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Moderator Report January 2010

GCE History 6HI04

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GCE HISTORY 6HI04

Edexcel's new Specification was offered for examination at AS level for the first time in 2009, and 2010 is the first year in which candidates can sit the A-level component. Thus, this January was the first time candidates' coursework relating to Unit 4 was submitted for moderation. Moderators found much to interest and impress, not only in the candidates' work but also in the ways in which their teachers had prepared and mentored their students and in the careful application of the mark schemes. Over 60% of the centres entering candidates had no adjustments made to their own assessments of their students' work. Where adjustments were necessary, no systemic problems were evident and any difficulties that did exist should be relatively easily rectified.

The determining of enquiries

There was clear engagement by the candidates with the enquiries they had followed, and titles were, for the most part, appropriate. Most centres elected to set the same Part B enquiry for all their students. They generally followed the published enquiry stems and focused securely on change over time. A much greater variety of enquiry titles was found in Part A of the assignment. Whilst a minority of centres set the same Part A enquiry for all their students, most either allowed their students a choice from a range of enquiries selected by the teacher, or allowed their students to follow their own interests and develop independent enquiries of their own. These different approaches are all valid, but it was clear to moderators that usually candidates selecting their own enquiries wrote with greater enthusiasm and engagement.

Whilst most titles were appropriate, centres are reminded that their students need to select and identify a range of contemporary sources in the process of conducting their Part A enquiry. For some, particularly those selecting a well-known figure or event, this can be an overwhelming task, and it is suggested that centres consider advising their students to limit the extent of their enquiries either by time or by topic. The time span for 'short-term significance' has been defined by Edexcel as being not more than 20% of the coursework programme (which would usually be twenty years) but can be considerably less. For example:

'What, in your view, was the short-term significance of the work of Edwin Chadwick?'

would be a daunting task, spanning as it could, the years from 1832-52 and embracing both public health and poor law reform. Re-focused as:

'What, in your view, was the impact of Edwin Chadwick on the relief of poverty in the years 1832-47?'

and it becomes a much more manageable enquiry.

As well as being appropriate in extent, the Part A enquiry must also be relevant to the coursework programme the students are following. An individual, even though s/he was alive during the time-span of the coursework programme, did not necessarily contribute to its focus. Students following CW12 'British Foreign Policy 1763-1879', for example, with its focus on the formulation and execution of British foreign policy and the extent to which it was effective in maintaining Britain's influence in the world, would be hard-pressed to undertake an effective Part A enquiry into the impact of Florence Nightingale. A small number of students attempted to turn their Part A enquiries into a comparison of a range of factors by using the question stem 'To what extent ...' and centres are reminded that the Part A enquiry should work as a depth study looking at the difference made, the change brought about, by an individual or event in the short term. A comparison of factors is more appropriate for the Part B enquiries.

The Part B enquiries, as titles, presented far fewer problems. Centres elected to address long term significance either by selecting a specific factor and inviting comparison with alternative factors in order to reach a judgement about significance, or by selecting a specific turning point and inviting comparison

with alternative potential turning points in order to reach a judgement as to which was 'key'. Centres are reminded that a Part B enquiry must span the whole timeframe of the coursework programme and, whilst this may be extended without seeking approval from Edexcel, it may not be truncated.

The selection of source material

The selection of appropriate contemporary source material to both inform and drive is essential to a successful Part A enquiry. The use of the word 'contemporary' is advisable. All primary sources are contemporary sources. But not all contemporary sources are primary sources. They may be contemporary to the period being studied, but they are not created by individuals intimately connected with the particular event or series of events being investigated by the enquiry, but they may still be used and evaluated by students. This may seem to be a somewhat pedantic distinction to make, but it is critical to the selection of source material, particularly when following coursework programmes where primary source material is not readily available.

Centres varied in the ways in which they encouraged and enabled their students to select source material. Some clearly expected their students to undertake a fair amount of independent research, finding their own range of contemporary sources from which 4-6 were selected for use, interrogation and evaluation. Many centres produced a source booklet for their students to use. Whilst this is permissible, centres must provide sufficient source material in such booklets to enable their students to make a genuine choice. Centres are reminded that 'select' is a criterion within AO2, and that this means if teachers have done the selecting, it is unlikely that their students will be able to score more highly than Level 2 on this objective, where the use but not the selection of source material is rewarded. There were however, centres that had produced resource booklets for their students consisting of upwards of thirty sources of all varieties, allowing their students to select from them if necessary but to encouraging them to conduct their own researches, adding sources to the resource bank to be drawn on by all students as required. This would seem to be excellent practice.

Many candidates used secondary sources in their responses to the Part A enquiry, and it was common to see these being used to challenge or support contemporary sources, or to drive the explanation forward. It must be noted that these should never dominate the use of contemporary material, and that it is the contemporary sources that should be interrogated and evaluated. This is particularly important if a centre resource pack is being compiled. Too much secondary source material may well unintentionally lead students in the wrong direction. Centres following twentieth century coursework programmes sometimes, understandably, have problems in distinguishing between a contemporary source and a secondary source because in a very real sense all sources produced in that century are contemporary, it would seem sensible, therefore, to designate as secondary all those sources written by historians.

The selection of source material for use in the Part B enquiries was less problematical. Many students were used to accessing a range of books and articles in the course of their AS and A level work, and put this to good effect when researching for their enquiries. This was shown by an impressive use of footnotes and extensive bibliographies, although students should be warned that moderators cross-referencing between bibliographies and resource records did not always find congruity. Bibliographies only impress if evidence can be found that the books and articles therein are actually used!

Part A enquiries: combining AO1 and AO2

This element of the two enquiries differentiated effectively between those students who really understood how to integrate their source analysis into their enquiry, and those for whom it presented varying degrees of challenge. This is best illustrated by examples taken from candidates' work.

Candidate 1

This candidate is investigating the short-term significance of the Marshall Plan in terms of international relations and was submitted as part of the Edexcel-designed coursework programme CW40: 'Twentieth Century International Relations 1879-1980'. This is part of his answer.

The Marshall Plan, although presented as merely an economic recovery programme for Europe, appears to have had even greater repercussions for International Relations. It was instrumental in helping European economies get to their feet, but it also caused great divisions between the two halves of Europe, as well as the two great superpowers of the era. Not only this, but the Marshall Plan can be indirectly linked to America's increasingly aggressive foreign policy. The sources collected individually provide evidence of the growth of new relationships, the breakdown of old ones, and the diversity of reactions towards the Plan, and collectively give a powerful insight into the economic, political and social consequences of the Plan.

The most significant consequence of the Marshall Plan in terms of International Relations would appear to be the souring of US-Soviet relations. Despite their united front being crucial to the Allied war success, cracks in the relationship had already appeared, most notably at the Potsdam Conference and the Marshall Plan signalled an American intention not to extend wartime pleasantries into peacetime. The USSR, aggravated by the exclusiveness of the Plan, made two high profile criticisms of the Plan in 1947, which help to demonstrate their strengthening Anti-American views. In July, Molotov remarked the Plan was a "contradiction to the interests of European countries since it might lead to a denial of their economic independence." Although the speech was delivered at the Three Party Conference involving Britain and France, two nations with proud imperial pasts who would have seen economic independence as an important objective, the dire state of European economies in 1947 must be remembered, therefore suggesting the speech was a masked attack against America, and the Plan. It is Zhdanov's speech in September 1947, by which time the intentions of the Marshall Plan had become clearer, that best highlights the growing superpower divide, saying, "The Marshall Plan is an embodiment of American design to enslave Europe." When juxtaposed against General Marshall's claim that "Our policy is not directed against any country or doctrine", Zhdanov's speech illustrates how powerful the USSR's views on what was supposedly an 'economic doctrine' had become, highlighting the scale of the split between the two superpowers. The different tones in the speeches of Molotov and Zhdanov, despite being just two months apart, would suggest that the Plan was almost solely responsible for the development of the Cold War; however Molotov's speech is almost certainly a moderate representation of Soviet views, in order to avoid alienating the Western European audience. John Young does suggest the Marshall Plan was the key policy in escalating Cold War tensions, suggesting in 'International Relations since 1945' that "Stalin believed that even limited cooperation with the West was now impossible." For Stalin, who had almost autocratic control over Soviet foreign policy, to believe this, emphasises that the Marshall Plan was a significant milestone in the beginning of the Cold War.

A second consequence of the Marshall Plan relating to International Relations is the integration of the Western European nations. Lingering resentment from the war years, as well as protectionist policies, had seen increasing isolationism in Europe, but the Marshall Plan introduced measures which encouraged unity, and enabled a functioning and co-ordinated European society. Barbara Gamarekain suggests that

the Plan "forced Europeans to handle their own recovery, to sit down together, and come up with a coordinated Plan." Neville Brown supports the view that the Plan was significant in terms of European relations in 'A History of the World in the 20th Century' calling it, "the most important step towards European integration taken before 1950". An Austrian cartoon from 1950 also emphasises the Marshall Plan's affect on European integration, by symbolising an industrial process as a co-ordinated effort between the Marshall Plan participants. The fact that Austria, a defeated member of the Axis forces in the Second World War, is united with many of the war's victors just five years after its culmination, demonstrates the progression the Marshall Plan brought to Western European relationships, especially when contrasted with the impact of the settlements agreed at Versailles after World War One. The economic importance of the Plan is however undermined by D.K. Adam's 'Marshall Aid: Rebuilding Europe' saying that by 1951 there was "an emphasis away from economic recovery to military security", but this also suggests Europe was now co-operating on matters outside of their economies.


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Examiner Comments

The candidate is here interrogating the evidence confidently and critically in order to identify issues and make and support judgements. His interpretation and evaluation of the evidence takes account of the nature of the sources and shows an understanding of the need to explore the implications of the evidence in the light of their historical context. Cross-referencing is good, and is used to show a clear understanding of the key issues. This is an analytical response relating well to the focus of the question, showing an understanding of the key issues, with some evaluation of argument. The analysis is supported by well-selected factual material.

Candidate 2

This candidate is working on an Edexcel-designed coursework programme CW36: 'The USA: the Making of a Nation 1815-1917' and is here investigating the short-term significance of Andrew Jackson. This is part of her answer.

Andrew Jackson (1829-1837) was a very significant president in the short term. He left a lasting impression on the nature of presidential power, popular democracy, Indian removal and the preservation of the Union. My sources present a varied vie about his significance. Sources 1, 2, 3 and 8 discuss his impact on presidential power, disagreeing over whether this was positive or not. Sources 1, 2, and 3 argue Jackson took presidential power too far. Sources 4 and 5 discuss Indian removal and again portray contrasting views (Source 5 calls Indian removal 'inequitable, immoral and inhumane) Source 7 discusses the impact he had on popular democracy, although the source itself gives two conflicting views about how genuine Jackson's attempts to expand democracy were. Whilst Jackson's impact on all of these areas was substantial, it can be argued his actions to preserve the Union and Indian Removal were the most significance in the short-term.

Jackson's expansion of presidential power was unlike anything done by his predecessors. Katzman and Norton in Source 8 argue "Jackson strengthened the executive branch of government ... he centralized power in the White House. "The introduction of the spoils system to the federal offices enhanced Jackson's power as it allowed him to "appoint loyal Democrats to office". Walker Howe agrees, stating "The spoils system became a powerful instrument" (Source 6). However not all sources concur that Jackson's expansion of executive power was positive. Source 3 'King Andrew the First' a cartoon by an unknown artist depicts Andrew Jackson wearing a crown and the garb of a traditional British monarch, holding a scroll inscribed with 'veto' and standing on the tatters of the constitution, and the bank bill. This source, though by an unknown artist is valuable. Critical of Jackson's use of presidential power, portraying him in British monarchy robes infers he is too powerful because the restrictions on the power of the presidency in the constitution were written to protect America from becoming a monarchy like Britain. Depicting Jackson standing on the bank bill and the constitution implies he is not acting constitutionally. Cartoons are very useful sources as they usually reflect public opinion at the time.

Henry Clay's speech in Senate on President Jackson's veto of the bank bill argues that Jackson made himself too powerful as president, resulting in reductions in power of the other branches. "The Senate has been violently attacked; the House of Representatives has been unnecessarily assailed", here Clay criticizes Jackson's veto, arguing that the bill was imperative for protecting a stable economy; "the veto has been applied to the bank of the United States, our only reliance for a sound and uniform currency." This speech is a useful source in assessing the significance of Andrew Jackson because it portrays a negative opinion of Jackson by a contemporary. However it cannot be considered totally reliable and balanced as it is well-known that Clay was very anti-Jackson (as we see caricatured in Source 2). Source 2 agrees with the view of Source 1. It is a cartoon by David Claypool in 1834. The cartoon shows Clay overpowering Jackson and sewing his mouth up, representing teaching Jackson a lesson about his abuse of power and handling of the bank bill. Sources 1 and 2 both argue Jackson's presidential power had gone too far and wasn't a positive influence on American politics. Jackson's expansion of the power of the executive during his administration allowed him to initiate his agenda, and have control, but failed because his successors failed to continue his legacy of a powerful executive. Presidents such as Van Buren and Tyler were significantly weaker in their use of presidential power, making Jackson's expansion of presidential power less significant in the short term. Jackson was immediately significant in the expansion of presidential power, positively and negatively (during his administration) but not in the subsequent 20 years.

Whilst Jackson influenced executive power, he also expanded democracy to the people. Source 7 says the Jackson era was "a time of expanding democracy, the era of the common man.; saying "Jackson's war on the bank of the United States was a peoples struggle against a powerful financial monopoly". Source 8 agrees, also discussing the expansion of democracy, Jackson declared "sovereignty resided with the people" and Jackson rejected "elitism and special favours ... and believed in popular government". Jackson felt he had political over their branches of government because he was the only man elected by the people, so he had the people's mandate. This expansion of democracy has been dubbed 'Jacksonian Democracy', and is significant because it set a precedent for the power of the people in politics, and the

notion that the president is a man of the people. However the validity of Jackson's efforts to genuinely democratise politics can be doubted. Source 7 argues "Jackson's democratic stance was merely political opportunism, a clever method used by an astute politician to win political office." Source 7 quotes Thomas P Abernethy arguing "Jackson never really championed the cause of the people; he only invited them to champion his." Jackson's motives for 'Jacksonian Democracy' may seem dubious, but the results cannot be denied. He expanded the electorate and brought the public mandate to the White House. Jackson changed politics, and this is significant, whether he did it for personal or benevolent causes.


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Examiner Comments

The candidate is here working with a bank of source material, put together by the centre, and has been encouraged to seek out her own as well. At first sight she may seem to be working with too many sources, but she is clearly an able student and is handling them well. Less able students should be encouraged to limit the number of sources used and evaluated when writing up their enquiries. She is using secondary sources for comment and cross-referencing with the contemporary source material she has selected. This extract from her complete submission indicates a thorough investigation of the enquiry she has set herself, integrating evidence derived from the contemporary sources into a structured and sustained argument. Her interpretation and evaluation of the evidence takes account of the nature of the sources and shows a good understanding of the need to explore the implications of the evidence in the light of their historical context, and the status of the evidence is carefully considered.

Candidate 3

This candidate is working on a centre-designed and Edexcel-approved coursework programme 'Renaissance Italy 1375-1527'. Here she is investigating the short-term significance of the Florence Ferrara Council on thought and culture. This is part of her answer.

The forming of the Platonic academy by Cosimo de Medici brought to light the work of Finico who translated Plato's works and other key classical texts into Latin. Making these people to the people of Italy had a massive impact on renaissance thought as Christopher Hibbert claims "from these foundations grew the platonic academy which was to have so profound an influence upon the development of European thought.." Philip Coppens backs this up in his article as he states "none of these texts existed in the Latin version – and translating them into Latin meant they exposed the West to this lost source of knowledge." Also this article refers to the translation by Finico of the Corpus Hermeticum which contained the central theology of the ancient Egyptians, "one of the greatest revelations ever was upon the Western world ... and Finico was the man who accomplished it." This shows the Florence Ferrara Council changed the path of the renaissance as its unlikely the time and money would have been put towards the translation of such works without it, and neither would there have been the interest in Greek language, so the tools to translate the work would not have been in place. However it was not only Finico that brought about this influx of knowledge and debate by having the texts in both Greek and Latin, in "Byzantines in Renaissance Italy" it states that the Bessarion gained a wider audience through publishing in both Greek and Latin, this stresses the importance of

having works in both languages emphasizing the significance of the Florence Ferrara council on renaissance thought and culture as within twenty years of it taking place culture had been greatly changed one of which was it included more languages. However it shows Finico was not the only scholar to continue this influence by translating and publishing works in both languages and carrying on the debates started in the Florence Ferrara council.

The next way I have identified that the Florence Ferrara council was significant to the renaissance thought and culture was that it cemented the success and influence of Cosimo de Medici. Cosimo's influence can be demonstrated by the painting 'The Adoration of the Magi' by Botticelli, it was painted on a commission not for the Medici's but contains images of the Medici family and was hung in the Medici chapel, it was part of an alter piece whose primary function was to be seen by and inspire the prayer of the whole congregation, therefore we can see the patronage of the painting was designed to gain favour with the Medici's as it shows their prominence. The artist Botticelli, was one of the leading painters of the Florentine Renaissance, he developed a highly personal style characterised by his elegant strokes, sense of melancholy and beautifully detailed still life work. Another primary source showing Medici's ultimate power is part of the painting 'The Procession of the Magi, an extract of which shows the face of the Sienese Pope Pius II firmly in the back row and the front is dominated by the Medici power group, it was commissioned by the Medici family after the Florence Ferrara Council and shows their influence. These sources demonstrate the Medici domination of renaissance thought and culture as the Medici family figure in both and were obviously a source of tremendous artistic influence. The secondary sources I have found to back up the fact that that the Florence Ferrara council influenced the renaissance by cementing the power of the Medici family primarily Cosimo de Medici, is an article entitled Palazzo-Medici "The Pope offered Cosimo support and favours in return for significant financial backing. Thus, in 1439 Cosimo was able to manoeuvre the transfer of the seat of the Council between the Western and Eastern Churches from Ferrara to Florence"

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Examiner Comments

There are clearly 'Quality of Written Communication' issues here, and the candidate is writing in a less sophisticated way than Candidates 1 and 2. Nevertheless, she is grappling with a potentially difficult task, that of the development of thought and culture, and the significance of a specific organisation in this development. She is here analysing two artefacts – in this case, paintings, and is relating them to power struggles in Renaissance Italy. She contextualises the sources, considers their status, and shows a clear understanding of the need to interpret them in context of the values and assumptions of the society from which they come. She uses secondary sources to contextualise her findings. This is not sophisticated writing, but it is competent.

Candidate 4

This candidate is working on the Edexcel-designed coursework programme CW40 'Twentieth Century International Relations 1879-1980'. This is part of his enquiry into the short-term significance of Mussolini's foreign policy.

Another feature of Mussolini's foreign policy was the Rome-Berlin Axis. The significance of the Italian and German alliance was that it now joined the two main fascist powers in Europe. Even before the axis Hitler and Mussolini clearly had a strong depicted by David Lows cartoon. This is significant as at the same time as the invasion of Abyssinia, Germany re-occupied the Rhineland, as each backed the other in their military strategies. Both invasions worsened relations with France and Britain, this helped Italy to choose to align herself with Germany. Both Germany and Italy had bitter feelings towards Britain and France. This is clear when in the book 'Italy: Liberalism and fascism 1870-1945' it says "... Germany like Italy has grievances with France and Britain dating back to the 1919 peace conference." The harsh sanctions placed on both countries after World War One, eventually lead to another alliance between the two nations, against the same enemy in 1936. A picture of Mussolini doing the Nazi salute next to Hitler was taken after the Rome-Berlin axis in 1936, clearly shows the unity between Hitler and Mussolini. The Rome-Berlin axis was clearly a joining of Fascism against Democracy, a report to Berlin from the German ambassador in Rome states " ... Italy confronting the Western powers shoulder to shoulder with Germany". This demonstrates that Germany is persuading Italy to stand with them against Britain and France. The report also says " ... preventing Italy from being drawn into the net of the Western powers .." Again the report shows that a German-Italian alliance will benefit both powers and allow both nations to settle old scores. We can now see the German motivation behind the alliance. The alliance allows for a sufficient focus to counter that of Britain and France. Germany could not defeat both of them plus a possible threat from Russia by herself. The German report presents Europe as having a clear divide Democracy vs Fascism. The collaboration is significant as it now joins two European dictators who have both shown that they cannot and will not be stopped. Italy shows this through Abyssinia and Germany through the re-occupation of the Rhineland. The Alliance was also significant as now it is only a matter of time before Europe descends into war. Britain and France on one side and Germany and Italy on the other, war is now inevitable.



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Examiner Comments

The candidate is here drawing straightforward inferences from contemporary sources and is showing he appreciates the need to contextualise them. Extracts from secondary sources are used, not to support or challenge the contemporary sources, but to develop the narrative account of the Rome-Berlin axis. Whilst the provenance of the contemporary sources is noted, this information is not used to evaluate the sources. In fact, the sources are not interrogated in order to provide evidence that can be evaluated. They are used as sources of information to drive the narrative forward and provide a limited explanation.

Candidate 5

This candidate is working on the Edexcel-designed coursework programme CW5: 'Crusading Europe 1095-1204'. This is part of his enquiry into the short-term impact the taking of Jerusalem in 1097 had on 'relationships between The Crusaders, Muslims and Byzantines'.

After the taking of Jerusalem by the crusaders in 1097 attitudes towards them changed significantly. The Muslim attitudes toward the crusaders before the crusades were called were quite neutral as the West and the Holy land only really met when trading. The Christians saw the Muslim religion as inferior and saw the people as inferior. When the crusades were called they believed that the Muslims were evil as Pope Urban II is supposed to have said in his speech "such a despised and base race, which worships demons, should conquer a people which has the faith of omnipotent God and is made glorious with the name of Christ!" This view may have been brought on by the fact that the orthodox Christians lost Jerusalem before it was taken back by the Muslims, Pope Urban also went as far as to say that if you killed an infidel it was not murder and you would not go to hell and that if you fought against the Muslims in the crusade you would be absolved of all your sins. The First Crusade originally was called because of a cry for military aid was sent to Pope Urban II by the Byzantine Emperor Alexius Comena what Alexius didn't want was a great army of Christians flooding his lands. The Byzantines at this time viewed the Crusaders as barbarians and uneducated people that were savage and violent, this view was probably kept because the Byzantine Empire was what was left of the Eastern Roman Empire and as they viewed themselves as a highly educated and civilised race they would look down on everyone else.

When the crusaders took Jerusalem in 1099 they slaughtered both the Jewish and Islamic population, according to the Gesta Francorum, speaking only of the Temple Mount area " ... our men were killing and slaying even to the temple of Solomon, where the slaughter was so great that that our men waded in blood up to their ankles. ..." and the Chronicle of Ibn al-Qalanisi states the Jewish defenders sought refuge in their synagogue, but the "Franks burned it over their heads", killing everyone inside. By early June 1099 Jerusalem's population had declined from 70,000 to 30,000 and obviously this would spark hatred and anger., this heavily affected the relations between the two factions and caused many more hostilities and more Crusades.



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These are the only three sources this candidate used in his enquiry, and these are the only references to them. Quotations from them are simply being dropped in to his account to provide a little depth and to move it on. There is no attempt to interrogate the source material and they are only contextualised because they are inserted into the account at appropriate points. There is some focus on the enquiry but conclusions are asserted rather than substantiated.

Part B enquiries: focusing on AO1 and wider reading

Candidates provided evidence, in their bibliographies and resource records, of their wider reading in connection with their Part B enquiries. However, this was not always evidenced when writing them up.

Again, this is best exemplified by reference to candidates' work. Candidates used a range of ways to indicate the secondary sources to which they were referring. Some used footnotes and systems commonly found in academic works, others used a system of numbers that related to an attached bibliography, and some simply referred to the sources in the text as they wrote.

Candidate 6

This candidate is working on an Edexcel-designed coursework programme CW36: 'The USA: the Making of a Nation 1815-1917' and is here assessing the significance of the role of war in the making of the USA as a nation in the period 1818-1917. This is part of her answer.

The area in which war aided the making of a nation most in 1815-1917 was in helping to preserve the Union. Preservation of the Union was integral to the making of the USA as a nation because the Union is the political and territorial basis on which the nation is founded. Without preserving this Union in the period 1815 to 1917 it would have ceased to exist, destroying the nation. Preservation of the Union was not a significant theme throughout the whole period, but during the civil war era this was immensely important. The Civil War (1861-65) is the most significant war in preserving the Union. The South could not have been regained by negotiation alone; it took a civil war to do this. It forced the Confederacy formed of states seceded from the Union, to rejoin it, and without this rejoining the Union could not have survived. The Civil War was significant because of the scale of the conflict. More men died in the conflict than in all the antebellum and postbellum American conflicts put together. Roughly 625,000 men died from the Union and the Confederacy in over 400 battles between 1861 and 1865. 'In many different ways the war changed the United States radically. It settled once and for all its indivisibility.' [7] Batty and Parish argue the Civil War strengthened the Union massively. Foote agrees with the view, arguing 'Once the nation emerged from the crucible of war, the united States became the United States.' [8] Without the South the Union was not complete and the Civil War not only preserved the Union, but strengthened it. McPherson argues 'Union victory in the war destroyed the southern vision of America and ensured that the northern vision would become the American vision.' [9] Although we must acknowledge Reconstruction (1865-1877) disadvantaged the southern way and made Northern ideals the dominant identity of America, the Southern vision never disappeared. A southern way of life was preserved after Reconstruction which can be seen through the Jim Crow laws. The Civil War preserved the Union like nothing else could have, and therefore is incredibly significant. The preservation of the Union is absolutely integral to the making of the USA as a nation as if the Union had not been preserved, the nation might have ceased to exist.



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In this extract the candidate is using the secondary source material with discrimination in order to reach a considered judgement about the significance of war, in this case on the Union. She is considering the interpretations of historians and cross-referencing between them. This is part of a whole in which a wide range of appropriate sources has been identified, and in which her analysis is supported by a range and depth of accurate and well-selected factual sources.

Candidate 7

The candidate is here working with Edexcel-designed coursework CW16 'Ireland and the Union 1815-1922.' This is part of his enquiry 'In considering the process of change in the development of Irish Nationalism over the period 1800-1922, how far can the Easter Rising of 1916 be seen as the key turning point?'

The first potential alternative turning point was the Act of Union, passed in 1801, where Ireland's Parliament was replaced by 100 MPs, 28 temporal lords and 4 spiritual Lords, sitting in Westminster, in an attempt to re-establish British authority over Ireland. This was significant as, depriving the Irish of their nation's autonomy, the Act thus determined the overriding aim of nationalists in Ireland for the next century as repeal of the Union. It also resulted in an attempted nationalist rising in Dublin in 1803, led by Robert Emmet. Although a complete failure, Emmet's speech from the dock, in which he called for an independent Ireland, made him one of the leading figures of inspiration for future Irish nationalism.

Perhaps the most significant effect of the Union, though, was its failure to grant equal rights to Catholics in Ireland. This 'fed dissatisfaction in ways which stimulated the growth of a powerful new form of Irish nationalism' [1] through promoting a mass movement of Irish Catholics led by Daniel O'Connell in the pursuit of Catholic emancipation. The movement succeeded in forcing the British government into passing the Roman Catholic Emancipation Act in April 1829, which allowed Catholics to become members of the Westminster Parliament. This was hugely significant as, nationalist and anti-British sentiment now being championed in Ireland, it opened up the avenue of constitutional nationalism to the Irish nationalists. This was an avenue far more likely to succeed in achieving nationalist goals than the hopeless prospect of rising in arms against the military might of the British Empire. Though O'Connell's next campaign (one calling for the repeal of the Act of Union) ultimately failed due to the threat of government action against it, he had managed to rally nationalist feeling into an effective movement, and thus had 'made Irish popular opinion a force in British politics for the first time' [2] As it was, the failings of the Act of Union that propelled his career and achievement of 'revolutionary change' [3] for Irish nationalism, in both the ability to pursue constitutional nationalism and in mustering the necessary public support to succeed in doing so, the Union can perhaps be seen as a turning point.



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Examiner Comments

The candidate is here considering a turning point, and is analysing what was changed by, in this case the Act of Union, and what was not. He uses well-chosen quotations from the secondary material he has read in order to support the judgements he is making. Overall, the secondary material is chronologically balanced and well selected, supporting a sustained analysis demonstrating an understanding of the key issues raised by the enquiry.

Candidate 8

The candidate is working on Edexcel-designed coursework CW37 'The Changing Nature of Warfare 1845-1991'. Here he is assessing the significance of the role of leadership in determining victory throughout the period. This is an extract from his enquiry.

The Second World War was also a time of great leadership. Winston Churchill led the British forces from 1940 and 'was a politician and wartime prime minister who led Britain to victory in World War Two' [2] Churchill had an exceptionally big role in the outcome and victory of the Second World War and 'his refusal to surrender to Nazi Germany inspired the country' [3] was an obvious reason for the victory. The 'bulldog' like approach of Churchill's leadership contributed toward the allied victory in World War Two as well as his intelligence to become allied with Roosevelt of the US and Stalin of Russia. The qualities that Churchill showed as Prime Minister during the war shows the significance of leadership in determining victory as his influence on the war was such a massive factor in the defeat of the Nazis and their allies although it cannot be assumed that he was the most influential factor as other features such as new technology and even luck need to be taken into consideration.

In 1982 Britain went to war with Argentina over a dispute about who controlled the Falkland Islands. Leadership played a significant role in determining victory for Britain. Margaret Thatcher was the Prime Minister at the time of the war and it was her courage and determination that certainly helped the British take full control of the islands. An illustration of the leadership of Thatcher came when the British first went into the war and declared "Defeat – I do not know the meaning of the word!" [5] as Cook writes in his book 'Women and War' "It [the Argentine government] underestimated Thatcher" [6] Therefore the significance of leadership in determining victory in warfare is once again seen as without the leadership of Thatcher the war may never have been won by the British.



ResultsPlus

Examiner Comments

The candidate here is making some sweeping generalisations and assertions, and there are some errors here. Although he is attempting to make links between statements and the work is undeveloped. He has selected a range of material relevant to the enquiry, but extracts from it are used illustratively.

The use of resource records

The resource records form a specific purpose and must be used by all students when following both enquiries. It was evident that some centres and their students used them as an alternative, or extended, bibliography; others were clearly filled in at the same time, and some were not signed by the teacher concerned. The resource records serve to validate each student's work. As s/he finishes accessing a particular source, book, article or website, they should note this in their resource record, comment on the material and initial and date their entry. This should be countersigned by the teacher within a couple of days, who may add a comment, if appropriate. In this way the teacher can see at a glance how the enquiries are progressing and

can advise the students accordingly as part of their on-going mentoring of their students. In this way the moderator can see immediately that the student's work has been validated as his/her own.

The assessment of coursework

All centres clearly appreciated that the Part A enquiry had to be marked using both the AO1 and AO2 mark schemes, and that the Part B enquiry had to be marked using the extended AO1 mark scheme. The AO1 mark schemes are identical, except in that the mark scheme to be used in assessing the Part B enquiry has a Level 5 and that for the Part A enquiry does not.

Centres experienced few difficulties in applying the AO1 mark schemes. However, a considerable number misapplied the AO2 mark scheme and where adjustments were made to a centre's marking, it was usually because of generosity here. Too often marks were given at Levels 3 and 4 where there was no interrogation of the evidence and no weight was given to its status when reaching a judgement. Centres are urged to become familiar with the nuances of the AO2 mark scheme as well as the AO1 mark schemes. These are to be found on pages 96-102 of the Specification.

Centres are reminded that:

- (i) Level 4 (11-12 marks) can only be given to responses where the source material is **interrogated** confidently and critically in order to identify issues and make and support judgements. The interpretation and evaluation of the evidence must take account of the nature of the nature of the sources. It must be clear that the student has shown that s/he understands the need to explore the implications of the evidence so derived in the light of its historical context. Furthermore, the status of the evidence but be taken into account when reaching substantiated conclusions.
Students must show that they have selected a wide range of sources with discrimination, and that they have integrated their evidence into a structured and sustained argument.
- (ii) Level 3 (7-10 marks) should be given to responses where the source material is **interpreted** with confidence and related to its historical context and an understanding must be shown of the need to interpret sources in their historical context. Conclusions should be based on cross-referencing between sources, using them in combination, and when reaching judgements using the sources, consideration should be given to the weight the evidence can bear.
Students must show that they have **selected** a range of sources sufficient to develop the issues of the enquiry that have been established.
- (iii) Level 2 (4-6 marks) should be given to responses where the source material is **interpreted** beyond its surface features, and where, in the process of drawing inferences and making judgements, the material is related to its historical context. Concepts such as utility and reliability should be addressed, as well as some understanding of the importance of the sources' origin and purpose. Students must show that they have **identified** a range of source material, sufficient to answer the question.
- (iv) Level 1 (1-3 marks) should be given to those responses where the source material is understood and is used to provide **information** relating to the topic. Any source evaluation will be stereotypical and the students are likely to take the sources singly and paraphrase the content to illustrate comment. Students must show that they have **identified** material relevant to the topic.

The use of annotations

Centres are reminded that annotations on their students' work greatly help the moderation process. They illustrate to the moderator how the teacher-examiner has interpreted the mark schemes and applied them to the students' enquiries. An enquiry covered in ticks and with the comment 'Mainly L3 with touches of L4 so go to L4' isn't at all helpful. Indications in the margins of the text of the enquiries as to where specific AO levels are perceived, together with summative comments at the end of each enquiry are the ideal. This excellent practice is followed by many centres and is greatly appreciated. These summative comments from a centre where the teacher-examiner had identified the achievement of levels in the body of the response are provided here in exemplification of good practice:

Part A

AO1 High-level 4: 13 marks

Consistent focus on analytical demands of question, addressing wide range of key issues. Intelligent, convincing and well-supported evaluation of arguments, especially on nationalism. Good range and depth of factual material.

Writing well-organised, accurate, controlled and coherent.

AO2 High level 4: 12 marks

Investigation based on well-chosen sources, used in combination form basis of judgements. Status of evidence from sources evaluated very well based on historical context and cross-referencing.

Part B

AO1 Mid-level 5

Sustained focus on analytical demands of question displaying clear understanding of wide range of key issues. Arguments evaluated intelligently to reach convincing conclusions, supported by wide range of accurate and detailed factual information from entire chronological period. Writing organised, controlled, coherent and accurate.

L5 attributes displayed but just short of high level.

There is only one entry code for this coursework component. This means that, no matter how many teaching sets, nor how many coursework programmes are followed, all candidates from one centre will be entered as a single cohort. It is therefore essential that centres operate a system of internal moderation, so that the marks submitted from the entire cohort are displaying a consistent standard. Internal moderation should occur, too, when there is more than one teacher-examiner assessing work from a centre. Where internal moderation occurs, it is essential that this is made clear on the candidates' work. Any changes made to the marks as a result of internal moderation should be explained.

The administration of the coursework component

Most centres appreciated the requirements of Edexcel regarding the submission of coursework and associated documentation to their moderator. Some, however, did not. A check-list is to be found on Edexcel's web-site, and centres that are at all uncertain as to what should be sent are asked to consult this.

and finally ...

Centres are to be congratulated on the successful implementation of this new coursework unit. Moderators saw some impressive submissions and much to praise in the dedication and commitment of students and their teachers. This excellent start provides a firm foundation on which to build.

Rosemary A Rees

Principal Moderator

February 2010

6HI04 Statistics

Mark Ranges and Award of Grades

Maximum Mark (Raw)	Mean Mark	Standard Deviation
50	33.4	9.4

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	50	41	35	30	25	20
Uniform boundary mark	80	64	56	48	40	32
% Candidates		26.4	47.2	66	81.9	92.1

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