

# Mark Scheme (Results)

January 2013

GCE History (6HI02/E)

Unit 2: British History Depth Studies

Option E: Britain in the Later 20<sup>th</sup>

Century: Responding to Change

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## **GCE History Marking Guidance**

### **Marking of Questions: Levels of Response**

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

### **Deciding on the Mark Point Within a Level**

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4 would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

### **Assessing Quality of Written Communication**

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

## 6HI02: Generic Level Descriptors

### Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

Level	Mark	Descriptor
1	1-5	<p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-5 marks</b> The qualities of Level 1 are securely displayed.</p>
2	6-10	<p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p><b>Low Level 2: 6-7 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 8-10 marks</b> The qualities of Level 2 are securely displayed.</p>
3	11-15	<p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p><b>Low Level 3: 11-12 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 13-15 marks</b> The qualities of Level 3 are securely displayed.</p>

4	16-20	<p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p><b>Low Level 4: 16-17 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 18-20 marks</b> The qualities of Level 4 are securely displayed.</p>
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*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

## Part (b)

### Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

### AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

### AO1a and AO1b (24 marks)

Level	Mark	Descriptor
1	1-6	<p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 1: 3-4 marks</b> As per descriptor</p> <p><b>High Level 1: 5-6 marks</b> The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
2	7-12	<p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p><b>Low Level 2: 7-8 marks</b> The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 2: 9-10 marks</b> As per descriptor</p> <p><b>High Level 2: 11-12 marks</b> The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p>

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3	13-18	<p>Candidates answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p><b>Low Level 3: 13-14 marks</b> The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 3: 15-16 marks</b> As per descriptor</p> <p><b>High Level 3: 17-18 marks</b> The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
4	19-24	<p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources, although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p><b>Low Level 4: 19-20 marks</b> The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p><b>Mid Level 4: 21-22 marks</b> As per descriptor</p> <p><b>High Level 4: 23-24 marks</b> The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>



**AO2b (16 marks)**

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>1</b>	<b>1-4</b>	<p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p><b>Low Level 1: 1-2 marks</b> The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 1: 3-4 marks</b> The qualities of Level 1 are securely displayed.</p>
<b>2</b>	<b>5-8</b>	<p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p><b>Low Level 2: 5-6 marks</b> The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 2: 7-8 marks</b> The qualities of Level 2 are securely displayed.</p>
<b>3</b>	<b>9-12</b>	<p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of both the sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p><b>Low Level 3: 9-10 marks</b> The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 3: 11-12 marks</b> The qualities of Level 3 are securely displayed.</p>
<b>4</b>	<b>13-16</b>	<p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p><b>Low Level 4: 13-14 marks</b> The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p><b>High Level 4: 15-16 marks</b> The qualities of Level 4 are securely displayed.</p>

*NB: generic level descriptors may be subject to amendment in the light of operational experience.*

## Unit 2 Assessment Grid

Question Number	AO1a and b Marks	AO2a Marks	AO2b Marks	Total marks for question
Q (a)	-	20	-	20
Q (b) (i) or (ii)	24	-	16	40
<b>Total Marks</b>	<b>24</b>	<b>20</b>	<b>16</b>	<b>60</b>
<b>% weighting</b>	<b>10%</b>	<b>8%</b>	<b>7%</b>	<b>25%</b>

### Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

**E1 British Political History, 1945-90: Consensus and Conflict**

Question Number	Indicative content	Mark
<b>1 (a)</b>	<p>All three sources can be used to support the contention in the question.</p> <p>Candidates may well start with the cartoon by Trog (Source 1) in which Scargill, in attempting to bring down the government, is firmly blamed for the destruction of the mining industry and, by extension, the failure of the strike. Although, weaker candidates may dismiss the source on the generic grounds that all cartoons are 'exaggerated' or 'biased', the more astute may mitigate this by noting that the criticism appeared in a paper which one would normally expect to have some sympathy for the Scargill and his cause. Both Sources 2 and 3, although citing other factors as the main reason for the strike's failure, can also be used to reinforce the claim that Scargill should bear the brunt of responsibility. Both sources imply that Scargill was over-confident and embarked on the Campaign at the wrong time.</p> <p>However, Sources 2 and 3, in overall tone and content, firmly present the case against the contention. Many candidates should appreciate that Source 2 is articulating clearly the view that it was not only Scargill's miscalculations but also the government's actions in equipping and supporting the police together with the stockpiling of coal, that ensured victory. The more able will be able to cross-refer Source 2 with the explanation given by Mark Steel, in Source 3, where the implication is that government stockpiling demoralised 'the more inactive strikers'. Indeed, at higher levels it will be noted that, in Steel's version, Scargill is entirely absolved of blame, having had no choice but to embark on the strike when he did and even then coming close to succeeding ('war of attrition'). In weighing up the evidence of Sources 2 and 3, however, those performing at higher levels will appreciate that Margaret Thatcher, as leader of the Conservative Government, and Steel, for ideological reasons, are hardly impartial observers. Whatever judgement is reached must be backed by appropriate evidence and the best will show some awareness of the subjective nature of the source material and their attitudes towards Arthur Scargill.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is on the period of Conservative government rule in the 1950s. Candidates may well start with Source 6 which presents the case for the contention in the question by outlining the rise in real earnings and the concomitant increase in consumer spending. From their own knowledge candidates should be able to extend this line of reasoning by providing further detail on the rise in economic indicators and noting successes in other areas such as the provision of housing. However, the more perceptive will appreciate the importance of the phrase 'by the majority' and link this qualification to the more negative assessments of Britain in the 1950s presented in Sources 4 and 5. Both sources highlight groups within British society that were excluded from the good times, although those performing at higher levels will recognise that the political affiliations of the <i>Daily Herald</i> hardly make it an impartial judge of the impact of Tory policy. Again, from their own knowledge, candidates should be able to develop the argument against the contention. Many will be aware of Macmillan's warning in his 1957 Bedford speech about whether the good times could last and may well cite the increasing unemployment figures by the end of the decade as evidence of structural difficulties within the British economy. Thus, the lack of investment in key domestic industries, the failure to join the EEC and the impact of stop-go economic policies on the balance of payments may all feature as proof that the boom years of the 1950s were more apparent than real. Higher performing candidates may well, therefore, challenge the assumption in the question that Britain can be regarded as single entity and instead explore the experiences of different socio-economic groups as well as weigh any short-term gains in the light of long-term impact.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the impact of government policy on economic development in this period, with a sharp focus on agreement or disagreement with the view.</p>	40

Question Number	Indicative content	Mark
<p><b>1 (b)</b> <b>(ii)</b></p>	<p>The question is focused on the performance of the Labour government in the years 1964 to 1970. Candidates are likely to start with Source 7 from which the quotation in the question is drawn. Childs is clearly prioritising underperformance in the economic and political arena over social legislation and the references to thwarted reform plans and the need for improvisation should serve as a platform for the more knowledgeable to explore the Labour government's record of failure in these years. It is likely that such areas as the acceptance of devaluation, the failure to enter Europe and the inability to reform the trade union movement will all feature, with candidates being rewarded according to the range and depth of material deployed. The very best though will appreciate the importance of the opening sentence in the source and attempt to provide some balance in their analysis. The counterview is presented in Source 8 where the introduction of social reform is seen to be of greater long-term significance. While the more astute may pick-up on the qualification contained in the use of 'perhaps' in opening Source 8, this could be counterbalanced by an awareness that even in Childs' negative summation it is conceded that 'Britain was a more open, freer place to live'. The list of reforms set out by Rosen can be cross-referred to the improvements under Labour noted by Johnson in Source 9, although at higher levels the less than objective political stance of the journal will be noted. Again candidates should be able to use their own knowledge to explore further the Labour governments' successes in passing social legislation. The Abortion Act, the Sexual Offences Act, the Race Relations Act and reforms in education, especially the establishment of the Open University, are all likely areas, although again marks will be dependent on the range and depth of evidence. Whatever line of argument is followed, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the impact and relative importance of the Labour governments' reform programmes between 1964 and 1970, with a sharp focus on agreement or disagreement with the given view.</p>	<p>40</p>

**E2 Mass Media, Popular Culture and Social Change in Britain since 1945**

Question Number	Indicative content	Mark
<p><b>2 (a)</b></p>	<p>The most likely starting point for many candidates will be Source 10 in which Morgan suggests that royals, like Princess Diana were regarded by the media as celebrities who could be used to sell papers. This view can be cross-referred with Hastings in Source 12 who not only acknowledges that sections of the media were hostile to the royal family but also implies that commercial pressures may have played a part in the <i>Telegraph</i> adopting a less supportive approach. In combination these two sources appear, at least superficially, to offer a significant challenge to the vision presented in Source 11 that the Royals themselves were responsible for the decline in respect for the monarchy, and many candidates will operate at this level. However, through a closer reading of both the content and attribution of the sources, a more complex judgement can be arrived at. Thus, the more perceptive will be aware that Hastings' is, in fact, blaming the royals' collusion with the media for his own change in approach and, by extension, for the public's falling respect for the royal family. Some may argue that Hastings' admission that his paper was loyal to the royal family gives additional weight to this point. They may then consider this in the light of Diana's performance on Panorama and draw inferences about her motivation here and the impact it had on attitudes to the monarchy. Higher performing candidates will also be able to make use of the time period covered by the dates in the sources to some effect. In Source 12 in 1986 Hastings is promoting a traditionally loyal coverage. However, by 1987 Prince Edward's activities, as described in Source 11, may have generated support from the BBC but the general attitude was negative and this can be reinforced by the changes in attitude shown in Sources 10 and 12. By the 1990s, as revealed in sources 10 and 12, the royals were clearly regarded primarily as a vehicle to sell newspapers and that this had, at least in part, been encouraged by the royals themselves. The existence of this temporal shift in the mass media's approach is supported in both sources 10 and 12, where commercial pressures are seen to act as a catalyst for more intrusive reporting. Thus, as a set, the sources point towards growing media intrusion and a concomitant decline in public respect. At the highest levels, responses will explicitly address 'how far' through a close examination of both the content and nature of the sources.</p>	<p>20</p>

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is on the influence the mass media have had on the position of women in British society. Candidates may well start with Source 15 which firmly supports the contention in the question by providing a series of specific examples of women in the media who have challenged gender stereotypes. From their own knowledge candidates should be able to extend and/or develop this list and should be rewarded according to the range and depth of evidence deployed. It should also be noted that, although the examples in the source come from television, candidates are free to explore other elements of the mass media. The more astute may qualify the extent to which the source does reveal a genuine challenge to traditional female roles by noting the use of the phrase 'slow process' and the fact that only a few 'exceptional' women managed to break the mould. The counter-argument can then be developed by reference to Source 13, in which the relegation of women to secondary roles in soap operas is highlighted. Source 14 can be used both to challenge and support this line of reasoning. Some candidates may argue that Deidre Barlow is attempting to break away from the constraints of domesticity, while those with greater contextual awareness may claim that, by the late 1980s, a storyline centred on a female councillor hardly represents a genuine challenge to traditional gender roles but merely reflects a changing society. Again support for this line of reasoning can be taken from across the different forms of mass media with credit being given according to range and depth of material deployed.</p> <p>Whatever line of argument is followed, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the interaction between the mass media and prevailing attitudes towards women in society, with a sharp focus on agreement or disagreement with the given view.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The question is focused on the impact on British society of celebrity culture in the mass media. Although countering the contention in the question, many candidates may well start with Source 18. In particular, the reference to 'reality television' should enable the more knowledgeable to explore the impact of such programmes as <i>Big Brother</i>, <i>The X Factor</i> and <i>Britain's Got Talent</i> on the ambitions and aspirations of the viewing public. The more perceptive may, however, argue that Hutton is hardly representative of the target audience of such programmes and that his rather jaundiced view in Source 18, far from presenting an objective assessment, merely reflects this cultural dissonance. In combination, Sources 16 and 17 present a direct challenge to Source 18 and provide a platform for the counter-argument. Both view celebrity culture as encouraging 'ambition' (Source 17) and 'self-improvement' (Source 16). In addition, Evans, in Source 16, asserts that reality television and celebrity culture, by challenging both traditional role models and established viewing habits, are democratising forces, although those with greater own knowledge may cite the scandals over telephone vote-rigging to question the latter point. Source 17, in presenting a positive assessment of celebrity culture, implies that such a phenomenon is nothing new, although again higher performing candidates may use their wider contextual knowledge to argue that the carefully controlled images of celebrities in the 1950s is far removed from the fiercely competitive free-for-all of the twenty-first century mass media. Thus, it may be noted that although, from the 1990s onwards, such glossy magazines as <i>Hello!</i> and <i>OK!</i> presented sanitised visions of celebrities' lives, the tabloid press more than counterbalanced this. From their own knowledge, candidates may support the contention in the question by arguing that the proliferation in media outlets has resulted in a celebrity culture that better reflects the interests and lifestyles of the British public. Alternatively, it may be felt that the media's growing obsession with celebrity has resulted in an increase in intrusive reporting and undermined respect for authority. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of the sources and own knowledge to demonstrate a clear understanding of the nature and impact of celebrity culture on British society, with a sharp focus on agreement or disagreement with the given view.</p>	40



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