

Examiners' Report
June 2015

GCE History 6HI02 E

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Introduction

Centres and candidates are once again to be congratulated for their performance this series as examiners reported that the majority of candidates understood the essential requirements of the Unit 2 examination with the different focus of the two parts of the question. Many scripts demonstrated an impressive knowledge base in the part B question which compared favourably with previous examination series. At the highest levels of attainment, these scripts were combined with well-developed analysis.

However, it is again disappointing to note that there remains a minority of candidates who perform poorly, both in terms of their skills set and their knowledge base.

In part A, a minority of candidates continue to work through the sources, largely in sequence, paraphrasing the content and with no attempt at cross referencing. Whilst it is the case that many candidates understand the language of cross referencing, not all actually engage fully in the processes, merely asserting that the sources either agree or disagree without explaining how they have arrived at this conclusion. Such responses are unlikely to move beyond level 2, even where they clearly understand the issues being raised by the sources. There also appeared to be a number of candidates who were using their own knowledge to develop points raised in the content of the sources in this question in this exam series. There is no credit for this in part A and thus, such candidates waste time that would be better spent developing those aspects of the answer that do gain credit – cross referencing, a consideration of provenance linked to the arguments and judgements. There seemed to be certain stock responses given to particular kinds of sources which could not be justified on the basis of the information that the provenance provided. For example, in those options where letters were used, there were a significant number of candidates who assumed that such letters were private, even where it would appear much more likely that they would be in the public domain.

In part B, there appeared to be fewer candidates this series who relied completely on the material in the sources. More candidates demonstrated some range and depth of knowledge that could be applied to the part B questions. The best answers used the sources to shape the argument and raise issues which were supported and developed with the use of detailed and specific own knowledge. It continues to be the case that despite comments in many previous examiners' reports regarding the focus of AO2b, candidates continue to comment to a greater or lesser extent on provenance in their responses to part B. Such comments are frequently very generic e.g. the historian can be trusted because they have the benefit of hindsight (or they cannot be trusted because they were not an eye witness to the event). In any event, such comments, even if well developed, generally do not contribute to AO2b, which is what is being tested in part B. Some candidates spend an excessive amount of time on this and they would do well to develop their arguments in relation to the question, rather than write whole paragraphs on provenance which can earn no credit under AO2b.

Candidates should take care that they can spell technical words and significant names correctly, especially when those words and names form part of the question or the sources. Where candidates have a few minutes left at the end of the exam, they would be well advised to check their work. Fewer candidates this series used the word 'infer' incorrectly, although there did appear to be some increase in the use of 'bias' often incorrectly spelled.

The candidates' performance on individual questions is considered in the next section.

Question 1 (a)

Question 1 was more popular than question 2.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen Question Number:

Question 1

Question 2

(a) After "thirteen years" of Conservative rule, from 1951 to 1964, Alec Douglas-Home was the leader of the party when the Conservatives lost the 1964 election. Source 2 implies that Home was primarily responsible for this defeat, as he was said to be "out of ~~touch~~ touch with the modern ~~world~~ world", suggesting that his upper-class background made him difficult for the ordinary people to support. However, source 2 was written by ~~an~~ the leader of the Liberal Party in 1964, published with hindsight in 1979, so as a more central party the Liberals would not condone all of the Conservative policies, and indeed many would have thought he was "too aristocratic" to be popular. Therefore, the source may be slightly harsher in judgement of Home than one written by a Conservative, such as source 3. Despite this, source 3 ~~suggests that~~ similarly suggests that it was the mistakes of Home himself that "dragged" the party down in the 1964 election. Source 3 implies that by not listening to Maudling and reacting according to the "stop-go cycle", Home called the election at a time of economic "slump" which led to their election loss.

Therefore, since both sources 2 and 3, despite coming
(a) continued from contrasting political viewpoints, judge
Home's own stubbornness (source 3) or his "aristocratic"
background to be the primary reason for ~~Labour's~~ ^{the conservative}
1964 ~~victory~~ defeat, it is clear that ~~his~~ ^{he} was one of
the main factors. However, source 3 was written by
Maudling himself and so is highly unlikely to
criticize his own advice, so may exaggerate Home's
responsibility to protect himself.

On the other hand, unsurprisingly, since the source is
from Home's own ~~memoirs~~ writings, source 1 suggests
that it was the tactics of the Labour party that led to
a conservative defeat, rather than his own failings.
Source 1 implies that these tactics were underhand,
describing how Labour would surround "the speakers'
platform" with "young hooligans" who put him off,
thus suggesting that it was not genuinely him that
was responsible for the conservative defeat, but the
public mis-conception that he "appeared strained" ~~#~~
which was due to the opposition rather than himself.
This is implicit in source 2, which mentions that
"if the Tories had played their cards right in the last week
of the election" they would not have been so unsuccessful,
which similarly suggests that it was the failure of
the conservative party's public image in the election
campaign itself that led to their defeat, not any

(a) continued) one individual. Although it is reasonable to assume that Home would play down his own responsibility in the defeat, and exaggerate the "socialist" responsibility, both sources 2 and 3 also suggest that there were other factors at work. Source 3, for instance, mentions that the government was "trying to break out of the stop-go cycle" and that this led to the "slump" that made many, as source 2 states, feel that Home was "out of touch" with modern "economics". However, this is arguably not Home's fault as Britain had been following the trend of stop-go since 1945.

Therefore, despite source 1's obvious personal bias, as it was written by Home himself, it is clear that he ~~was~~ was not entirely responsible for the Conservative defeat in 1964 as both sources 2 and 3 mention the difficulties of public perception and the economic struggles that prevented the Conservatives from winning in 1964. Source 2 even ~~states~~ ^{states} that Home was "trusted by many floating voters" and so his honesty in not denying his "aristocratic" background actually helped the party. Nevertheless, Home was responsible for the defeat to some extent, as both sources 2, and even the Conservative ^{bias} source 3, highlight Home's lack of popular appeal due to appearing "out of

((a) continued) touch" and refusing to take the advice of his
Chancellor of the Exchequer.



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Examiner Comments

The best responses were able to engage in the debate and use the sources effectively for drawing judgements based on the weight attached to the evidence. Many were able to group the sources according to whether or not they suggested Douglas-Home was responsible but only a relatively small number went beyond this to cross-reference in greater detail. Moreover, while many noted the provenance it tended to be done simply and without development so that this could not inform a weighing of the evidence. Quite a number took the sources at face value especially Source 1.

Source 3 attracted provenance debate as it was written by a Tory, and the best were able to develop the point about "stop-go", which was just repeated by the weaker candidates. Many candidates struggled with comprehension of the sources and did not realise that "Socialists" referred to Labour and invented an imaginary "Socialist Party" who packed meetings with hooligans. Some thought "stop-go" referred to indecision about calling the election. These errors inevitably impacted on achievement for those candidates.



ResultsPlus

Examiner Tip

This is a level 4 response. The candidate begins the answer immediately focusing on the conflict on the sources and on demonstrating the skills of cross referencing and drawing inferences. The answer draws judgements right from the start. The candidate demonstrates level 4 qualities on the second page by considering contrasting political viewpoints in the provenance of sources 2 and 3. This level of analysis is sustained throughout the answer. There is excellent weighing of sources on the third page and the response reaches a clear judgement.

Question 1 (b) (i)

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

* (b) Do you agree that with the view that the election campaign in 1945 had little impact on the final result?

The post-WWII 1945 election saw Labour Leader Attlee stand against Churchill. Source 4 argues that the campaign was somewhat useless and that it was pre-war Conservative policy and mistakes that caused their defeat. However both Source 5 and 6 suggest that the campaign had a huge impact on the final result. In particular, Labour policy was preferred and Churchill's mistakes were key.

Source 4 states it's 'doubtful' that the campaign 'had much impact' and that it was an 'assessment of the past' that was the reason for Labour victory. The Conservative party, led by Chamberlain, were seen to have been responsible for Britain's entrance into WWII due to the mentioned 'appeasement' that was negotiated with Germany beforehand. It is likely this was resented by the thousands of people who were victims of the war and led to a distrust and dislike of the Conservative

((b) continued) party. This ~~is~~ was made worse by the 'failure to re-arm' after WWI which resulted in ^{an} unequipped military. This perceived failure to firstly predict war and secondly prepare for war was ~~still~~ significant in damaging Conservative reputation which led to decrease in popularity.

Furthermore, source 4 identifies the 'shift to the left' in the population as a cause of Labour victory. The war had brought together people from all classes and backgrounds and created a sense of mutual respect between all sections of the population. It is likely that Britain developed a greater social conscience that would inevitably manifest itself in a more left-wing government. Many would have remembered the lack of social reform that followed WWI under the Conservatives, and no one would want a repeat of the 'unemployment' (source 4) during the depression in the 1930s.

On the other hand, both source 5 and 6 strongly suggest that the policies and campaigning in the run up to the election were very much responsible for Labour

(b) continued) victory. Source 5, from Labour leader Attlee, states that Churchill's 'speech' was ~~an~~ an advantage to the Labour party. This refers to Churchill's infamous 'Gestapo' speech, ^{also alluded to in Source 4 as it aimed to smear the Labour party} which in which he stated that a socialist revolution would need a secret police, similar to the Nazis', for implementation. Not only did many perceive this to be a huge exaggeration, but also so soon after the war this was deemed inappropriate and, to an extent, offensive. Attlee is right in saying that this helped the Labour party, as it did indeed highlight the 'difference between Winston Churchill the great war leader and Mr Churchill the party leader of the Conservatives'. ^{* Certainly Source 4 agrees their campaign bockfire}

Moreover, this is significant because it highlights another Conservative weakness. The complacency of the party led to an unclear manifesto and ~~an~~ a campaign focused on Labour weaknesses and Churchill's personality. ^{* This is mentioned in Source 5 when it states the Conservatives believed people would vote for them out of gratitude for the war victory} Churchill's popularity, which ^{was} still high, was in decline and many were not convinced that the Conservatives had strong, clear policies that would

((b) continued) benefit them. Whilst this could indeed be ^{as a result of} the aforementioned 'shift to the left', the lack of clarity in their aims led to a lack of trust and support from the electorate.

Another reason for Labour success was the fact that the policies in their campaign ~~more~~ reflected the 'shift to the left' in Britain. They were clear in their support for the Beveridge Report which called for so much needed social reform, whereas the Conservatives were somewhat more sceptical and so lost support from many as a result. Labour promised a National Health Service, free at the point of delivery, which appealed to many in need of medical care after the war.

Moreover, source 6 states that 'housing was the electorate's most pressing concern' and indeed whilst '94% of Tory candidates mentioned housing', which their targets of 300,000 new homes per year, it was Labour who seemed more likely to deliver, ~~whereas~~ in contrast to the Conservatives

(b) continued) who lacked 'actual plans' (source 6) for a housing programme.

The Labour Party also had an advantage in that they were the key party in deciding domestic policy during the war. Whilst it could be said that undoubtedly Churchill was a 'great war leader' (source 5), the Labour party within the wartime coalition had huge influence over domestic affairs and so their campaign drew upon this experience, resulting in policies that ~~showed~~ demonstrated an understanding of the people's needs and competence in governing during peacetime.

In conclusion, whilst it could be said ~~that this is a very important reason~~ that the memories of the pre-war Conservative governments led to a distrust and dislike of the party as a whole, even source 4 which generally agrees with this idea admits that the campaigning of the parties had an impact on the election result. The 'shift to the left' was indeed a factor, but the Labour manifesto reflected this with clear, organised policies that were seen

((b) continued) to have been maintained for Britain's good. The best way of recovery for Britain following the war. Added to this was the damaging Conservative campaign which focused too much on Labour weaknesses, thus alienating those who wanted social reform, and Churchill's personality, which was seen as more suited to war time instead of peacetime coupled with his error in stating the Labour party to such an extent that it ~~damaged~~ decreased his popularity.



ResultsPlus Examiner Comments

There were many well focused and effectively developed answers to this question. Candidates were able to use Source 4 to open the way to discuss the role of the "people's war", and appeasement in the 1930s as factors that pre-determined the election result in 1945. Weaker students ran wartime and pre-war experiences together, and missed that Churchill could not be associated with appeasement. The best developed this well. Source 5 enabled candidates to reference to the "Gestapo speech", which most candidates understood, and some were able to compare Attlee's as well as Churchill's roles in the war. Source 6 provided the opportunity for many candidates to consider the role of the Beveridge Report and Labour's wider plans such as the NHS and the construction of housing. Weaker candidates were heavily reliant on the sources for information, or tended to stray into post-election territory and provide detail on Labour reforms that were not the focus of this question.



ResultsPlus Examiner Tip

This is a level 4 response for both assessment objectives. The conflict between the sources is made clear in the introduction and sets the direction of the debate in the answer. The candidate uses source 4 well to examine the impact of appeasement on support for the Conservatives and the shift of votes to the left. The contrasting view is developed from sources 5 and 6 and the candidate argues the key points effectively. There is excellent range and depth in the knowledge developed throughout the response and it is successfully integrated with the source material. The opinions in the sources are weighed up and the conclusion is used to develop a final judgement. This is a secure response demonstrating level 4 skills of analysis and evaluation needed to reach a judgement.

Question 1 (b) (ii)

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

* (b) (ii) One of the most divisive Prime Ministers of the 20th Century, Margaret Thatcher was in power from 1979-91, when she lost power of the Conservative party ~~the~~ after a leadership challenge from Michael Heseltine. Source 7 suggests that the main reason for this defeat was the "loss of support from within her cabinet" and is to some extent backed up by Source 8. However, source 9 implies that it was her unpopular ~~new~~ Poll Tax and economic decline that led to her fall from power.

The leadership challenge described by Source 7, an overview of the period written by a specialist in hindsight that should be fairly reliable, ~~says~~ is suggested to have paved the way for "stronger candidate(s)" to challenge Thatcher's leadership. This implies that it was the loss of support from within her cabinet that resulted in Thatcher's fall from power, as it was ultimately a leadership challenge that forced her to resign in 1991. If an "obscure" MP like Anthony Meyer, source 7 suggests, would challenge Thatcher, then her downfall was inevitable as soon as "stronger" candidates also ~~were~~ stopped supporting her. Indeed, the source is accurate in its foreshadowing; Heseltine challenged Thatcher for leadership of the Conservative Party in 1990, and although Thatcher gained more

((b) continued) votes, she was still 4 votes short of the required boundary for leader. Thus, both the lack of support from MPs such as Meyer and Heseltine, and the lack of support from those who did not vote for her against Heseltine in 1990, ensured ~~the~~ Thatcher's downfall.

Furthermore, it was not only by challenging her leadership that Thatcher's cabinet undermined her power; Source 8 describes Geoffrey Howe's resignation in November 1990. Howe resigned ~~after~~ at the climax of ~~several~~ several years' unrest in the Conservative party; there had been disagreements ~~over~~ over Thatcher's blunt refusal to join the Exchange Rate Mechanism (ERM). This was proposed after the 1987 monetary crisis, and would have limited exchange rate fluctuations within Europe. However, Thatcher believed that this would undermine Britain's economy and independence, and so refused the advice of some of her most prominent cabinet members who wanted to join. Source 8 describes how Howe was "personally wounding" in his resignation speech, which would make Thatcher look bad by highlighting her failure to keep the support of her own cabinet, and could therefore have contributed to "labour's revival in popularity" as source 9 mentions, which suggests that it was the loss of the support of her cabinet

((b) continued) that proved to the public that Thatcher was not to be trusted, and thus led to her fall from power.

also

However, source 9^a describes the "unpopularity of the poll tax" that was proposed by the 1988 local Government Finance Act. This suggests that it was Thatcher's controversial legislation that led to her fall from power rather than the "loss of support within her cabinet". The Poll Tax was so widely hated, even by members of her cabinet like Lawson, but especially by the public, because it ignored the fundamental principle that tax should be based on income, instead unfairly taxing each adult in the house. The opposition to the Poll Tax was such that when it was introduced in Scotland the SNP organised "can't pay - won't pay", meaning that thousands of people simply didn't pay their taxes. Furthermore, in 1990, a demonstration of more than 200,000 people took place in Trafalgar Square. This march added to the decline in popularity for Thatcher, as the media reported images of policemen hitting protesters with truncheons, which in turn would result in "Labour's revival in popularity" (source 9). Thus, Thatcher's fall from power was equally due to her fall in national popularity - opinion polls had "slumped to 30%" ^{in 1990} from 42.3% ~~in~~ in 1987 according to

((b) continued) source 9 - that resulted in Thatcher's ultimate fall from power.

In addition, it is arguably the "decline of the economy" at the end of the 1980s that pushed Thatcher from power, as after the Lawson Boom of the mid-80s, the insustainability of her economic policy became clear. Known as the 'Lawson Bust' era, an increase of the price of borrowing as interest rates were increased to combat inflation, led to less consumer demand and ultimately a recession. As source 9 is from an overview of 'British Politics since 1945' it is able to consider the impact of this economic slump; the loss of a "by-election in traditionally Tony Eastbourne" signifies that Thatcher's failing economic record, when combined with her unpopular legislation and loss of support from her ~~Parliament~~ cabinet, was enough to turn even "traditionally Tony" seats against her.

~~More~~ Despite this, the nature of source 8, as an extract from the diary of a junior minister at the time of Thatcher's downfall, means that it can reveal what sources 7 and 9 cannot; the feelings of people in regards to Thatcher's leadership

((b) continued) at the time. Therefore, its description of Geoffrey Howe's speech that "illustrated his sense of betrayal", and the ^{joyful} reaction of the Labour benches, highlights the significance of Thatcher's loss of the support of her cabinet. If "everyone gasped" in response to this speech then it is reasonable to suggest that source 7 is correct in its implication that Thatcher could be taken down by a "stronger candidate". Therefore, it is possible that had her cabinet been fully supportive, Thatcher's unpopular legislation and unfortunate economic situation would not have been enough to make the 'Iron Lady' fall from power.

Thus, source 7's judgement that Thatcher fell from power due to the "loss of support from within her cabinet", can be ~~be~~ corroborated by the very powerful leadership challenge of Heseltine in 1990, that led to Thatcher's reluctant withdrawal from power. Equally, source 8's reference to the reaction of the cabinet after Howe's resignation speech, suggests that the loss of faith within her cabinet would be Thatcher's final flaw. However, the "unpopularity of the poll tax" as demonstrated in the march at Trafalgar Square in 1990, and the economic decline at the end of the 1980s, also

((b) continued) contributed to Thatcher's fall from power as it made many people feel that Labour ~~was~~ offered a better option, and resulted in the decline of public support in opinion polls to 30% in 1990, ~~concern~~. Thus, it was a combination of factors that led to Thatcher's downfall, but as a highly divisive conviction politician it is not surprising that she lost the valuable support of her Cabinet and suffered the consequences.



ResultsPlus Examiner Comments

This produced a range of answers from the excellent to those that were heavily reliant on the sources and struggled to focus on the topic.

Source 7 was missed in weaker answers by candidates who did not understand the "stalking horse" procedure. Often they just paraphrased the source. There was also a tendency from some candidates to ignore the focus on the question and develop a response on 'reasons why Mrs Thatcher was unpopular'. These answers drifted back to the Falklands, miners' strike and economic weaknesses in the early 1980s. Achievement in level 3 was limited for this type of answer. The better answers used Source 8 to raise the Europe issue and the importance of how Howe to Mrs Thatcher. Weaker ones referred to him as "a Tory MP" and had little knowledge of the key issues. For some candidates, chronology was an issue and they claimed that the Westland crisis was at its height in 1990. Most candidates were able to discuss the poll tax and develop knowledge about the introduction and the riots, but weaker responses were unable to link this to the impact on by-elections and the extent to which Mrs Thatcher was becoming an electoral liability



ResultsPlus Examiner Tip

This is an excellent response that fully merits the top of level 4 for both assessment objectives. The candidate begins by identifying a range of reasons for Thatcher's fall and sets out the position of the sources. There is excellent probing of the sources using own knowledge and a real engagement in the argument. The candidate sustains a focus on the key word 'main' and this allows the development of a debate and the progression towards a secure judgement. This is a very impressive answer undertaken by a candidate in only 55 minutes.

Question 2 (a)

Chosen Question Number:

Question 1

Question 2

(a) To begin with, source 10 does suggest that reality TV has had had influence over students. The source is from an interview with a secondary school teacher that claims "reality TV is had influence" explaining it by the fact that "pupils cannot see a difference between reality and reality TV". This ^{view} can also be seen in source 12 where the man interviewed claims that "reality TV is now is condensing... just more of the same." Even though both sources agree that reality TV has played ~~an influence~~ a role in influencing people badly, source 10 supports this view to a larger extent by stating that students use "racist language because of Big Brother." However, source 10 does state that reality TV has its parts since "~~it~~ it" broke all the rules, and there is nothing wrong with that." Additionally, source 10 is subjective to a certain extent since it ~~the~~ only takes into consideration secondary school students and their behavior, not all the age groups within the population. Hence, one cannot draw a legitimate conclusion that can include all age groups. Furthermore, the language used is emotive thus downgrading the source's usefulness further as it is evident that the teacher interviewed is not sympathetic at all of reality television giving the populist statement - "reality TV is had influence" and fails to deliver satisfactory explanation as "the use of racist language" which she claims is because of Big Brother. However, one could argue that some students might not watch reality TV and use racist language through other influences from home, hence the teacher's statements are not reliable to a large extent. On the contrary, source 12 delivers both sides of the argument 'nothing wrong... condensing' hence it could be argued that it is objective than mentioning the source of the evidence.

(a) continued) On the other hand, source 11 advocates ~~the~~ reality television by stating that "it is not trivial to ask people who they like and miss" hence implying that there is nothing wrong with reality TV. It could be argued that source 12 also presents reality TV and its influence in a positive light by suggesting that "there is nothing wrong" with breaking "all the rules" - which was what reality television had done. However, the sources have ~~different~~ ^{the same} focus; the focus on source 11 ^{are} the similarities between voting for Big Brother and voting for general election, suggesting that viewers voting for Big Brother are "rehearsing what they will be asked to do in elections". Source 12's focus is not on Big Brother and its influence on the election, but on another reality TV show "The Family" and how it has influenced politics by getting the "Oxbridge brigade", "out of the way". However, there is no mention on source 11 on how reality TV has influenced the shape of political decision, only how it helps people prepare for an election. Moreover, source 11 is from an interview with the creator of "Endemol" the company that produces Big Brother, hence it is understandable that the programme would be presented in a positive light, thus one can conclude that the source is subjective. Additionally, the author uses no further evidence, like statistics, to back her view hence decreasing the weight of the evidence. However, source 12 is from the Guardian a broadcaster with known quality material, so one can conclude that it is reliable at a larger extent than source 11. ~~The~~ Even though the sources agree that reality TV did not influence badly people's lives there is no mention in either of them about ~~how~~ how the lifestyle of people was altered through reality TV (like source 10 that mentions second grade students attitudes) hence they ~~cannot~~ do not have a lot of usefulness in answering the statement.

However, source 11 agrees with source 10 by stating that "some might argue... endless analysis... juvenile", hence implying that even though Big Brother

((a) continued) Now, helped the people "rehearse what they will be asked to do in elections" it has made their behaviour childish, like source 10 stating "glorification of low culture and low moral standards." However, source 10 is about students and source 11 is about adults - there is mention of general election and low reality TV has influenced people's choices." Additionally, source 11 states that "some might argue" it implies that the man interviewed might not show their beliefs, unlike source 10 where the speaker's beliefs are obviously stated. ~~Source 10~~ Conclusions drawn from source 10 can be more obvious than source 11 since, source 11 is ambiguous.

To conclude with, due to the above one can agree that the sources suggest that reality TV has been a bad influence to a certain extent. Even though source 10 agrees with the statement to a large extent it is biased and focuses only on one group of the population. Also, even though source 11 disagrees with the statement it is ambiguous as it does not directly state how reality TV shows like Big Brother influenced the way people vote in General Elections. ^{so it is useful to a certain extent} Lastly, the most reliable source of the three, source 12 agrees with the statement to a certain extent, giving both ^{sides} of view. Hence, ^{due} to the reliability and usefulness of the sources it can be concluded that reality TV has been a bad influence to a certain extent, as the sources suggest.



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Examiner Comments

There were some good answers to this question, and in some cases the sources were handled more effectively than they have been in previous sessions. In the stronger answers some very good inferences were drawn, the sources compared, provenance noted and judgements attempted. Many candidates, however, struggled with concepts such as "low culture" and "political" many took the statement from Bazalgette regarding elections at face value. Watson's statement was often simply not understood, especially "broke all the rules". There are still many candidates in this option who work through the source sequentially without attempting to cross reference and this limits achievement at best to level 2. Many candidates do not consider that sources' attributes are not limited to acknowledging who wrote them. Again this limits achievement to level 2.



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Examiner Tip

This is a level 4 response. The candidate begins by cross referencing sources 10 and 12 and weighs up their relative merits in considering arguments in favour of the question. Sources 11 and 12 are cross referenced to consider the counter argument, inferences drawn and some valid points made about the validity of the evidence. The cross referencing is sustained throughout the answer and a conclusion is reached based on the reliability of the sources. This answer meets the criteria to enter level 4.

Question 2 (b) (i)

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

* (b) It can be argued that Television has helped to show racial minorities in a positive light, however this is far from the truth due to enforced stereotypes, demonisation of cultures and fear mongering shown through many ~~recent~~ TV shows.

One view taken is that comedy is used to try to cover up racism on television. An example of this comes from Sorel IS that describes the 'Black and White Minstrel Show' that was on from 1958 until 1978. The show included people 'blocking up' and pretending to be of African and Asian descent. While many people found this entertaining, in actual fact the show was reinforcing stereotypes of black people "coming around" and as a culture it was acceptable to laugh at them. This idea is shown more recently in programmes such as 'Citizen Khan' which often makes uncomfortable racial remarks about Asian families. This once again perpetuates a negative stereotype of racial minorities in Britain through the use

((b) continued) of comedy. Clearly the comment made in source 15 "the most offensive recurrent images of Blackness" was in fact something said about most programmes.

Another argument is that racial minorities are shown to be dangerous and a group that should be feared. In many detective shows such as 'Spooks' or 'Sherlock Holmes' or the terrorist or criminal is, for the majority of cases, either Arab, Middle-Eastern, Russian or Chinese, portraying these ethnicities as negative. This teaches and socialises people into fearing racial minority groups as in their mind (caused by the media) they have more chance of being criminals. Furthermore shows such as 'documentaries' such as 'My Big Fat Gypsy Wedding' mock the Irish-Traffeller culture, making it acceptable to laugh at that certain racial minority. From this it is evident that racial minorities are not always shown in a positive light by television.

Despite saying this, it can still be argued

(b) continued) that television has actually ~~the~~ portrayed racial minority groups in a positive way. For example, Source 13 states how Cleo Sykes, a black actress was fearful of people being hostile towards her after the rise of popularity of the MP Enoch Powell. Yet she found that people "loved the programme and obviously liked Melonie" (the character she played) due to her having positive reception when she met people who knew the show. While this view idea can be taken positively, it is still referring to 1970, a time before even the race riots happened in 1981, showing that racial minorities still felt as if they were demonised by television and society. Furthermore the account is limited as it's a first hand view, so did not apply to every show in existence meaning that not all racial minorities were shown in a positive way.

~~Source 14~~ After the Race Riots of 1981, Source 14 states that "there was a sudden increase in the number of black faces making high profile television appearances." This

((b) continued) included people such as Trevor McDonald and presenters such as Maggie Nelson. This is reflected in many channels today such as BBC News or the ~~ITV~~ Channel 4 News that have several other ethnic minority presenters, clearly portraying that ethnicity in a positive way. Furthermore (as Source 14 says) "The BBC introduced 'Ebony', a programme for Afro-Caribbean viewers. This is clearly seen by Robert Callen as a positive thing, however it must be looked at on the flip-side. The idea that Afro-Caribbeans had a show ^{dedicated} segregated to them for positivity rather than include positive messages on everyday television for all was to enjoy it extremely negative. This is mirrored today again in offers such as the 'Sky Asian' package, rather than include Asian culture on prime time TV.

Overall television has portrayed social minorities in a negative way, by enforcing stereotypes through shows such as 'Fooly Towers' with Spanish speaking workers through to today with images of terrorism being

((b) continued) linked to Asian communities in drama shows. While the inclusion of ethnic minorities on prime time TV has certainly broken down many race related divisions within society, it appears that television has been able to get away with enforcing the most extreme of stereotypes onto the large majority proportion of ethnic minorities. In conclusion, television has not helped to show ethnic minorities in a positive light.



ResultsPlus

Examiner Comments

This was by far the most popular question in 2b and was done well by many. The sources were used effectively, even critically in cases, and a lot of candidates had some knowledge to add, even if it often lacked range and depth. There was some confusion between television and film but also some very good examples such as *Rising Damp* or *Goodness Gracious Me*. The better candidates also noted the process of change across the period. However, it's clear that many never witnessed, or indeed had heard of, the *Black and White Minstrel Show* or what it did to entertain. Some candidates focused their own knowledge on American television shows which were not relevant to this question on British television.

Weaker responses tended to reel off a list of programmes which had black and ethnic characters or were racist. The best picked up on phrases like "normal character" and "increase in the number of black faces" and developed them. Only the best tried to link what was being shown on TV and questioned whether this was true of the society as a whole



ResultsPlus

Examiner Tip

This response was awarded a secure level 3 for both assessment objectives. The introduction is driven from knowledge and this is a feature of the response. The candidate uses own knowledge to develop the argument and has a range of points that are briefly developed. The understanding of racial minorities to include the traveller communities as well as the Asian and Afro-Caribbean communities is a strength of the answer. Sources are mostly integrated with the knowledge and reasoning is developed from them. For example, there are some well-developed points on Source 14 and the implication that can be drawn from establishing a special television programme for ethnic groups. A number of sensible points are made in the conclusion. The candidate does not refer to the sources in the judgement and this does keep achievement in level 3.

Question 2 (b) (ii)

Answer EITHER part (b) (i) OR part (b) (ii) of your chosen question.

* (b) (ii) It could be argued that the media played a key role in the Belgrano controversy. However, the government also played an important role in causing the controversy, for example by admitting Olive Bouring to a high profile trial based on a law from 1917.

To begin with, civil servant Olive Bouring exposed documents of the Ministry of Defence that claimed that the Belgrano was outside the Total Exclusion Zone, hence there was no need to sink it as Mrs Thatcher ordered. ~~This can be seen in~~ ~~source 36 where~~ Since Mr Bouring was angered by the government breach of the 1911 Official Secrets Act, this stimulated ~~the~~ ^{the} press to investigate and publish the story. This view can be seen in source 36 where it is stated that "this controversy was further fuelled when Mr Bouring... high profile court case" hence indicating that if Mr Bouring did not go on a high profile trial, the Belgrano controversy might not have been discussed in the media. Source 39 agrees with source 36 by clearly highlighting that "the government stimulated the curiosity of the press" hence indicating that the government had caused the controversy ~~of~~ surrounding the sinking of the Belgrano. Both sources are reliable to a large extent; source 36 ~~is~~ ^{is} an extract from a book "A Necessary War" published in 2007 and even though a secondary source (unlike source 13 published in 1984) ^{it can be assumed} ~~the author~~ that the author has done extensive research and is an ^{expert} ~~expert~~ on the subject, hence supporting the fact that ~~media~~ ^{the media} published the story ~~due~~ ^{due} to the government so ~~the~~ ^{the} Bouring has blame for causing the controversy. Source 17 is from an article published at The Times at the time of the controversy, hence it is a primary source. Since The Times are a known trustworthy quality broadsheet ~~that~~ ^{unlike} the sensationalist tabloids, it can be concluded that it is reliable to a large extent. The source claims that at the time of prosecution "only Mrs had seen the documents" hence implying that if the trial was low profile the media controversy might have

((b) continued) been avoided.

However, it can be argued that the media also played an important role in causing the controversy. It is known that press was integrated with the armed forces during the Falklands war, so one can assume that the information leaked was because of the press and not the government. ~~This can~~ however Mrs Thatcher tried to avoid the Belgrano controversy especially during ^{her} re-election campaign so it can be concluded that the government did not intentionally cause the controversy. To begin with, all three sources are from published media - source 16 book, source 17 and 18 from newspapers ~~just~~ ~~has~~ now an official government report thus highlighting the importance of ~~the~~ the press played at causing the controversy surrounding the Belgrano. Source 18, is a cartoon that shows Margaret Thatcher and the Secretary of State and Defence trying to guess whether they should sink the Belgrano or not - shown by Mrs Thatcher hand on her lip indicating ~~conf~~ mixed emotions and the object held by Mr Heseltine. The cartoon agrees with source 16's statement "political controversy that was to dog the Thatcher government for many months" since source 18 was published in September, a month after the Belgrano affair had emerged. Additionally, the cartoon exaggerates by showing Mrs Thatcher and Mr Heseltine on the sea next to the Belgrano indicating that in fact media fuelled the controversy further by publishing sensationalist cartoons that mocked the government. ~~Intentionally, it is obvious, source 16 also agrees with source 18 by stating "controversy was further fuelled by press coverage"~~ ~~the source 18~~ ~~however, source 17 agrees with source 18 on the fact that documents "embarrassing to the government" had leaked since source 18 (the cartoon) clearly makes fun of the government. Source 18 is from The Sunday Telegraph that it is known to be a broadsheet hence more reliable information is published from popular tabloids for example The Sun. However, since the source is a cartoon of limited scope~~

(b) continued) of information is available and there is no mention of the role the government played on fueling the controversy, hence it can be concluded that since the source is neither reliable as it exaggerates - or useful to a large extent the weight of its evidence is significantly diminished. On the other hand, source 12 and 36 are reliable to large extent since they state information known and do not appear biased since there is no use of emotive language. Additionally, source 16 has quotation from The Observer "Belgrano cover-up exposed", thus offering direct information from what the press had released at the time, hence the conclusions drawn from it are reliable. However, on ~~source 16~~ source 17 there is limited information of how the government "stimulated the curiosity of the press" and how this curiosity was expressed since there is no mention of ^{any} ~~any~~ ^{source} ~~source~~ medium, hence it is less useful than source 16.

To conclude with, it can be stated that the role the media played on causing the controversy of the Belgrano was equal to the role the government played on causing the controversy. On the one hand, if the ~~government~~ ^{government} ~~remained~~ ~~has~~ ~~prohibited~~ could avoid Clive Bourly's comment and his high profile court case then the story might not have been even published. On the other hand, the government did try to limit the information released by the press and if Clive Bourly did not fear the repercussions there would have been no controversy at all. Hence one can conclude that the media played a key role to a certain extent on causing the controversy, since the government also had a big part to play.



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Examiner Comments

Very few candidates answered this question. Whilst there were a few very good responses from candidates who were clearly well informed about the affair and deployed their knowledge effectively, the question was often answered very badly. Many candidates struggled to construct a debate from the sources – they did identify the “media’s role” through the extract from The Observer but little beyond nor did that many note the role of politicians like Dalyell or Cook. Many couldn’t comprehend the cartoon. Also, many had relatively little knowledge to use beyond contextualising the Belgrano and the Falklands War. There were many vague references to the Nationwide interview or the role of Ponting. The overarching thrust of the question about secrecy, government and the media was not grasped by these candidates who then entered a “blame game” comparing Ponting with the Observer and Mrs Thatcher. Some candidates struggled with the meaning of the cartoon and thought it referred to the actual sinking of the ship.



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Examiner Tip

This response enters level 4 for A01 and is a strong level 3 for A02b. The introduction is focused on the question, but driven by knowledge rather than the sources. Sources 16 and 17 are used effectively to discuss Clive Ponting’s role in causing the controversy surrounding the sinking of the Belgrano and to draw valid inferences from the material, although some time is wasted in considering their reliability which is not rewarded in A02b. The comments on the Daily Telegraph do add something to the analysis as a representation of the media sensationalising the affair. The knowledge is focused on the question, although it is not extensive and thus it does not progress far in level 4. There is a clear and focused conclusion once again driven from knowledge.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

All Questions

- Candidates should proof read their answers at the end of the examination, and correct any instances where they have incorrectly labelled a source, used the wrong names or the wrong dates.
- Too many candidates are using certain phrases, such as 'using the sources as a set', as a substitute for actually engaging in the task that they are claiming.
- Engaging with the sources needs to go beyond accepting the content at face value and to test it for validity considering provenance in part a and by testing the opinions in part b with knowledge set in the context of the period.

Part A

- Candidates should spend sufficient time reading the sources to ensure that they understand the nuances of the arguments presented.
- Candidates should treat the sources as a package in order to facilitate cross referencing. Weaker candidates work through sources sequentially. Such responses cannot go beyond level 2.
- Provenance should be integrated within the argument and decisions need to be made on the relative strengths and weaknesses of the sources. The attributes of the sources should be discussed, not described. This aids the use of provenance as part of the argument. Candidates should avoid making stereotypical comments about the provenance that could apply to any source and avoid labelling a source as both reliable and unreliable and thus negating any conclusions drawn. The key to a successful response is the ability to weigh the sources to reach a final judgement.
- The best responses cross reference not only the content of the sources, but also their provenance. This enables candidates to weigh the sources and reach supported judgements.
- There are no marks available for knowledge in part a. Candidates should avoid arguing from their knowledge since it cannot be credited and often impacts on the amount of time they have available to complete part b.

Part B

- Candidates need to ensure that their subject knowledge conforms to the specification. Weaker responses usually relied very heavily on information derived primarily from the sources.
- In order to address the question effectively, candidates need to offer an analysis driven by the arguments raised in the sources. Sources should be used to develop lines of argument and reasoning rather than used for information to develop a descriptive answer.
- Whilst it may be relevant to use the provenance of the contemporary source(s) to judge the weight that can be assigned to the argument, there is no such requirement for the secondary sources and it is not rewarded in A02b. Many candidates still engage in generalised comments that a particular historian is or is not reliable at the expense of developing argument and analysis tested by specific own knowledge.
- Candidates need to ensure that they are aware of the focus of the question and the time period specified and that they maintain the focus throughout their answer, to avoid straying into irrelevant areas that cannot be rewarded.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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