework assignments available from Edexcel Publications.

Rationale

This specification gives candidates the opportunity to study history in two different ways, in outline assessed through the externally examined paper and in depth assessed through coursework. It also provides candidates with the opportunity to study history in a variety of scales, British, European and world history, including international relations and across a range of perspectives, political, social and economic. This is reflected in the content and the assessment.

The purpose of the written paper is to enable candidates to show their understanding of a range of key concepts, including change over time, by deploying historical knowledge and analysing key features and events. For instance, outline study (A7) The USA, 1941–80 requires candidates to develop an overview, throughout the period, of the growth and influence of the US economy; social and cultural divisions and their importance; political attitudes and divisions in the USA.

The purpose of coursework is to enable candidates to increase the breadth and range of their studies and to broaden the assessment experience. This approach can be exemplified in the following way – coursework unit (C10) Finding a Role? Britain and Europe since 1945 which requires candidates to develop an understanding of Britain's relationship with Europe since the Second World War.

The chronology of this specification runs from the late nineteenth century to the present day and it aims to give candidates a clear understanding of the key issues which have helped to shape the modern world. Such an understanding does not require any prescriptive statement of content and each of the combinations available afford a valid and coherent route to the understanding of the modern world.

The specification is divided into outline studies and coursework studies. Consequently the specific specification followed by candidates will depend upon their choice of units and the examination will be structured to reflect this choice.

Summary of the specification content

Candidates study two outline studies and one coursework unit.

Section A: Outline studies

- ÷ A1 – The Road to War: Europe, 1870–1914
- ÷ A2 – Nationalism and Independence in India, c1900–49
- ÷ A3 – The Emergence of Modern China, 1911–76
- ÷ A4 – The Rise and Fall of the Communist State: The Soviet Union, 1928–91
- ÷ A5 – A Divided Union? The USA, 1941–80
- ÷ A6 – Superpower Relations, 1945–90
- ÷ A7 – Conflict and the Quest for Peace in the Middle East, 1948–95

Section C: Coursework

British History

Centres may design their own coursework (see page 14 for details) or they may choose from the approved Edexcel-designed units below.

- ÷ C1 – Votes for Women c1900–28
- ÷ C2 – The changing role and status of Women since 1945
- ÷ C3 – Social and Welfare Reforms in Liberal Britain, 1905–14
- ÷ C4 – The Rise of the Labour Party, c1890–1924
- ÷ C5 – The General Strike
- ÷ C6 – The Home Front, 1914–18
- ÷ C7 – Britain in the age of total war 1939–45
- ÷ C8 – Two Nations? British Society in the 1930s
- ÷ C9 – The Creation of the Welfare State: British Society in the 1940s
- ÷ C10 – Finding a Role? Britain and Europe since 1945
- ÷ C11 – Decolonisation – from Empire to Commonwealth
- ÷ C12 – Britain and overseas conflict – The Suez Crisis and the Falklands War
- ÷ C13 – Northern Ireland since c1960.

Summary of scheme of assessment

Part or component	Mode of assessment	Weighting	Length
Paper 1 (written paper)	External	40%	2 hours
Paper 3 (coursework)	Internal	25%	1 assignment <i>max. 1,500 words</i>

Availability of external assessment

Assessment will be available in June only.

Prior learning and progression

This specification builds on the knowledge, understanding and skills established by the National Curriculum at Key Stages 1, 2 and 3. It provides a foundation for further study at levels 2 and 3 in the National Qualifications Framework, including AS and Advanced GCSEs. It also provides a firm foundation for employment where abilities to analyse material, pay attention to detail and communicate clearly are required.

Forbidden combinations and links with other subjects

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

The classification code for this specification is 4010.

Candidates entering for this specification may not, in the same series of examinations enter for any other specification with the title History (Short course).

Status in Wales and Northern Ireland

This specification has been approved by ACCAC for use in centres in Wales and by CCEA for centres in Northern Ireland. In order to satisfy the requirements of the National Curriculum history programme of study for Northern Ireland, Northern Irish centres must choose a coursework option based on a study of history with a Northern Irish dimension (eg C13) and an outline study which is based on a study of European history (A1 and 4).

Specification aims and assessment objectives

National Qualifications Framework criteria

This specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities including QCA and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for History.

Aims

This specification gives students opportunities to:

- a acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- b use historical sources critically in their context, recording significant information and reaching conclusions
- c develop understanding of how the past has been represented and interpreted
- d organise and communicate their knowledge and understanding of history
- e draw conclusions and appreciate that historical judgements are liable to reassessment in the light of new or reinterpreted evidence.

Knowledge, skills and understanding

This specification requires the study of:

- a the key events, people, changes and issues in the period(s) or topic(s) specified
- b the key features and characteristics of the periods, societies or situations specified and, where appropriate, the social, cultural, religious and ethnic diversity of the societies studied and the experiences of men and women in these societies
- c an element of British history and/or the history of England, Scotland, Ireland or Wales, building on the knowledge, skills and understanding acquired at Key Stage 3
- d history on at least two different scales, such as local, national, European, international, global
- e history in at least two different ways, such as in depth, in outline, thematically
- f history from at least two perspectives, for example political, economic, social, technological, scientific, religious and cultural. The balance of these perspectives may vary between specifications
- g history through a range of sources of information, including ICT, appropriate to the period, such as written and visual sources, artefacts, music, oral accounts, and buildings and sites.

Assessment objectives

This specification requires candidates to demonstrate their ability to:

- AO1 recall, select, organise and deploy knowledge of the specification content to communicate it through description, analysis and explanation of:
- . the events, people, changes and issues studied
 - . the key features and characteristics of the periods, societies or situations studied
- AO2 use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them
- AO3 comprehend, analyse, and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Although the assessment objectives are expressed separately, they are not wholly discrete.

Scheme of assessment

Relationship of assessment objectives to scheme of assessment

Assessment Objective	Paper 1 (written papers)	Paper 2 (coursework)	Total
AO1	75%		75%
AO2 & AO3	/	25%	25%

This table gives the approximate weightings for each assessment objective. However, in any particular examination series, the weightings for the assessment objectives may vary very slightly.

**Section A:
Outline studies** The purpose of Paper 1 is to enable candidates to show their understanding of a range of key concepts, including change over time, deploying historical knowledge, and analysing key features and events.

This paper will consist of 14 questions, two questions on each of the outline studies A1-A7. Each question will comprise four short sub-questions based around a piece of stimulus material in Section (a), and two sub-questions in Section (b) which will require longer responses. Candidates must answer two questions chosen from different topics.

**Section C:
Coursework
British History** The purpose of the coursework is to enable candidates to increase their breadth and range of their studies and to broaden their assessment experience.

Candidates are required to complete **one** coursework assignment based on a programme of study.

See *Internal assessment* section on page 14 for further guidance.

Entry tiers

History papers are not tiered and give access to the full range of grades.

Quality of written communication (QoWC)

The quality of written communication will be assessed through AO1 in the examination questions which require extended writing and the coursework assignment.

Students will be assessed on their ability to:

- ÷ present relevant information in a form that suits its purpose
- ÷ ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- ÷ use a suitable structure and style of writing.

Awarding, reporting and equivalence

The grading, awarding and certification of this specification will comply with the requirements of the GCSE and GCE A/AS Code of Practice for courses starting in September 2001, which is published by QCA. Qualifications will be graded and certificated on an eight grade scale from A* to G.

GCSEs have broad equivalence to General National Vocational Qualifications in the following terms:

- ÷ two GCSEs at grade D to G and two GCSEs at grade A* to C are equivalent to one three-unit GNVQ at Foundation and Intermediate level respectively
- ÷ four GCSEs at grade D to G and four GCSEs at grade A* to C are equivalent to one six-unit GNVQ at Foundation and Intermediate level respectively.

Assessment language

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all written and spoken work submitted for examination and moderation must be produced in English.

Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to examinations officers. Further copies of guidance documentation may be obtained from the following address or by telephoning 0870 240 9800.

Edexcel will assess whether or not special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Private candidates

This specification is not available to private candidates.

Specification content

Students study **two** outline studies, **two** depth studies and **two** coursework units.

Section A:

Outline studies

- ÷ A1 – The Road to War: Europe, 1870–1914
- ÷ A2 – Nationalism and Independence in India, c1900–49
- ÷ A3 – The Emergence of Modern China, 1911–76
- ÷ A4 – The Rise and Fall of the Communist State: The Soviet Union, 1928–91
- ÷ A5 – A Divided Union? The USA, 1941–80
- ÷ A6 – Superpower Relations, 1945–90
- ÷ A7 – Conflict and the Quest for Peace in the Middle East, 1948–95

Section C:

Coursework –

British History

Centres may design their own coursework (see page 14 for details) or they may choose from the approved Edexcel-designed units below.

- ÷ C1 – Votes for Women c1900–1928
- ÷ C2 – The changing role and status of Women since 1945
- ÷ C3 – Social and Welfare Reforms in Liberal Britain, 1905–14
- ÷ C4 – The Rise of the Labour Party, c1890–1924
- ÷ C5 – The General Strike
- ÷ C6 – The Home Front, 1914–18
- ÷ C7 – Britain in the age of total war 1939–45
- ÷ C8 – Two Nations? British Society in the 1930s
- ÷ C9 – The Creation of the Welfare State: British Society in the 1940s
- ÷ C10 – Finding a Role? Britain and Europe since 1945
- ÷ C11 – Decolonisation – from Empire to Commonwealth
- ÷ C12 – Britain and overseas conflict – The Suez Crisis and the Falklands War
- ÷ C13 – Northern Ireland since c1960.

Section A: Outline Studies

A1 – The Road to War: Europe, 1870–1914

Through the content specified below candidates should develop an overview of the following:

- ÷ the origins and developments of the alliance system
- ÷ the causes of rivalry between the European powers
- ÷ the struggle for control of the Balkans.

Specified content

- ÷ The Franco-Prussian War: its effects on France and Germany.
- ÷ The expansion of the German Empire, 1871–1914.
- ÷ International rivalries and alliances, 1873–1914.
- ÷ The changing balance of power in the Balkans, 1876–1914.
- ÷ The development of rivalry between Britain and Germany, 1890–1914: the role of Kaiser Wilhelm II.

A2 – Nationalism and Independence in India, c1900–49

Through the content specified below candidates should develop an overview of the following:

- ÷ changing attitudes to British rule
- ÷ the development of independence movements
- ÷ the impact of independence and partition.

Specified content

- ÷ British rule in India in the early 20th century.
- ÷ The Congress movement: the Muslim League.
- ÷ The campaigns for independence: the roles of Gandhi and Jinnah.
- ÷ British policies and attitudes to India before the Second World War.
- ÷ Impact of the war on India and on Britain.
- ÷ Independence and partition: the role of Mountbatten.

A3 – The Emergence of Modern China, 1911–76

Through the content specified below, candidates should develop an overview of the following:

- ÷ changes in the nature of political control
- ÷ the impact of political changes on the people of China
- ÷ attempts to modernise Chinese society and the economy.

Specified content

- ÷ China under the warlords: origins of the CCP.
- ÷ Changing relations between the CCP and the GMD: the Long March.
- ÷ Communists, Nationalists and the Japanese at war: the Communist victory.
- ÷ Aims and changing policies of Mao after 1949.

- ÷ Economic, social and political changes; the changing role of women.
- ÷ The Cultural Revolution and its effects.

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

Through the content specified below, candidates should develop an overview of the following:

- ÷ the development of Communist rule
- ÷ the impact of Communist rule upon the peoples of the Soviet Union
- ÷ the failure of reform and the decline of the Communist state.

Specified content

- ÷ The nature of Stalin’s dictatorship.
- ÷ Changes in industry and agriculture and their impact: the changing role of women.
- ÷ De-Stalinisation.
- ÷ Khrushchev’s attempts at modernisation.
- ÷ The decline and fall of the Communist state: the role of Gorbachev.

A5 – A Divided Union? The USA, 1941–80

Through the content specified below, candidates should develop an overview of the following:

- ÷ the growth and influence of the US economy
- ÷ social and cultural divisions and their importance
- ÷ political attitudes and divisions in the USA.

Specified content

- ÷ The impact of the Second World War on US economy and society.
- ÷ McCarthyism and the ‘red scare’.
- ÷ The Civil Rights movements and their impact on US society.
- ÷ ‘New Frontier’, ‘Great Society’: the roles of Kennedy and Johnson.
- ÷ Protest movements in the 1960s and early 1970s.
- ÷ The Watergate scandal and its impact.

A6 – Superpower Relations, 1945–90

Through the content specified below, candidates should develop an overview of the following:

- ÷ the impact of the breakdown of wartime alliances
- ÷ the struggle for worldwide supremacy
- ÷ detente and the new order.

Specified content

- ÷ Origins of the Cold War and the partition of Germany.
- ÷ The Truman Doctrine, Marshall Plan and the Soviet response.
- ÷ NATO and the Warsaw Pact; the arms race.
- ÷ The nature of Cold War: Berlin; Hungary; Cuba.
- ÷ *Detente*: Cuba to Afghanistan, and the roles of Reagan and Gorbachev.

A7 – Conflict and the Quest for Peace in the Middle East, 1948–95

Through the content specified below, candidates should develop an overview of the following:

- ÷ the significance of the establishment of the state of Israel
- ÷ the causes and consequences of conflict between Israel and its neighbours
- ÷ the attempts to find a lasting peace.

Specified content

- ÷ Declaration of the state of Israel in 1948 and its consequences.
- ÷ Relations between Israel and its neighbours: the Arab-Israeli wars, 1948–73.
- ÷ The impact of the conflict on the Middle East and the world.
- ÷ The role of Yasser Arafat and the PLO.
- ÷ Attempts at peace-making, Sadat, Begin and Carter; the roles of the superpowers and the UN; the intifada and Peace Accord 1995.

Section C: Coursework units

Candidates must study **one** coursework unit which **must not** duplicate content studied for Paper 1. Coursework is assessed through a single assignment. Centres may set either centre-designed or Edexcel-designed coursework units and assignments. Centres who wish to devise their own assignments are required to use the examples from the *Teachers' Guide* as models. Centre-designed coursework **must** focus exclusively on late nineteenth and twentieth century British history or on the late nineteenth and twentieth century histories of England, Scotland, Ireland and Wales. Centre-designed programmes must be submitted to Edexcel for approval prior to teaching. For more detail, see the separate section on *Internal Assessment* (page 14).

Assignments and markschemes for assessing the following approved units are published and available from Edexcel Publications and the Edexcel website. Centres which adopt these units and assignments do not need to seek approval.

C1 – Votes for Women, c1900–28

Content: women and the vote c1900; women's status as voters in local government etc growth of NUWSS, WSPU; suffrage activities pre-1914 and their impact; the impact of the First World War; Representation of the People Act 1918 and 1928.

C2 – The changing role and status of Women since 1945

Content: Impact of the Second World War, growth of educational and career opportunities, legislation of the 1960s and 1970s. The growth and impact of feminism and reasons why feminism engendered strong opinions.

C3 – Social and Welfare Reforms in Liberal Britain, 1905–14

Content: reasons for the reforms, legislation to help the young, old and unemployed, the Liberals and trade union reform.

C4 – The Rise of the Labour Party, c1890–1924

Content: growth of socialist societies, ILP, LRC, Labour Party, Labour in the Coalition 1915–18, opposition after 1918, First Ministry 1924. Roles of Keir Hardie and MacDonald.

C5 – The General Strike

Content: background to labour unrest from 1918 causes, events and consequences, to 1939, of the strike. The role of employers, unions and government during the Strike.

C6 – The Home Front, 1914–18

Content: the changing role and status of women, government intervention – DORA, rationing, industrial control; recruitment, conscription, conscientious objection.

C7 – Britain in the age of total war 1939–45

Content: Phoney war, 'Dunkirk Spirit', propaganda: use of radio, cinema and the press, the civilian war; evacuation, conscription, Blitz, rationing, Home Guard, ARP, and the arrival of US troops.

C8 – Two Nations? British Society in the 1930s

Content: Depression, Two Nations, problems of old industrial areas and opportunities for the 'new' industries; impact of unemployment, Hunger Marches, affluent South East.

C9 – The Creation of a Welfare State: British Society in the 1940s

Content: Impact of the Second World War, the Beveridge Report and the 1944 Education Act; Labour and the Welfare State 1945–51: the creation of NHS, policies on poverty, housing and employment.

C10 – Finding a Role? Britain and Europe since 1945

Content: Britain and the ECSC, Britain's rejection of the EEC, attempts at entry in the 1960s, membership from 1973, crises and changing relations since 1973 – Thatcher, Major, Blair. Public opinion on Europe.

C11 – Decolonisation- from Empire to Commonwealth

Content: Impact of the Second World War, reasons for retreat after 1945, the course of decolonisation. Case studies: Indian sub-continent, Africa, Caribbean, S E Asia.

Please note: centres studying Outline A2 may not use India as a case study.

C12 – Britain and overseas conflict – The Suez Crisis and the Falklands War

Content: Suez- causes, events and consequences for Britain's world role; support in Britain for, and opposition to, intervention in Suez.

Falklands – cause, events and consequences for Britain's status and esteem in world affairs; support in Britain for, and opposition, to intervention in the Falklands.

C13 – Northern Ireland since c1960

Content: growth of the Civil Rights Movement, beginning of the Troubles, Direct Rule and its impact on Northern Ireland, The Troubles and the search for a settlement 1970s and 1980s, moves toward peace in the 1990s.

Internal assessment

Coursework guidelines

Centres will need to bear in mind the range, breadth and coherence of experience of candidates in their whole course of study when designing coursework programmes. Coursework must not duplicate content studied for the externally examined paper.

All candidates entered for GCSE history must complete one coursework assignment, based on an approved unit of content. The assignment must assess objectives 2 and 3. The assignment will be marked out of 50. The coursework levels and descriptors are given on page 16. Candidates' responses must not exceed 1,500 words.

The coursework programme of study should represent, in teaching time, approximately a quarter of the course. At the time of moderation, centres will be required to submit the complete coursework programmes of one candidate to show the course of study followed and the context of the coursework assignment.

Coursework units

Edexcel publishes approved units including specified content and assignments for all the coursework options listed in the specification. However, centres may devise their own coursework units and assignments. Centre-designed units **must** focus exclusively on late nineteenth and twentieth century British history or on the late nineteenth and twentieth century histories of England, Scotland, Ireland and Wales. Units and assignments must be submitted to Edexcel for approval prior to teaching using form HG1 (see *Appendix 3*). Centres must model their coursework units and assignments on the exemplars published in the *Teachers' Guide* or on the approved coursework units published by Edexcel.

Coursework assignments

Coursework assignments may be either teacher-designed or Edexcel-designed. Edexcel-designed assignments will be based upon materials and sources provided by Edexcel. Teachers may duplicate these assignments freely within their own centres for use by their students. Centres adopting these do not need to seek approval.

Centre-designed assignments must be submitted to Edexcel for approval using form HG1 (see *Appendix 3*) prior to being set for students. Centres wishing to devise their own assignments must ensure that they conform to the exemplars provided in the *Teachers' Guide* and the Edexcel-designed units. Approval will be based on adherence to the following guidance.

Centre-designed coursework assignments

A centre-designed assignment may be either a class or group enquiry in which the teacher indicates or provides a range of source materials and/or library resources and candidates work with the same material on a common assignment.

Coursework marks assessing objectives 2 and 3 should be based on up to eight sources. The sub-questions should require candidates to:

- ÷ explain what can be learnt from the source
 - *comprehension and inference*
- ÷ put the sources into context
 - *comprehension with factual recall*
- ÷ analyse sources for agreement and/or disagreement
 - *cross-referencing*
- ÷ assess the usefulness of one or two sources
 - *reliability and utility*
- ÷ use sources to evaluate statements or views or pictures of the past
 - *evaluate interpretations and representations.*

Centres are encouraged, where appropriate, to make use of site visits, artefacts, museums, oral evidence, television and radio programmes.

The completion of coursework assignments

Coursework assignments may be completed as part of classwork or homework. However, all coursework assignments must be authenticated, by the teacher responsible for teaching the candidates, as the candidate's own work.

The marking and annotation of coursework

Coursework must be marked and annotated in accordance with the GCSE and GCE A/AS Code of Practice.

Candidates' work submitted for moderation should normally be marked and annotated by the teacher responsible for teaching the candidates. The annotation should include the level reached by the candidate in each part of the assignment or in each sub-question.

At the end of the assignment there should be a total of the marks and a final brief comment explaining how that mark has been arrived at. The final mark awarded should reflect the overall level of achievement demonstrated by the candidate in the assignment. For example, a candidate who reached level 3 in all sub-questions should be awarded a mark in the level 3 mark band of 31–45. Half marks should not be used.

Where more than one teacher has been responsible for marking the sample of candidates' work, there should be clear evidence of internal moderation. Internal moderation should establish an overall order of merit for all candidates within a centre and must ensure that the assessment criteria have been correctly applied. This process must include an arithmetical check of the marks and the transfer of totals to the Teacher Examiner Mark-sheets (OPTEMS).

Please see *Appendix 2* for detailed guidance on submission of OPTEMS.

Moderation and submission of coursework

Detailed internal assessment procedures are given in *Appendix 2*. If it proves necessary to amend these details in any way in the future, centres will receive separate notification.

Coursework level descriptors

Assessment Objectives 2 and 3

- AO2: Use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them.
- AO3: Comprehend, analyse, and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.
- Level 1: Understands that sources of information can be used to respond to a given historical assignment. Can comprehend evidence at face value and extract relevant information from it. Shows implicit understanding that the past can be represented in different ways. (1 – 15)
- Level 2: Can make clear and straightforward judgements about the value of evidence for a given historical enquiry. Can interpret and select evidence and construct a simple synthesis. Can identify some different ways in which the past can be represented and offers some explanation of why these differences exist. (16 – 30)
- Level 3: Can make logical and judgements about the value of evidence in a given historical context. Uses evidence with some discrimination to reach valid conclusions in an enquiry. Can identify and explain different representations or interpretations of the past. Can show, using appropriately selected knowledge, why these differences exist and attempts some critical evaluation of the representations and interpretations. (31 – 45)
- Level 4: Can make logical and sustained judgements about the value of evidence in a given historical context. Uses evidence with confidence and discrimination to reach substantiated conclusions. Can critically evaluate different representations and interpretations of historical developments and events based on selected historical knowledge. (46 – 50)

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade F

Candidates recall, select and organise some relevant knowledge of the specification content. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period, including characteristic ideas, beliefs and attitudes.

Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. They identify some differences between ways in which events, people or issues have been represented and interpreted and may identify some of the reasons for these.

Grade C

Candidates recall, select, organise and deploy historical knowledge of the specification content to support, generally with accuracy and relevance, their descriptions and explanations of the events, periods and societies studied.

Candidates produce structured descriptions and explanations of the events, people, changes and issues studied. Their descriptions and explanations show understanding of relevant causes, consequences and changes. They also consider and analyse key features and characteristics of the periods, societies and situations studied, including the variety of ideas, attitudes and beliefs held by people at the time.

Candidates evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways.

Grade A

Candidates recall, select, organise and deploy historical knowledge of the specification content accurately, effectively and with consistency, to substantiate arguments and reach historical judgements.

Candidates produce developed, reasoned and well substantiated analyses and explanations which consider the events, people, changes and issues studied in their wider historical context. They also consider the diversity and, where appropriate, the interrelationship of the features and ideas, attitudes and beliefs in the periods, societies and situations studied.

Candidates evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways and consider their value in relation to their historical context.

The wider curriculum

Key skills

This specification will provide opportunities, as appropriate, to develop the key skills of communication, information technology, improving own learning and performance, working with others and problem-solving.

Examples of such opportunities are signposted in *Appendix 1* of the specification. It is important that these opportunities fall naturally into a programme of study, and it may be that not all the examples are appropriate for all programmes. The examples offered may be adapted to suit particular situations, and it will be possible to devise many alternative opportunities and approaches. The development of key skills can enhance teaching and learning strategies and can be a stimulus to new approaches, and increase levels of student involvement.

Key skills opportunities are detailed more fully in *Appendix 1*.

Spiritual, moral, ethical, social and cultural issues

This specification contributes to an understanding of spiritual, moral, ethical, social and cultural issues in the following ways:

÷ **Spiritual issues**

Although this specification does not tackle these issues explicitly, teachers should be aware that there will be a number of opportunities to ask students to consider the following:

- . the nature of proof, truth and certainty
- . human achievement
- . religious beliefs and personal insights
- . the value of individuals and communities.

÷ **Moral and ethical issues**

Teachers are encouraged to ask students to consider the moral and ethical implications of all the historical issues studied in this specification. When discussing the motives and actions of historical figures, students should take account of the moral and ethical considerations involved in historical decisions.

÷ **Social and cultural issues**

Social history (including cultural aspects) is a feature of the following outline, depth and coursework studies of the full course. The depth studies may be studied as coursework:

- . Votes for Women c1900–28
- . Nationalism and Independence in India, c1900–49
- . Social and Welfare Reforms in Liberal Britain 1905–14
- . The Russian Revolution, c1910–24
- . The Emergence of Modern China, 1911–76
- . The Home Front, 1914–18
- . The General Strike

- . The Rise and Fall of the Communist State: The Soviet Union, 1928–91
- . Depression and the New Deal: the USA, 1929–41
- . Nazi Germany, c1930–39
- . The Home Front, 1939–45
- . The Creation of the Welfare State: British Society in the 1940s
- . A Divided Union? The USA, 1941–80
- . Superpower Relations, 1945–90
- . The changing role and status of Women since 1945
- . Conflict in Vietnam, c1963–75
- . The End of Apartheid in South Africa, 1982–94
- . Northern Ireland since 1960.

Education for citizenship

This specification makes a contribution towards coverage of the Key Stage 4 programme of study for Citizenship, in particular through:

- ÷ *Conflict and the Quest for Peace in the Middle East, 1948–92*, students who study this outline study may also have the opportunity to explore the need for mutual respect and understanding through studying the religious and ethnic issues involved in the Quest for Peace in the Middle East
- ÷ *Britain's changing relationship with Europe, economic groupings, entry to the EEC (EU)*, this coursework unit allows students to explore: the role of British citizens in the EU through the study of Britain's changing relationship with Europe; the nature of multi-culture and the need for mutual respect and understanding through the study of the change from Empire to Commonwealth
- ÷ *Role of Women since 1945*, this coursework unit allows students to explore the laws relating to discrimination on grounds of gender through the study of the changing role and status of women.

Information and communication technology

ICT is becoming increasingly important in the study of history both as a tool for research and as a medium for communication. Specific opportunities for developing students' key skills in IT are signposted in *Appendix 1*. However, there are a number of more general ways in which ICT can form an integral part of the GCSE course.

Students could use a CD ROM, the Internet or resources on a school intranet to research a historical issue. Students could access museum, university or government agency websites and use online databases to enable them to compile information and compare various views of a historical event, for instance different interpretations of the rise and fall of the Communist state, outline study A4.

Students could enter population statistics, prices or figures of production on to a spreadsheet and use that to produce a table such as a bar chart, for instance, a chart showing women's greater presence in the workforce when studying coursework unit C2, The changing role and status of women since 1945.

Students could use word processing to write one of their coursework assignments or to develop their skills in extended writing, drafting and re-drafting of their work to enhance its quality and accuracy.

Students could present their research to the class using PowerPoint or produce work for a classroom display or for publication on a school Intranet.

Health, safety and environmental issues

This specification offers teachers the opportunity to study these issues in the following options:

- ÷ Coursework option C9, The Creation of the Welfare State enables students to learn about the creation of the NHS, poverty and health and the effects of housing and employment on health.
- ÷ Coursework unit C3, Social and Welfare Reforms in liberal Britain, 1905–14 also offers students opportunities to learn about welfare reform as it relates to health.
- ÷ When undertaking fieldwork, groups of students and individuals should be taught to identify the hazards in their working environment and assess whether or not the risk associated with the hazard can be managed.

The European dimension

This specification is primarily a study of European and World history. Consequently, depending on the teaching programme chosen by the centre, there will be a range of opportunities to consider the ways in which conflict and alliance have shaped Europe.

Examples include:

- ÷ A1 – The Road to War: Europe, 1870–1914
- ÷ Coursework – Britain’s changing relationship with Europe, economic groupings, entry to the EEC (EU).

Support and training

Training

A programme of INSET courses covering various aspects of the specifications and assessment will be arranged by Edexcel each year on a regional basis. Full details may be obtained from:

INSET
Edexcel Foundation
Stewart House
32 Russell Square
London WC1B 5DN

Tel: 020 7758 5620
Fax: 020 7758 5950
020 7758 5951 (second fax number)
E-mail: inset@edexcel.org.uk

Website

www.edexcel.org.uk

Please visit the Edexcel website, where further information about training and support for all qualifications, including this GCSE, can be found.

The website is regularly updated, and an increasing amount of support material and information will become available through it.

Edexcel Publications

Support materials and further copies of this specification can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467467
Fax: 01623 450481
E-mail: publications@linneydirect.com

The following support materials will be available from spring 2001 onwards:

- ÷ specimen papers
- ÷ internal assessment guide
- ÷ *Teachers' Guide*.

Regional Offices and Customer Response Centre

Further advice and guidance is available through a national network of regional offices. For general enquiries and for details of your nearest office please call the Edexcel Customer Response Centre on 0870 240 9800.

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Appendix 1 – Key skills

The GCSE in History offers a range of opportunities for students to develop their key skills and generate assessed evidence for their portfolios.

In particular, the following key skills can be developed and assessed through this specification at level 2:

- ÷ communication
- ÷ information technology
- ÷ improving own learning and performance
- ÷ working with others
- ÷ problem solving.

Students requiring application of number may be able to develop this skill through other parts of their GCSE course or through stand-alone sessions.

Copies of the key skills specifications can be ordered from Edexcel Publications.

The individual key skills units are divided into three parts.

Part A – What you need to know this identifies the underpinning knowledge and skills required of the student

Part B – What you must do this identifies the evidence that students must produce for their portfolios

Part C – Guidance this gives examples of possible activities and types of evidence that may be generated.

This GCSE specification signposts development and internal assessment opportunities which are based on Part B of the level 2 key skills units. For those students working at level 1, these level 2 opportunities can also be used to generate evidence at level 1. Reference should be made to the appropriate level 1 statements in the key skills specifications.

The evidence generated through this GCSE will be internally assessed and contribute to the student's key skills portfolio. In addition, in order to achieve the key skills qualification, students will need to take the additional external tests associated with communication, information technology and application of number. Centres should check the current position on proxy qualifications as some candidates may be exempt from part or all of the assessment of a specific key skill.

Each unit within the GCSE in History will provide opportunities for the development of all five of the key skills identified. This section identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. This appendix contains illustrative activities for each key skill that will aid development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence Edexcel has produced recording documentation that can be ordered from Edexcel Publications.

Mapping of key skills: summary table

Communication – level 2

For the communication key skill students are required to hold discussions and give presentations, read and summarise information, and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this GCSE.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>C2.1a Contribute to a discussion about a straightforward subject.</p>	<p>Many of the topics in this specification are suitable as the basis of a group discussion. The discussion should be about a straightforward subject. This may be a subject often met in their studies, etc and the vocabulary will be familiar. During the discussion students should make clear and relevant contributions, listen and respond to others, helping to move the discussion forward.</p> <p>Eg students work in groups to study a range of sources and consider how the sources help them to understand a historical issue. They should consider the content of the sources as well as their nature, origin and purpose.</p>
<p>C2.1b Give a short talk about a straightforward subject, using an image.</p>	<p>Following a period of research students could be given the opportunity to give a short talk to the rest of their group.</p> <p>During the talk students should speak clearly in a way that suits the subject and situation. They should keep to the subject and the structure of the talk should help listeners follow points made. The talk should include an image to clearly illustrate main points. Images could include charts and diagrams, pictures or maps, etc.</p> <p>Eg students give a presentation to explain the impact of rationing upon the lives of the British people during the Second World War.</p>

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>C2.2 Read and summarise information from two extended documents about a straightforward subject.</p> <p>One of the documents should include at least one image.</p>	<p>Students will have a number of opportunities to read and synthesise information from two extended documents, for example, as part of their preparation for the discussion and talk, or as preparation for a piece of written work for their GCSE.</p> <p>Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information.</p> <p>Students will need to select and read relevant material. From this information they will need to identify accurately the lines of reasoning and main points from the text and images. Students will then need to summarise this information into a form that suits the purpose – eg for a talk, discussion or an essay.</p> <p>Eg students are asked to research a topic, issue or individual from scratch and prepare background notes for an essay. The documents could include websites, from which students would be required to save images.</p>
<p>C2.3 Write two different types of documents about straightforward subjects.</p> <p>One piece of writing should be an extended document and include at least one image.</p>	<p>Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages.</p> <p>The document should present relevant information in an appropriate form. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. The information in the document should be clearly structured, eg through the use of headings, paragraphs, etc.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>Eg students could be asked to prepare and write a long essay in answer to a historical question or could be required to write an investigation of a historical issue in a contemporary style. For example, students could be required to compile a newspaper report on a parliamentary election, such as the 1807 Yorkshire County election.</p>

Evidence

Student evidence for communication could include:

- ÷ tutor observation records
- ÷ preparatory notes
- ÷ audio/video tapes
- ÷ notes based on documents read
- ÷ essays.

Information technology – level 2

When producing work for their GCSE in History students will have numerous opportunities to use information technology. The Internet, CD ROM, etc could be used to collect information. Documents can be produced using relevant software and images may be incorporated in those documents. Early drafts of documents could be e-mailed to tutors for initial comments and feedback.

If students undertaking coursework as part of their GCSE in History use information technology, they will have opportunities to generate evidence for all three sections identified in Part B of the key skills specification.

In addition, students will be able to use information technology to generate evidence for the communication key skill. For example, the extended document with images, required for C2.3, could be generated using appropriate software.

As part of their history programme students may not be able to generate sufficient evidence required for this unit, for example working with numbers through the use of a spreadsheet application, or some aspects of database use. In this situation, students may use stand-alone IT sessions for development and evidence generation and/or other parts of their GCSE course.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
IT2.1 Search for and select information for two different purposes.	Students will need to identify suitable sources of information and effectively search for information using multiple criteria. Information selected should be interpreted and students should decide what is relevant for their purpose. Eg students could be required to use a CD ROM, the Internet or resources on a school Intranet to research a historical issue. Students should be required to find and save examples of text, images and tables which are relevant to the specific topic.
IT2.2 Explore and develop information, and derive new information for two different purposes.	Students are required to bring together information in formats, such as tables, that help development. The information should be explored by, for example, changing information in a spreadsheet model. Information should also be developed and new information derived as appropriate, for example through the use of headings, tables, charts and graphs. New information should be derived from, for example, comparing information from different sources, using formulae to calculate totals or averages. Eg students could be required to enter population statistics, prices or figures of production onto a spreadsheet and use that to produce a table such as a bar chart. Students could also use the spreadsheets to calculate averages.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>IT2.3 Present combined information for two different purposes.</p> <p>This work must include at least one example of text, one example of images and one example of numbers.</p>	<p>In presenting combined information students will need to select and use appropriate layouts in a consistent way through, for example, the use of margins, headings, borders, font size, etc. Layouts, etc should be refined to suit both the purpose and the needs of the audience (early drafts should be kept as portfolio evidence).</p> <p>The final piece of work should be suitable for its purpose and audience, eg GCSE coursework, OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proofread.</p> <p>Eg students could use ICT to prepare one of their coursework assignments, using appropriate applications to present their work in a formal manner. They could also produce work for a classroom display or for publication on a school intranet, taking into consideration the intended audience and the most appropriate form of presentation.</p>

Evidence

Student evidence for information technology could include:

- ÷ tutor observation records
- ÷ notes of sources used
- ÷ printouts with annotations
- ÷ draft documents.

Working with others – level 2

To achieve this key skill students are required to carry out at least two activities. One example must show that they can work in one-to-one situations and one example must show that they can work in group situations. Students will plan their work with others and confirm working arrangements, work co-operatively towards achieving identified objectives, and exchange information on progress.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>WO2.1 Plan straightforward work with others, identifying objectives and clarifying responsibilities, and confirm working arrangements.</p>	<p>Students should identify the objectives of working together and the assignments, resources and timescales required to meet these objectives. Information should be exchanged to clarify responsibilities, for example suggesting ways help can be given, asking what others can do, checking the own and others responsibilities. The group needs to confirm responsibilities and working arrangements.</p> <p>Eg in a group activity, students should take responsibility for the allocation of assignments, deadlines and resources. They should also take collective responsibility for the completion of the activity and appreciate that the failure of a group member to complete assignments will affect all members of the group.</p>
<p>WO2.2 Work co-operatively with others towards achieving identified objectives, organising assignments to meet responsibilities.</p>	<p>Students will need to organise assignments so that responsibilities can be met. For example obtaining resources, completing assignments on time, etc. Assignments should be completed accurately and safely. Co-operative ways of working should be supported through, for example, anticipating the needs of others, avoid actions that offend, etc. Advice from others, including group members, tutor, etc should be sought when needed.</p> <p>Eg students working in pairs could allocate each other assignments and responsibilities and set their own homework.</p>
<p>WO2.3 Exchange information on progress and agree ways of improving work with others to help achieve objectives.</p>	<p>Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify what has gone well and what has gone less well. Students should listen and respond to progress reports from others and agree ways of improving work with others to help achieve objectives.</p> <p>Eg students should be aware of the difficulties faced by other group members in the completion of their assignments and pass on relevant findings, images or research as and when appropriate.</p>

Evidence

Student evidence for working with others could include:

- ÷ tutor observation records
- ÷ preparatory notes
- ÷ records of process and progress made.

Improving own learning and performance – level 2

Within GCSE in History programmes, students will have opportunities to develop and generate evidence that meets part of the evidence requirement of this key skill.

To achieve this key skill students will need to provide at least **two** examples of meeting the standard required. Students are also required to improve their performance through studying a straightforward subject and through learning through a straightforward practical activity. This GCSE in History will provide opportunities for students to study a straightforward subject. Evidence for learning through a practical activity may come from other GCSEs in the students' programme or from enrichment activities.

Activities that generate evidence for this skill should take place over a period of a few weeks. Over the period of the activity there will be times when the students should work without close supervision. However, students should seek and receive feedback, from tutors and others, on their target setting and performance.

Any project work (including coursework) is a suitable learning activity and may be used to generate evidence for this key skill.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>LP2.1 Help set short-term targets with an appropriate person and plan how these will be met.</p>	<p>Students plan how they are to meet short-term targets with an appropriate person, eg agreeing a project with their tutor. This will include setting realistic targets and action points. Review dates with, for example, their tutor should be built in to the plan.</p> <p>Eg students identify weaknesses in their work, such as essay writing or use of sources, and devise a plan for improvement. This might include the use of a template such as a writing frame, or a source analysis box.</p>
<p>LP2.2 Take some responsibility for some decisions about your learning, using your plan and support from others to help meet targets.</p> <p>Improve your performance by:</p> <ul style="list-style-type: none"> ÷ studying a straightforward subject ÷ learning through a straightforward practical activity. 	<p>The plan should be implemented with performance reviews and should include working for short periods without close supervision.</p> <p>Eg students could set themselves targets to master the background context of a historical issue, such as the Great Reform Act, and devise a programme to assist in the mastering of relevant detail. This could include regular reviews with a tutor or class teacher.</p>

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>LP2.3 Review progress with an appropriate person and provide evidence of your achievements, including how you have used learning from one assignment or activity to meet the demands of a new assignment</p>	<p>Students should review their own progress with the help, for example, of their tutor. They should identify, with evidence, what and how they have learned and provide information on what has gone well and what has gone less well, targets met, providing evidence of achievements from relevant sources. They should identify with, for example, their tutor, action for improving their performance.</p> <p>Eg students could record the grades/levels achieved in assessed work and then produce a plan to enable them to reach higher levels.</p>

Evidence

Student evidence for improving own learning and performance could include:

- ÷ tutor records
- ÷ annotated action plans
- ÷ records of discussions
- ÷ learning log
- ÷ work produced.

Problem solving – level 2

To achieve this key skill students will need to provide at least **two** examples of meeting the standard required. They need to show that they can identify problems, plan and try out options, and check whether the problem has been solved. For this GCSE students may not be able to try out options and check results as there may be difficulties in implementing practical solutions in a school or college context.

Key skill portfolio evidence requirement	Opportunities for development or internal assessment
<p>PS2.1 Identify a problem and come up with two options for solving it.</p>	<p>Students will need to identify the problem and describe its main features and how to show it has been solved. They need to identify different ways of tackling the problem and ways of identifying success. They should use the help of others, for example their tutor, as appropriate.</p> <p>Eg students could devise two different ways of revising for a test or examination, such as the use of flash cards or mind maps.</p>
<p>PS2.2 Plan and try out at least one option for solving the problem, obtaining support and making changes to your plan when needed.</p>	<p>Students should confirm with, for example, their tutor their chosen option and how they will implement it. Upon implementation relevant assignments should be organised and changes made as necessary. Support should be obtained when needed.</p> <p>Eg having devised two alternative ways of revising for a test or examination, students could then try to decide which method is the more likely to be effective for themselves.</p>
<p>PS2.3 Check if the problem has been solved by applying given methods, describe results and explain your approach to problem solving.</p>	<p>Students should check the problem has been solved using agreed methods, for example by test, observation, inspection, etc. The results of this should be described with an explanation of decisions taken given.</p> <p>The student should identify the strengths and weaknesses of their approach and how they would do things differently if they met a similar problem.</p> <p>Eg students could review the effectiveness of their revision methods and consider how they might be improved in the future.</p>

Evidence

Student evidence for problem solving could include:

- ÷ description of the problem
- ÷ tutor records and agreement of standards and approaches
- ÷ annotated action plans
- ÷ records of discussions
- ÷ descriptions of options
- ÷ records of reviews.

Appendix 2 – Procedures for moderation of internal assessment

All centres will receive Optically-read Teacher Examiner Mark Sheets (OPTEMS) for each coursework component.

Centres will have the option of:

EITHER recording marks on an Optically-read Teacher Examiner Mark Sheet (OPTEMS), Section 1

OR recording marks on computer for transfer to Edexcel by means of Electronic Data Interchange (EDI), Section 2

Sections 3 and 4 apply whichever option is selected and deal with Coursework Front Sheets and the sample of work required for moderation.

1 Centres using OPTEMS

- 1.1 OPTEMS will be pre-printed on three-part stationery with unit and paper number, centre details and candidate names in candidate number order. A number of blank OPTEMS for candidates not listed will also be supplied.

The top copy is designed so that the marks can be read directly by an Optical Mark Reader. It is important therefore to complete the OPTEMS carefully in accordance with the instructions below. **Please do not fold or crease the sheets.**

- 1.2 Before completing the OPTEMS please check the subject, paper and centre details, to ensure the correct sheet is being completed.
- 1.3 All candidates entered by the deadline date will be listed on the OPTEMS, except those carrying forward their centre-assessed marks from the previous year. Such candidates will be listed on a separate OPTEMS coded T for Transferred. Any OPTEMS coded T should be checked, signed to confirm the transfer, and the top copy returned to Edexcel. No mark should be entered.
- 1.4 Late entries will need to be added in pencil either in additional spaces on the pre-printed OPTEMS or on one of the blank OPTEMS which will be supplied. Please note that full details of the centre, specification/unit, paper, candidates' names and candidate numbers must be added to ALL blank OPTEMS.
- 1.5 The OPTEMS should be completed **using an HB pencil**. Please ensure that you work on a firm flat surface and that figures written in the marks box go through to the second and third copies.
- 1.6 For each candidate, first ensure you have checked the arithmetic on the Coursework Front Sheet, then transfer the **Total Mark** to the box of the OPTEMS labelled 'Marks' for the correct candidate (please see exemplar).
- 1.7 Encode the component mark on the right-hand side by drawing a line to join the two dots inside the ellipses on the appropriate marks. Clear, dark **HB pencil** lines must be made but they must not extend outside the ellipses on either side of the two dots. Take care to remember the trailing zeros for candidates scoring 10, 20, etc and the leading zero for single figures, as shown.
- 1.8 If you make a mistake rub out the incorrect marks completely. Amend the number in the marks box and in the encoded section, but **please remember to amend separately the second and third copies** to ensure that the correct mark is clear.

1.9 Every candidate listed on the OPTEMS must have either a mark or one of the following codes in the marks box.

- a 0 (zero marks) should be entered only if work submitted has been found to be worthless. It should **not** be used where candidates have failed to submit work.
- b ABS should be entered in the marks box and an A in the encoded section for any candidate who has been absent or has failed to submit any work, even if an aegrotat award has been requested.
- c W should be entered in the marks box and the encoded section where the candidate has been withdrawn.

Exemplar

Encoded section

Candidate name	Number	Marks												
NEW ALAN* SP	3200	0	(0) (0)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
OTHER AMY* SP	3201	5	(0) (0)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
SMITH JOHN AW	3202	47	(0) (0)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
WATTS MARK* SP	3203	ABS	(0) (0)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
STEVEN JANE AW	3204	136	(0) (0)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
JONES ANN* AW	3205	40	(0) (0)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
PATEL RAJ* AW	3206	207	(0) (0)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)
WEST SARA SP	3207	W	(0) (0)	(+10+) (+1+)	(+20+) (+2+)	(+30+) (+3+)	(+40+) (+4+)	(+50+) (+5+)	(+60+) (+6+)	(+70+) (+7+)	(+80+) (+8+)	(+90+) (+9+)	(+100+) (+A+)	(+200+) (+W+)

1.10 Where more than one teacher has assessed the work, the teachers' initials should be given to the right of each candidate's name as illustrated.

1.11 The authentication and internal standardisation statement on the OPTEMS must be signed. **Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking has been carried out.**

- 1.12 Once completed and signed the three-part sets should then be divided and despatched, or retained as follows:
- a **Top copy** to be returned direct to Edexcel in the envelope provided **to be received by 1 May for the May/June examination series**. Please remember this form **must not be folded or creased**.
 - b **Second copy** to be sent **with the sampled coursework** as appropriate (see Section 4) to the moderator. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.
 - c **Third copy** to be retained by the centre.

2 Centres using EDI

- 2.1 Marks must be recorded on computer and transmitted to Edexcel by **1 May for the May/June examination series**. They must be recorded in accordance with the specifications in the booklet 'Formats for the Exchange of Examination Related Data using Microcomputers'. Each mark has a status as well as a value. Status codes are:

- V** – valid non-zero mark recorded; candidate not pre-selected as part of the sample for moderation
- S** – valid non-zero mark recorded and candidate included in sample for moderation (refer to OPTEMS and Section 4)
- Z** – zero mark recorded for work submitted
- N** – no work submitted but candidate **not** absent
- A** – absent for component
- M** – missing mark; no information available about the candidate's previous performance
- F** – mark carried forward from a previous examination series. (If the mark status is 'F', then no mark follows.)

The OPTEMS provided will indicate, with asterisks, the candidates whose work is to be sampled, where this is pre-selected (see Section 4).

2.2 Printout

Centres are required to produce a printout of the centre-assessed marks and annotate it as described below, before forwarding it **together with the sampled coursework** as appropriate (see Section 4) to the moderator, **to be received by 1 May for the May/June examination series**. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

- ABS – absent
- W – withdrawn
- *
- × – additional sampled candidates.

Where more than one teacher has assessed the work the teachers' initials or the set number should be given beside each candidate's name.

Centres are reminded that it is their responsibility to ensure that internal standardisation of the marking is carried out. The following **authentication** and internal standardisation statement should be written at the bottom of the printout and signed by the teacher responsible:

'I declare that the work of each candidate for whom marks are listed is, to the best of my knowledge, the candidate's own and that where several teaching groups are involved the marking has been internally standardised to ensure consistency across groups.'

Signed Date

Centres are advised to retain a copy of the annotated printout.

3 Coursework Front Sheets

A copy of the Coursework Front Sheet is provided for centres to photocopy. The Coursework Front Sheet, to be completed for each candidate, provides details for the moderator of how each candidate's total mark is reached. It is the teacher's responsibility to ensure that:

- ÷ all marks are recorded accurately and that the arithmetic is correct
- ÷ the total mark is transferred correctly onto the OPTEMS or via EDI
- ÷ any required authentication statement is signed by the candidate and/or teacher as appropriate.

Where a candidate's work is included in the sample the Coursework Front Sheet should be attached to the work.

4 Sample of work for moderation

4.1 **Where the pre-printed OPTEMS is asterisked** indicating the candidates whose work is to be sampled, this work, together with the second copy of the OPTEMS, should be posted to reach the moderator by 1 May for candidates seeking certification in the summer series. The name and address of the moderator will either be printed on the OPTEMS or supplied separately.

In addition, the centre must send the work of the candidate awarded the **highest** mark and the work of the candidate awarded the **lowest** mark, if these are not already included within the initial samples selected. The centre should indicate the additional samples by means of a tick (X) in the left-hand column against the names of each of the candidates concerned.

For all sampled work the associated front sheet must be attached to each candidate's work.

If the pre-selected sample does NOT adequately represent ALL parts of the entire mark range for the centre, additional samples in the range(s) not covered should also be sent to the moderator. As above, additional samples should be indicated by means of a tick (X).

For centres submitting marks by EDI the candidates in the sample selected on the OPTEMS should be marked with an asterisk (*) or a tick (X), as appropriate, on the EDI printout. The annotated printout must be sent to the moderator with the sample of work.

4.2 **Where the pre-printed OPTEMS is not asterisked and**

- ÷ **there are eleven or fewer candidates**, the coursework of ALL candidates together with the second copy of the OPTEMS should be posted to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The associated front sheet must be attached to each candidate's work.
- ÷ **there are more than eleven candidates**, the centre should send the second copy of the OPTEMS or the annotated EDI printout to reach the moderator by **1 May for the May/June examination series**. The moderator's name and address will either be printed on the OPTEMS or supplied separately. The moderator will advise the centre of the candidates whose work, with the associated front sheet, should be posted to him/her by return.

- 4.3 **In all cases** please note that the moderator may request further samples of coursework, as required and the work of all candidates should be readily available in the event of such a request.

Internal standardisation

Centres are reminded that it is their responsibility to ensure that where more than one teacher has marked the work, internal standardisation has been carried out. This procedure ensures that the work of all candidates at the centre is marked to the same standards. The statement confirming this on the OPTEMS or the EDI printout must be signed.

Coursework unit assessing AO1 Unit title:.....

This coursework unit will focus on:

Please expand your coursework unit content in bullet-point form

Coursework unit assessing AO2 Unit title:.....

This coursework unit will focus on:

Please expand your coursework unit content in bullet-point form

Please attach both coursework assignments to this form. Coursework assignments must include the following:

Sources Questions Mark schemes

Appendix 4 – Coursework front sheet

Please complete this frontsheet and attach it to the candidate’s coursework for all candidates whose coursework is requested by the moderator.

Centre Number:	Centre Name:
Candidate Number:	Candidate Name:
Specification Name and Number:	
Name of Teacher/Examiner:	

Externally assessed examination papers	
Paper 1 Title	
Paper 2 Title	

	Objectives	Mark
Assignment	Objective 2 & 3:	
	Total Mark:	

Declaration by Teacher: I declare that the candidate’s activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

SIGNATURE OF EXAMINING TEACHER: **Date:**

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