

Examiners' Report Summer 2007

GCE

GCE History (6525)

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Introduction

There was a significant change in the format of Unit 5 papers this year. Previous papers have consisted of one compulsory question in two parts, with source material to be evaluated. This year candidates had to answer one question from a choice of two, and had one hour to complete their answer. The outcome of this change has been that candidates appear to have found the papers much more accessible: very few answers were awarded Level 1 or low Level 2 marks. However, there is some evidence that candidates may have decided to focus on just one of the bullet points in the specification to the neglect of the other. Such an approach can lead them into difficulties if they have prepared a formulaic answer but are unfamiliar with the given factor in the question. Several candidates had difficulty this year in shaping an answer which dealt adequately with the given factor in 5A Question 2, 5C Question 2 and 5E Question 1.

While candidates now have one hour to answer their chosen question, many were not apparently aware of how much they could write in the time allowed. While most produced developed and complete answers, examiners drew attention to two common faults. Firstly, some candidates wrote developed answers, apparently had some time left, and continued with extended conclusions which essentially repeated earlier points. Secondly, some answers included extensive narrative material but were finished off with bullet points. There is obviously a need, and time is provided, for candidates to plan their answers. In this way more argument and evaluation might be seen in the future.

Previous papers have included a question narrowly focused around a proposed 'turning point'. Some candidates this year decided that 'turning point' was synonymous with 'key factor' or 'decisive factor' and produced answers with very narrow chronological range. This was especially apparent in 5D Question 2. Questions now require candidates to consider the given factor, not within a narrow chronology, but over the whole of the period.

Finally, future candidates should attempt to focus more sharply on the concept of change over the whole period. While most candidates are aware that change happens during the period covered by their topic, they are less familiar with the nature of that change, or indeed with the rate of change. It is this conceptual understanding, rather than detailed narrative, which distinguishes answers at different levels of attainment.

5A: The Tudor State, 1485-1603

Question 1

Level 2 answers described the history of parliament over some of the chronology. Henry VII and his parliaments were not well known. Many believed that parliament's role grew during the reign because it proclaimed Henry as king and because it helped him to deal with the pretenders: the evidence of the period suggests that these points were not accurate. Better answers placed Henry in the line of later medieval monarchs, suggesting that he dealt with parliament as his predecessors had done. Candidates also saw this as a feature of the first twenty years of Henry VIII's reign. The best answers saw that something important happened between 1529-36, investigated parliament's activities during these years, and concluded that there had been a significant increase in parliament's role, though not necessarily in its influence. There was much confusion over the mid-Tudor monarchs. Some simply dismissed the idea that parliament had any role to play during these years, while better answers compared Somerset and Northumberland, and noted parliament's confident attitude towards Mary, especially over the succession and the queen's marriage. Most considered Elizabeth's reign in three stages: the religious settlement: the problems over free speech; and the difficulties in her later years. Some of the best answers came from those candidates who adopted a thematic approach rather than a chronological one. These looked at the frequency of parliaments over the period, their role in dealing with economic and religious matters, and their growing significance in prerogative matters such as wars and the succession. Some perceptively concluded that, while parliament's role might have increased, in the end it had little influence over the monarchs or their policies; and they challenged the idea that there was a process of steady change throughout the Tudor period.

Question 2

Some candidates apparently had a generic answer prepared on the changing power of the Tudor monarchy but found difficulty in explaining the importance of, or even identifying, the Crown's leading servants. For some, Henry VII had no servants to help him govern, thus ignoring the important roles of Empson, Dudley and Bray. Most knew of Cromwell's work, with some discussion about his relations with parliament and about the so-called 'Tudor revolution in government'. Most candidates had some appreciation of the role of the protectors, though very few identified Pole as one of Mary's advisers. Many referred to Cecil as a servant of Elizabeth, though few could identify any important features of his work. Other factors determining royal power in the period were assessed, notably the impact of religious change, the economy, and the role of parliament, and the monarch's relationship with the nobility. Some of the best answers came from candidates who integrated various factors in considering each monarch. Thus, Henry VII's power was assessed through consideration of his advisers, his growing financial security, the elimination of pretenders, and an assured succession. This approach proved very successful, especially when considering the longer reigns of Henry VIII and Elizabeth.

5B: The Making of the British Empire, c.1660-c.1770

There was a very small entry for this new paper, with no answers offered for Question 1.

Question 2

Many answers were able to access Level 3 by considering the given factor along with other relevant material, and by framing an answer over most of the chronology. Trading patterns were discussed, including the demand for staple goods such as tobacco and cotton, as well as for raw materials. The importance of early British colonies in the Caribbean was linked to the demand for sugar and tobacco, and to the slave trade. The role of the East India Company was linked to its territorial expansion, and there was some useful discussion of the growth of the navy and of the merchant fleet. The impact of wars and subsequent peace treaties was described, notably the treaties of Utrecht in 1713 and of Paris in 1763.

5C: Representation and Democracy in Britain, 1830-1931

Question 1

A number of candidates turned the question around. They interpreted 'reflect' as 'cause' and went on to frame their answer around party politics as a cause of reforming legislation rather than focusing on party developments. Other answers drifted between the two. Most candidates, however, were able to use the Reform Acts of 1832-1918 as signposts in planning their answer, and this proved generally effective. The impact of the 1832 Reform Act on Peel's Tories was discussed well, with reference to the Tamworth Manifesto, the Carlton Club and Peel's 1841-46 government. The Whig Reform Club was mentioned, but fewer dealt with Whig policies in the 1830s which targeted the new electorate. Some saw the clubs as social centres for the newly enfranchised rather than exclusive gentlemen's clubs. Candidates were well versed on the reform debates of 1866-67 and of 1884-85, and of their outcome. Party developments were well understood, notably the improved party structures and organisation. The least well known period was after 1918. Although the 1918 and 1928 reforms saw a substantial increase in the size and composition of the electorate, few could link this to party change beyond limited references to the growth of the Labour party. Many candidates did not go beyond the given factor of electoral change, thus limiting themselves to low L3 awards. Better answers were aware of the nature and the pace of change. These recognised that other factors were at work in re-shaping the parties, that these factors varied in impact at different times and that the thread which increasingly connected them all was the growing influence of the electorate on the parties. Candidates discussed the significance of redistribution, especially the elimination of rotten boroughs, and a few saw the significance of the abolition of the property qualification for MPs and payment for MPs, especially for the Labour party. Other relevant factors which were discussed included the changing role of the party leader, the development of the manifesto, and the growing importance of the election campaign.

Question 2

There was some evidence this year that many candidates had a prepared answer on the development of a representative system, but were unprepared for a question which required some assessment of the decline of the aristocratic interest. Many dealt with the given factor only briefly, usually with reference to 1832 and 1911 before turning to other relevant factors. This approach often produced an unbalanced answer which could not access the higher mark levels. Better answers mapped the decline of aristocratic power and influence through the first three reform acts, the Ballot Act and the Corrupt and Illegal Practices Act; though for the latter two declining influence was often stated rather than investigated. Other factors promoting reform and change were addressed, including fear of revolution in 1830-31, manoeuvres for party advantages, especially in the 1860s, long term social and economic change, the death of leading political figures, redistribution, and the introduction of female suffrage. Extra-parliamentary pressure was assessed relevantly in 1832 and 1866-67, though Chartist agitation was often described rather than linked to the process of change. The best answers recognised aristocratic power as a factor blocking significant change and were able to integrate a secure explanation in terms of the question as a conclusion.

5D: The State and the Poor in Britain, c.1830-1939

Question 1

One feature which differentiated between candidates was how successful they had been in structuring the answer. Candidates who organised their response around the chronological framework of the Reform Acts 1832, 1867, 1884, and 1918 clearly covered most or all of the period, and the majority reached Level 3 because such an approach lent itself to the response being “shaped on the question”. Candidates reaching Levels 4 and 5 often adopted a similar structure, but assessed the given factor of electoral reform against other appropriate factors (economy, changing attitudes, fear of revolution, fear of socialism) at each chronological point. This approach allowed the strongest candidates to make informed comments about the varying importance of factors across the period, and demonstrate their awareness of both the patterns and the pace of change. A third common response was a paragraph or two on electoral reform, followed by a list of other factors: there were exceptions, but the majority of these were descriptive or appeared to be rehearsed prepared responses.

Another key differentiating factor was the quality of analysis against description. Some candidates introduced a political context as another factor, such as the fear of revolution in the 1830s, but then described agricultural distress and the Swing riots rather than link these to the political classes, ratepayers or electorate. Generally, candidates’ subject knowledge was a strength, and nearly all responses contained a reasonable level of broadly relevant material, although sometimes entirely narrative, descriptive, or not linked to the question. Specifically, some candidates did not have detailed knowledge about the Reform Acts and growth of the electorate, and there were some basic errors on dates. Combining analysis and knowledge, some candidates made connections which were not secure: a common one was “the 1832 Reform Act led to the Poor Law Amendment Act of 1834”. A second was ascribing a direct link between the 1884 Act and the Liberal Reforms; stronger candidates were able to point out that the 20-year interval suggested no immediate connection, and investigated the influence of many other factors (Booth & Rowntree, national efficiency, changing attitudes, the late 19th century depression).

Question 2

There were a handful of common features in these answers. A sizeable proportion of candidates did not cover the full chronological range, stopping with the Liberals and ignoring any prospect of “decisive change” after World War One; clearly, restricting the chronological range also restricted their potential mark, in most cases. Another sizeable proportion simply wrote a narrative covering 1830-1914 or 1830-1939, concluding that the Liberals did or did not mark a change; again, as the majority of the answer was descriptive, candidates limited themselves to level 3 for the most part. A third sizeable proportion either interpreted ‘decisive change’ as ‘turning point’ (from previous years’ questions), or answered a ‘turning point’ question anyway; these answers ran the risk of focusing too much on the Liberals, narrowing the chronological range, and constructing an argument which focused more on the reasons for change than the extent and impact of change. Good “turning point” answers did at least have the merit of demonstrating an awareness of patterns of change and continuity across the period, although many limited themselves to high level 3 rather than level 4 because the focus on the question was off-target.

As in Question 1, there were some common errors and misconceptions. Again, the 1884 Reform Act was often held as the prime, direct cause of the Liberal reforms; many candidates still struggle with putting the Majority and Minority Reports in the correct chronological order with the 1905 election and subsequent reforms; there was confusion as to whether the Liberals were elected in 1905 with a reform programme or not; a handful of candidates were convinced that the Liberals carried on well into the 1920s, including finishing off the Poor Law in 1929.

A surprising number of candidates seemed to be answering the other question: that is, Question 1 answers which were predominantly on the Liberals, and Question 2 answers which carefully explained how the Reform Acts led to various decisive changes across the period, but particularly the Liberals. There was sufficient information in the introduction or substantial other material to ensure this was not a matter of a simple mistake. The most likely explanation is that candidates made poor choices; however, centres would do well to remind candidates to ensure they have indicated the correct answer.

5E: Britain and Decolonisation, c.1870-c.1980

Question 1

A common problem lay in the misconception that this was a 'turning point' question. Many candidates tackled each war as a different potential turning point, running through arguments for change and continuity on each. Thus, other factors became the alternative turning points of Indian independence and the Suez Crisis, leading to a confused assertion in the conclusion that wars were more significant. Other weaknesses were that students spent time describing the events of some wars: the Boer Wars were frequently used in this respect. Other answers were diverted into examining the causes of wars, a consideration which was largely irrelevant if not linked to changes regarding the Empire. Some candidates restricted their chronological range by failing to refer to events before the Second Boer War or after the Suez crisis. Good Level 3 answers provided a narrative commentary on the role of major wars and commented on the role of other factors, notably economic factors, international relations, and the growth of nationalism, especially in India and Kenya. High scoring answers attempted to determine whether war was the key factor in explaining expansion and contraction. Some of the best answers attempted to show war as an instrument of change rather than a cause of change. Own knowledge was at times impressive, and the best answers understood the nuances of Britain's inter-war Imperial policy, and did not simply assume that the post-war Labour government was firmly against the existence of the Empire. It should be noted that there was more reference to the Opium Wars, which is out of period, than in previous years. Several answers referred to Dominion status, which is relevant but should be used with care and with precise information.

Question 2

Many answers had a significant gap in the chronology. The scramble for Africa was discussed, linked confidently to issues with Germany and France. However, many then moved straight to the Cold War, international relations after 1945, 'winds of change', and decolonisation in the 1950s and 1960s. Such uneven treatment neglected the opportunities to consider international relations after 1918, especially with reference to the mandates. Equally, faulty planning of answers gave rise to a tendency to spend too long considering the expansion of Empire, leading to a lack of assessment on the process of decolonisation. Some candidates failed to reach higher levels of attainment because they focused on the Empire in general rather than on Britain's African possessions. A small number of answers considered change as meaning only decolonisation, and covered only the period from 1945. Own knowledge was generally good, though some were unable to name any colonies which gained independence apart from Kenya and, less frequently, Ghana: too many believed that Malaya and the Middle East are parts of Africa. The development of nationalism was referred to with regard to Kenya, though weaker answers stated that Gandhi's 'Quit India' campaign must have influenced African nationalists without being able to substantiate their claim. The best answers were aware of the subtleties of Britain's African policy. They referred confidently to expansion in terms of international relations and the quest for raw materials: the preferential trade agreements of the inter-war period: the attempts by the post-war Labour government to enhance the role of Africa in colonial policy; and the special, and difficult, case of Rhodesia/Zimbabwe.

5F: Medicine in Britain in the Twentieth Century, c.1890 - c.1990

Question 1

This was the more popular choice of question, offering as it did the attractive factor of war and change. The request to identify change in 'medical provision' was, however, very broad, and required the candidates to define their interpretation in order to focus the answer. It also required careful selection of the examples they would use.

An encouraging number began by outlining what they understood by 'medical provision' and offered a range of factors which had to be considered. These could then deal with war relatively quickly before moving on to other factors. These were most commonly government, public opinion, technology and science. Some also included finance and ideology. The most successful answers worked from the factors, thus selecting supporting examples from across the whole period. Other successful answers focused on key points of change (e.g. Liberal Reforms, NHS, penicillin) to assess relative significance of factors during the period. These approaches scored highly because the candidate had taken time to plan the answer, and thus remained in control of the argument and knowledge. There were, of course, those who were more confident in their understanding, which enabled them to select well. One elegant way of including government as a factor was *'improvements were sown and germinated under the Liberal government, came into full blossom under Labour, but in my opinion, started to fade under the Conservatives'*

The majority of answers followed a chronological approach. These tended to focus heavily on war and too often became immersed in detail, sometimes to the point of losing the purpose of the question. Starting with the Boer War, the factors influencing the Liberal Reforms were examined in great detail (and, usually, well). However, at this early point, lack of selection could create problems as not all the changes before World War One were relevant to the answer.

The First World War was also well known, and there were some good passages which differentiated between changes which benefited the army in the field, and those which made a change to 'provision in Britain' - showing a proper understanding of the question. The more confident candidates could then follow through some of these early changes (blood transfusion, X-rays, plastic surgery, etc.) into the interwar years and the Second World War.

The main aspect of World War Two was the change in hospital provision and introduction of the NHS. The factors leading to this are understood well and the majority of candidates were able to gain marks for this section. The post war period proved more of a challenge. Although the Conservative reforms of the Health Service are also well known, they were not always linked securely to the question. Some could use them to show the importance of different factors at this time, but there were many who lapsed into narrative at this point. This could draw them away from the topic, ranging widely and even discussing the miner's strike in some cases. Once again, too few could explore the importance of technology in changing provision in the latter years of the century.

Although 'medical provision' allowed a wide approach, there were a noticeable number of answers which had little information on hospitals or treatments to offer,

Instead they concentrated on social issues - housing, smoking, drinking, food, and STDs. The link to the question was tenuous.

Question 2

Very few answered this question but, again, it was not lack of knowledge which created problems, but lack of focus. In this question the change to be considered is 'organisation and provision of hospitals', and the factor offered as central is 'medical science.' Almost all answers concentrated on developments made through medical science with links to hospitals asserted, sometimes hopefully.

There were a few better answers which did approach the answer through their knowledge of hospital care and considered other factors. The most developed other factor was the role of government.

5G: Integration and Diversity in a Great Power: from Civil War to Civil Rights in the USA, 1865-1969

Question 1

Many answers showed a clear appreciation of the changing policies of the Federal Government over time. Good reference was made to both Presidential and Congressional Reconstruction, including the constitutional amendments, and to the fact that much of this work was undone by *Plessey v Ferguson*. However, many then jumped to Johnson's civil rights legislation of 1964-68, which limited the chronological range discussed. Better answers were aware of the changes brought about by Roosevelt's New Deal, Truman's policies after the war, and the Supreme Court judgement in the case of *Brown v. Board of Education of Topeka*. Other relevant factors making for change were less well known. The work of the NAACP was understood in general terms only, while consideration of the leadership of the African American community rarely extended beyond statements on the role of Martin Luther King. Marcus Garvey was rarely mentioned, and there were misunderstandings about the role and policies of Malcolm X and the Black Panthers. A common failing was to consider 'political and economic status' as simply 'status', which led many into discussions on the Ku Klux Klan whose relevance was unclear. However, appropriate recognition was given to the significance of the Northern migration of the 1920s was often referred to. An important weakness was that many answers were apparently unfamiliar with the tension which existed throughout the period between Federal and State powers, and the problems of enforcing Federal policies on often hostile State governments.

Question 2

Many candidates failed to establish clearly their understanding of what a 'wider US identity' might be beyond the fact that it was Protestant rather than Catholic. Some recognition of WASP was required within the context of the answer. At lower levels of attainment candidates identified three or four immigrant groups (usually Chinese, Italian, German and Mexican) and described their experiences in outline only. Such answers usually failed to rise above Level 2 description. Better answers focused on the changing experiences of American Indians and African Americans as well as different groups of immigrants. The attack on the culture of the Plains Indians was often well known, as was the assimilation policy of the Bureau of Indian Affairs. There was also some interesting commentary on the experience of African Americans, highlighting the significance of the Harlem Renaissance and Garvey's Back to Africa campaign as indicative of the development and strengthening of a separate black cultural identity which was given further impetus in the 1960s. There was also some useful consideration of immigrant groups, with those who did not fully assimilate (usually the Chinese and European Catholic groups such as the Italians) set against the Protestant groups such as the British and the Germans.

5H: 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. This year, for the first time, 6523 and 6525 moderating teams were amalgamated. Where centres were entering candidates for both AS and A2 coursework, the work was moderated by the same moderator. This had the advantage, for centres, of continuity of comment, and for the moderators of giving them an over-view of an individual centre's approach, thus making for more effective moderation.

Marking and Moderating

This year, centres were working with new criteria and a new mark scheme. Essentially, A02 is no longer assessed through coursework, the only objective being assessed in this Unit being A01. The vast majority of centres had fully assimilated this change. Only a small handful worked to the old regulations and these were moderated by the principal moderator in a way that did not disadvantage candidates. Teachers are urged to keep themselves up-to-date with Edexcel developments as they affect the Units for which they are preparing candidates. These can be readily accessed on Edexcel's web-site.

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.

Careful annotation not only helps teacher-examiners reach an appropriate level and mark, but it also helps the moderator understand why a specific level and mark have been given. A minority of centres are submitting work that is simply covered in ticks and then awarded a mark and a level without even a summative comment. This is not helpful and does not aid effective moderation.

With the removal of part (a) and the sharpened focus on A01, 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.

Disturbingly, moderators reported some centres setting amended tasks that did not cover the requisite 100 years; other centres were rewarding highly work that did not address a full 100 years although the task required them to do so. All centres are reminded that both the task and candidates' responses to the task, must cover the appropriate 100 years.

Problems created last year by centres exceeding the word limits were virtually not existent this year. Where candidates did exceed the word limit, the majority of centres applied the correct mark scheme. What, however, was surprising was the number of candidates who wrote assignments that were considerably under the word limit. Whilst this may be expected in weaker candidates, a disturbing number of stronger candidates wrote well under the limit and so did not appropriately develop their themes. Some of these candidates were over-rewarded, the teacher-examiner presumably rewarding what they knew the candidate could do rather than what they had done. Centres are reminded that a word range is given for A2 assignments of 2,000-3,000 and that it would be wise for candidates' work not to drop below the lower count.

A disturbing number of centres are failing to send to their moderator a full folder of work of the second highest scoring candidate. This is a Specification requirement and moderators' time was unnecessarily wasted in having to request this. The purpose of the full folder of work is to enable the moderator to confirm that the whole coursework programme has been followed and that teaching has not just been to the task. A small minority of centres responded to such a request by stating that there was no such folder because their students had worked independently on the task/course. This is dealt with more fully in the 'Teaching and Guidance' section of this Report. However, here it must be firmly stated that this is not the approach approved by Edexcel as defined in the Specification. Approval has been given for a teaching programme and this must be followed.

Centre Administration

An increasing number of centres 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 Coursework Programme Approval Form (formerly HA1) providing evidence that the course has been approved. It would be sensible to send a photocopy, retaining the original in the centre for use in future years. No such form is required if centres are following an Edexcel-designed course, but it would be helpful if a note to this effect could be enclosed with the submission.
- Copies of tasks and mark schemes. This is not necessary if the course is an Edexcel-designed one, but a note to this effect should be included.
- The Coursework Mark Record Sheet (formerly HA3) 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 Individual Candidate Authentication Sheet (formerly HA5) authentication sheet completed for each candidate, signed by the candidate and the teacher. Please note that the form 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 Individual Candidate Authentication Sheet (HA5) 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 2007 and the spring of 2008 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 2008.

6525 Statistics

Mark Ranges and Award of Grades

Paper	Maximum Mark (Raw)	Mean Mark	Standard Deviation
5A	60	38.3	7.6
5B	60	35.0	6.1
5C	60	38.3	8.3
5D	60	38.1	8.2
5E	60	38.1	8.4
5F	60	34.4	9.3
5G	60	32.6	8.4
5H	60	45.8	9.8
5J	60	45.2	9.5
5K	60	45.9	9.3

Paper 5A (1495 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	42	39	36	33	30
Uniform boundary mark	90	72	63	54	45	36
% Candidates		30.2	44.9	65.4	80.4	90.4

Paper 5B (7 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	42	38	34	30	26
Uniform boundary mark	90	72	63	54	45	36
% Candidates		14.3	28.6	71.4	85.7	85.7

Paper 5C (2915 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	44	40	37	34	31
Uniform boundary mark	90	72	63	54	45	36
% Candidates		29.8	44.6	56.5	74.1	84.6

Paper 5D (1680 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	44	40	37	34	31
Uniform boundary mark	90	72	63	54	45	36
% Candidates		27.1	43.8	59.0	75.9	85.4

Paper 5E (1673 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	44	40	37	34	31
Uniform boundary mark	90	72	63	54	45	36
% Candidates		26.0	42.2	57.5	73.9	84.7

Paper 5F (224 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	45	40	35	31	27
Uniform boundary mark	90	72	63	54	45	36
% Candidates		19.4	27.0	46.4	64.0	81.1

Paper 5G (217 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	40	35	31	27	23
Uniform boundary mark	90	72	63	54	45	36
% Candidates		22.1	43.2	56.8	72.3	88.7

Paper 5H (444 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	51	46	41	36	31
Uniform boundary mark	90	72	63	54	45	36
% Candidates		35.0	60.3	75.8	86.7	91.6

Paper 5J (6862 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	51	46	41	36	31
Uniform boundary mark	90	72	63	54	45	36
% Candidates		33.8	55.2	72.3	84.5	91.4

Paper 5K (5118 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	51	46	41	36	31
Uniform boundary mark	90	72	63	54	45	36
% Candidates		36.6	57.8	74.7	85.8	92.2

Resit Paper 2B (14 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	41	37	33	29	26
Uniform boundary mark	90	72	63	54	45	36
% Candidates		35.7	57.1	78.6	92.9	92.9

9264 A2 Cashin (20450 candidates)

Grade	Max. Mark	A	B	C	D	E
Uniform boundary mark	600	480	420	360	300	240
% Candidates		23.9	50.5	74.2	91.1	98.2

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