

Examiners' Report/ Principal Examiner Feedback

June 2011

History
Controlled Assessment
5HA04 01 / 5HB04 01

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PM Report on CA 2011

Centres are reminded that an E9 report has been written by the person who moderated their work, which provides feedback specifically on the performance of their own candidates. This can be accessed via www.edexcelonline.co.uk and all examinations officers in schools and colleges will have the necessary login and password details. These individual reports should be read in conjunction with this Report, which will also highlight strengths and weaknesses of the work seen this summer and offer some guidance for schools as their next cohort undertakes this unit.

General Comments

Work from approximately 67,000 students, submitted by 1244 centres, was moderated this summer. The most popular choices were CA5 on Vietnam; CA8 on policing; CA11 on Britain 1955-1975 and CA6 on protest in the USA. There were also a number of centres who did CA9 on Northern Ireland; CA10 on the Impact of War; CA4 on China under Mao; CA1 on Germany 1918-39; CA2 on Russia 1917-39 and CA 3 on the USA 1919-41. Few centres chose to do CA7 on India, CA12 on Britain 1970-90 or CA13, a local study. However, when centres did choose to do one of the less popular tasks it was often well prepared, perhaps reflecting the enthusiasm of the teacher or the special relevance of the topic for the students.

The efforts made by the teachers involved to check the requirements of this unit, to prepare their students appropriately and to mark accurately, were greatly appreciated by the moderating team. The vast majority of the work we saw from candidates made a genuine effort to engage with the demands of the new specification and did credit to both students and teachers. The administration and presentation of the work was also usually thorough and diligent and this made the moderation process very straightforward in most cases.

Nevertheless, some problems did arise from a misunderstanding of the regulations. Most of these issues will be dealt with at the appropriate point in this report. However, the fact that at any point there are 2 sets of tasks available, did lead to some centres adopting a 'pick 'n' mix' approach. It must be stressed that Part A and Part B **MUST** be from the same task. It is also anticipated that next year some centres may not realise that the first set of tasks will no longer be valid. **It is vital that centres ensure the tasks completed will still be valid at the point when they are submitted.**

Part A

Although every task had four bullet points in Part A, providing the opportunity for different students to answer different enquiry tasks, most schools chose to prepare their students for a single enquiry focus. The candidates were usually clear that this was an enquiry, requiring an investigation and weighing of the evidence, rather than a simple description

of the situation. Some centres reworded the bullet point into a question, to provide a focus for their students' analysis which is entirely appropriate for many candidates.

It should be noted that the enquiry focus heading should be used in conjunction with the bullet point. Thus, for CA3 (2009-2011) the first enquiry focus was '**Problems in American society in the 1920s**' and the choice of bullet points within that focus was *The impact of prohibition and organised crime* **OR** *The extent of racism*. These could be rephrased in various ways, for example, 'To what extent did prohibition and organised crime cause problems within American society in the 1920s?' or 'What was the impact of prohibition and organised crime on American society in the 1920s?' Students were expected to weigh the evidence for and against the idea that the impact of prohibition and organised crime caused problems in American society but they were not expected to cover more than one bullet point or to suggest alternative causes of problems.

Where the enquiry focus is on the extent of change or significance of an event, Level 4 requires evaluation from the candidate. An analysis of what changed or a comparison of before and after does not have the necessary element of weighing up different aspects in order to reach a judgement for Level 4 marks. Similarly, in CA8, the enquiry focus was on **Changes in policing** and the most popular bullet point was *A comparison of the investigative methods used in the cases of Jack the Ripper (1888) and the Yorkshire Ripper (1975–81)*. Answers here needed to make comparisons between the investigation methods used in the two cases in order to show changes in policing. The task was not simply an analysis of each case or even a comparison of the two cases.

Centres should also ensure that candidates address the key points of the enquiry focus and do not see it as an opportunity to write everything they know. CA1 covers Germany from 1918-39, it does not cover the period of the Second World War, so comments about the success of the Nazis in solving economic problems should not focus on what happened after 1939. Furthermore, the bullet point on the role of Hitler in the rise of the Nazis is specifically on the period 1925-32, so answers which focused on the Versailles Treaty and Munich Putsch cannot be highly rewarded. CA10 on the Impact of War covers the period up to 1950 and thus answers on the changing role of women should include changes after the war as well as during the war.

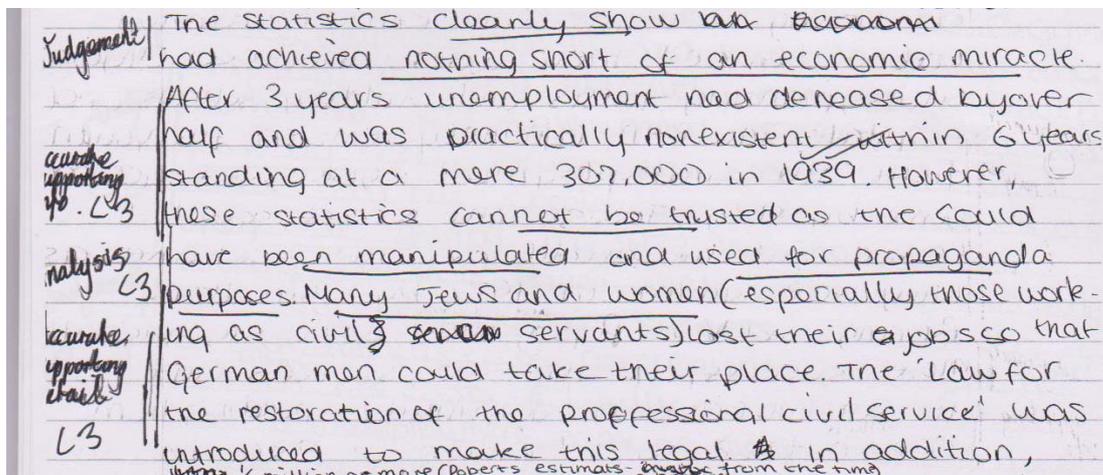
Therefore the focus often provides an indication of the expected approach (the extent of ..., turning points, the success of ..., the impact of ...) and the bullet point narrows the enquiry within a specific date range, specific policy, or a group of society. Students should not attempt to cover more than one bullet point or to provide a general overview. Instead they should offer a focused analysis and evaluation – how far did the situation change, was an event a turning point, were these policies successful, what was the role of a factor, what were the effects, which cause was most important etc.

This is intended as a focused analysis and relatively short pieces often scored highly while lengthy descriptions or analytical pieces which aimed to

cover all aspects, were less highly rewarded. Moderators expressed surprise at the amount some students were able to write in 1 hour but they noted that the high scoring pieces were often based on concise and well ordered notes whereas candidates who tried to cram too many details into their notes often produced unstructured essays which failed to establish an argument. Centres are also reminded that notes should be in the format of mind maps, bullets points, short phrases etc but should not constitute the basis of a draft answer.

Students generally seemed comfortable with this style of assignment and work was seen across the full range of the mark scheme. Teachers were also confident in distinguishing between description and the provision of relevant information at Level 2, analysis which focused on the question at Level 3, and sustained analysis and evaluation at Level 4. It was particularly helpful where the work was annotated to indicate where the various qualities were displayed that justified the final mark awarded. Underlining of phrases such as 'The effect of this was ...', and 'This was very effective because ...', or marginal annotation such as 'L2 narrative', 'L3 analysis', and 'good evaluation of effectiveness' was very valuable for moderators, rather than the use of ticks.

The following example shows good practice in marking and assessment through the use of comments such as : L3 analysis; accurate supporting info; judgement.

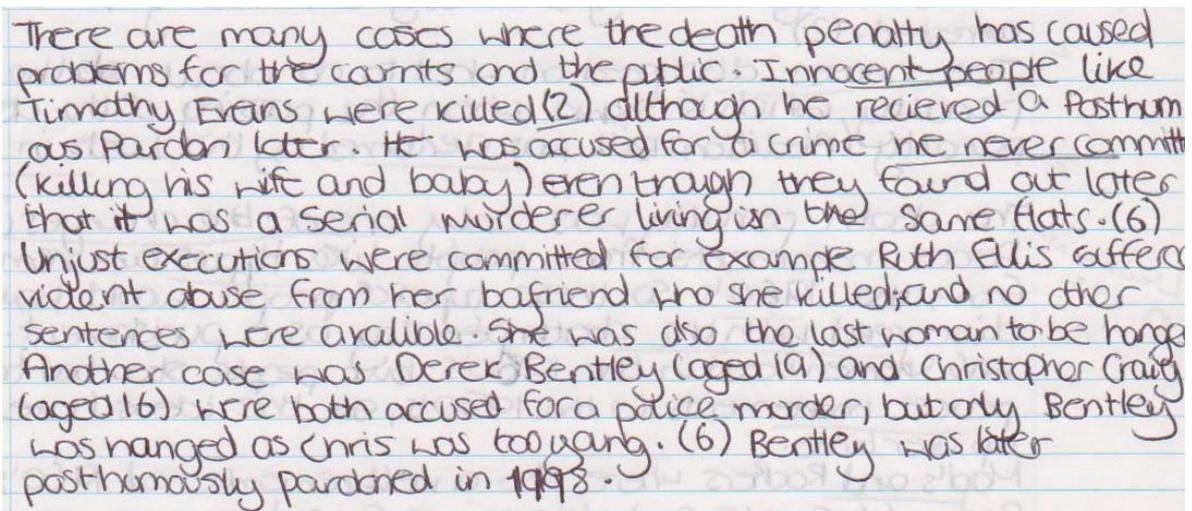


It is acceptable for teachers to help their students prepare for this work and it is expected that class discussions will consider a range of points on the issue in question. Teachers may also discuss how to plan an essay – possibly using one of the alternative bullet points as an example. However, students are expected to plan their own essays. In a small number of cases, the students made basically the same comments, in the same order. In such cases, the moderator looked at the notes and plans of each student to see if it seemed as though a template had been used. Moderators queried several occasions where students all produced extremely similar essays and where undue support seemed to have been offered. Some students who seemed to have basic literacy suddenly included polysyllabic

phrases or students who had apparently written their work without any notes or plan, still managed to include specific dates, figures, and even quotations.

In the early stages of a new assessment teachers are sometimes unsure about the level of assistance that is permissible and this results in varying levels of guidance being given. This clarification is offered both to reassure teachers that some support is permissible and to define the point at which such guidance should stop. Discussion of individual details and general advice about planning and structuring an essay are both acceptable but specific advice about the plan to be followed or the detail to be included in the assessed work, should not be given.

One aspect of Part A that did cause anxiety among teachers and some difficulty for moderators, was the strand within the mark scheme for rewarding the identification and use of sources. Students are not required to reference their sources through footnotes (although this is obviously acceptable) but they should make it clear that they are selecting and deploying information from a range of sources. This might be done through direct comment in the text, for example 'as Leonard and Whittock say' or 'the picture on page xx of Waugh and Wright'. Since they can prepare a bibliography to bring into the write up session, some students numbered the items on their bibliography and then put the number of the relevant work in the margin or in brackets in the essay, as in the example below. If the student did not indicate the sources in some way, it was also possible for the teacher to annotate the work to show which sources have been used to provide the details being used.



There are many cases where the death penalty has caused problems for the courts and the public. Innocent people like Timothy Evans were killed (2) although he received a posthumous pardon later. He was accused for a crime he never committed (killing his wife and baby) even though they found out later that it was a serial murderer living in the same flats. (6) Unjust executions were committed for example Ruth Ellis suffered violent abuse from her boyfriend who she killed, and no other sentences were available. She was also the last woman to be hanged. Another case was Derek Bentley (aged 19) and Christopher Craig (aged 16) were both accused for a police murder, but only Bentley was hanged as Chris was too young. (6) Bentley was later posthumously pardoned in 1998.

In what is for many students and teachers, their first Controlled Assessment, this was not always done very clearly. There were a number of questions at inset sessions or through the website to say that the importance of sources being explicitly indicated had not been realised. In each case, the teachers were reassured that students would not be penalised if there was some indication by the teacher that a range of

sources had been consulted. However, this is an element of the mark scheme at all levels and **centres should be aware that high marks will not be possible in the future without a clear indication of this personal element of enquiry and selection and deployment of information** and it should also be possible for the moderator to see this in the student's notes.

In order to meet the requirement to use a range of sources, students are expected to use 5 or more different sources of information. There are no restrictions on the type of sources to be used – they can be textbooks, work by historians, books for the general public, websites, media sources etc. However, the expectation is that 'sources' here means sources of information (i.e. works of some kind) rather than short extracts or images which are used as sources in Unit 3. If students wish to have quotations, extracts from primary sources or examples of propaganda with them in the write up session, these must form part of the permitted 2 pages of notes, they cannot be in addition to their notes.

Since students are rewarded for identifying and selecting material from appropriate sources, they should not be provided with a standard set of sources and told how to use them in the essay. It is recognised that schools with large cohorts may have problems resourcing this aspect of the enquiry and it is perfectly acceptable to make a core set of texts and list of websites available to students for them to consult and make their own selection of detail. In the same way, all the class will have access to the same source if a film clip is used or a visit to a museum is organised but individual students will make different use of these sources. Therefore the candidates' bibliographies may be similar but moderators would expect to see marked differences in the notes made, and the use made of these sources. A single bibliography used by all students is not appropriate.

It was also particularly helpful where centres had provided some indication of how students had been prepared for this assessment, for example explaining that some texts had been provided for all the class and the homework was then to study and select the sections they wanted to use, or explaining that students had been given a list of suitable internet sites but they had made their own selection of material.

Part B

In both Bi and Bii a problem arose when students treated the work on the representations in the same way as they would treat sources in a Unit 3 question. The questions in Bi and Bii were not asking about how reliable or how useful the representations were and therefore an approach which focused on issues such as nature, origin and purpose, often did not score highly.

Students need to appreciate that representations give an overall impression or interpretation and their discussion of the representations needed to include an understanding that this portrayal has been created through the selection, omission and treatment of details.

Some answers included descriptions or explanations of the representations, especially where one representation was visual. This was unnecessary and sometimes strayed into a description or explanation of the policies or events being represented rather than focusing on the representation itself.

Many students used charts or mind maps for their notes in Part B, often colour coding similarities/differences in Bi or the different criteria in Bii. This approach often led to focused and well structured answers.

Part Bi

The question Bi simply asks 'How different' two representations are. The vast majority of the answers were at Level 2: they could identify similarities and/or differences in detail but did not compare the overall portrayal. Some students gave lengthy descriptions of their content, often only making any points of comparison at the end, while others assessed them for reliability or discussed them in terms of the criteria that would be used in Bii – both of these approaches are inappropriate for this question and could not score highly. Some students moved away from the focus of this question when they began to explain why the representations differed – this question just asked how much they differed.

It was noted that many students began by discussing each representation in turn and then drawing out similarities and differences in a third paragraph. While it is possible for such an approach to reach Level 3 once the answer begins to compare representations, if a paragraph is only about one representation, it should not be annotated as Level 3. It was also common for answers to juxtapose an analysis of each representation and the only element of comparison came from the use of words such as 'whereas', 'however' and 'but'. Students should be reminded to make explicit their judgement on the nature, extent or significance of the differences.

The most successful approach was where students began their answer by identifying and comparing the overall impression created in each representation and then used the detail of each representation to support their analysis. The following example began by identifying similarity and then difference in portrayal (as noted in the annotation) and then went on to show how similarity or differences in detail created differing levels of similarity and difference.

reliability and discussed bias within the representations but which relied on an analysis of the representation alone. Comments about objectivity or accuracy were often based on reasoning from the nature / origin / purpose of the representations rather than a close analysis of the content and the use of additional contextual knowledge. Others treated this as a cross referencing exercise pointing out that one representation did not include the same aspects as appeared in another. However, the mark scheme clearly has a bullet point in each level about the use of information about the period and this should be given equal weight with the bullet point requiring the analysis of the representations.

This problem was particularly marked at the higher levels. It is not enough at Levels 3 and 4 to assert 'These details are accurate because I know this did happen', or to say 'This coverage is not complete because it does not mention XX'. **Candidates' own knowledge needs to be used to support any comment about accuracy or to explain why it is significant that something has been omitted.** Comments about comprehensiveness should also take account of the focus of the representation, for example if the focus of a representation is on the student protest movement, the comment that it does not cover civil rights protests, should not be highly rewarded. Even where additional own knowledge was present in the answer, it was sometimes used to explain the representation or the context rather than to test and evaluate the accuracy / comprehensiveness of the representations. However, it was also noticeable in Bii that some students seemed to have limited knowledge of the overall context, possibly because centres had focused their teaching on the bullet point focus for Part A.

The number of students whose mark for this piece was reduced, many of them very able students, suggests that this aspect of the mark scheme had not been fully stressed by teachers when preparing students for this task. Centres should note that this point has already been made in the Principal Moderator's Report of 2010:

To access the higher levels it is necessary to use some contextual knowledge about the topic/period in order to aid their judgement. Moderators noted that some students were put into the Level 3/4 mark bands but had not supported their judgements with some contextual knowledge.

This point has also been made very clearly in the support material for each CA and the exemplification material on the Edexcel website, for example, the moderator's comment on page 35 of the CA8 support document states: *This extract suggests a response in level two. A key feature of source 3 is selected – the accuracy of its portrayal of improvements in policing. The judgment is supported from the content of source 3 which is matched to the student's own knowledge of developments in the CID. However there is little developed exploration of how far the reorganization of the detective branch did actually improve policing. Instead the student describes the reorganized force. The student refers to improvements, using source 3, but there is no linkage of that to own knowledge as part of reaching a judgment about the accuracy of the portrayal.*

To some extent, these issues have been taken into account this year. **However, this is something which teachers need to address urgently so that their students are able to access the higher marks next year.**

Most students used the criteria suggested within the mark scheme but teachers are reminded that, while other valid criteria may be used, the focus should be on the overall representation. Individual details obviously contribute to the overall impression but students should not get bogged down in a minute examination of individual details. They should be thinking about which representation is 'best' because it is most accurate or most complete presentation of the overall issue; they might want to consider whether the 'best' portrayal is one that is very factual or totally objective, or whether one which conveys the emotion of the period is 'best'. Purpose here is not an aspect of reliability but whether the author intended to produce an in-depth analysis or an overall introduction, whether they wanted to summarise the situation or to challenge the stereotype, since this will obviously affect the type of representation they produce. Another possible criterion is the focus of the author – whether a detailed portrayal of one aspect of the issue is 'better' than a wide, overall portrayal.

There is no preferred approach here – some students structured their answer around the criteria while others treated each representation in turn and both approaches are perfectly acceptable. However, students should make clear which criterion is being applied. Sometimes a paragraph began by stating that accuracy would be assessed but actually assessed the extent of coverage. Sometimes answers blurred from accuracy into purpose, especially if they treated accuracy as meaning reliability. For Level 3 and Level 4 marks to be awarded, each of the criteria must be seen to be applied.

Notes for part Bii) of coursework

	COMPLETE?	ACCURATE?	OBJECTIVE?
REP 1	<p>Quite quite complete - covers music, fashion, media, technology, transport doesn't include negatives - crime (May 1964 Moab / Rovers conflict, Kray twins) or poverty (shown in 'Cathy Come Home' doesn't mention AIDS / Rovers fashions)</p>	<p>yes - right transport (Mini Cooper, laurie 1961, even the Queen and Beatles owned) music - uses popular records, plays/bingles Came around clothes - know many Quaint produced kaily-pattered clothes - miniskirt, 1960 (lean strapless, tightly modelled)</p>	<p>Purpose: to sell + make people think 60s were great. omits negatives, only (occasional) positives SWINGING SIXTIES! ? no doubt - were fun/trendy. Published in 2005 - nostalgic memories</p>
REP 2	<p>Covers some aspects: music, youth culture, violence, a little on fashion. could write about more of fashion and crime (Charles Evans + Richardson, Kray twins - London) Not in-depth on any one aspect.</p>	<p>Yes - crime were Moab / Rovers but less highlight violence, Margate/Brighton Beatles/Rolling Stones were popular - many notes but bracketed! artists still kept selves relevant - 'koolhaas' kept the Beatles off</p>	<p>biased against 60's especially 1960s negative - little positive aspects, such as new innovations and fashion - says there only for the 'elite' who could afford it! Book covers 50 years not focused on 60s</p>
REP 3	<p>Not really - no music, little fashion, no technology etc. Only reflects upper class views, not what the poor were like. Racism, sexism, homophobia, disability/discrimination Takes all of 80's into account - written in 1969.</p>	<p>Yes - shows fashions of time people were still prejudiced - racism Brook Pavey's 1968 'Rivers of blood' speech despite 1964 Race Relations Act, not homophobic - 1961 Duke Esgarde plays gay language - sexual - sex discrimination Act not until 1975 Equal Pay Act only in 1970</p>	<p>Only shows upper class views that the artist thought written at end of 60's - based on a whole decade judgement. Cartoon - will it be factual? twisted facts to make it outlandish.</p>

In many cases, students assessed the representations as sources and discussed whether the purpose or bias of the author affected reliability or how the representation would be used as a source. Sometimes the answer was phrased in terms of strengths and weaknesses of the representations or students wrote about what they could learn or infer from the representation. Candidates should be clear that in Bii they are assessing how the range of detail, the treatment of the material, and the author's purpose or his objectivity affects the quality of the representation. It might help them to grasp this concept if they prepare for the task by thinking about the decisions made in compiling a souvenir magazine or creating a time capsule – if there is only space for one representation, which one would best convey the specified issue?

It is understandable that teachers will discuss with their students the best way to approach this question and the support material for each CA on the Edexcel website includes some student support material which exemplifies for students the way the mark scheme is applied to the two representations in the worked answers. However, these support pages should not be used in the controlled conditions write-up sessions and the third representation should not be one of the representations used in this section of the support material.

Students also need to be aware of the precise focus on the issue in Part B. For example, in CA6 the focus is the impact of mass protests, so the representations need to be assessed in terms of their portrayal of that impact; many students became confused by the fact that Representation 1 was a Bob Dylan song and they often discussed what impact the song had on society at the time. A similar situation occurred in CA5 on Vietnam where Part B is about the portrayal of ways that people reacted to the war but some students discussed the way the newspaper which was Representation 1, influenced people's attitudes towards the war.

The selection of a third representation needs to be done with care. In some cases where a primary source was used there was often little sense of overall portrayal and students tended to evaluate it for reliability or utility. Other representations were very brief, offering little opportunity for students to apply criteria such as objectivity or accuracy. There were excellent examples of the use of film, television or song as the third representation, often producing very thoughtful responses from students. Where a film or television programme is used, centres should provide students with a brief synopsis of the content for their use in the write up session and this should be sent to the moderator, there is no need to send the actual DVD.

Centres are reminded that in the support material on the website some of the representations are used in the sample worked answers and in the section where the mark scheme levels are exemplified, and **these may not be used as the third representation**. However, any of the three representations in Section 6, 'Additional representation sources' may be used and centres are now also free to use one of the representations set by Edexcel in the tasks valid from 2009-2011.

Administration

On the whole, the administration of the Controlled Assessment was correct and the work was well presented. However, delay was sometimes caused by the failure to include a copy of the third representation. Indeed, when there are two valid sets of tasks and a choice of bullet points within each Part A, it is desirable for the centre to include a copy of the complete CA. There is a checklist on the Edexcel website of the material to be sent to the moderator and this will be updated before next year. Centres are also reminded that some Controlled Assessment topics are a forbidden combination with certain examined units.

The following points are all problems which occurred this year and which should be avoided next year:

- There were some occasions when the mark on the Optems or Coursework Authentication Sheet did not match the mark on the work. This caused unnecessary delays since the moderator had to return the material to the school for verification. The final, moderated mark should be entered on all documents and clearly indicated on the work.

- Centres are reminded that in addition to the sample identified on the Optems, the work of the highest and lowest scoring candidates should be included, and clearly indicated, either on the Optems or on the work.
- If the student who received the lowest mark did not complete all three parts of the task, it would be helpful to also receive the work of the candidate who did complete all three pieces and received the lowest mark.
- All the work included a Candidate Authentication Sheet but various different formats were used; centres are asked to use the latest version, available to download from the Edexcel website.
- It is essential that the complete Controlled Assessment task is submitted with the work. This is the only way moderators can know what was used as the third representation in Bii but also, since two sets of tasks are valid at any one time, moderators need to be certain which task is being completed.
- Candidates should write the enquiry focus title on their work – this is especially important if the candidates have not all done the same focus.
- It is helpful to have the work packaged either in the order listed on the Optems or in rank order. Ideally the Bibliography, plan and notes for Part A will be packaged with Part A, the plan and notes for Bi with the Bi work, and the plan and notes for Bii with the Bii work, so that moderators can easily refer to the notes and check that they are appropriate. It is not necessary to package each student's work in folders or plastic wallets and staple or treasury tags are perfectly adequate but paperclips are not ideal as they often come loose. It is also essential that each piece of paper is clearly named – including the plans and notes; moderators said that when packages came loose in the post it was difficult and time consuming to match up the answers and notes from individual students.
- Where there is more than one teaching group or year group, internal moderation must be carried out and the final total clearly indicated – it is especially important to identify it clearly if the moderated mark is different from the original mark. Sometimes 2 marks were present on a piece with no indication of which was the final mark; even where it was clear that adjustment had taken place there was often no explanation and it simply seemed that the higher mark was adopted. Even if different teaching groups have completed different Controlled Assessment tasks, the marks must be internally standardised since any adjustments made to the marks by the moderator will be applied to the whole cohort.
- Although it is not required, moderators find it extremely helpful to see indications on the body of the work showing where the various levels have been reached. Ticks or comments such as 'good' are not as helpful as brief annotations which help the moderator to understand not only the level that has been awarded but the rationale for the mark within that level. Since the mark schemes for all 3 tasks have more than one element to be rewarded at each level, moderators need to be sure that the mark is appropriate. Most annotations were clearly related to the mark scheme but they must be carefully applied. Level 4 requires sustained performance – an

annotation of L4 against the first paragraph cannot be justified. However, moderators noted that accurate marking often seemed to be centres which also annotated the work carefully.

- Many centres also gave some indication of how the different parts of the Controlled Assessment had been undertaken. Once again, this is not required but moderators found it helpful to know whether candidates had completed each task in a single session, what resources the centre had provided for the Part A enquiry, whether candidates had been directed to produce their notes in a specific format etc.
- Centres are reminded that candidates are allowed 1 side A4 for a plan for each task and then 2 sides A4 notes for Part A and Bii and 1 side A4 for Part Bi. This does not mean 3 pages of notes or 2 pages of notes plus some photocopied pictures. The regulations also state clearly that the notes should not constitute a draft answer. Centres should collect in the notes and check that they are suitable before the write-up session, allowing time for students to produce a fresh set of notes if necessary. The notes should be bullet points or mind maps but nothing approaching sentences or a draft answer. Moderators often refer to the notes to see the use of sources in Part A or the additional own knowledge in Bii. If the candidate has not used any notes or plan, it is helpful to have this clearly stated, especially if the answer contains specific details, such as quotations, statistics, specific dates or individuals, so that the moderator knows they have received the full submission of work for that candidate.

Conclusion

It is appreciated that this new style of task and the use of controlled conditions was a time of anxiety for both teachers and students but there was a huge amount of impressive work seen. At the highest level there was much work that demonstrated A Level qualities and both students and teachers can be justly proud of the outstanding standard achieved. There were also many Level 2 and Level 3 pieces which showed careful preparation, genuine understanding and thoughtful comments. At Level 1 candidates were less able to focus their work on the demands of the individual tasks but even so, there was often a conscientious effort to write about the topic.

Moderators were also impressed by the care and attention demonstrated by teachers. The high standard of work from many centres reflected thorough engagement with the tasks and appropriate preparation. Marking annotations showed the mark schemes being carefully applied, with a good sense of what differentiated one level from another. Although the majority of mark changes were reductions, some centres applied the mark schemes too strictly and in some cases marks were raised. Centres should pay careful attention to any indication in the E9 that there was evidence of severity or generosity and adjust their marking accordingly. Even if marks were not reduced this year, comments on the E9 should be treated with due attention since they signal the possibility that changes may be made in future years. When adjustments to marks were recommended, and so

regression of the whole centre was likely to occur, it is important to note that such work was always escalated to a senior moderator. **Thus every centre where this happened had the judgement of their original moderator confirmed by a second moderation of the work by either a team leader or the principal moderator.**

Centres where teachers and/or students found a task difficult, or where marks have been altered, should note that there is a great amount of support available. Support material was placed on the website in September 2009 and further material has become available since then, including a podcast and exemplification of marking as well as inset meetings. While new textbooks have not been produced for all Controlled Assessment options, there are some generic pages on how to conduct an enquiry and how to assess representations, that teachers might still find useful to read even if the content is not the same as the CA they have chosen to study.

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