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R E P O R T O N T H E  
A D M I N I S T R A T I O N O F  
E D E X C E L  
E X A M I N A T I O N S

*Summer 2008*

**THE LONDON STANDING JOINT COMMITTEE**

*The LSJC is representative of teachers in the Association of Teachers and Lecturers, the National Association of Head Teachers, the National Association of Schoolmasters/Union of Women Teachers, the National Union of Teachers, Voice and the Association of Schools and College Leader. Comments on the home examination papers are collected, collated and submitted to Edexcel by the Committee.*

*The Honorary General Secretary seeks guidance from LSJC Subject Convenors as necessary and prepares a collated document for despatch to Edexcel. Regardless of their association connections, teachers will find the observations on a paper or a question will progress to Edexcel by this route. The comment must be clearly identified (level, subject code, paper, question) and when independently substantiated, normally by the appropriate Convenor, is submitted to Edexcel.*

*The number of comments received is usually very much greater than for the GCSE examinations in November and the AS/A level examinations in January. Therefore, more elaborate procedures for vetting and collation are operated. Members of ATL, NAHT, NASUWT, NUT, Voice and ACSL submit comments on a standard form distributed to centres by Edexcel, and these are sent to subject representatives for initial collation. The collated comments are then sent to the appropriate LSJC Subject Convenor in July, for the preparation of the agreed comment. The LSJC Examinations Secretary receives all of the final collations by the end of August and prepares the typed document agreed by the committee for despatch to Edexcel.*

*Comments on examination administration matters are usually dealt with separately at a meeting of LSJC officers and senior officers of Edexcel in the Autumn following the summer examinations. This meeting is particularly valuable as any points raised are dealt with immediately and in time for the next series of examinations. The outcome of these discussions is included in this booklet under a separate heading.*

*Comments from teachers in associations not represented on the LSJC should be forwarded as directed on the form. The LSJC also processes comments on the GCSE examinations administered by Edexcel. Comments not concerning a paper or question (eg specification or timetable) should be sent direct to the Honorary General Secretary.*

*All comments on examinations should be sent to the LSJC Honorary General Secretary, c/o Education and Equal Opportunities Department, NUT, Hamilton House, Mabledon Place, London WC1H 9BD.*

*T J McGee  
(LSJC Honorary General Secretary)*

## ADMINISTRATIVE ISSUES

### GCSE

**Subject:** Geography

**Syllabus/Code No/Alt:**1313

**Paper/Code Number:**3H

**Comments:** It was reported that a change had been made to the information in the resource booklet from what had been shown in the pre-release material. The original materials had a satellite image of the Mississippi delta with no information on it. In the examination this resource had 3 letters on it and candidates had to identify features. Centres were informed that the resources would be identical - this may have caused candidates to lose their focus.

**RESPONSE:** There were no changes to the content of the booklet - there was simply annotation added to facilitate the asking of the question.

**Subject:** Physical Education

**Syllabus/Code No/Alt:**1827 3827

**Paper/Code Number:** All coursework/practical

**Comments:** Teachers object to having to print the name and sign and date every one of the Physical Education Assessment Sheets. These sheets only have room for 9 candidates each of whom is entered for a number of separate components. With entry cohorts of perhaps 150 students this means printing signing and dating over 50 sheets. The same process is also required of teachers in charge of the assessments. One centre tried to solve this problem by filling in the first copy and initialling the others; it was rejected by the external examiner. Surely, a single signature is all that is required by the awarding bodies for coursework and practical units.

**RESPONSE:** The Physical Education Assessment Sheets need to be filled in for all candidates for moderation purposes. Edexcel should be able to determine where the candidate's final mark has been derived from i.e. from which activity and/or which assessment criteria. The form is the better option rather than using individual record sheets for every candidate at the centre. Edexcel requires a signature on the forms as evidence that where several teaching groups are involved the marking has been internally standardised.

**Subject:** Music

**Syllabus/Code No/Alt:**1426A

**Paper/Code Number:**1426 03

**Comments:** It was reported that the sound level on the CD was inconsistent and invigilators had to sit by the volume controls to turn up the volume for the questions and lower the volume for the music. Centres were unable to test the CD prior to the examination (only 1 hour before) which meant not being able to do so in the venue as students were in school. Previously it could be tested when no students were about to overhear it.

**RESPONSE:** We didn't receive any complaints about sound levels.

If a centre had a faulty CD they could replace it with the spare copy sent.

There are now inter-board arrangements with regard to the time within which listening CDs can be tested; this is 90 minutes rather than the 60 minutes imposed by Edexcel for the June 2008 examination series.

**Subject: Mathematics**

**Syllabus/Code No/Alt:5540 F AND H, 5544 F AND H**

**Paper/Code Number: 2F 4H 13F 15H**

**Comments:** There is a problem with the length of these 4 examinations as scheduling often has to accommodate all 4 examinations in one venue. The difficulty with invigilating arose because the examinations lasted 1 hour, 1hour 10mins, 1hour 30mins and 1hour 45mins. One centre took the decision to keep the 1 hour candidates (foundation students and not the best behaved) for 10 minutes longer to wait for the second examination to finish rather than cause a lot of disturbance. However, this proved 10 minutes too long for some students who were extremely restless and 2 were found communicating and have been reported for malpractice. Could Edexcel please consider schools' difficulties in this situation and timetable mathematics examinations either 1hour, 1hour 30mins or 2 hours?

**RESPONSE:** The timing of each examination paper is laid down in the specification and cannot now be changed

### **IGCSE**

**Subject: Mathematics**

**Syllabus/Code No/Alt:4400**

**Paper/Code Number:4H**

**Comments:** Please consider where this examination is placed in the examination timetable. It was scheduled on a day with English Literature (core timetabled?) and Latin. It used to be very early in the examination season. It caused an overnight clash situation for many candidates.

**RESPONSE:** For future examination series the GCSE and IGCSE examinations in each subject have been timetabled concurrently. This will reduce the number of timetable clashes as few candidates will be taking a GCSE and IGCSE examination in the same subject. This change in the way the IGCSE examination timetable has been constructed means that many IGCSE exams are now much later in the examination series.

**Subject: Physics**

**Syllabus/Code No/Alt:4420**

**Paper/Code Number:4420/2H**

**Comments:** If the examinations could be another week or 2 later (after ½ term) this would be very helpful. A more detailed specification would be helpful to teachers. Feedback meetings would be appreciated. Launch meetings for the new specifications would also be appreciated.

**RESPONSE:** The Physics 4420 June 2009 examination papers are scheduled for 08 June and 10 June which are dates following the half-term break.

**AS AND A2 GCE****Subject: Russian****Syllabus/Code No/Alt: 8570/9570****Paper/Code Number: 6791,6792**

**Comments:** Timetabling problems were reported with centres requesting a change, keeping Russian on a separate day to Mathematics 6664 and AQA Accounting in the afternoon as many Russian students do these subjects.

**RESPONSE:** The June provisional timetables are published on the website on 30 March with the final versions published in hard copy format on 30 September.

The period between these dates is provided so that centres can feed back to the Awarding bodies their concerns about the provisional timetables. Any such concerns are taken before the JCQ timetabling meeting and are discussed, but changes to the allocation of the slots for a particular subject will only occur if it is clear that the provisional timetable creates significant problems for centres. The awarding bodies are dependant upon this feedback from centres.

**Subject: Russian****Syllabus/Code No/Alt:9570****Paper/Code Number:6795A**

**Comments:** For this paper, Russian was on the same day as A Level Economics Units 6354 and 6355 as on June 6th and we are told that many Russian students study Economics. It also clashed with AQA Accounting in the morning of the same day.

**RESPONSE:** The June provisional timetables of all 5 unitary Awarding Bodies are published on the website on 30 March with the final versions published in hard copy format on 30 September. The period between these dates is provided so that centres can feed back to the Awarding bodies their concerns about the provisional timetables. Any such concerns are taken before the JCQ timetabling meeting and are discussed, but changes to the allocation of the slots for a particular subject will only occur if it is clear that a provisional timetable creates significant problems for centres. The awarding Bodies are dependant upon this feedback from centres.

**Subjects: French and Italian****Syllabus/Code No/Alt:9190/9330****Paper/Code Numbers:6446/01, 02 & 03 and 6566/01, 02 & 03**

**Comments:** Centres were disappointed with the timetable as these examinations ran on the same day. Some candidates were attempting both and there was concern that they may have been confused between the languages.

**RESPONSE:** This issue has been addressed in the June 2009 timetable as no French and Italian examinations are timetabled for the same day.

**Subject: Design & Technology: Product Design**

**Syllabus/Code No/Alt:9109**

**Paper/Code Number:6147**

**Comments:** Could the timetable for next summer be adjusted, as this examination (which was 2 hours long) clashed with Edexcel English Literature 6 (code 6396) which was also 2 hours long and both were timetabled for the morning of Friday 13 June.

**RESPONSE:** This issue has been addressed in the June 2009 timetable; no English Literature and Design Technology examinations have been timetabled for the same day, but centres must realise that timetable clashes are bound to occur given the number of papers that have to be timetabled within a set examination window. The JCQ issues guidelines to centres as to how to deal with timetable clashes.


**Subject: Geography**

**Syllabus/Code No/Alt:9215**

**Paper/Code Number:6473**

**Comments:** A centre reported that the Optems sheet for the coursework arrived after the date that the coursework should have been sent off. Edexcel were very slow at passing on the fact that the moderator and sample information could be obtained on line.

**RESPONSE:** An apology was issued to all Edexcel Online centres on 7<sup>th</sup> May advising them of an extension to the submission deadline, the availability of online submission and assuring them that there would be no financial penalty to centres or disadvantage to candidates (please see overleaf).

A dark blue decorative bar with a notch on the left side, spanning the width of the page.

Dear colleague

We are aware that some centres have not yet received GCE OPTEMS (Optically read Teacher Examiner Mark Sheets). Please accept our apologies for this. Any outstanding forms will be in centres by 14th May. We appreciate that the published deadline for receipt of these forms is 15th May, and so encourage any affected centres to despatch these as soon as possible after receipt, and no later than 22nd May. The same applies to sending GCE coursework samples to moderators. There will be no penalty - financial or otherwise - and candidates will not be disadvantaged.

Alternatively, samples and moderator addresses can be checked, and marks submitted, via Edexcel Online. If you wish to allow colleagues at your centre to do this, you will need to give them the 'Coursework and Portfolio' access profile. Information on submitting marks can be found by clicking [here](#).

If you have already returned your OPTEMS, please ignore this message.

Best regards,

The Edexcel operations team

**A PEARSON COMPANY**



Subject: ICT

Syllabus/Code No/Alt: 9751

Paper/Code Number: 6957

Comments: The complexity of the above database paper is way beyond what should be expected of students at this level within 10 hours, making it more a test of teachers rather than students' ability. The nature of the problem set is very inconsistent from series to series. It appears that the Chief Examiner (who sets the paper) and his associates are unable to convey to teachers exactly what is required of students, especially for higher grades. Maintaining the integrity of the test situation when examination data pre-released is virtually impossible and could tempt some teachers and students to cheat to maintain an even playing field. There are documented examples of various events. This unit is largely responsible for the very low rates of higher grades in the course, and so contributes greatly to the huge numbers deserting Edexcel Applied ICT. It might be better for this to be done as a longer time-constrained practical project, much more like the 15 hour Business Studies paper. In its present form it may be ruining a very good course. It was felt that the Chief Examiner might consider the process as a better alternative.

RESPONSE: Following the January 2008 examination series - electronic solutions were produced to provide some further clarification about how candidates may have responded correctly to the tasks. Guidance is also fed back to centres via the examiner's report every examination series.

Comments from centres have been taken on board and steps have been taken to break down the marks on the papers to guide candidates about how many marks each part of the tasks are worth. This will feature in the January 2009 examination paper.

6957 is discussed at length at INSET events, as with all examination papers, to provide guidance about how candidates may achieve the higher grades.

The data files for this examination are secure and are detailed as such. Due to the nature of this examination we rely on centres' professional integrity to ensure that data files are not released early as stated in the ICE document on the Edexcel website. Claims of candidates discussing data files and/or centres releasing data files early are investigated thoroughly by the Compliance team and where cheating has occurred candidates are disqualified from the examination.

The pre-release material is available to all students at the same time on the website.

The timing of the examination cannot be changed without QCA agreement.

## **GCSE AND IGCSE COMBINED**

### **Results Slips**

It was much appreciated by centres that both results slips came in the same envelope.

## GCSE EXAMINATION ISSUES

CHEMISTRY 5039

Paper C3

Question 8

It was felt that the question was particularly difficult. The equation for the titration reaction was given in part (c) (i).

RESPONSE: This question is a valid way of testing C3 3.19. The equation was, therefore, given where it was needed.

Candidates had to calculate the number of moles in the original solution. The information which pupils required to make the calculation was at the top of the previous page and it was suggested that some candidates may have missed or overlooked this data. It would be of interest to learn if there is any evidence from marked scripts that this may have been the case.

RESPONSE: The information required was also given where it was required and it was not considered necessary to repeat this information. Candidates were expected to realise that they needed volumes and concentrations to do this calculation and to remember that they had just seen these values. The values are presented in a very clear and unforgettable format. From those that made a positive attempt at carrying out the calculation there was no evidence to suggest that candidates may have missed or overlooked the data as the question was directing them to the figures that they required for the calculation. However, this comment will be borne in mind for future papers. Advice has been given about titration questions in the chief examiner's report for several years and teachers are advised to consult this.

We would like your assurance that the need to turn back a page for data will not happen again.

RESPONSE: The question had to occupy three pages. It was considered appropriate to keep the whole of the calculation on facing pages. The numerical values given aided candidates in answering parts (a) and (b), therefore the information was given before these parts.

When questions are set Edexcel always puts the information in the best place for the candidates to answer each part of the question. We will continue to do this.

It was felt that the sample paper question on titration was considerably less demanding, and it was questioned whether any adjustments were required in moderation and grade boundary meetings in relation to this question.

RESPONSE: The question on the summer 2008 paper was addressing the relevant specification statements: C3.17, C3.18, C3.19 in a manner deemed suitable at the appropriate level of demand - i.e. aimed at the grade A/B candidate.

## FRENCH B

It was felt that previous GCSE arrangements showed a clearer, fairer distinction between the 3 skills of reading writing and listening - on the previous listening and reading papers the questions were in English, and pupils answered in English proving that they were able to understand spoken and written French. The questions on the writing paper were in English too so pupils clearly understood what they had to write about without their reading skills also being tested. If the current arrangements are to continue, it was questioned why there was a need for three separate papers, rather than producing a single paper demonstrating all three skills.

It was perceived to be of unclear purpose when pupils are asked to answer in French on the listening paper since they can hear and write a word while showing no evidence that they understand what the word means.

On the foundation paper it was perceived that rubrics in the target language could act as a barrier, particularly for the very weakest pupils.

RESPONSE: In the summer 2008 papers 2 questions on the higher tier paper and 1 question on the foundation tier paper required candidates to provide answers in French.

The 2008 papers followed an established format and candidates should have been prepared to answer in French for certain questions.

The questions that require candidates to answer in French require only single word answers. Candidates are not expected to write complete sentences and incorrect spellings are accepted providing the sense is communicated.

Rubrics in the target language and in English exist on both foundation and higher tier papers. Candidates should answer the question in the same language as the rubric. The rubrics are used consistently across all the French papers and are printed in the specification in order to help teachers and candidates prepare for the examinations.

### Paper 1226/1H

The requirements to read a considerable amount of information as well as pay attention to a tape were considered difficult. It was suggested that at worst it may have been a test of memory rather than French comprehension. Experienced French teachers and speakers reported that they themselves found the tasks challenging when they had attempted it for this reason, including having to resort to making notes in shorthand in order to attempt the questions.

RESPONSE: This paper is comparable to papers from previous series. The senior examining team work hard during question paper setting and question paper evaluation meetings to ensure that papers are consistent year on year, and that papers specifically test the skill the paper is targeting. All question papers are checked by the Scrutineer prior to each paper being sat by candidates. This process includes checking the final drafts to ensure that questions can be answered in the time allowed, and that there are no errors or omissions.

## GEOGRAPHY B

## Paper 1313/3H

Question 2 (a) (i)

The shape of the Red River, but also that of the Atchfleya River, are impossible to see in the photograph in the resource material. The shape of the Red River and the direction of the Atchfleya River, asked in this question, are too difficult to find from the photograph. It is disappointing that these questions, which relied on a picture of such poor quality, were asked.

RESPONSE: The Red river is clearly labelled in the pre release material which candidates received three weeks before the examination to study. The QPEC committee felt that, in this light, it was a fair question.

Question 2 (b) (i)

It was questioned whether feature 'R' was a barrier island. If so, it was noted that the specification does not specify that candidates should be able to identify or understand the formation of coastal landforms, being concerned only with coastal processes.

RESPONSE: There was more than one answer on the mark scheme that candidates could have given to gain the mark i.e.

Barrier island (1)

(Offshore) sand bank (1)

Offshore bank (1)

Reef (1)

Questions 4 (a), 6 (a) (i), 6 (a) (ii) and 6 (b)

Neither the specification nor the advanced information booklet state that students should know about hurricanes. The questions were felt to be inappropriate. It was noted that these questions constituted 8 marks available out of a total of 60. It was felt that questions on the topic would be better suited to GCE level.

RESPONSE: Candidates received the pre release material in advance of the examination which drew from all areas of the specification, not just hurricanes. The purpose of the DME is for candidates to fully utilize all their geographical knowledge. Question papers and advanced materials go through rigorous checks before they are issued to centres. At no stage in this process was any question raised concerning the use of this term. Hurricanes are not mentioned explicitly in the specification, but the spirit of the DME is that students go away and research topics and this might include details of hurricanes.

Question 11 (b)

It was felt that placing a question at the end of the paper would mean it would be overlooked by many candidates, in spite of the paper stating that the page should be turned.

RESPONSE: This format has been used before. There was a very clear "Turn Over" at the bottom of the page and no indication that it was the end of the exam. However, there were some blank responses to question 11b where it became clear that some candidates had failed to turn the page for the final question. A paper adjustment of plus 3 marks was therefore applied to the paper to ensure that no candidate was disadvantaged. This matter has, however, been noted and referred to the Question Paper Unit for its consideration.

**GERMAN****Paper 1231/3H Reading and Responding (Higher)**Question 1 (c)

The key word in the question was *Gewitter* (thunderstorm) but none of the pictures related to the question showed a thunderstorm. It was felt that the level of the language used in this question was quite high for the first question of the paper, in particular at a foundation tier level.

RESPONSE: It is true that the icon for a storm (*Gewitter*) which has been used in previous series of the paper was not used here. However, there was no evidence to suggest that significant numbers of candidates were confused by the different icon (D). There really is no ambiguity if the icons and texts are looked at carefully. Those candidates who did get this answer (part c) wrong, got others wrong in this question as well, which points more to a lack of understanding of weather lexis in general than to confusion over the icons. The principal examiner is satisfied that this question differentiated and discriminated fairly and that candidates were not disadvantaged in any way. The weather has always been a common and popular theme for questions on the reading paper and is clearly listed as a sub-topic on page 3 of the specification (weather and climate under, "At Home & Abroad"). In addition, all weather vocabulary which was targeted in this question is taken from the MCV. All language in questions targeting grades G - C comes from the MCV so centres must expect their students to be able to demonstrate understanding of such lexis. This particular question targeted grade D and underwent the usual rigorous quality assurance controls and the panel were satisfied that the level was correct. Evidence of student performance substantiates this as well. This weather question was the first question candidates met on the Higher paper as the Higher paper always starts with a grade D question and candidates should expect this to be taken from any topic listed on page 3 of the specification. The same question appeared as question 3 on the Foundation tier.

Question 6

The pictures were far from clear, especially for part (b), since it was not clear whether it illustrated backache or sunburn. The character Bernhard in the question, who complained of backache and sunburn was male, and his sunburn was a result of working in the garden, but the picture showed a female in a bikini. The arrow pointed to her back but her posture did not suggest back pain. It was felt unhelpful to have illustrations which showed someone of a different gender to that in the text, and that pictures could have shown the same gender or could have been less obviously gender specific as was the case with picture (c).

RESPONSE: Icon B in no way suggests sunburn and is very clearly a bad back. An icon which denoted sunburn would have to include a burnt i.e. darker face and other parts of the body. The skin on this person looks excessively pale indeed so it would be hard to understand how this could be perceived as sunburn. The gender of the person in the icon should not interfere with a candidate's comprehension - it is the ailment which is being tested, not the gender of the person. Furthermore, candidates often misinterpret the gender of a person named in the paper - we do not penalise this since this is often to do with (lack of) cultural knowledge and not reading comprehension. However, we do try to match the gender in the icon with the gender of the protagonists in the question, but this is not always possible. In general, candidates actually did very well on this question and ailments are again a popular topic on the reading paper.

Question 9

*Dolmetscherin* was felt to be an inappropriate word for GCSE level and candidates who did not know the word would not have been able to derive its meaning from the context, as there are many jobs which would have required a good knowledge of English.

RESPONSE: As scrutiny of the mark scheme will elucidate, it was not necessary for candidates to know the word *Dolmetscherin* in order to score the point here. The grade descriptions for Grade A in Reading on p25 of the specification make it very clear however that candidates at this level (and this question targeted grade A\*) should *show an ability to understand unfamiliar language and to extract meaning from more complex language*. The sentence which uses the word *Dolmetscherin* is in fact testing this very skill. Candidates who were able to demonstrate that she needed English for her future job/career (ich möchte....werden - very accessible language) scored the point.

**HISTORY A****PAPER 1334/02 Conflict in Vietnam**Question D

It was felt that the question was inappropriate, since although the topic of reunification of Vietnam appears in the specification, the topic of the specific concessions provided to the North Vietnamese which forms the focus of the question was felt to be obscure and was not covered at all in some textbooks recommended by Edexcel. It was felt that this meant that students taking this option were at a disadvantage compared to those studying other option routes. The examiners are invited to comment on whether the results related to other options bears out this concern.

RESPONSE: Concessions are explained in Source C and covered in Sources A, B and C, whilst other sources provided alternative views. The mark scheme accommodated various routes. Reports from examiners did not suggest that candidates under-achieved on this question - indeed in some cases they performed better on this question than on other depth studies including a straightforward question on Nazi Germany. The average mark for the paper remained much the same as last year.

## HISTORY B

### Paper 1135/02

It was reported that some candidates were pressed for time on this paper. While the questions and resources were seen as appropriate for a GCSE examination, it was felt that there was a high volume of work to complete in the time available. It was reported that some candidates responded in bullet point form or left answers uncompleted. It would be of interest to know whether examiners found this to be an issue among a significant number of candidates.

It was suggested that an additional 15 minutes could be added to the examination time in order to enable candidates to read and annotate sources prior to embarking upon responses.

**RESPONSE:** The number of candidates who experienced difficulty in terms of time was small. A small number run into difficulty each year for several reasons. The first is where candidates spend far too much time on questions carrying a low tariff of marks and thus leave insufficient time to complete answers especially (D) questions. The amount of marks available should provide a good guide to the amount of time a candidate should spend on each sub-question. A small number of candidates also waste time by commenting on the value, or reliability, of each source even if the question does not require it. This is especially the case in a number of responses to (D) questions where every source is used. The injunction "Use the Sources and own knowledge" does not require every source to be used or all of their knowledge. Fortunately, the number of such responses remains small. Where bullet points are used responses are considered on their merits and credited accordingly.

## HISTORY C

### Paper 1336 P1

It was felt that the question was unfair since it referred to developments in midwifery, which were not specifically covered in the specification; it referred to a Dr Smellie, who was not featured in the specification or any textbooks and key developments in 20<sup>th</sup> Century nursing, such as the Nursing Act mentioned in the paper, are not covered in any textbook, including that endorsed by Edexcel. It was felt that students were at a disadvantage compared to those who had studied other options. The examiners are invited to comment on whether the results related to other options bears out this concern.

**RESPONSE:** The specification requires understanding of changes in the training of doctors, nurses and midwives. The question focused on changes in the role of women as nurses and midwives. The professionalism of training is a key element in that, and the bullet points direct candidates to this element. This optional question is less popular and did not produce quite as strong a response as the other two. This is the case every year. In spite of prompting which related to nursing and midwives, candidates often wrote about doctors.

**MATHEMATICS A 2540****Paper 5540/3H**Question 5

It was reported that the axes were presented in an unorthodox form. In textbooks for Edexcel GCSE, AS and A2 they were presented with  $xy$  on the plane and  $z$  vertical, whereas in the question the layout was with  $zx$  on the plane and  $y$  on the vertical. This was felt likely to have confused students.

**RESPONSE:** Edexcel examination papers have always been consistent in presenting 3D axes with  $zx$  on the plane (with  $z$  facing out of the page), and with  $y$  on the vertical. Students using past papers will have been well prepared for this form of presentation. Publishers of GCSE Mathematics schemes decide how to present their work independently of Edexcel assessments, and the Edexcel examination board cannot comment on the work of these independent publishers, other than to state that the presentation of 3D axes is inconsistent across many publishers e.g. ISBN 978-0-435534-09-7 at the bottom of page 248 uses the same notation as that used in the examination paper, whilst ISBN 1-903-13390-4 at the bottom of page 474 uses a different notation. Edexcel's Mathematics papers are consistent in how the axes are represented and centres are encouraged to be aware of the format used.

**PHYSICAL EDUCATION****Paper 1827/01**Section 2 Question 2 (a) (i)

It was reported that some candidates put a cross in more than one box as many related to a mental or physical benefit. It was felt that the question could have been clearer in its wording and in the marks awarded.

**RESPONSE:** Clearly there was an error with this question and the senior examining team spent a long time reviewing hundreds of candidate answers to this question to establish a fair and consistent course of action to minimise the potential negative impact on candidates. The fairest way to achieve this was in fact to apply positive marking to this question. Candidates were credited in 2ai for identifying any physical or mental benefit (any of the boxes) and provided they linked their answers in 2aii to their choice in 2ai they achieved the second set of marks. This clearly was a very unfortunate situation but the senior examining team feel strongly that an appropriate course of action was subsequently followed so that candidates were not disadvantaged in terms of marks gained.

**360 SCIENCE****Paper 5008/5036 C1B Chemistry**

Although there were reports that both teachers and students find this course enjoyable, it was suggested that some of the multiple choice questions were ambiguous or unanswerable.

Question 19

The wording was ambiguous and it was felt that the answer A or B could have been interpreted as acceptable

RESPONSE: Without further information it is difficult to see what part of the wording is 'ambiguous'. No method of waterproofing will affect the breathability of the material of the shoe.

Questions 26 and 32

Concerns were expressed about these questions. This style of question is felt to be confusing and not a good test of subject knowledge and understanding. Would the examiners agree not to use multiple assertion questions in the future?

RESPONSE: Multiple completion items have always been a part of GCSE Science papers. Although these items require more thought than straightforward multiple choice items, they are a fair but different test. However, the comment has been noted and circulated to the team of senior examiners.

Question 39

It was felt from the wording that both C and D might be reasonable answers.

RESPONSE: The words 'most likely' in the stem are intended to alert candidates to the fact that they will be expected to make a decision between responses which may all have a degree of truth in them. At this point on the paper it was considered fair to ask candidates to demonstrate this skill. They had no problem in doing this task, judging by the fact that 77% of them chose the correct answer D and only 3% chose C. The most effective distracter was, in fact, B chosen by 18% of the candidates. The index of difficulty for this question indicates that candidates found this question appreciably easier than expected.

**Paper 5006/5026 B1B Biology**Questions 33, 34, 35 and 36

The questions referred to luteinising hormone (LH) and follicle stimulating hormone (FSH). Neither were mentioned specifically in the specification, nor were they mentioned in the course text published by Pearson which was recommended for the course. Although previous examination series have made mention of each, they have been based on the reading of data from graphs rather than requiring specific knowledge of LH or FSH. It was therefore felt candidates had been penalised unfairly.

RESPONSE: Page 32 of the specification document dated September 2007 specifically states in the glossary: "You will be expected to recall, explain, describe and use appropriately the following words and phrases: Lutenizing hormone (LH) and Follicle stimulating hormone (FSH)." In addition to this, page 34 of the document also lists as point B1b 3.11 "explain how manufactured sex hormones can be used for contraception and to treat infertility in women, including the roles of follicle stimulating hormone (FSH) and lutenizing hormone (LH)."

## GCE AS EXAMINATION ISSUES

### ECONOMICS 8121

#### Paper 6351/01 Unit 1

The paper was thought to be fair overall.

#### Question 3

It was felt that most students would have little idea of what a private equity firm was. It was questioned whether the examiners had any evidence from candidate responses that this had affected their answers. It was suggested that the topic was more suited to Unit 4 knowledge.

RESPONSE: The question was not done very well, but it is unclear as to whether this was due to a lack of knowledge about private equity firms. Most candidates understood the scenario, but either went on to say as a result of the purchase that shareholders would feel concerned and sell their shares thus shifting the demand curve to the left (unlikely - but if true, would have been reflected in a shift to the right of the supply curve). Many candidates wrote good answers that showed an understanding that when one firm buys another this causes an increase in demand for the shares and a shift in the demand curve to the right.

#### Paper 6352/01 (Unit 2)

It was reported that candidates had found the paper demanding. It was felt that some of the paper would have been more appropriate to A2 students who had experienced teaching and learning of Unit 4 knowledge rather than AS candidates with little more than 9 months of learning the subject. Question 1 was a particular example.

RESPONSE: The mean mark for this paper suggests that candidates did find this unit challenging, but this was properly considered by the awarding committee when setting the grade boundaries. There was no evidence that one question saw candidates perform better than the other - in fact the mean marks for the questions show less than one-third of a mark difference, with question 1 performing a shade better.

It was perceived that there had been a shift in language from previous papers from using the phrase *social optimum* to using *socially efficient level/numbers*. It was felt that this could have confused some candidates. Centres had welcomed moves in recent years towards a more 'standardised format' within papers.

RESPONSE: Examiners saw no evidence of candidates thrown by this term, and it was felt to be a more candidate friendly term.

#### Paper 6353/01 (Unit 3)

#### Question 1

The paper was felt to be fair overall, but it was suggested that detailed questions on productivity may have been more appropriate to a Unit 6 topic area. In this context, it was felt that question 2 was a substantially 'easier' question.

RESPONSE: There is little evidence from the item level statistics to suggest that question two was substantially easier, although this question was more popular and it did have a marginally higher mean mark. Questions on productivity have been asked in the past and were felt to be within the unit 3 specification.

## FRENCH 8521

### Paper 6441/01 Unit 1 Listening and Writing

The paper was felt to be a difficult one overall.

**RESPONSE:** This paper went through a rigorous revision process to ensure that it was comparable to previous years.

#### Questions 1 and 2

The word *trajet* was mentioned and needed full comprehension in both questions.

**RESPONSE:** This word is not relevant to Question 1. It is heard in the Première Partie of Passage 2, and appears in the text of Question 3. It was not considered to be an unfair item for a passage relating to GTA 1, Transport and Travel. Comprehension of it was tested, not productive use. It was felt that the meaning could easily be deduced from the contexts of Questions 2 and 3.

#### Questions 4 and 5

These questions, based on passage 3, carried a significant number of marks. The source topic, immigration, was felt to be more appropriate to an A2 examination and words such as *régulariser* were reported to have been unlikely to be taught to AS students. Candidates at AS level were considered unlikely to be aware of issues such as the law relating to school children and official papers.

It was questioned what response was being invited in question 4 (c).

**RESPONSE:** Examiners considered that the theme of passage 3 fell within the parameters of GTA 2, Social Issues, law, justice. The word *régulariser* was not tested as a specific item; questions (g) and (h) targeted a later part of the extract. Candidates' knowledge of the law was not being tested; the questions were answerable by reference to the passage.

### Paper 6442/02 Unit 2 Reading and Writing

#### Question 4 (e)

It was questioned what response was being invited, as this was not clear from the text.

**RESPONSE:** Examiners are required to set some questions which test the candidates' ability to draw inferences from the material. Candidates were invited to draw a conclusion from the contrasting pictures given of French peoples' attitudes towards cafés.

#### Question 6 (essay)

It was felt that whilst the topic was technically within the specification as part of 'food, diet and health', the topic is treated by many course books available for the GCE qualification within the year 13 programme for A2, in particular in relation to matters such as addiction. It was felt that many students would lack the appropriate vocabulary to tackle the letter. It was felt that the choice of topic was inappropriate, especially as an alternative essay topic was not available.

RESPONSE: The topic area was considered to be valid for an AS examination, since it fell within the scope of General Topic Area 1 (Food, diet and health) and GTA 2 (youth concerns) - see the Specification page 15. The question required a response about consumption rather than addiction, though mention of that would have been valid. On page 103 of the specification it reads that, "Teachers are advised to consult the *specification* rather than textbooks when determining the coverage of topics".

It was also noted by the senior examining committee when setting this paper that the topic areas set in this question are popular subjects for Unit 3.

## GEOGRAPHY A 8124

### Paper 6461/01 Unit 1 Physical environments

#### Question 2 (c)

It was felt that there was insufficient space to enable students to produce a good, clear, labelled diagram.

RESPONSE: It was felt by the QPEC committee that there was sufficient space for the candidates to answer the question in accordance with the marks on offer.

#### Question 3 (c)

It was felt that insufficient space had been provided to enable a candidate to produce an appropriate map of a river from source to mouth, including major tributaries, relief, land use and other labels to illustrate downstream changes in velocity.

RESPONSE: It was felt by the QPEC committee that there was sufficient space for the candidates to answer the question in accordance with the marks on offer.

#### Question 6 (b)

It would have been helpful, following this section, to mark clearly on the page that there were further questions over the page.

RESPONSE: There was a clear Turn Over at the bottom of the page and there was no indication that it was the end of the exam or a total marks section.

## GEOGRAPHY 8214

### Paper 6462/01

#### Question 1 (a) (ii)

It was suggested that a question about the benefits brought by celebrities was a peculiar choice of subject. It was questioned what texts candidates should have referred to prior to sitting the examination.

RESPONSE: It was felt by the QPEC committee that this topic was appropriate in helping to keep Geography current. There is no reason why papers, like text books, should not provide a broad range of stimulus items.

#### Question 2 (a) (ii)

It was questioned why there was a question on the spread of HIV for a total of 4 marks, since this was not a specific case study.

RESPONSE: Death rates and mortality patterns and rates are mentioned in the specification. The QPEC committee felt that this was an appropriate question.

**Geography 8215  
Paper 6472**

Some candidates complained that they had insufficient time to complete the paper, especially after having to read through 5 questions in order to select their 3 to respond to. For some students this may have been exacerbated after a long day of examinations prior to this paper.

RESPONSE: We have not been made aware of any problems over timing. The question format has been the same throughout the life of the specification. The assistant examiners did not report back to their Team Leaders or to the Principal Examiner that there were any increases in the number of unfinished papers compared to previous series.

It was found that the case study questions, such as 3, 4 and 5 were too similar to each other.

RESPONSE: The case study questions were all from different parts of the specification. Question 3 was issues, question 4 was MEDCs and question 5 was LEDC solutions, so there was no overlap. It was observed that candidates all did a variety of contrasting case studies.

Question 2 (c)

This was reported to be difficult for some students since data for LEDCs is more readily available for whole countries than it is for villages and rural areas within them. It was felt that many students would not have access to an appropriate case study.

RESPONSE: Some candidates found question 2(c) challenging, however there were also some excellent answers covering a mix of the impact of AIDS, rural to urban migration, and rural development. The Guardian study of Katine in Uganda was often well used.

**GOVERNMENT AND POLITICS 8067**

**Paper 6491/01**

The paper was not considered to be as accessible as may have been wished and it was perceived that there was an unhelpful change of style from the Unit 1 test in the previous year.

It was felt that 2 of the questions had unusual slants so that this in practice may have served to limit candidate choice. The examiners are invited to comment on whether some questions were attempted in significantly greater numbers than others.

RESPONSE: It was felt by the Awarding Committee and Examining team that the paper was in line with previous series - the percentage of candidates achieving grade A was very close to Summer 2007 and up on Summer 2006.

Questions on pressure groups always prove to be very popular with candidates, and this year was no exception, however neither the examining team, nor the item level statistics suggest any performance differential between any of the questions and it is unclear which two questions the Committee felt had 'unusual slants'.

## HISTORY

### Paper 6522/2G Social and Political Change in Post-War Powers: the USA and China 1945-1976

It was felt that the range of questions for option 1, *Pursuing Life and Liberty: Civil Rights in the USA 1945-1968* were narrow since questions mainly focused on the latter half of the period studied within the course. Concern was expressed that this did not provide candidates the opportunity to show their knowledge and understanding across the whole of their programme of study.

RESPONSE: The paper in question addressed three of the four bullet points in the specification, as is required. Only the first point was neglected but this knowledge could be brought into play in a good answer to part 1(a). The Edexcel specification does not state that all four bullet points will be covered, but we endeavoured to do so with this question. The bullet points themselves are weighted to the latter half of the 23 years nominated for study, and teachers are instructed at our training events to weight their teaching accordingly.

## RELIGIOUS STUDIES 8560

### Paper 6581/01 Unit 1 Foundations: New Testament

#### Question 17 (b)

The question asked for information about the blind man, which was not listed within the specification in the list of miracles to be examined: "water into wine, the Official's Son, healing at the pool, walking on water."

RESPONSE: The specification content for this section of the question paper referred to (found on page 9 of the specification) states, 'The meaning and significance of the miracles (Luke/Fourth Gospel)', and therefore it is appropriate to set questions that may refer to any of the miracles of Jesus which appear in the selected Gospel.

The list of miracles referred to in the query can be found in the Guidance for Teachers section. This section was intended to provide further guidance for teachers about the topics and areas that could be considered when teaching the specification content. The list of miracles in the Guidance for Teachers section on page 61 states that "Important miracles *include...*" acknowledging that there are other miracles besides those listed, of which the healing of the blind man is one. The Guidance for Teachers section is not used to set examination questions.

## GCE A2 EXAMINATION ISSUES

### CHEMISTRY 9080

#### Paper 6245/01 Unit 5

##### Question 2 (b) (i) and (ii)

It was reported that natural logarithms are not a mathematical requirement of the Chemistry Specification (as stated in Appendix C). It was noted that in theory candidates should have been able to solve the problem by recognising that the equation provided was of the format  $y = mx + c$ . However, if they didn't recognise  $\ln$  as being a symbol for a logarithm they could only interpret it as  $l$  multiplied by  $n$  and could have reached an impasse. Candidates in this position would probably lose the 4 marks available for these two parts. It was suggested that the equation provided in the question could have been expressed in terms of logarithms to base 10.

RESPONSE: In Topic 5.4 candidates are expected to be familiar with the Arrhenius equation (but not recall it). They are expected to know about the *exponential* dependence of rate (i.e.  $k$ ) on temperature. The requirement to find  $e^x$  is stated in Appendix C (part d of the Arithmetic and Computation section) and it is difficult to see how this could (or should) happen without a knowledge of the " $\ln$ " function.

A similar question was asked in Summer 2007 (Question 2c) and no comment was made at that time about the use of " $\ln$ ". In this year's question the candidates did not need to evaluate  $\ln k$ , only to know that the Arrhenius equation (given in the question) would lead to a straight line graph if  $\ln k$  was plotted against  $1/T$  and this is covered by part c of the Graphs section in Appendix C.

### DESIGN AND TECHNOLOGY

#### Paper 6155/01 Food Technology

##### Question 6

It was felt that the format seemed more suited to a GCSE student and was unlikely to stretch the most able A level candidates. It was suggested that if it had been intended as a 'step' into more difficult questions to assist less able candidates that it was positioned incorrectly within the paper and would have been better placed at the start.

The examiners are invited to comment.

RESPONSE: The content of question 6 was seen to be of GCE level by the Principal Examiner. The layout was broken down to aid candidates in answering the question. In the past for a 12 mark question there have been a page of lines and candidates have drifted off, in using this layout candidates responses stay structured and focused.

**ECONOMICS 9121****Paper 6354/01 Unit 4**

The paper was felt to be a fair assessment of candidates overall.

It was claimed that the term *consumer welfare* had first been used within an Edexcel paper in January 2008 and had now been used again in the Summer 2008 series. Terms such as *the interests of consumers* had previously been used. It was requested that the term *consumer welfare* be included alongside a definition and explanation in a future edition of the materials for schools.

**RESPONSE:** There was no evidence, either in January or June, that candidates had any problems with this phrase. The Committee's point will be brought to the consideration of the QPEC if the phrase occurs in future.

**Paper 6355/01 Unit 5A**

The paper was felt to be a difficult one overall, and Question 2 was perceived to be particularly demanding, in particular in relation to sections (b) (c) and (d).

**RESPONSE:** Examiners saw no evidence to suggest this was the case, and the paper performed as it had in previous series - a higher A-grade boundary was chosen than in 2006, and there were more A (and E) grade candidates than in 2006 or 2007.

**Paper 6356/01**

The paper was considered to be appropriate, if somewhat testing.

It was perceived that the essay questions appeared to have a greater synoptic emphasis than usual, for example question 3 (a) which involved Unit 1 knowledge to a significant degree.

**Question 4**

The question was perceived to be more narrow in terms of topic coverage than has been typical of similar questions in previous examinations series.

**RESPONSE:** Examiners did not feel that there was a difference in the scope of topic coverage or synoptic range than in previous series and candidates choosing this option performed no better or worse than others.

## FRENCH 9521

## Paper 6446/01 Unit 6A Listening and Writing

It was felt that 45 minutes was too little time in which to complete the paper. A French national, stated that they would have found the paper difficult to complete in the time allowed. It was reported that they had been unclear in some questions of Part 1 regarding the correct response, and high ability candidates had complained that they had understood the stimulus material but had not been clear what response was being invited. Particular examples were questions b, c, d, e and f, where it was questioned what response was necessary in order to receive both of the marks available for each question.

RESPONSE: The paper was set so that it was comparable to previous years and the passage adhered to the word count. The PE commented that a number of candidates responded very well in the given time. Indeed, some, although advised not to do so, either translated or transcribed passage 2, and still attempted the whole paper, so time was not a problem for the majority of candidates.

The scrutineer for this paper is a French national and did in actual fact sit the paper. They did not comment that they found it difficult to complete. It is difficult to ascertain whether candidates did or did not understand the demands of the question until such complaints are compared with the scores gained by such candidates, and with the mark scheme.

It could well be that candidates responded wholly appropriately, without the confidence of thinking so. In all the question parts there was a conscious effort to use accessible language, and the vocabulary of the questions was well within A2 scope.

Responses may not always fall into neat, factual compartments, but may require inference and manipulation of the passage. Part (b) is not relevant to cite when discussing the award of both marks, as it is a 1 mark part. Part (c) "tending employees in isolated areas" seems clear for 2 marks. The intention here, which was frequently achieved, was that less able candidates gained the employees notion, and the most able ascertained where. Part (d) as below in (f) - there are two key notions: who is looked after, and whether now or in the past. Part (e) - this was one of the most successful parts, with the search (for oil) being the two notions sought. Part (f) is a question style which is familiar at AS and A2 level. Where a comparison is sought there is a mark available for the information, and another for the comparison; here, the level of medical care, and that it is lower. If 1 mark was available here it could have been considered unfair that both the information and the comparison were needed for a single mark.

## GEOGRAPHY 9215

### Paper 9476

It was reported that students had welcomed there only being 3 questions in the paper, but that some had spent so much time responding to Question 1 that they struggled to complete the subsequent questions to the best of their ability. Examiners are asked to comment on whether or not this is a recognisable pattern within candidates' marked scripts.

RESPONSE: The deployment of three questions as opposed to four was a response to the fact there was a tendency for some candidates not to attempt the last question on the paper. In summer 07 we trialled this and it worked more effectively, with a higher percentage of candidates completing the paper. There is no evidence to our knowledge that candidates struggled to answer Question 1 at the expense of the other questions.

### Question 3

The question required the evaluation of 10 schemes, which was considered a large number given the range of criteria against which they could have been evaluated.

RESPONSE: The question asks candidates to evaluate the Plan, not evaluate each of the 10 schemes that collectively make up the plan. There is no evidence to suggest that any candidates were confused about this and attempted to evaluate all 10 schemes, with most picking out 3 or 4 to exemplify their evaluation.

## GEOGRAPHY B

### Paper 6476/01

It was felt that the briefing letter contained badly constructed, overlong sentences and was too long overall. This was unhelpful to candidates.

RESPONSE: All question papers go through a lengthy and rigorous quality checking process and this was true of 6476. The letter is provided as a steer to direct candidates towards the particular issues we would like them to consider when constructing their answers. We will try to make it as accessible as possible and this comment will be fed back to the senior examiners.

### Question 1

The term *special economic development area* had not appeared in the advance information booklet or the specification. It was felt likely therefore that it could have confused some candidates.

It was felt that a paper with 3 questions carrying 20 marks each could penalise some candidates since those who struggled with a concept in one question could lose up to a third of the available marks.

RESPONSE: When dealing with industry and economic development this is quite a common term in the classroom, and is not thought to be something that will have confused candidates, particularly since the advance information was strongly themed on industry and economic development.

## GOVERNMENT AND POLITICS 9067-70

### Route A Unit Test 6

#### Question 6

It was reported that centres had been instructed at Edexcel feedback meetings that, following a question on pressure groups and the welfare state in 2004 which had not been responded to well by candidates, the topic would not again be used in an examination. It was therefore suggested that candidates would not have expected to prepare for an examination response in the topic. It was felt in any case that the nature of the question was too specialised. The examiners are invited also to comment on candidate performance on this question. It was felt also that the paper contained a limited choice of questions.

RESPONSE: We reserve the right to ask questions which are drawn from the entire specification. In fact the welfare state question was both the most popular and had the highest mean score of the three long questions. The QPEC always carefully weighs the balance and scope of questions to ensure as full a range as possible is tested from the specification.

### Route B Unit Test 5C

#### Question 5

It was felt that the term "imperial judiciary" may not have been understood by all candidates as it is not used in many text books. The focus of the question was on the Supreme Court, whether its power was growing and whether there was any limitation on this. The question could have been phrased in a clearer manner in order to invite an appropriate response.

RESPONSE: This was, by a wide margin, the most popular essay question. The word 'imperial' has been widely used for many years in respect of the presidency, relating to the idea of usurping the powers of other branches of government, and has been widely applied to the judiciary in recent years by US commentators.

#### Question 6

The question - *to what extent is the President able to control Federal Bureaucracy* - was perceived to have a narrow focus, and it was suggested that even the most able candidates could have struggled to write a sufficiently detailed essay with discussion, examples and evaluation in response. It is questioned whether examiners felt that this was the case on the evidence of marked scripts.

RESPONSE: The Federal Bureaucracy is a topic in its own right on the legacy specification. As such, it may appear as an essay question. The last time an essay was set on this topic was 2005. The examiner's report that year warned that, "Centres should be aware that questions on this topic will continue to appear in future exams. With the dominant role being played by the President in policy since 9/11, and with loyal Republicans controlling both chambers of Congress, the federal bureaucracy is an increasingly important check on the growth of presidential power. As such, it is an issue which students of US politics should be able to discuss and candidates who cannot do so will be at a disadvantage".

This was the least popular question of the three longer essays on this unit - 517 candidates answered it (as opposed to 1,651 for Q5 and 874 for Q7). The mean mark was just over 25, which made it higher than for Q7. There was also a wider spread of marks for this question than any of the other comparable questions across any of the A2 Government and Politics specification, with some candidates achieving very close to full marks.

## MATHEMATICS

### Paper 6675/01 Further Pure Mathematics 2

It was felt that the standard of questions across the paper was variable and that the paper was demanding for the time available. Questions 5, 6, 7 and 8 were felt to be particularly difficult and very time consuming. It was suggested that some questions had elements which appeared designed more to 'catch students out' than to enable them to display their ability. One teacher reported that they had carefully completed the paper themselves and had taken 3 hours to do so.

It was felt that the paper lacked an appropriate balance across the specification since 5 of the 8 questions used hyperbolic functions in either the question or answer.

#### Question 5

This was felt to be particularly demanding, in particular part (a). At one stage the question required an integral of a triple product. It was felt that the demand of the question was disproportionate to that found in FP2 papers in previous years. To follow such a demanding question with further difficult questions such as 6, 7 and 8 was felt to be unfair on candidates.

**RESPONSE:** It is accepted that the paper was particularly demanding for the average candidate and this resulted in low grade boundaries. Although some parts of the later questions were straightforward, with easy marks to be gained, other parts were demanding and time-consuming so that the overall performance of many candidates was disappointing.

While hyperbolic functions feature significantly in the FP2 Specification, it is indeed unusual for them to appear in as many as five questions. Much of the work seen in these questions was, however, very good.

## MATHEMATICS

### Paper 6689 DECISION 1

Most questions were considered fair with a good balance of topics.

#### Question 7 d

The cascade chart reported to be time consuming for 4 marks and may have prevented students from finishing the paper.

**RESPONSE:** Whilst the cascade chart in question 7(d) was time consuming for 4 marks, parts (e) and (f) could be completed relatively quickly following completion of the chart. It is felt that if question 7 parts (d), (e) and (f) are considered together, the time required to gain the 8 marks available was reasonable. There was no evidence of unusual numbers of candidates being unable to finish the paper. The mean mark was one of the highest for a Decision Mathematics paper in recent years and the grade boundaries were set around the levels for which we would aim.

**MUSIC****Paper 6706/61 Listening**Question 3

It was reported that there was a notation error on the skeleton score provided. The note written in bar 14 should have been a B rather than an F sharp as sung by the baritone singer on the CD track. This may have affected some candidates' responses to question 3 (d) (iii) which concerned the bars immediately after bar 14. The examiners are invited to comment on whether this appeared to be the case.

**RESPONSE:** An error of this kind on an examination paper is always regrettable but in this instance there was no evidence in the candidates' scripts that the misprint in the skeleton score had a negative impact on their achievement. All examiners were instructed to be alert for this. The evidence was rather that candidate's did particularly well in this question, and based on this evidence it was thought fairest not to make any compensation in the mark scheme for the misprint itself.