

# Principal Examiner's Feedback Summer 2008

GCE

GCE History (6523)

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## Contents

Paper Title	Page
3A: Religion and Monarchy in Tudor and Stuart Times	5
3B: Reform and its Impact in Nineteenth Century Britain	7
3C: Depression, Opportunity and the Expansion on Welfare in Britain	9
3D: War, Expansion and the role of the Individual in Europe	10
3E: A Nation Challenged and Reconfigured: the USA in 19 <sup>th</sup> and early 20 <sup>th</sup> Centuries	12
3F: Life in Authoritarian Regimes: Nazi Germany and Soviet Russia	14
3G: Conflict, Identity and Independence: China and India in the first half of the 20 <sup>th</sup> Century	16
3H: Coursework	18
Statistics	23

## Introduction

In its final year, and after only a single appearance in its revised format, the Unit 3 examination remains a popular AS alternative. Its 2008 entry of 20,676 candidates compared favourably with the 2007 total, it was marked by an extended team of almost 100 examiners and they reported that the quality of candidate performance and achievement was on the whole maintained and, on some Papers, enhanced.

Many examiners commented positively on the quality of candidate preparation as reflected in both factual knowledge and focus on the demands of the questions. A few candidates were troubled by choice of question offered, as revealed by cancelled pages of work and a tiny minority offended the rubric by mixing question parts (and had both parts marked but only the higher mark credited). There were fewer plans in note form but this did not seem to impact negatively on the structure and relevance of answers. It is positive to see how great a quantity (and quality) of writing can be produced by some candidates in, typically, 20 minutes for Part (a) and 35 minutes for Part (b).

## Option-specific comments

### 3A: Religion and Monarchy in Tudor and Stuart Times

Religion and Monarchy is the second most popular option in Unit 3 with almost 3,000 entries ( c14% of total) and its Tudor component continues to outweigh its Stuart counterpart in a ratio of 4:1. Between the two questions on each period there was also an imbalance, the second question clearly predominating in both cases.

#### Question 1

(a) generally attracted good answers from well-briefed candidates. But although knowledge of the work of the Reformation Parliament was on the whole very good, understanding of its chronology varied (and was liberally treated ) and a number of candidates were anxious to narrate the story of the Royal divorce. However, many caught the fear factor and the best picked up both Cromwell and anti-clericalism.

(b) gave candidates the opportunity to write well when they knew the material, as clearly some did. The best differentiated between beliefs and practices and across the country in geographical terms, and explored the issue of top-down v. bottom-up. Average candidates tended to be top-heavy and happier with the earlier years, although changes accelerated and became more noticeable after 1536. Weaker candidates tended to narrate, some produced lists of jumbled measures involving shrines, pilgrimages and monasteries and some sidetracked into reasons for the changes, citing Anne Boleyn's influence as key from 1536 onwards.

#### Question 2

(a)'s chronological parameters posed problems for some candidates who also tended to lack surefootedness in the nature of Protestantism. Many were rather good, however, at dealing with the implications of the Ten and Six Articles, Cromwell's Injunctions and the theological significance of the Dissolutions. The very best discussed the roles of Cromwell and Cranmer and were able to compare usefully with the King's changing attitudes.

(b) was felt to be friendly to candidates although some were ill at ease with the concept of Henry's "brutality" (only a handful questioning the relative historical nature of the term). The well informed did really well by discussing leniency and subtlety in the treatment of monks and Pilgrim leaders and by addressing the effectiveness of opposition in terms of its nature and relative isolation. Too often "ineffective" seemed to be something unprepared and it was simply sidestepped.

#### Question 3

(a) attracted only 50 takers and was felt to be contingent on an Elizabethan background of Puritans and Presbyterians to be successfully answered. Few got beyond the Conference itself and that it left a bad odour on religion for some time. Those with specific knowledge of an admittedly small area of study, however, scooped up marks by linking the issues to the Catholic position and to James' comparative tolerance and sense.

(b) produced a lot of well-informed analytical narratives but almost all failed to deal comprehensively with James' choices. There was an over-concentration on Buckingham. Most candidates, however, wrestled with poorly chosen advisers versus other factors as the source of the King's difficulties, his own follies figuring repeatedly.

## Question 4

(a) allowed candidates well-informed about Buckingham to prosper and this area of the syllabus was clearly well known. The problem was for candidates to be transfixed on foreign policy when the question stated “ways” and the magic number on (a) questions is three. Where extravagance, patronage of rapacious relatives and Armenianism were also identified there was ready admission to Level 3 and high marks.

(b) was well answered by candidates who anchored their work in the Bate Case, Customs Duties, the Great Contract, Cockayne and Cranfield so as to rise above generalised writing about James’ inheritance, his large family and bad luck with weddings and funerals. Most candidates were able to offer an analytical response which weighed the several contributions to James’ financial plight, and the best addressed the structural problems in the system. In differentiating in this way the question worked well.

## 3B: Reform and its Impact in Nineteenth Century Britain

Reform and its Impact elicited a wide variety of responses so that the questions on both Options were felt by the examining team to have worked well. Some of the c1,300 candidates displayed an impressive ability to focus their extensive knowledge, they weighed factors in analysis, they demonstrated an awareness of the complexity of history and showed that it is about debate and argument rather than the telling of stories. The problems with weaker candidates were most often a lack of detailed knowledge and poor examination technique. The former failing was illustrated by candidates' inability to explain how or why industrial interests were under-represented in question 2 (a) and the latter by giving narratives of the Reform Crisis instead of isolating causative factors in question 2 (b). Candidates often fail to confront the question directly until well into the second page of their writing rather than focusing in the introduction and structuring from the outset. Most candidates do, however, attempt to write a conclusion especially on the longer Part (b) section.

### Question 1

(a) was well answered by candidates who understood the arguments against parliamentary reform and the underlying motivation but they were in the minority. Many answers were lists of problems with the unreformed system or monocausal and often simplistic explanations of the "aristocracy wanted to hold on to their power" type.

(b) was equally disappointingly answered and the root of the problem was inadequate subject knowledge. As has been reported before, a grasp in detail of the provisions of the Great Reform Act is a precondition for success in this option. Here it was needed to demonstrate feelings close to betrayal on the part of the Act's supporters in 1830 - 32. Nor were the non-political sources of Chartism in the 1830's well known. Not surprisingly, narrative responses were frequently encountered.

### Question 2

(a) was narrowly interpreted in many cases to refer to the industrial working class only, to the exclusion of "manufacturing" and indeed to rural and local "county" dimensions. Facts-at-their-fingertips candidates by contrast were quickly admitted to Level 3 as they illustrated, frequently statistically, neglected "interests".

(b) was probably the best answered on the early 19<sup>th</sup> century, provided that candidates wrested themselves from the well known "distress" of 1815 - 20. Able candidates wove the economic theme into a range of alternative causative factors.

### Question 3

(a) on the "other" Reform Act also testified to the benefits of preparation in detail for history examinations. Those without it - who typically seemed oblivious to lodgers, compounders and redistribution - sought refuge in the story of the Act's passage and never escaped from low Level 2.

(b) was on the whole well answered and illustrated the generally better preparation of the late 19<sup>th</sup> cohort (slightly less numerous than 1815 - 50 entrants). Examiners expected some analysis of Disraeli's involvement in the Eastern Question, South Africa and Afghanistan (without the need for contemporary parallels) before candidates got to grips

with the better rehearsed "other factors". Examiners were indulgent to Ireland where it occurred as foreign policy.

#### Question 4

(a), although seemingly straightforward, produced few really good answers. Again the suspicion was that many candidates simply did not know enough about Gladstone's "pilgrimages of passion" into "Edinburghshire" although there was ample potential material, both domestic and foreign, to feed on.

(b) by contrast was often provided with solid factual foundations in answers by candidates. The measures were generally well known ; the problem was matching them to "social groups". Examiners interpreted the term sufficiently liberally so as to embrace "nonconformists" but expressed surprise at how relatively little the middle class was said to have benefited compared to the working class. A number of candidates were happier writing on who lost rather than who won.

### 3C: Depression, Opportunity and the Expansion of Welfare in Britain, 1919-64

Depression and Opportunity massively outweighed Expansion of Welfare in 2008 with 780 entries on the 1919 - 39 option and only c100 on 1945 - 64. Performance was roughly similar.

#### Question 1

(a) attracted the ingenious rather than the informed to judge from a common theme in the team's Reports, notably a tendency to woolly generality on social change and its treatment as a catch-all for inter-war leisure. Other candidates responded by discussing the importance of new industries and first mentioned motors only well down the first page of writing. Weaker still candidates made suppositions about the impact of the motor car based on contemporary use, a high proportion feeling that it enabled the unemployed to drive to work in other regions!

(b) by contrast produced some good responses from candidates who actually knew something historical. Many explored both internal and external dimensions and focus on the key word "persistent" opened the theme of regional variation. Common weaknesses were ignoring the 1930's limitation and slippage into discussion of the consequences of high unemployment.

#### Question 2

(a) to the weaker candidate was an invitation to provide a potted narrative of the General Strike. Stronger candidates shifted the focus to the "problems" that coal strikes generated and elaborated on factors within the industry and with the national and international economy that created difficulties for the coal industry.

(b) demonstrated limited specialist knowledge on housing per se, certainly across both decades. Perhaps because they witnessed relatively little new legislation and because the general economic context could more readily be made relevant, the 1930's were better covered than the 1920's.

#### Question 3

(a) attracted only 93 candidates and most were able to draw on a range of evidence to support the notion of the 1950's as a time of rising affluence, although some of it was drawn from the 1940's. Stronger candidates were aware of the limitations of generalisation and avoided an impressionistic account of more TV's and washing machines by examining social and regional variation.

(b) was found by many candidates to be particularly challenging in the evaluation of a range of welfare provisions required. Many candidates were better informed on nationalisation than on National Insurance and National Assistance and intruded it. Disappointingly few alluded to the financial pressures on Labour Governments and education was a theme not well known at all.

## Question 4

(a) Attracted a relatively small amount of candidates (6) and most were able to draw on a range of evidence to discuss the impact of the Suez crisis. Candidates preferred to provide a narrative of the crisis resulting in a low and small spread of marks on this question.

(b) Answers to part (b) were similarly mechanistic and narrative with most candidates preferring to describe some examples of the changing trends in youth culture, rather than focussing on the stated factor - hostility towards established authority.

### 3D: War, Expansion and the Role of the Individual in Europe

The entry for this War and Expansion option was healthily maintained at c1,250 with more candidates writing on France ( 525 ) compared to 2007. Again the German candidature, however, tended to be stronger.

#### Question 1

(a) was one with which only a small proportion of the candidates got properly to grips. Generally answers were better able to satisfy on 1793 than 1792, Carnot and the levee en masse figuring more prominently than low morale, material shortages and the effects of the emigration of nobles.

(b) saw candidates making a stronger case (partly, one suspects, through ignorance ) for alternative “achievements” than for the central proposition. Examiners allowed the Civil Code as a feature of “central government” as long as a case was made. The Concordat, the workings of ralliement, the education system and economic stability all have a claim to rank as Napoleon’s most significant achievements - what was sought was well argued judgement.

#### Question 2

(a) exposed some shortcomings in knowledge of the Brumaire Coup but elicited impressive lists of Napoleon’s strengths. The best candidates were able to show how such qualities appealed to Sieyes and to note that he was not the first choice soldier. It was entirely acceptable to say that not least of the strengths Napoleon brought were Murat’s cavalry and Lucien’s cool head.

(b) demonstrated the relative popularity of foreign and military affairs, it being attempted by five times as many candidates as question 1. Some of the answers were excellent: they displayed wide-ranging knowledge of economics as well as politics and they reached balanced judgements on the relative importance of the causes of Napoleon’s defeat. The major challenge for many was to resist seduction into detailed accounts of the campaigns in Spain and Russia.

#### Question 3

(a) enabled most candidates to develop a focused response which examined the personal, domestic and international reasons for Frederick William IV’s refusal of the German crown in 1849 and readily met the three-factor criteria for part (a) answers. Only a minority failed to resist the temptation to describe the events of 1848, most notably at Frankfurt.

(b) led to Level 3 or above answers for a substantial majority of the candidates. They displayed secure knowledge of the relevant international circumstances and set them against other factors such as military advantages, economic developments and Bismarck’s diplomacy, and thus allowed for comparison, argument and supported conclusions.

#### Question 4

(a) was less popular than question 3 and the majority of candidates failed to escape the bottom half of Level 2. This was chiefly because they drew their evidence of Bismarck’s “qualities” from events between 1864 and 1870 in which he was yet to participate from the standpoint of 1862! The best candidates were able to identify three or more qualities

drawn from Bismarck's personal, political and diplomatic experiences and to relate them to the needs of a desperate King in a crisis.

(b) could be successfully answered without any reference to Bismarck. That this was rarely the case is illustrative of candidates' ability to produce secure and detailed knowledge on Prussia but, generally, insecure and shallow knowledge of Austria: and this explains why there were few Level 4 responses and relatively many at Level 1. Thus many relied almost entirely on "other factors" to the exclusion of a central analysis of the Austrian economy.

## 3E: A Nation Challenged and Reconfigured: the USA in the Nineteenth and Early Twentieth Centuries

American history attracts the third largest entry on Unit 3 at 1,626 but although this has risen by 400 since 2007 a mere 120 attempted the Disunited Nation questions 1 and 2 (compared to 125 in 2007).

### Question 1

(a) attracted only 14 candidates. Examiners did not seek comprehensive coverage of Clay's extensive career and they were content with three of its most notable features (most often the Compromises and the formation of the Whig party). But they were more impressed with real analysis of "significance" than with biographical and descriptive accounts.

(b) was, overall, very well done and the 'slavery versus other factors' formula gained access to Level 3 for most candidates. Perhaps Henry Clay's inclusion explains the poor take-up for Qu.1 given the centrality of the slavery theme. Less successful candidates tended to focus only on one aspect of slavery, to narrate events 1854 - 60 and to fail to develop other factors as part of the argument.

### Question 2

(a) was unfortunately worded but examiners reported no evidence of the use of "like" excluding John Brown from answers. Indeed he was almost invariably the only identifiable "activist" (H B Stowe was generously legitimized). The best answers included the broader fanaticism revealed by "Bleeding Kansas" and showed how Brown was as much at the mercy of existing tensions as the driver of them.

(b) was again very well done by well informed candidates who set "economic weakness" against a range of other causative factors, the best linking them back to economics and weighing their relative importance. It was encouraging to find candidates as familiar with the Confederacy as with the Union.

### Question 3

(a) Question 3 was clearly the more popular New Deal question but responses to (a) were far from auspicious, many struggling to identify three methods. One suspects that the unusual propaganda approach of the question was the hurdle for when hard thinking was applied - and it was manifest in the writing - to the imagery of the New Deal some very good answers emerged. Thus to the typical Fireside Chats and press conferences there could be added speeches, parades, cinema newsreels, acronyms, symbols and the First Lady. Too often candidates sought refuge in agencies and measures and remained in the lower reaches of Level 2.

(b) required candidates to focus on "recovery", as against relief and reform, for a successful Level 3 answer; but even many aware of the New Deal trinity tended to drift and blur. Common weaknesses were to begin well then to fizzle into generalised description or to show conceptual grasp then fail to offer concrete support. Most candidates, however, were able to identify the War from 1939 as the economic saviour

but the Roosevelt Recession was rarely explored for the light it threw on “recovery”. Yet there were few responses that simply narrated and on them exhaustion took its toll.

#### Question 4

(a) saw many candidates fail to identify the three “weaknesses” required for a higher level mark. Again the unrehearsed angle seemed to throw average candidates who happily described New Deal methods of rectification without being able to trace them back to the root problem. Overproduction was often cited but it was often assumed to have arisen only in 1929, and there was general ignorance of the tariff structure.

(b) worked well for candidates prepared to wrestle with the term “social groups” (again unanticipated?) and there were some sparkling responses. The question differentiated effectively. Weaker candidates were too narrow and many stuck to Native- and African - Americans instead of considering income as a determinant of social grouping. Examiners were indulgent to “women” and “industry” but more highly rewarded candidates who better identified them as a gender and as an economic sector within which there were several social groups. The New Deal candidature is generally able and examiners reported enjoyable encounters with work which had range, depth, focus and debate.

### 3F: Life in Authoritarian Regimes: Nazi Germany and Soviet Russia in the 1930s

Authoritarian Regimes continue to dominate Unit 3 with a massive candidature of 12,340 and the Nazi : Soviet ratio remains roughly 5 : 1.

#### Question 1

(a) showed most candidates to have plenty of knowledge to hand and to be able to address the idea of "control", either fully or in part. And most dealt with two specific areas - Nazi youth movements and changes in education - and linked them to what the regime was attempting to achieve by referring to ideology. The norm, however, was to make only two points at length, often because education was treated only in a curricular sense. Better answers encompassed teachers, universities and the growing exclusion of Jewish children.

(b) pushed candidates to draw up a balance sheet of gain and loss and led to many impressive answers. It was a minority who undertook only a general review of the economy with implied improvement, or not. The more ambitious clarified terminology at the outset and found themselves differentiating between rural and urban workers, between armament and consumer industry workers, and between women and minorities. The most successful candidates analysed change over time and supported their argument with accurate and well chosen statistics, notably effective on standard of living issues. This was a popular question which engaged over half the candidature of Paper 3 F.

#### Question 2

(a) proved difficult to deal with for examiners. At the root of the problem was insufficient knowledge of Schacht (which was surprising considering his frequent intrusion into 2007 answers) and of economics sufficient to grasp his strategy. Many never rose above his reducing unemployment and there was much confusion about deficit financing, about what was traded in bilateral treaties and (almost universal) about Mefo bills.

(b) fortunately was the salvation of stumblers over (a) but it was demanding in terms of marrying ideology with persecution and then evaluating "how far". Although some included women and the Catholic Church because they suffered, most candidates identified Jews, gypsies, asocials, the mentally and physically handicapped, and homosexuals as "minorities" worthy of comment. The best were alert to change over time, plotting the intensification of persecution against Hitler's growing power and self-confidence.

#### Question 3

(a), like 2 (a), exposed deficiencies in knowledge of many candidates and thus it struggled to develop a range of response. For some candidates the only resistance displayed by peasants was to destroy their crops and eat their animals, they being oblivious to the physical reaction of kulaks, the banding together of villages, and the role of women. The best were aware of the changing nature of resistance over time, noting that the violent response of 1928 - 30 led to "Dizzy with Success" and then ruthless suppression over the next four years.

(b) like 1 (b) worked best when candidates drew up a profits and loss account, weighing full employment and welfare benefits against working and living conditions, the availability of food, and the relentless pressure exerted by the state. More subtly, the best candidates differentiated types of workers, men and women and rural workers driven to towns by collectivisation. Statistics were not as plentiful as on the similar Nazi question.

#### Question 4

(a) posed problems for some who struggled with the term "mass media". Examiners permitted wide definition but those who wrote only about socialist realism and high culture ignored the potential for propaganda of the cinema, wireless, posters and mass publication. The best suggested that communication through print was increasingly effective as illiteracy was tackled. Probably this was the question on Russia where shortage of knowledge was most clearly exposed.

(b) found many candidates in difficulty sustaining reference to "force and intimidation", and any separation of the two was rare. And there was a difficulty for many in finding "other factors" at work beyond the availability of rewards and the effects of propaganda. An amply rewarded minority, however, as well as weighing the forces at play, noted the growing pressure during the 1930's as exemplified through show trials, sustained propaganda and the atmosphere of fear which permeated the cities as the foreign threat increased.

### 3G: Conflict, Identity and Independence: China and India in the First Half of the Twentieth Century

India and China in the early 20<sup>th</sup> century attracted a slightly larger entry of 385 compared to 260 in 2007, and the India questions remained more popular (210).

#### Question 1

(a) although apparently straightforward posed problems for many candidates whose subject knowledge was not sufficiently extensive to enable them to isolate three “contributions” from the general narrative which was typically offered. Better candidates made short work of Mountbatten’s activities in devising a workable partition, drawing up boundaries and winning over Indian politicians and princes. The best attempted a critical evaluation which set his charm and dynamism against partiality, haste and inadequate security arrangements.

(b) was not often treated thematically, as anticipated, but chronologically yet this did not prevent several of the well-informed candidates scoring high marks. Thus many began with Amritsar then used carefully memorised “Gandhi” material to illustrate military power up to 1939 when, ironically, answers tended to lose their way only to return to the question with relevant commentary on the build up to partition. Relevant commentary was the key to successful answers but a number of candidates indulged themselves in simple narratives of the earlier period and failed to escape from Level 2.

#### Question 2

(a) was gratefully received by candidates with detailed knowledge of the 1909, 1919 and 1935 Acts and, once they had related the information to “self-government” ,they were readily admitted to Level 3. More often, however, candidates failed to strike a balance between the legislative trinity, with the 1935 Government of India Act being typically the least well known. Again knowledge of the Indian perspective could be legitimised with appropriate commentary.

(b) elicited surprisingly detailed knowledge of “British policies” in the War years and disappointing lack of it chaos on 1945 - 47. Candidates were on safer ground on “other factors” responsible for the chaos and coverage of a range gained entry to Level 3 for a good number. The best set their analysis in the context of the complexity of the problem and the momentum of growing hysteria.

#### Question 3

(a) demonstrated that “China candidates” although less numerous were generally better informed than their India counterparts. Thus not only were the events of the Boxer Rebellion well understood but most candidates were able to offer informed opinions on its consequences. The best answers differentiated long- and short- term and were able to sketch sufficient background to demonstrate that it was a watershed where China must either reform or go under.

(b), it is no surprise to say, showed the career of Mao Zedong to be very well known by the majority of candidates. The problem was discarding descriptions of his early years, most notably the Long March, so as to focus on the Civil War of 1946 - 49. Few candidates were conversant with military matters but many entered Level 3 on the strength of their

condemnation of the failings of the GMD in the interests of a balanced analysis. The best candidates could not only identify and illustrate Mao's leadership qualities but they could weigh his contribution to victory against that of his lieutenants Zhou Enlai, Lin Bao and Kang Sheng.

#### Question 4

(a) attracted quite a well informed candidature, certainly with respect to Sun Yat-sen's life until 1912. Although there was often some confusion about his relations with the Bolsheviks, the foundation of the GMD and the donation of an ideology of nationalism, socialism and democracy were sufficient achievements in the eyes of many candidates for Sun to be "respected" by 1925. Only the best candidates attempted to separately address "revered".

(b) was felt by the examiners to be the most challenging on Paper 3 G but although it appealed to only 35 candidates, many of their responses were of a high quality. The question made them wrestle with the application of the trinity of stated aims to the situation in China in the stated decade and in the process some first-rate analysis and some individual thought was produced. There were few story-tellers perhaps because of the demanding wording and theme of the question.

## 3H: Coursework

The candidature for the coursework option within Unit 3 represents slightly more than one third 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.

Coursework was moderated by three moderating teams, working under the guidance of their team leaders and the principal moderator. This is the second time that the 6523 and 6525 moderating teams have been amalgamated. Insofar as centres are concerned, this meant that, where candidates were entered 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

Most centres had fully assimilated the new criteria and new mark scheme well. Only two centres worked to the old regulations and the work from them was 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.

Centres are reminded that 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. Where there is more than one teacher-examiner assessing the work of a centre's candidates and cross-moderation takes place, it is essential that any change in the original mark is accompanied by a brief explanation as to why. It is equally essential that the final, centre-moderated mark is transferred to the OPTEMs sheet.

With the sharpened focus on A01, there were, as last year, fewer examples of straight narrative responses, with candidates adopting the 'telling it as it was' approach. Far more candidates are selectively deploying what they know to answer the question set in a direct, logically planned, manner. Many achieved level 3 by giving clear evidence of the ability to distinguish between cause, motive and intention and displaying an understanding of the basic relationship between cause and effect in a given context. Centres are reminded, however, that the simple mention of an historian, usually

accompanied by a brief quotation from him or her, does not automatically qualify for entry to level 4. It is the use made of the views of historians in substantiating the candidate's own judgement that is important and is a high level skill. 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.

There were virtually no problems created by work that exceeded the word limit. The few candidates who did so, had their work appropriately marked by their teacher-examiner. Surprisingly, this year as last, were the number of candidates who wrote assignments with a word count that was considerably lower than the recommended range. 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 and could not reach the higher levels of the mark scheme. 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 AS assignments of 1,750 - 2,750 and that it would be wise for candidates' work not to drop below the lower word count.

A disturbing number of centres are failing to send to their moderator a full folder of work of the second highest scoring candidate. 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 been just to the task. More centres than in previous years failed to send the work of the highest and lowest scoring candidate in the whole cohort, regardless as to whether or not they were included in the sample. These oversights resulted in additional work for both moderators and centres.

## Centre administration

An increasing number of centres are experiencing difficulties with the administration of the coursework element of this Unit. This was noted last year and the situation has not improved. 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 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 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 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 AS 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. This may also be the place to point out that, whilst all of the Edexcel-designed coursework programmes were re-written to take account of the changed coursework objectives, some were additionally amended to reduce the content load. The programme dealing with the causes of the First World War is a prime example of this.

The folders of work of some candidates revealed that some centres are still allowing students to submit drafts of coursework for comment and marking. **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 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, all 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 that will be run by Edexcel in the autumn 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 high standard in future years.

## New Specification

Centres are reminded that the new Specification, with a teaching start in September 2008, has set coursework, which is compulsory, in Unit 4, which will normally be taken in the second year of a two-year course. Thus the summer of 2009 will see only re-takes for AS candidates and will be the last year A2 candidates will submit coursework to the 'old' Specification requirements. A full programme of coursework INSET sessions relating to the new Specification will be announced shortly.

## 6523 Statistics

### Mark Ranges and Award of Grades

Paper	Maximum Mark (Raw)	Mean Mark	Standard Deviation
3A	60	38.6	8.6
3B	60	38.4	10.1
3C	60	35.6	9.0
3D	60	37.7	9.5
3E	60	37.4	8.7
3F	60	37.2	8.3
3G	60	34.2	11.4
3H	60	45.4	9.1
3J	60	45.2	9.1
3K	60	45.1	9.1

#### Paper 3A (2905 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		36.7	57.2	75.1	86.2	93.1

#### Paper 3B (1398 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	43	38	33	28	24
Uniform boundary mark	90	72	63	54	45	36
% Candidates		38.5	58.3	73.6	85.5	91.9

#### Paper 3C (974 candidates)

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	44	38	32	27	22
Uniform boundary mark	90	72	63	54	45	36
% Candidates		21.1	44.8	69.5	84.9	92.1

#### Paper 3D (1195 candidates)

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		42.3	63.0	75.6	86.4	92.2

**Paper 3E (1614 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		33.3	51.9	69.5	82.5	90.2

**Paper 3F (11680 candidates)**

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	43	38	34	30	26
Uniform boundary mark	90	72	63	54	45	36
% Candidates		26.6	50.5	70.0	83.6	91.2

**Paper 3G (249 candidates)**

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	44	38	32	27	22
Uniform boundary mark	90	72	63	54	45	36
% Candidates		22.6	43.3	60.6	77.1	86.3

**Paper 3H (645 candidates)**

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	50	44	39	34	29
Uniform boundary mark	90	72	63	54	45	36
% Candidates		37.9	63.3	78.1	90.4	95.9

**Paper 3J (5337 candidates)**

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	50	44	39	34	29
Uniform boundary mark	90	72	63	54	45	36
% Candidates		35.9	61.7	78.5	89.3	94.7

**Paper 3K (6880 candidates)**

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	50	44	39	34	29
Uniform boundary mark	90	72	63	54	45	36
% Candidates		35.4	60.8	79.3	89.4	94.9

### 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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