

GCE

Edexcel GCE

History (6525)

This Examiners' Report relates to Mark
Scheme Publication Code: UA017998

Summer 2006

Examiners' Report

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Publications Code UA 017998

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Introduction

Candidates were much more expert this year in handling question (a). Many considered the situation before the given turning point, the event itself, and its impact. There were still many, however, who did not take the advice offered last year to maintain a fairly narrow focus and not to range over the whole chronology. Those who did this tended to lose sight of the given factor. This was especially apparent in answers to question 1(a). A high level answer could be constructed which dealt with the later years of Henry VIII, Edward's reign, and its possible impact on the reign of Mary and the early years of Elizabeth. Unfortunately, many wrote extensively about Henry VII's founding of the dynasty and the steps he took to secure it, before considering Henry VIII's power, the mid-Tudor crisis, and Elizabeth's power to 1603. In the process little was written on Edward's reign, and the marks awarded reflected this accordingly.

The best answers to question (b) were often those who reflected on the content of the sources offered and integrated them into a well-planned answer. The planning of answers was more apparent this year. Those who made a preliminary outline of their answer, noting key events, personalities and source content, often ensured that all the important ingredients on the question were incorporated into their final answer. From September 2006 candidates will be required to answer one question only (from a choice of two): planning is thus likely to be even more important in the future.

Historians rely on the precise use of language and concepts to communicate their ideas, and future candidates should be advised to ensure that they are familiar with a range of historical terminology which they can use comfortably. Some candidates this year were unsure of the meaning of "Edward VI's minority rule" (Paper 1A), or of "surgical care" (Paper 3A). The concept of the state (Paper 6A) was often misunderstood, leading candidates to assert that the improvement in state provision for the poor was not initiated by the government. Others considered "parliament" and "government" as identical in Paper 1A, which led them into irrelevant material on Cromwell.

Paper 1A: The Tudor State, 1485-1603

- (a) Most answers focused on the power of the Tudor monarchy with reference to Edward VI's rule, and considered the powers of Somerset and Northumberland rather than those exercised by Edward himself. Too many ignored the king completely, deciding that a minor could be nothing more than a mute cipher who allowed free rein to his guardians. They thus had difficulty when considering the religious changes of the period, especially Edward's two prayer books and the accompanying Acts of Uniformity; and the attempt to secure the succession of Lady Jane Grey was seen as Northumberland's action alone. A significant failing was to decide that since Edward was a minor there *must* have been a decline in royal power: those who took this route found it difficult to sustain their argument, and had to squeeze evidence accordingly. Others, with varying levels of effectiveness, saw the period 1540 to 1558 as a single continuous period of declining royal power, or focused on the supposed 'mid-Tudor crisis'. The fluctuating role of parliament during the reign was sometimes considered in great detail, though material offered here was more appropriate for question 1(b). Good answers showed a thorough grasp of the period, and the concept of the turning point. These considered Edward VI carefully, and were aware of his growing participation in government.
- (b) The question elicited some very fine responses, which showed impressively detailed knowledge of change in the role of parliament in answers which were shaped on the question. Some, taking their cue from the question's reference to religion, did not refer to developments in the reign of Henry VII, deciding that, since the king was not involved in religious change, his attitude towards parliament could be ignored. Others showed more effectively Henry's relationship with his parliaments, especially in the early years of his reign. The Reformation Parliament was inevitably the focus of many answers. Most answers had detailed knowledge of the legislation passed during this period, with some excellent references to the growing power of statute, Cromwell's concept of the 'king-in-parliament', and the elimination of canon law as a separate power in the state. Many were unsure about parliament under Edward and Mary. Some believed that Somerset ruled without parliament at all, while others were unaware of the difficulties Mary faced in both her religious policies and the problems surrounding her proposed marriage. Elizabeth and her parliaments were known well, and there were useful references to the growing confidence of MPs, especially towards the end of the reign. Other factors were referred to in the changing role of parliament, usually war, foreign policy and taxation; and there were some penetrating comments on parliament's role in determining the succession. Less secure answers provided statements on change, suggesting that since each monarch after Henry VII used parliament for religious change, it therefore followed that parliament's role was constantly changing. The sources were used effectively, especially Source 2, which was used to enter into a discussion about both the nature and the extent of the change in the role of parliament throughout the period.

Paper 2B: The Ascendancy of France, 1589-1715

- (a) A small majority of candidates produced analytical answers containing supported reasons for agreeing with the statement. The most common reasons were that the Peace of Westphalia marked a shift in power from Spain to France, linked to French victories and the acquisition of more secure north-eastern borders. Good candidates were able to support these arguments with some detailed analysis of the balance of power in the 1630s and comparison with the balance in 1660 or later. The best candidates argued for a turning point on the grounds that Westphalia destroyed imperial Habsburg power in Germany, gained France allies in Germany, and deprived Spain of Austrian Habsburg support and of the Spanish Road; while some also referred to France now having bridgeheads into Germany or to Westphalia's providing Louis with the basis for the Reunions policy.

Many other answers, however, contained serious misunderstandings or lack of knowledge. Some candidates simply wrote narrative accounts of French foreign policy from Henri IV to Westphalia without addressing the issue of the turning point. A more common gap in knowledge was the belief that Westphalia ended the war between France and Spain and that the war in fact had only involved France and Spain: those who made this mistake and who tried to claim a turning point because Westphalia led on to the Peace of the Pyrenees found it almost impossible to make this case.

- (b) Most candidates covered the full chronological range from Henry IV to Louis XIV, with the Huguenots as the main "conflict over religion". The majority of candidates also made use of the sources within the body of their answers, most commonly to illustrate or support points or as sources of information; only a minority discussed issues raised by the sources or drew inferences from them.

Many answers developed a chronological structure, in some cases as a narrative but in most cases as the basis for an analysis of the succeeding reigns, regencies and ministries. Better answers tended to be thematic, analysing the influence of conflicts over religion and a range of other factors on the changing power of the monarchy before making a judgement on their relative importance. Only a minority of candidates argued that conflicts over religion were the most influential factors, linking this to Henri IV's conversion and to his concessions to the Huguenots at Nantes, to the 1620's Huguenot Rebellion and the Grace of Alais and, less convincingly, to Louis' loss of power as a result of the Revocation. A majority of candidates argued that other factors were as important or were more important: the personalities of the monarchs, powerful first ministers, fiscal reforms, subduing the noblesse d'épée and the Parlements, building Versailles and establishing the cult of the monarchy. The better candidates were able to argue that conflicts over religion was the key issue up to the Grace of Alais but that they ceased to be the key issue thereafter. Some also argued that Louis XIV's self inflicted conflicts with Huguenots and Jansenists were a demonstration of how much the power of the monarch had changed, rather than as a factor influencing that change.

The major problem in the weaker answers was the issue of religious conflicts under Louis XIV. Because the question was about conflicts over religion, and the only major conflicts occurred before 1630 and after the 1670s, a sizeable number of candidates did not provide an account or explanation of the changes in the power of the monarchy between those years. For the same reason, many candidates wrote as though Louis XIV's 'conflicts' with Huguenots and Jansenists were of the same magnitude as Henri IV and Louis XIII's 'conflicts over religion' and were therefore as important as factors influencing change.

Paper 3A: Medicine in Britain in the Twentieth Century, c.1890 - c.1990

There was a noticeable improvement in candidates' performance this year. Very few ended in single figures and these were outdone by those scoring more than fifty marks. This suggests a greater confidence in using the available time positively and in understanding the requirements of the questions. In addition, Question (b) was on an aspect which most centres had explored and therefore their candidates could perform well.

There are still, however, some widespread gaps in knowledge, and this year a lack of political understanding was evident. The lack of knowledge after 1948 remarked on in previous years had been addressed, and a number of candidates tried to answer the whole of (b) with an account of the Tory reforms of the 1970s and 1980s. This is probably due to work done on last year's exam questions. Unfortunately, this is not the key to the content of the following year's paper.

- (a) It was pleasing to have fewer answers providing generalised comments on war and medicine. Instead, almost all candidates were able to make some valid comments on changes in the wars specific to the twentieth century. There was clear evidence that candidates had been prepared for a question on turning points and most structured their answer to consider surgery before, during, and after World War II. Of these, most showed good knowledge of World War I and of developments after 1945, but struggled with any detail of the named turning point. The number who could include precise knowledge of the developments in World War II was fewer, but of these the majority argued for continuity and development, with examples drawn from areas including plastic surgery, blood transfusions, crush injuries and orthopaedics.

Other strong answers did argue for a turning point as they could relate penicillin and the changes in the hospital structure specifically to surgical care, for example: *'the War did not mark a turning point in surgical techniques but it did mark a turning point in people's access to surgery.'* One particularly good answer argued *'although the Second World War coincided with a change in pace for surgical care, it was not necessarily the cause.'*

There were still those who tried to offer alternative turning points and gave a lot of information on surgery in other periods. At this level knowledge must be relevant to the specific question for it to be credited.

- (b) Candidates are comfortable with the issue of government and health and could therefore write at some length in answer to this question. The sources were also generally accessible and helpful. In particular, source 3 was extensively used, possibly because it sparked the knowledge required for Question (a) last year. This did throw some candidates off course. The factors illustrated by Sources 1 and 2 were identified without difficulty but those who tried to analyse Source 2 more closely often failed to understand the significance of 'selected years' and argued that Labour/Conservative spent more/less according to their own preconceived ideas, rather than the inconvenient facts presented.

The identification of the key points of change in health care in this period was accurately made by all candidates and many introduced their answer by citing a range of factors which they would consider. Very few actually carried the intention through to the end of their answer.

A few candidates tried to structure their answer by looking at the influence of factors individually. This was difficult in an exam and tended to require recapping over the same ground, thus taking up valuable time. The majority, as always, took the chronological approach. For this question it led to excellent answers if each key point was analysed to consider the range and weight of factors involved. Unfortunately, too often, once the reasons for the Liberal Reforms had been fully analysed, narrative tended to take over and drive the answer forward. The emphasis shifted to outlining the results of government action for the rest of the period. Reference to factors was then intermittent or tacked on at the end. A number of answers only focused clearly and used the sources at the end of the chronological account. Better control of material might have produced answers of a much higher level.

The selection of supporting knowledge is still only done successfully by a minority of candidates. Too many simply put in everything they knew (or could remember). It was surprising that so many answers included great detail of the Liberal Acts of 1907-9 concerning children but did not mention the National Insurance Act of 1911. Similarly there was considerable detail over the intentions of the Tory reforms but few who assessed the impact of these.

The question showed up the limitations of real political understanding. At its worst Mrs Thatcher was identified as a Socialist and Barbara Castle credited with Tory reforms, and reference was made to the government's reign and the Prime Minister's accession. The majority had a workmanlike sense of the differences between parties but did not attempt to analyse these. The current debate on health care was obviously known but did not always have a helpful effect as there were a number of highly party biased answers which tended to lose sight of the overall question. There were, however, some strong answers which were able to explore the ideologies of the three political parties to explain their policies on health care. It was good to see that some candidates could recognise and celebrate the unique achievement of the National Health Act. Some unusual but very effective answers argued that the main influence came from the extension of the franchise and the rise of socialism during the century.

Those who sustained the focus on reasons for change could reach Level 3 with examination of reasons for the Liberal Reforms, the introduction of the NHS and the Tory reforms. These candidates also found it straightforward to incorporate the given sources, as Sources 2 and 3 fell into the chronological pattern. A pleasing number included detail of the systems set up at the beginning of World War Two.

The best answers were able to tease out reasons from the whole period, showing, for example, how the economic depression stopped government action from 1919-38, or recognized long term influences on governments (the Dawson report foreshadowing the Beveridge Report), or could establish the relative importance of the same factors at different times. There were some excellent examples of the ability to interweave contributory factors: *'the sense of idealism created by the (Second World) war, and the will for a better Britain gave the Labour party the political context to implement their health care policy.'* Much weight was given to war as a factor, and public expectation, although some struggled to support this. Science and technology was much cited but, as ever, support was given by only the most obvious examples, with Source 1 providing not only the factor but also the examples.

Paper 4A: Britain and Decolonisation, c.1870 - 1980

- (a) Almost all candidates gave some reasons why the Second World War had an impact on Britain's world role. Most mentioned that Britain was virtually bankrupt in 1945, but some could not relate this to the Empire. Others tended to focus on Britain's standing in the world, but mentioned imperial matters only in passing: relations with the USA and the growing power of the USSR as exemplified in the Cold War distracted many. Others decided that the British people looked forward to the creation of the post-war welfare state, and regarded the empire as an expensive irrelevance. Those who did concentrate on the Empire did so with varying degrees of effectiveness. The best differentiated between various regions of the world, focusing strongly on India and noting the ultimate success of the 'Quit India' campaign. Gandhi, Nehru and the INC were mentioned frequently, but it is worth noting that very few answers considered the role and significance of Mohammed Ali Jinnah and the Muslim League. Some found Africa difficult to handle. Many noted that most of Africa was fairly quiet in 1945, with demands for independence muted at best, and considered Labour's 'New Imperialism' as the hoped-for solution to Britain's economic problems. Less secure answers suggested that nationalism was very strong in Africa, but naturally had no specific evidence to support the claims made. The special problem of Malaya within the context of the Cold War and American pressure on Britain to retain it proved problematic for some. Most answers considered the given turning point with reference to the period after 1945: only a few were aware of the general state of the Empire in the 1930s, and of the imperial contribution to Britain's war effort, and of the significance of Japan's conquest of some of Britain's Far Eastern possessions.
- (b) Weaker candidates tried to adapt an essay based on 'factors leading to colonisation and decolonisation', with greater or lesser success in proportion to their realisation of the need to adapt. Many assumed that colonial attitudes equated with nationalism, and as a result were unable to develop a clear argument on the expansion of the empire. Few were strong on the role of colonial attitudes in the maintenance and government of the empire. A few mentioned the Indian princely states, but only a handful referred to the very small numbers of British administrators or troops in most colonies for most of the time. There were many attempts to include the attitudes of 'men on the spot', though these were usually unsuccessful. Some apparently misread the question and wrote on British attitudes towards her colonies, drawing in material on jingoism and music halls to no effect. Better answers considered Egypt in the 1870s and 1880s, the attitudes of the Boers, and British agreements concluded with tribal leaders, especially in Africa. On the contraction of empire nationalism proved too alluring for almost all candidates. Weaker answers included material already used in answer to question 4(a), or decided that national feeling affected virtually every British territory from 1945 onwards. This led some to the mistaken assertion that Clement Attlee's post-war Labour government was determined to carry out full decolonisation as rapidly as possible. Better answers, however, assessed colonial attitudes in various parts of the world. There were excellent references to Australasia and the creation of the ANZUS treaty: to India, though with little on the creation of Pakistan; and to the activities of the Mau Mau in Kenya. The best answers covered the whole chronology, with detailed knowledge displayed on Ian Smith's Rhodesian Front and the struggle with ZANU and ZAPU.

Paper 5A: Representation and Democracy in Britain, 1830-1931

- (a) Most candidates appeared to be comfortable with this question. They understood what was required, confining themselves to describing the situation before 1872, discussing open voting and problems of bribery and intimidation: describing the terms of the Act; and then considering the Act's effectiveness and its weaknesses in the period after 1872. It was post-1872 that differentiated between candidates, especially when considering the short and longer term impact of the Act. Some simply stated that it was a 'blow for democracy' without being able to substantiate this claim. Others, illogically, decided that all electoral corruption ended after 1872, which caused them problems if they went on to consider the Corrupt and Illegal Practices Act of 1883. Better answers focused on the impact on Westminster and the parties. Many considered the declining influence of the aristocratic and landed interests, but evaluation of this change was better before than after 1872. There was some useful reference to the Lib-Labs and ultimately the development of the LRC. The Ballot Act was regarded as especially significant in Ireland, allowing Irish voters for the first time to send significant numbers of Home Rule MPs to Westminster for the first time; and if any one issue dominated politics for the next forty years, it was Home Rule.
- (b) Most candidates were well versed in the details of the various extensions of the franchise: impressive detail and statistical evidence was deployed. They were aware that these reforms compelled the parties to improve their organisation and adapt their policies to attract the new electorate. Some answers lacked development at this point and failed to explain just how the parties achieved these things. Organisational details were better known than policy changes, though some, almost mechanically, outlined an act and dealt with the subsequent changes in organisation and policy quite effectively. Candidates were well versed in the franchise changes of 1832 and 1867, and were able to supply some good examples of party development at those stages in the chronology, with useful source referencing of Sources 1 and 2. Better candidates were able to consider 1884, but it was noticeable that 1918 and 1928 were only rarely considered in the development of parties. For some, the only reason given for the rise of the Labour Party could be found in Source 3, while the decline of the Liberal Party after 1914 was barely addressed. Most candidates were able to explain that factors other than franchise change were at work over the period: the elimination of corruption and the redistribution of seats (especially in 1885) were the two which were usually evaluated. However, only a minority were able to go on to link these factors to the development of parties. Some could only manage broad generalisations (such as the need to appeal to the wider electorate) which could be applied after every Reform Act: these tended to use information on the question paper, referring to the Ballot Act and the Primrose League (Source 2).

Paper 6A: The State and the Poor in Britain, c. 1830-1939

- (a) Few candidates showed a mastery of this question. The best answers showed a detailed knowledge of the administrative changes, and the legislation passed in the few years following 1847. The key here was having the knowledge to provide the security of arguing that it was not a turning point. Otherwise, candidates argued that it was, leading to inaccurate interpretations of the 1847 Poor Law Board being more lenient and supportive. Many answers were characterised by awareness of administrative changes prompted by the Andover scandal, but of few operational changes: again, the difficulty was in supporting these points sufficiently. Many considered the impact of the change with reference to increased political control, some improvement in efficiency, and more attention to special groups. At the same time, continuity was addressed by reference to prevailing attitudes, personnel and procedures, and the continued suffering of the poor. A minority of candidates were clearly not prepared: some confused the Poor Law Board with the 1909 Commission, or with the local boards of guardians.
- (b) This question was generally handled better than (a), with fewer answers in Level 1 and more in Level 4. The majority of candidates were adequately or well prepared, and most were able to cover the full chronological range. Most used the sources well. Source 1 was used effectively, though some had a confused chronology, and referred to Booth and Rowntree working at the time of the 1834 Amendment Act. Some misunderstood Source 3 as implying a major breakthrough in reform. The key aspects which differentiated answers were firstly a focus on 'improvement', and secondly a focus on 'continued improvement'. Many candidates evaluated the extent and impact of state provision, but better answers were able to address 'continuous': this included reference to long periods of relative inactivity, steps to make radical improvements (Liberal reforms and some inter-war legislation) and steps backwards (the 1834 Poor Law Amendment Act and the Means Test). A major weakness was the uses of prepared answers: candidates addressing the causes of change (war, attitudes, the economy, etc) were not generally successful. Similarly, other weaker answers focused on the causes of change, leaving candidates open to long passages of accurate but essentially descriptive irrelevance. It is also noticeable that many answers assumed that no attention was given to the poor between 1834 and the Liberal reforms, thus ignoring several general improvements in the mid and late 19th century.

Coursework

The candidature for the coursework option within Unit 5 again represents approximately two thirds of the total entry for this Unit. The number of centres choosing Edexcel designed coursework schemes is roughly half of the total, with the other half submitting work relating to centre-designed and Edexcel approved, courses.

The work was moderated by three moderating teams, working under the guidance of their team leaders and the principal moderator.

Marking and moderating

Moderators found much to praise in the work they saw. The variety and range of coursework courses continues to impress, as does the accurate, sensitive and fair way teachers-examiners assess their students' work. Most centres present work that is carefully and professionally annotated, making it easy for moderators to follow the logic behind the marks they give and the rank order of their candidates.

This year as in previous years, most centre's marking was accurate, consistent and at an appropriate standard. Annotations were sharply focused on the qualities required by the mark schemes and showed a clear understanding of the overall qualities required for achievement at the various levels. The marks of candidates in a minority of centres were adjusted to align them with the common standard. Some of these centres had their marks raised, but most were reduced, some by a significant amount. Where marks had been too generously awarded, this was due to three main problems:

(a) **Information overload**

Some centres are over-rewarding information. Centres are reminded that higher-level marks are reserved for those answers that are analytical and argued, not overburdened with information. It is what students do with the knowledge they have, not the knowledge per se that achieves higher levels.

(b) **Source evaluation**

Despite attention being drawn to this in last year's report, centres are still giving high rewards for very basic source evaluation. Centres are reminded that comprehending and interpreting source material, using basic historical methods in interrogating the evidence, are skills that should be rewarded at Levels 1 and 2. In order to achieve Level 3, candidates must show an ability to interrogate the evidence with confidence and discrimination in order to reach substantiated conclusions. 'Interrogating' sources does not mean displaying an understanding of what they say. It means addressing such properties as reliability, utility, provenance and bias, as appropriate to the source material and to the task. Candidates able to do this should be able to make and sustain logical judgements about the reliability and value of evidence in the given historical context set by their coursework task. Most candidates are able to draw their work together and provide a reasonably valid concluding paragraph. However, in reaching their conclusions, relatively few candidates were able to take the evidence together and evaluate the weight it would bear. It must be understood that in order to achieve Level 4, candidates must demonstrate an ability to do this. Their conclusions must be argued and supported by evidence of the sources, taken holistically, and showing an understanding of their validity. Ideally, candidates will, too, demonstrate the provisional nature of historical judgements. Very few candidates appropriately achieved Level 4.

(c) **Word limits**

All centres were notified in writing in October 2003 about changes to the coursework mark scheme level descriptors and were provided with a copy of the new coursework mark scheme. The problem created by centres exceeding the word limit (3,250 words) was emphasised in the 2004 and 2005 coursework reports that were sent to all centres and, where appropriate, on individual centre reports. It is made clear in the Specification (Issue 4 published in November 2003) and in the Coursework and Teachers' Guide that candidates must not exceed the word limit. Appreciating that it is not always possible to persuade students to edit over-long work, the generic mark scheme published in the Specification (Issue 4 November 2003) details, as part of each level descriptor, what action teacher-examiners have to take when marking over-long work.

It was disturbing to find that, this year, a significant number of centres submitted work that was in flagrant breach of the word limits. The moderating team found:

- Documentation given to candidates by centres that clearly and accurately stated what the word limit was, with the reminder that there would be penalties should this be exceeded. Yet when coursework with stated word counts that were over the limit was submitted for marking, no such penalty was exacted by the teacher-examiner. In other words, the correct mark scheme was not applied.
- Word counts given as c.3,250 when the work was clearly longer.
- Word counts given as under the 3,250 limit 'excluding quotations' when Edexcel's regulations clearly state that quotations within the body of the text must be included in the given word count.
- Word counts not given at all, or written in obscure places on the work, forcing moderators to do the necessary computation when it is clearly stated that a total work count has to be given on the front of the work of every candidate.
- Candidates putting a considerable amount of text and argument into footnotes, which are excluded from the word count. Edexcel's regulations clearly state that this is not to happen.
- Notes in the folder of work indicating that students had been given erroneous advice about word limits eg statements such as '100-200 words over doesn't matter' against the statement that the word limit of 3,250 was not to be exceeded.

Having said this, the majority of centres submitted work from candidates that was within the word limits and, where it wasn't, applied the correct mark scheme appropriately.

Candidate performance

Candidate performance again continued to show an increased understanding of the requirements of the two parts of the assignment and of the ways in which they require different competencies.

In part (a), there were fewer examples of candidates taking the sources one by one and mining them for information. This approach almost always results in over-long work that achieves, roughly, at level 2. Pleasingly, an increasing number of candidates are standing back from the source material and are treating it holistically, as a set that needs evaluating and are considering what can be said of it as such. They then return to individual sources, using them selectively to support the points they wish to make.

In part (b), there were fewer examples of straight narrative responses, with candidates adopting the 'telling it as it was' approach. A pleasing number of candidates are selectively deploying what they know to answer the question set in a direct, logically planned, manner. In tasks with a causal focus, responses were more than ever structured to provide an explanation, rather than a description, of change. In tasks requiring a comparison or evaluation of change, the moderating team found fewer unfocused surveys. The best work was impressively scholarly and well argued.

There are still some candidates who have problems with the conceptual requirements of the tasks they have been set. Questions usually involve an exploration of the ways in which something changed - the nature of change. Or they focus on the reasons why something changed. Candidates need to be sharply aware of the different approaches needed to these different types of question. Effective consideration of the nature or extent of change stems from the ability to make developed analytical comparisons of the state of affairs at different points in time, accompanied by the ability to employ measures or criteria for establishing change. A different approach is needed for effective consideration of the reasons for change. An exploration of the factors bringing about change needs to address the inter-connectedness of these factors and their changing significance at different points in time in the period under consideration in order to construct an argument about their relative significance.

The grade boundaries remained the same as those in 2005.

Centre administration

More centres than in previous years are experiencing difficulties with the administration of the coursework element of this Unit. It is appreciated that there are enormous pressures on teachers at this time of year, but not to comply with Edexcel's regulations when submitting work to the moderator slows the moderation process and makes unnecessary extra work for examinations officers, teacher-examiners and moderators.

The list below details what is necessary:

- The HA1, providing evidence that both course and tasks have been approved. It would be sensible to send a photocopy, retaining the original in the centre for use in future years. No HA1 is required if centres are following an Edexcel-designed course.
- The HA4, showing that the centre-designed tasks have been approved, and including copies of tasks and mark schemes. If the task is an Edexcel designed one, a note to this effect should be included.
- The HA3 Coursework Mark Record Sheet, photocopied from the latest edition of the Specification. Please note that only those candidates in the sample being submitted should be listed, and these must be listed in rank order.
- The sample of marked work selected by the computer, with an HA5 authentication sheet completed for each candidate, signed by the candidate and the teacher. Please note that the HA5 from Specification Issue 5 (September 2005) must be used and that the total word count, including quotations but excluding footnotes, must be written in the correct box.
- The complete folder of work of the student who is second in the rank order of the sample selected.
- The work of the highest and lowest scoring candidates if these haven't already been selected as part of the sample to be sent to the moderator.

Teaching and guidance

Inspection by moderators of the complete folder of coursework revealed that the majority of centres are teaching full, and in many cases exciting and innovative, courses. However, a minority seem to be lacking in the substance expected of a course that should occupy one third of the A level programme of study. Many of these consisted of little more than photo-copied hand-outs. Others focused unduly on the work needed for completion of the set tasks, and did not allow these to grow naturally from the taught course. Centres are reminded that moderators are required to take this into account when moderating the marking of assignments sent to them. This is to ensure that some candidates are not advantaged over others because they have been taught a course that is too tightly focused on the coursework tasks. It is expected that the approved course will be taught in its entirety, not that candidates will devote the bulk of their time to preparation for the assignment. Where teachers find that approved courses are over-ambitious, centres are reminded that it is open to them to resubmit a revised course for approval.

The folders of work of some candidates revealed that some centres are still allowing students to submit drafts of coursework for comment and marking. In one case, three drafts of coursework assignments, annotated by the teacher, were seen before a final draft was deemed suitable for submission as coursework. **This is not acceptable.** Re-drafting after comment is not one of the skills assessed in GCE History coursework. Both teachers and candidates need to be able to sign the HA5 Authentication of Coursework form with clear consciences. This states that the only assistance given to the candidate is that deemed acceptable under the Scheme of Assessment. 'Acceptable assistance' means:

- The drawing out, or clarifying, of the meaning of a question
- Elucidation of the qualities required in the general level descriptors.

It is NOT legitimate to:

- Supply word or phrases for candidates to use in their answers
- Supply question-specific templates or structures
- Give detailed question-specific guidance on how to structure introductions and conclusions
- Tell candidates in detail how to improve their assignments
- Take in and comment upon drafts of work and then return them to candidates for revision.

The amount of guidance given to candidates will obviously have an effect on the marks awarded. Even within one teaching group, some candidates may well have received more help than others and this should be reflected in the marks given. Any guidance given to candidates should be included in the information sent to the moderator as this will help the moderator understand the thinking behind the marking and explain what might at first seem inconsistencies in a centre's rank order.

Feedback

This report constitutes one aspect of coursework feedback. A second aspect lies in individual centre reports. All centres will receive individual centre reports, most of which were completed by moderators on-line and which will form part of the centre's year-on-year record. It is important that notice is taken of these and of any advice contained within them. The third element of feedback lies in the INSET programme run by Edexcel in the autumn of 2006 and the spring of 2007 and centres are encouraged to participate in these meetings.

It is the nature of generalised reports to dwell on the negative and on what can be done to improve matters. However, it must be emphasised that all moderators found much to praise. The variety and range of coursework courses continues to impress, with innovative approaches and interesting work resulting from a high standard of teaching and learning. Many candidates, deservedly, were awarded high or even full marks. The moderating team looks forward to a continuation of this and to an even more successful 2007.

The future: 2007 and 2008

Centres are reminded that significant changes have been made to the coursework requirements for 2007 and 2008.

Only one task will be set and this must take the form of a single assignment offering the opportunity to assess AO1 (a and b) with a mark allocation of sixty marks. For most centres this will mean the removal of sources and the (a) question. Full details are to be found in the Specification Issue 5 (September 2005), in the revised Coursework and Teachers' Guide (Issue 4 March 2006) and on Edexcel's web-site. Please note that the word limits for this single assignment are 2,000-3,000. **No assignment may exceed 3,000 words. If candidates are unable, for whatever reason, to keep within these limits, the correct mark scheme must be applied**

Please note that coursework programmes and (b) tasks that have already been approved do not have to be re-submitted. However, a full and exciting range of coursework programmes, new for 2007 and 2008, is available on Edexcel's web-site and centres may wish to consider these as alternatives.

Statistics

Mark Ranges and Award of Grades

Paper	Maximum Mark (Raw)	Mean Mark	Standard Deviation
1a	60	34.2	10.6
2b	60	35.6	11.7
3a	60	32.6	10.2
4a	60	34.8	12.4
5a	60	31.2	10.6
6a	60	32.1	11.1
02A	60	43.4	9.4
02B	60	44.5	9.2
02C	60	43.5	9.6

Paper 1a

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	43	38	33	29	25
Uniform boundary mark	90	72	63	54	45	36
% Candidates		26.4	41.9	62.2	75.8	86.6

Paper 2b

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	41	35	30	25	20
Uniform boundary mark	90	72	63	54	45	36
% Candidates		38.4	57.2	70.3	81.2	87.7

Paper 3a

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	42	37	32	28	24
Uniform boundary mark	90	72	63	54	45	36
% Candidates		21.1	35.5	53.1	67.5	80.7

Paper 4a

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	45	40	35	30	25
Uniform boundary mark	90	72	63	54	45	36
% Candidates		21.1	33.4	47.6	64.6	79.6

Paper 5a

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	39	35	31	27	23
Uniform boundary mark	90	72	63	54	45	36
% Candidates		27.6	38.5	53.5	69.1	85.3

Paper 6a

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	41	36	32	28	24
Uniform boundary mark	90	72	63	54	45	36
% Candidates		26.2	42.0	55.5	69.4	81.6

Paper 02A

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	51	45	40	35	30
Uniform boundary mark	90	72	63	54	45	36
% Candidates		27.1	50.3	69.9	83.1	92.1

Paper 02B

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	51	45	40	35	30
Uniform boundary mark	90	72	63	54	45	36
% Candidates		30.7	54.1	72.3	84.7	93.6

Paper 02C

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	51	45	40	35	30
Uniform boundary mark	90	72	63	54	45	36
% Candidates		27.9	49.5	68.1	81.6	91.7

Advanced award

Provisional statistics for the award

	A	B	C	D	E
Cumulative %	23.3	47.8	71.6	88.9	97.3

Advanced Subsidiary/Advanced UMS grade boundaries

	Max. Mark	A	B	C	D	E
Advanced Subsidiary	300	240	210	180	150	120
Advanced	600	480	420	360	300	240

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