

ResultsPlus

Examiners' Report January 2010

GCE History 6HI02/E

ResultsPlus
look forward to better exam results
www.resultsplus.org.uk

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com. If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated History telephone line: 0844 576 0034



ResultsPlus is our unique performance improvement service for you and your students.

It helps you to:

- **Raise attainment** - by providing in-depth analysis of where your class did well and not so well, enabling you to identify areas to focus on/make improvements.
- **Spot performance trends** at a glance by accessing one-click reports. You can even choose to compare your cohort's performance against other schools throughout the UK.
- **Personalise your students' learning** by reviewing how each student performed, by question and paper you can use the detailed analysis to shape future learning.
- **Meet the needs of your students on results day** by having immediate visibility of their exam performance at your fingertips to advise on results.

To find out more about ResultsPlus and for a demonstration visit

<http://resultsplus.edexcel.org.uk/home>

January 2010

Publications Code US022893

All the material in this publication is copyright

© Edexcel Ltd 2010

GCE History 6HI02 Option E

There were some very good responses to this examination, with a sizeable number of candidates able to combine effective source handling skills with focused deployment of accurate and relevant own knowledge to achieve marks at level 3 and above. It was encouraging to see that many of the issues which had been identified in the summer report as posing problems for students were no longer causes for concern. However, there were still some common errors which undermined the quality of students' work and the purpose of the following comments is to offer some guidance for raising attainment.

1. Some candidates continue to lose marks because they seem unaware of the skills that specific elements of the exam are addressing. Overall 3 assessment objectives are being addressed in the Unit 2 exam; part (a) addresses AO2a (analysis, cross-referencing and evaluation of source material) and part (b) addresses AO1 and AO2b (analysis and evaluation of how issues have been interpreted and represented, in relation to historical context). It is vital, therefore, that students appreciate the differences between these assessment objectives and understand which of the 3 AO's is being tested in the two questions they are required to attempt.

2. The most common reason for low performance in the part (a) question was an inability to comprehend and interpret the source material effectively. Occasionally, this was the result of limited vocabulary. However, more often than not, it stemmed from rushed and careless reading. It is important that candidates take time to read the sources, both content and attributions, carefully and precisely. One of the key characteristics of high performing responses to part (a) questions is detailed cross-referencing and this, first and foremost, demands clarity and accuracy in source comprehension.

3. One other area of confusion in the part (a) question surrounds the application of wider knowledge. Candidates cannot be rewarded for wider knowledge included in responses to part (a), since the questions target AO2 only. However, candidates should not ignore the historical context, or 'pretend they know nothing' outside the sources. At best, the placing of sources in a contextual vacuum may lead to a tendency to take them at face value and restrict responses to L1 or L2, or to speculation that is not focused on the defined enquiry. Therefore contextual awareness, especially an understanding of issues and attitudes, should be applied in order to help candidates:

- See the implications of statements within a source and make inferences relating to the enquiry –
- See the significance of the information given in the provenance of a source as a means of interpreting and evaluating the evidence offered by the source content. However, it should be emphasised that any references should be brief, and directly applied to developing arguments from the sources.

Contextual knowledge therefore plays a role in enabling candidates to interpret and evaluate evidence in order to reach higher levels, but it cannot be rewarded by separate marks. A brief reference may be useful in explaining the implications of a particular piece of evidence or the significance of its provenance and therefore support higher level arguments within AO2. Longer passages of contextual knowledge are a waste of time and may actually lead the candidate away from the task – which is the analysis, interpretation and evaluation of evidence from the sources, in order to reach a judgement. However, candidates should not be discouraged from applying contextual awareness in handling the sources.

4. For part (b) questions it is important that candidates appreciate what they are being asked to do. A Part (b) task focuses on combining and integrating evidence from sources with wider knowledge in order to evaluate a given statement or view, and develop a substantiated judgement on this basis. It, therefore, draws on a conceptual understanding that all historical judgements are, in fact, based upon interpretations. Thus, candidates should analyse the evidence of the source material to support and challenge the representation in the question. The sources should be approached as a set and there will be some cross-referencing of evidence between sources and/or between sources and contextual knowledge to develop relevant arguments. At higher levels, conflicting arguments will be evaluated by reference to context and provenance to attempt to establish an overall judgement. However, it is important here that candidates do not engage in formulaic or routine evaluation of provenance. Provenance need only be assessed where it helps to weigh up the quality of the evidence in relation to the claim under investigation. Thus, in the best responses discussion will proceed on the basis of reasoning from the sources and discriminating use of evidence that has been weighed and contextualised to examine conflicting arguments and reach a reasoned conclusion.

5. Both part (a) and part (b) tasks are challenging, requiring candidates to engage in complex cross-referencing and analysis. To meet the assessment objectives effectively requires careful preparation and it is noticeable that more and more of the higher performing scripts include substantial plans. It cannot, therefore, be stressed enough that thorough and detailed planning centred around the source material is a prerequisite for success in this unit.

Britain in the Later 20th Century: Responding to Change

E1 – British political History, 1945-90: Consensus and Conflict.

Question 1(a)

There were some very good responses to this question. Most candidates used the sources as a set and, as a result, managed to highlight the similarities and differences in their assessment of Attlee's political effectiveness. The best responses were aware of the need to arrive at a judgement and made an attempt to weigh up the relative importance of Attlee's qualities as adumbrated in the sources. The very best employed the source attributions to assist in this evaluation, going beyond simple assertions of bias.



ResultsPlus Examiner Comments

The following response illustrates this approach. Although the references to the source attributions could be extended they are, nonetheless, used to evaluate the strength of the evidence contained in the sources and, in the penultimate paragraph, reconcile an apparent conflict. In addition to this, the candidate has approached the sources as a set throughout and has employed close cross-referencing to present elements which challenge and corroborate the contention in the question. A judgement has been reached, a key characteristic of a level 4 response, and although this is rather brief it does logically follow on from the preceding analysis. This is, conceptually, a sophisticated response and displays the range of qualities required for level 4. It received a mark of 18/20.

All the sources agree to some extent that Attlee was not very effective as a political leader however they all recognise that Attlee possessed certain characteristics that allowed him to be potentially a good leader.

The sources all suggest that Attlee had problems with speaking in public ~~so~~ suggesting that he may have not been a successful political leader. Source 2 ^{says} ~~states~~ Attlee was "shy to the point of furtiveness" and "alarmed by applause". However this source was from a left of centre newspaper that ^{would have} supported Labour writing after Attlee resigned as leader of the Labour party. As a result the paper may have been disappointed with

Attlee which may have fueled these opinions. Nonetheless Source 3 agrees with this view of Attlee, noting that ~~Attlee~~ ^{his} "summing-up" was "often blurred" suggesting that he was not a good speaker and leader.

Source 1 however gives a slightly different view, ~~to agree~~ ^{the}

((a) continued) Taken from an ~~Attlee~~ ^{interview,} ~~left of centre~~ journal, the source claims that Attlee was unable to control his party; some of them being "too big for him to handle." This still agrees with sources 1 and 3 in the way that it highlights problems with his leadership. However this source was taken from an interview with ~~an~~ ^{a supporter} ~~of~~ ~~Attlee~~ of Attlee's opponent and therefore may be biased. ~~An article in a newspaper on the~~ other hand, as editor of a ^{pro} left journal, the interviewee may have ~~been~~ given a fair and balanced view as he will have wanted what was best for the party as a Labour supporter.

Despite this, the sources do agree that Attlee did possess certain qualities that would ~~make~~ ^{make} him an ~~or~~ effective political leader. Source 1 asserts that Attlee was able to "restore order" amongst his party by giving them a "stern talking to". Source 2 agrees with this ^{by} calling Attlee the "man with the razor-sharp mind" and waspish tongue. His ~~senior~~ under-secretary to the cabinet also noted he was "attentive" and that he listened "patiently" in source 2. As a

senior civil servant, ~~the~~ Mallaby would have had close access to Attlee and ~~therefore~~ ^{therefore} suggests that ~~his~~ his views were balanced.

All the sources agree that Attlee appeared to possess dual personalities. On the one hand (a) continued) was a "tough, astute politician" who was "attentive" and "restores order" whilst on the other, Attlee was ~~capable~~ ^{capable} of being "unimaginable" and "shy". These sources ~~suggest ultimately~~ ~~that Attlee had qualities to make him a great leader~~ yet he ultimately failed disagree on some occasions as source 2 suggests that he ~~was~~ possessed a "razor-sharp mind" whilst source 3 claims he was "unimaginable" and "rarely produced constructive ideas of his own", ~~and~~ ~~contradicting~~ ~~source 2~~ ~~contradicting~~ source 2. However source 2 was from a pro labour newspaper and may have exaggerated Attlee's characteristics whilst source 3 was from a ~~senior~~ civil servant with regular access to the Prime Minister.

Despite minor disagreements, these sources ultimately suggest that Attlee had the qualities necessary to ~~be~~ ^{be} an effective leader yet he also possessed some which prevented ~~the~~ ~~from~~ ~~being~~ him from blossoming.

Question 1(b)(i)

There was an even split between the two options for the part (b) question. There was an impressive level of own knowledge displayed in response to question 1b(i) with many candidates able to deploy this understanding in an effective and focused manner. Most, however, were keen to argue the case in support of the contention in the question, with only the very best able to present some semblance of balance by developing the references in Source 6 to successes and achievements. Some candidates were tempted to dismiss Source 4 out of hand as no more than electioneering rhetoric; biased frequently being used as a synonym for worthless. However, a pleasing proportion of responses recognised the importance of reasoning from the evidence and, while appreciating the subjective nature of election manifestos, weighed the evidence by cross-referencing with Dutton's analysis in Source 5 and their own contextual knowledge. The very best displayed a firm grasp of the context of the times and assessed the achievements alluded to in Source 6 in the light of the financial crises, both domestic and international, that Heath's government faced.

**ResultsPlus**

Examiner Comments

The following script was awarded Level 4 for both Assessment Objectives. There is a clear focus throughout on the claim in the question and a good range of accurate and relevant own knowledge is deployed to support the analysis. The sources are used to identify issues relevant to the enquiry, and these issues are then weighed up in the light of the evidence of the other sources and the candidate's contextual knowledge. Thus, after an opening paragraph in which the basic debate is rehearsed, the candidate uses Source 4's allegations of economic mismanagement as a platform to present the argument in favour of the contention in the question. This is supported firstly by the candidate's own knowledge (U-turn and rising inflation), secondly through cross referencing with Source 5 ('all the vital indicators continued to move in the wrong direction') and finally with a focused evaluation of the validity of the representations contained in the sources. This integration of source analysis and historical knowledge, in which the focus is firmly on evaluating the claim in the question, is the hallmark of high performing responses. The candidate continues in the same vein for much of the rest of the script, although there is a misdirected and somewhat formulaic attempt towards the end to evaluate Source 6 through its authorship which does nothing to advance the evaluation of the representation of Heath's government. Nonetheless, for the most part, the source material is explored and evaluated effectively and the response was awarded 14/16 for AO2b. For AO1 there is depth, range, focus and integration but a slight lack of balance, with Heath's successes being dealt with somewhat abruptly. Thus, a mark of 21/24 was awarded.

(b) i)	Success	failure
	EE EEC	↑ value u-turn, 'Selsdon man'
	tax reform	rising inflation
	Housing Finance Act 1972	3 day week - miners strikes 1972
		↳ IRAct

Before Heath had even become Prime Minister he had promised ~~change~~ to bring change to Britain and break the post-1945 consensus. At the Selsdon Park conference in 1970, the term 'Selsdon man' was produced that was set to redraft British politics. However Heath faced many problems and thus had to abandon his (revolutionary) policies and by ^{the} 1974 election, his government was on the verge of collapse.

'Selsdon man' represented the new Tory party. It symbolised a new era of economic freedom and a laissez-faire approach which broke the 1945 consensus of tight economic controls, resulting in the Labour party accusing Heath of abandoning the mixed economy. ~~Labour opposed this~~ and bringing the country "to the edge of bankruptcy and breakdown" (source 4). This extract from the Labour manifesto claims that ^{the economy} ~~employment~~ was ~~being~~ suffering under 'Selsdon man', ~~the~~ "more and more people are losing their jobs". This was

((b) continued) Certainly true as after only 18 months of these new economic policies coming into effect, Heath performed a U-turn. Inflation ~~was~~ ^{had risen to} 15% under these measures causing firms to go out of business. As a result Heath reintroduced price controls, freezing wages and raising interest rates. Source 5 agrees with source 4 in saying that Heath's economic policies faced problems. "all the vital indicators continued to move in the wrong direction". This improves the credibility of this view as it was written by a modern historian after the event, allowing him the benefit of hindsight. Source 6 however was taken from the Labour Party's manifesto before the election and will be biased in the sense that they were trying to gain votes. These economic ~~problems~~ ^{controls} led to a ~~freeze~~ ^{freeze} in wage rates whilst prices were still rising, souring Government - Union relations. Source 5 notes that "Industrial relations had never been worse". Led by Arthur Scargill, the National Union of Miners ~~had~~ ^{using flying pickets} began a huge strike in 1972, with 1.5m workers striking on one day. Heath refused to give into union demands ^{over wages} and believed the country could outlast the miners. However with coal shortages, the country began to crack as power cuts became an everyday feature ~~attending~~ leaving whole families

((b) continued) without electricity. Only key parts of the infrastructure such as hospitals avoided this. ~~Heath~~ ~~was forced to respond to the miners demands~~ ~~off the country~~. The introduction of the 3 day week shows the seriousness of the situation and the shortage of fuel. Heath was prepared to sacrifice the economy than negotiate with the miners. Most businesses were only open for 3 days which led to a slump in production, worsening the economic problems. However Heath was forced to give into miners demands eventually leading to a 21% increase in miners wages, 3 times the amount firms were originally willing to pay. As source 5 says, the government came out "humiliated" and destroyed Heath's credibility and reputation. However Heath was largely to blame for the decline in industrial relations. In an attempt to curb union power, Heath set up the industrial relations act in 1971 that was a continuation of the 1969 white paper 'a place in strife'. By forcing unions to sign up to a government register to retain their legal rights, Heath hoped that he would be able to control the unions. However unions were encouraged not to ~~sign up~~ ^{participate} leading to none of them signing ~~up~~ ^{up}. This was again humiliating for Heath who could do nothing. ~~But~~ ~~however~~ ~~disregards~~ ^{claiming that his fighting on welfare benefits was the first real attempt} ~~at~~ ^{success}. Despite these failures, Heath did experience some ~~success~~.

((b) continued) ~~Success~~ Heath managed to move Britain closer to Europe by ~~successfully~~ successfully joining the EEC in 1973, 10 years after Britain had ~~first~~ first tried to enter. This was considered to be Heath's major success as source 6 notes, it was "a major change in British history". However sources 5 and 4 disagree that this was a success. By joining the EEC, source 5 claims that the economy worsened. Heath told his cabinet to accept any demands to be able to join the EEC, as he believed they could be sorted out after joining. One of the most devastating demands was the removal of the special prices on food imports that came from the commonwealth. This was seen as Britain abandoning its ^{old} allies ~~and joining~~ whilst hurting the economies of the commonwealth. ~~Source 1 also agrees~~ Source 1 ~~also agrees~~ notes this: "The common market now threatens us with higher food prices". Nonetheless this was considered by many as a ^{huge} ~~an~~ success as previous governments had failed. Furthermore the ~~industrial~~ attempt to curb unions, although a failure was the start of a new attitude towards unions. Source 6 notes that Heath's attempt was "the first real attempt". Source 6 was written by two historians ~~the~~ ~~text~~ writing after the time and will thus be fairly accurate however

((b) continued) If we take a more cynical view, these historians may have just decided to write something different in order to sell books.

Despite Heath's successes, ~~although he lost~~, his government was largely seen as a failure. The economy was worse off and his attempt to break consensus failed suggesting it shouldn't be attempted again.

Furthermore his personal reputation was severely damaged over the strikes in 1972 and his ability to deal with them. I agree with the view that Heath's government was primarily a failure as it ~~did~~ reduced Britain's independence by joining the EEC, worsened the economy and marked the beginning of an era of sour relations between the government and unions that his successors would face in the future.

Question 1(b)(ii)

Most candidates were able to utilise the sources to develop the conflicting claims in the question, although those operating at lower levels failed to pick up on the nuances in the sources. The more perceptive cross-referred the provenance of Source 9 with the content of Source 8 to highlight the role the rhetoric of electioneering might have played in promoting the concept of a 'Thatcher Revolution'. Most candidates could develop the references to the economy (Source 8) and state (Source 9) to explore such areas as monetarism, privatisation, welfare and employment practices, with the very best able to deploy an impressive range of accurate and relevant contextual knowledge. Similarly, the privileging of consequence over cause in Source 7 was developed in many responses, with a pleasing number of candidates showing an admirable grasp of the drift from consensus from the 1970s onwards. There was a tendency among weaker candidates, however, to use the reference to Thatcherism in the question as an excuse to produce lengthy descriptions of Conservative policy from 1979-90 with very little attempt to make any connection with either the representations in the source material or the claim under discussion. By way of contrast, the very best responses demonstrated the ability to analyse the sources in depth and in context to establish conflicting arguments, and then draw on wider knowledge to develop and evaluate them to establish an overall judgement.


ResultsPlus

Examiner Comments

The following script is typical of candidates operating at level 2 for both assessment objectives. There is an awareness that source material needs to be integrated into the analysis but no attempt is made to interrogate the evidence. Although selection is valid, content is taken at face value, with any relevance to the representation contained in the question left implicit at best. Some relevant own knowledge is deployed with a generalised understanding of Thatcherism displayed, but the arguments presented fail to go much beyond description or assertion.

(b) ii.... Thatcher was known as a strong, powerful quite man like lady. She knew what she wanted & how she was going to get it, source 8 backs this up, in the election of 1979 Mrs ~~test~~ Thatcher was a 'conviction politician, determined to ~~test~~ take a radical new approach', this was a massive difference from Attlee, such a huge contrast, having Thatcher as a political leader gave the public confidence &

that the economy would go back to its normal state, the public were ready for a change & a positive change if that so this was the ~~beginning~~ beginning of a "Thatcher Revolution". Source 7 states that Keynesian was a failure & Mrs Thatcher didn't agree with it anyway so she ^{introduced} her ~~own~~ ^{own} acts & movements.

Before Thatcher came to power, ~~it~~ Source 7 it mentions there were tensions over trade union power, poor industrial relations, growth of Government, ~~the~~ costs of welfare state & Mrs Thatcher's act &

((b) continued) movements were very helpful & successful, but only to a point, for example, Thatcher thought of selling all the businesses so the ~~state~~ government would receive billions of pounds which they did, around £2.6 billion, roughly, but the consequence of this was ~~because~~ ~~the~~ because the businesses were sold cheaper than expected unemployment increased & inflation increased, which was a big problem. but on the other hand Thatcher cuts spending from the Government, & made tax cuts.

Mrs Thatcher did not agree with Keynesian, which was based on that the state can change the economy & improve stability through government spending. Mrs Thatcher wanted a change of direction as it says in ~~a~~ source 9 which she was interviewed. She wanted the 'state to become totally dominant in people lives & penetrated almost every aspect'. From this she believed she altered the balance between the person & the state 'in a favourable way'. Thatcher was a good

((b) continued) public speaker she was very convincing, which helped her with the ~~total~~ election and to win the vote. She also helped in the Falkland war which showed she was a ~~dominant~~ dominant character even though unemployment was high and inflation was increasing, ~~as~~ a year later Mrs Thatcher managed to reduce this by cutting taxes, central government spending.

I believe that Thatcherism was a radical change & breakthrough from the post-war consensus. I believe she was a better political leader than

Atlee, there was a ~~massive~~ ^{massive} contrast
 between them both. ~~with~~ ^{with}
 personality, mannerisms and how they
 dealt with things publicly & privately.
 Mrs Thatcher was a strong speaker
 she knew what she wanted. Made
 a massive change with the ~~can~~
 economy, brought in new acts
 decreased inflation, lowered unemployment.
 She did countless of things that made
 a huge difference. Also all the sources
 prove the chaos going on in Britain

((b) continued) here she came to power, and it
 shows her methods of dealing with it.
 her election campaign was also
 strong as it says in source 8 'Mrs
 Thatcher made it clear that she was
 a conviction politician, determined to take
 a radical new approach to the economy.
 Source 8 also says her revolutionary
 break with the post war ~~was~~ was a year
 that 'marked the end of the atlee
 post war consensus & the beginning of
 a Thatcher revolution'. And I strongly
 agree.

E2 – Mass Media, Popular Culture and Social Change in Britain Since 1945

Question 2(a)

Most candidates were able to access at least Level 2 by recognising and exemplifying the basic contrast between Source 11 (in favour of the contention in the question) and Sources 10 and 12 (against). However, it was common for the sources to be tackled sequentially and, as a result, many responses failed to include the detailed cross-referencing required for Level 3. Better responses picked up on the nuances contained in Sources 10 and 12 and used these to reconcile, at least partially, the conflict between the sources. Others pointed to the very fact that Gilligan resigned and the BBC felt obliged to convene an emergency meeting as evidence of wrong-doing. Although nearly all candidates showed some awareness that the sources reflected the viewpoints of the two opposing sides in the scandal, for many the application of provenance did not extend beyond the simple assertion of 'bias'. The very best used the source attributions to weigh up the evidence and arrive at a judgement as to 'how far'. Thus, some saw Gilligan's continued defence of his actions, even at the moment of his resignation, as proof of the sincerity if not the accuracy of his viewpoint.



ResultsPlus

Examiner Comments

The following script is typical of many responses at borderline level 2/3. Solid comprehension of the source material is shown and there are some useful inferences made, (for example the suggestion on page 1 that the 'unscripted' nature of Gilligan's report could be used to exonerate the BBC), and a brief reference to the provenance of Source 12 towards the end. However, these are not developed sufficiently to push the mark higher in the levels and do not act as a corrective to the candidate's decision to explore the sources in sequence rather than as a set. Such an approach makes almost impossible the detailed cross-referencing and examination of similarities and differences required for solid level 3 and higher.

Question 1

Question 2

(a) There was the idea that the BBC did mishandle the Iraq dossier. The claim made by Andrew Gilligan did have some faults in which he later apologised for; ~~the fact~~ The Iraq dossier all came from 'two flawed sentences' which were unscripted. This could give the argument in which it wasn't the BBC's fault of the accusation as the discussion was unscripted, so they wouldn't know where they were going with it, however there can also be the idea that when discussing such a 'hot' topic

The BBC should have been more careful, and prepared for such accusations, in which they apologised for afterwards. The speech was that of a resignation which could imply that after this strong accusation Gilligan saw his fault and the damage it brought to both the BBC and government that he felt he had to resign as to help solve problems.

In June 2003 Alistair Campbell wrote a letter to 'The Times' newspaper in this he wrote on behalf of the government how he disagrees

(a) continued) with Gilligan's allegations. This would mean when writing the letter he would be trying to gain back government support and reputation as some of it was lost after these ideas of Iraq were being 'sexed up'. In the letter he disagrees on the allegations saying how they misled Parliament, and public about the issues. This means that he felt the BBC did mishandle the story of ^{the} Iraq Dossier, and that they were out of hand to broadcast such allegations when they were false. The BBC's refusal ever to apologise could suggest how they felt it was what was broadcasted was fine and they believed it which would also suggest BBC viewers would too as they continue to tune in to the BBC. By releasing the letter to the press Campbell feels

he can save the governments name as readers could understand the other half of the story.

However the BBC themselves thought the case was handled well. They believed that it was the publics right to know Mr. Gilligan's story, and that with the information that was available at the time it seemed logical and fair. This could imply how the BBC felt it was the governments fault why such allegations were

((a) continued) made, because if more information was available then they could have dispraed those ideas however because the government weren't relasing more information they couldn't. Although the source moves on to say how the BBC knew they should be reluctant to broadcast this story, as it was from a single and anonymous source they felt they could make an exception this time. This shows that it was a risk they were willing to take as they felt it was the public's right to know more about the war in Iraq. The source was from the governors of the BBC so they would be trying to save the BBC's name, and prove they made the right decision in broadcasting the discussion.

In conclusion the sources do have some

aspects in which they agree with the idea the BBC misshandled the story on the Iraq dossier. However ~~the~~ they also show how the allegations did have some evidence, using information at the time, ~~it~~ ^{they} also show how the BBC felt the public had a right to know more about the war in Iraq, whereas the government didn't like such claims as it put them in a bad light which would

((a) continued) lose them support, so felt the BBC misshandled the story even if they did have the right to broadcast.

Question 2(b)(i)

This was the slightly less popular of the options. Most candidates could access the debate through the conflicting interpretations presented in the sources. However, fewer could exemplify and develop the issues identified in the sources through the deployment of relevant contextual knowledge. There were some misdirected attempts to argue in favour of the contention by citing the 'New Wave' of British cinema in the 1950s. Others made up for a lack of familiarity with post-1980 cinema by deploying relevant contextual knowledge on the shifting cultural and socio-economic make-up of Britain, and this did receive some credit. Better responses used the sources as a platform to investigate the relationship between British society and the film industry from the 1980s onwards and could illustrate this analysis with a range of specific examples (*East is East*, *Bend it like Beckham* and *Trainspotting* being the most frequently cited).


ResultsPlus

Examiner Comments

The following response, although short, does display some of the qualities of a level 4 script. There is, for example, a strong passage, beginning at the bottom of the first page, where accurate (if limited) own knowledge is deployed in combination with Source 15 to challenge the interpretation presented in Source 14. Throughout the piece, the claim in the question is kept at the forefront of the analysis and a concerted effort is made to assess the conflicting interpretations through an admixture of relevant contextual knowledge and evidence contained in the sources. However, engagement with the claim is limited by the brevity of the answer and so the candidate was awarded a high level 3 for both assessment objectives.

(b)(i) After New wave films ended in 1963 and the idea of more socially realistic films spread out into more mainstream cinema, some films began to show subtle tones that showed society what it was like. When Channel 4 was introduced by Margaret Thatcher in 1984 as revenge on the BBC, they began delving into what source ¹³ ~~10~~ calls, "low-budget work dealing with challenging themes". These films were noted for their "realism and social awareness" (source ¹³ ~~10~~). However this was in later 1980s and films like James Bond, which had been a success from the early 1960s, was still drawing in audiences. These films clearly did not represent current concerns; most of the time they showed evil villains plotting some disaster. In the 1980s Britain had come out of stagflation and entered recession under Thatcher's conservative Government. Since the WWII women have entered the workforce, along with ethnic groups that

gave over to work, notably on Empire Windrush in 1948. Source 12, from a book by ~~By~~ Robert Murphy, says that "British films of the 1990's have struggled to come to terms with this" (referring to changing workforce).

Towards the later 1990s, films did begin to show more current concerns. In 1999, the film 'East is East' showed a muslim family living in Britain. In the film, ~~it~~ it shows the conflict between parents & children as the parents struggle to control their more 'westernised' children. This is

((b) continued) contrary to what source ~~to~~ says, that films in the 1990s have not been successful when trying to "depict the cultural diversity of the country". Another film, released early in the 2000s, was 'Bend It Like Beckham'. Here we saw a talented female footballer trying to break the religious grip of her family and achieve her ambition. This shows not only common life, the father figure in the film works at an airport but gives us insights into different religions and traditions in Britain. Source 15 shows that some film directors were still making films about real-life issues and not ~~concerned~~ ^{having} "fallen into some swimming pool in LA". Mike Leigh comments that the Tube is a "feast of possible movies, reflecting life's pageant and tapestry".

From the 1980s til now, there have not been a ~~great~~ many films about current issues in society. However films that did attempt to make progress, i.e. Bend it like Beckham, were well recieved. It may be that with cinema attendances rising due to the current economic situation, now is a good opportunity for films to make a statement about and reflect current concerns.

Question 2(b)(ii)

Most candidates could use the basic contrast between the interpretations presented by Sources 16 and 18 as a platform to explore the validity of the contention in the question. However, Source 17 was less well used with a sizeable minority of candidates failing to pick-up on the all important distinction being made by Kazinn about the band being leaders rather than initiators of new trends and movements. At the lower levels, responses focused largely on the Beatles' role in fashion and music. Higher performing candidates, however, identified and developed the key political and social issues raised by Inglis in source 18, supporting their arguments with relevant contextual knowledge. It was pleasing to see an encouraging number of candidates attempt to weigh up the evidence in the sources in the light of the representation rather than through formulaic comments about reliability. Thus, Lennon's dismissal of the Beatles' impact was viewed in the context of the group's split while the very fact that books about the band (Sources 17 and 18) were still being published over three decades after its peak was used as evidence of significance.

**ResultsPlus**

Examiner Comments

The following script displays many of the characteristics of high performing responses. The sources are used in the introduction to establish the debate and they are then explored as a set to support the representation in the question by identifying the Beatles as role models. This line of reasoning is supported through careful selection from Sources 16 and 17 combined with valid contextual knowledge of the development of youth culture in the 1960s. Source 18 is used as a platform to develop the contention further by exploring the group's role in promoting political change. Some attention is paid to the counter-argument through close scrutiny of the source material but there is a lack of relevant own knowledge here. Over all, the candidate has displayed an excellent grasp of the skills required for part (b) responses. The use of source material is focused and sophisticated and was awarded a high level 4 mark. For Assessment Objective 1, there is a clear awareness displayed of some of the key issues but a lack of depth and balance pushes the mark back to the top of level 3.

((b) continued)

There is significant evidence to suggest The Beatles changed the world within the sixties. Sources 16 and 17 although hold limitations to the extent to which they 'changed' the world, imply a rather significant start to change. Source 18 supports this to some extent, but rather more strongly implies their involvement in this change. over

Sources 16 The Beatles greatly influenced young people throughout the 60s and seventies.

sources 16, 17 and 18 all indicate this "role model" demerour, even though sources 16 and 17 suggest The Beatles themselves thought otherwise. The birth of the teenager greatly emerged throughout the late fifties and the sixties. Young people idolised popular bands and sought after the fashionable trends they set. Source 17 ~~strongly~~ and 18 strongly ~~imply~~ reflect and provide evidence in agreement of this. Fans "looked up to the group for guidance" (source 17) and "they became spokespersons for a generation" (source 18). Similarly source 16 reflects this within the last line. Although the three sources don't initially imply this was ~~how~~ how the Beatles "changed the world", we can infer that due to the strength of the newly formed teenage generation, the Beatles offered young people ways to express themselves

((b) continued) in a manner never seen before. The sixties was a start of something new; a more liberal society in which fashions, music and rebellion drove ~~the~~ society away from conventional ideas previously set by a ~~new~~ ^{then} ~~then~~ threatened older generation.

As well as fashion ~~&~~ changing, the Beatles were at the front of rebellion. ~~source 18 indicates~~ Sources 18 and 16 ~~strongly~~ provide evidence to suggest The Beatles obtained a new attitude to society - which previously would have been regarded as disrespectful and entirely out of order.

~~New ideas of~~ Their ideas "rubbed off" upon the young generation and started rebellion against the authority figures at the time. Source ~~18~~ 16 ~~contains~~ is negatively

referring to the authorities as "idiots" and the "control" they have is perceived in a negative way. This is supported by source 18 which indicates the many things the Beatles stood for. Protests against the Vietnam War were ~~for~~ strong and provided voice against the authority figures. This had never really been seen before. Another example of rebellion which was seen by thousands to be out of the normal - was when they sent back their OBEs in protest of Government policies.

However, despite containing evidence to suggest the Beatles started a rebellion and more liberal way of

((b) continued) thinking in society, the sources ~~here~~ contain limitations in the extent to which the Beatles "changed the world". The Beatles themselves did not believe they were responsible for a change. Sources 16 and 17 both display a ^{negative} attitude to the subject, with source 16 stating "nothing happened..." and source 17 stating "the Beatles... were the first to admit... they were by no means its architects". We can therefore infer that this attitude implies the Beatles felt they were simply a band that appeared in a time of slight change and that this change ~~became~~ became apparent before they came around.

Overall,

Overall, despite evidence to suggest The Beatles did not change the world, ~~it is~~ there is strong evidence to suggest they did. However this is ~~underestimated~~ the extent to ~~too~~ how much they changed it is ~~underestimated~~. A more permissive society was already beginning to emerge but perhaps the Beatles provided ~~the~~ opportunity for this change to accelerate.

The context of the sources also needs to be considered. As source 16 was ~~written~~ ^{taken} by from an interview with

((b) continued) John Lennon, from The Beatles, consideration of the attitude within the source needs to be considered. However, in 1971, many of the changes had already taken place and the Teenagers (^{who} ~~which~~ ~~was~~ were ^{newly formed generation} ~~was~~ a ~~great~~ change within ~~the~~ ~~society~~ society) had already emerged. ~~Self~~ Caution also needs to be taken with sources 17 and 18 as both were written after the decade and perhaps due to looking back in hindsight are less reliable due to glamorisation, of such a great era.

6H102 E Statistics

Mark Ranges and Award of Grades

Maximum Mark (Raw)	Mean Mark	Standard Deviation
60	35.6	9.2

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	60	44	39	34	30	26
Uniform boundary mark	100	80	70	60	50	40
% Candidates		19.3	38.5	61.1	76.9	88.1

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code US022893 January 2010

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

