

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History
(6HI01) Paper A

Unit 2: British History Depth Studies
Option B: British Political History in the
19th Century

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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.

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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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks 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>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks 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>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks 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>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks 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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks 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>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks 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>Candidate 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>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks 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>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks 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 that lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p>

A02b (16 marks)

Level	Mark	Descriptor
1	1-4	<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>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p>
2	5-8	<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>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p>
3	9-12	<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 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>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p>
4	13-16	<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>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks 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
Total Marks	24	20	16	60
% weighting	10%	8%	7%	25%

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.

B1 Britain, 1830-85: Representation and Reform

Question Number	Indicative content	Mark
1 (a)	<p>The sources offer evidence both to support and challenge the claim in the question. Candidates are likely to begin by an examination of Source 1, which clearly offers strong support for the statement in the question. Candidates may argue, that as a leader, O'Brien is aware of what Chartists believe or they may develop an alternative line of argument from the provenance. Any valid line of argument should be rewarded. There is some support for Source 1's argument to be found in Source 3, from which it can be inferred that working hours was an issue to be considered. Whilst Source 2 clearly disagrees on a personal level with the view that economic distress was a driver because he feels that Chartism is too organised for this, he does acknowledge that others see it as the main reason for Chartist support. However, candidates may question the extent to which a Tory MP would be likely to be conversant with the reasons for Chartist support. At face value, Source 3 offers a counter argument. It focuses on changing the laws and offering the working class greater opportunities in a wide range of fields. Some candidates may argue that the desire for such change actually grew out of the economic and social distress and such a line of argument should be credited. The fact that this ex-Chartist is looking back so long afterwards and from a position as a Gladstonian Liberal may lead candidates to cast some doubt on the weight that should be put onto it. Any valid line of argument here should be credited. Source 3's argument does find some support in the secondary argument presented by Source 1 regarding the need to have political rights to change the law. This may also be argued to be the basis of Source 2's view that civil rights is what was of key concern – having also dismissed Chartism as a political movement. Any valid conclusion that is drawn by candidates should be credited. Developed responses based on these arguments can reach Level 2. At Level 3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At Level 4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about how far Chartism was firmly rooted in the economic and social distress of the period.</p>	20

Question Number	Indicative content	Mark
1 (b) (i)	<p>The focus of the question is the consequences of the 1832 Reform Act and how far it met the aims of the Whigs who had passed it. Candidates will probably begin by referencing Source 4, which offers clear support to the view in the question – ‘the Whigs felt that they had secured the best possible outcome’. There are a number of points raised in Source 4 that candidates might elaborate on, using contextual own knowledge as appropriate. Candidates might discuss that revolution had been averted – using Source 5 to offer some support for this view; that the dangerous alliance between the middle and working classes had been undermined – using Source 6’s argument that the new system was ‘far from democratic’ to support this; that the system would continue to offer sound government to the people – again using Source 5 here to offer some support. Source 5 is from one of the creators of the 1832 Reform Act, and although it can be used to support some of the points raised in Source 4, the final sentence is likely to be picked up on by more astute candidates and used – the fact that there is a discussion going on, suggests that this may not be the final piece of legislation on the question that the Whigs envisaged. Source 6 suggests the counter argument – that the 1832 Act was far more radical than the Whigs had intended. Candidates are likely to link the points raised in this source to contextual own knowledge. They may elaborate on the changed relationships within politics between the various classes or link their argument to subsequent changes in the political system through later legislation. Any valid development of the argument should be credited. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the consequences of the 1832 Reform Act, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
1 (b) (ii)	<p>The focus of the question is the extent to which the 1867 Reform Act was responsible for changes in party political organisation. Candidates are likely to begin with a consideration of Source 7, which suggests that the 1867 Reform Act had two consequences that contributed to the development of party political organisation. Firstly, it suggests that the extension of the franchise meant that parties would need to become more organised in presenting their ideas to the electorate. Although candidates are likely to use Source 9 largely to present the counter argument, they could support this line of reasoning by reference to the Birmingham example provided in this source, which arose out of Disraeli's creation of Triple constituencies, like Birmingham, whilst leaving electors with only two votes. They may well extend the argument further on the basis of their contextual own knowledge by a comparison of the treating that was possible before the extension of the electorate and the need to develop new strategies to meet the larger number of voters involved. Some candidates may also suggest that the changes became even more essential in the aftermath of the 1872 Secret Ballot Act. The second point raised in Source 7 relates to the changes made to the registration of voters. The changes brought about by the 1867 Reform Act involved the party agents trying to ensure that their supporters were placed on the electoral register and their opponents were challenged – this too meant that effective organisation was required. This can be supported by reference to Source 9, which argues that one reason for Liberal defeat in the 1874 election was their 'rudimentary machinery of registration associations'. A counter argument is presented by Source 8, which suggests that the 1867 Reform Act was not significant in changing political organisation; it argues that the reason for change was 'the emergence of new leading politicians'. Candidates should be credited for appropriate argument on the significance of the provenance. Some more astute candidates may be able to link Source 8's comment on 'generation' to Source 9's reference to Chamberlain – one of that new generation. Combined with contextual own knowledge about Chamberlain's work in Birmingham and for the NLF, candidates could develop an argument that is linked to the focus of the question. The role of key individuals may also lead to a discussion of the role of Gorst, which should be credited appropriately. At face value, Source 9 seems to suggest that the key driver was defeat in elections, but some candidates are likely to argue this was a consequence of the increased electorate and thus proves the argument in the question. Some candidates may use their contextual own knowledge to examine the role of later reform legislation and this should be rewarded appropriately. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, 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 of the 1867 Reform Act on party political organisation, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75

Question Number	Indicative content	Mark
2 (a)	<p>The sources offer evidence to both support and challenge the claim in the question. Candidates are very likely to begin by looking at Source 10 to establish the basis of the comparison. This source is highly critical of Chadwick, but candidates are likely to be aware of the fact that <i>The Times</i> engaged in a long and concerted attack against Chadwick and his ideas and this may influence how they perceive its accuracy. They may suggest that the comment made in Source 12 about jealousy in the first sentence could be clearly applied to the reporting in <i>The Times</i>. Whilst the other two sources are not, on face value, entirely critical of Chadwick, they do nonetheless offer support for aspects of Source 10's arguments. For example, the fact that, according to the provenance of Source 11, Chadwick sent copies of the report 'to many leading men of the day' may suggest to some candidates that he was something of a zealot, although it could equally be used to point in the direction of his political nous. Source 11, who does appear to be an impartial witness, also checks that Chadwick is sure of his detail – which can be cross-referenced to some of the comments about his methods discussed in Source 10, although candidates may conclude that Source 11 only says this because he is so shocked by the data. Source 12 suggests that 'no one more difficult to appreciate than Mr. Chadwick', which implies that some of the issues raised in Source 10 may have some foundation. Sources 11 and 12 do offer clear points of contrast to Source 10. They both agree that Chadwick was influential – and in a positive way, as opposed to the negative view in Source 10. The provenance of Source 11 could also be used to suggest that Chadwick does not see himself as infallible, as implied by Source 10, but rather he is seeking advice, although it might be questioned how useful the advice that Carlyle could offer would be. Source 12 sees Chadwick as 'logical' 'when both sides of a question were fairly laid before him' – a great contrast to Source 10's view that he was 'intolerant of all opposition'. Candidates might suggest that Source 12 is likely to present an accurate view on the grounds that some time has passed so he can view events more objectively – and the fact that he mixes both praise and criticism seems to validate that view. However, any other appropriate use of provenance should be credited.</p> <p>Any valid conclusion that is drawn by candidates should be credited. Developed responses based on these arguments can reach Level 2. At Level 3 candidates will both support and challenge the stated claim, using evidence from different sources interpreted in context. At Level 4 they will use the sources, interpreted in context as a set, to reach a reasoned judgement about how far the negative view of Chadwick outlined in Source 10 is supported by the comments in Sources 11 and 12.</p>	20

Question Number	Indicative content	Mark
2 (b) (i)	<p>The focus of the question is the reasons for the problems in implementing the New Poor Law. Candidates are likely to begin by reference to Source 13, which provides substantial support for the statement in the question. They are likely to use contextual own knowledge to develop this argument by examining the nature of rural poverty, the responses of the New Poor Law to this and the ways in which this was inappropriate as a measure to deal with urban poverty. This latter point can also be supported by reference to the case study outlined in Source 15, although some candidates may point out that this is only one case study and may therefore not be representative, although they could validate this on the basis of other examples from their contextual own knowledge. Weaker candidates may well tend to describe aspects of the systems of relief in operation under the old Poor Law, such as Speenhamland, in some detail rather than developing a line of argument that is clearly linked to the focus of the question. Source 14 can be used to develop a counter argument. It suggests the real issue was that, in reality, the Poor Law Commission did not have sufficient powers to enforce the decisions that were made and that Boards of Guardians could do what they wanted. Candidates may develop this line of argument by using their contextual own knowledge about the operation and administration of the New Poor Law. This may involve references to examples of both indoor and outdoor relief. Source 15 could again be used here as it provides evidence of the administration of outdoor relief in Nottingham. More able candidates may link the two points – a solution to rural poverty and lack of central powers – to suggest that urban Boards of Guardians might not have felt the need to ignore central directives if the legislation had been more appropriate to their needs. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the problems involved in implementing the New Poor Law, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40

Question Number	Indicative content	Mark
2 (b) (ii)	<p>The focus of the question is the extent to which any progress was made in public health in the years 1830-66. Candidates are likely to begin by an examination of Source 16, which offers some support for the view in the question. They are likely to pick up on its references to government involvement and use their contextual own knowledge regarding <i>laissez faire</i> policies, legislation and its defects to support the view. Source 17 also offers some support for the view in the question by suggesting that ‘medical knowledge was defective’ and that ‘the science of sanitary engineering was in its infancy’. The former point could be supported by reference to Source 18, which shows that in 1854 there was little support for Snow’s conclusions. There is an abundance of contextual own knowledge that can be used to support the line of argument taken by the candidates, whether they agree with the view expressed in the question or challenge it. In contrast to Source 16’s view of the inadequacy of the legislation, Source 17 takes a more positive view of the 1848 Public Health Act, so that some candidates may point to this as the beginning of change that suggests the start of progress being made, and at a point only part way through the period under discussion. This might be extended by some candidates to include subsequent legislation, such as the 1866 Sanitary Act. Source 17 also makes the point that although the theory was sometimes wrong, often the actions contributed to progress. Candidates may develop this using specific regional examples based on their own knowledge. This line of argument can also be supported by reference to the specific example cited in Source 18. Candidates are unlikely to address all of these issues in depth in the time available. The sources can be combined with own knowledge to reach high levels by a variety of routes.</p> <p>Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the extent to which any progress was made in public health in the years 1830-66, with a sharp focus on agreement or disagreement with the given view. The best responses may very well consider the interaction of different factors to explain the apparent conflict and offer an overall judgement.</p>	40