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Examiners' Report June 2009

GCE

GCE History 6HI02 Option E

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6HI02

General Comments

There were many candidates who attained high levels in this examination, having demonstrated a good range of historical knowledge, clear understanding of historical development and its related concepts. While the option-specific comments set out below offer detailed reference and examples of student work, the purpose of the comments that follow is to highlight problems experienced by students across all options, and to suggest strategies for improving performance in the future.

Some candidates continue to create difficulties for themselves because they do not plan their time and do not read the sources with sufficient concentration.

The marks awarded for (a) and (b) questions indicate the amount of time that should be spent on each. The best responses in both (a) and (b) tended to be based on **analysing the sources as a set, with a sense of context**, to establish arguments that relate to the question. This approach allows the response to be source-driven, directed towards developing a judgement, as the question requires. It is therefore likely to score highly because **it is coherent and focused**. A key point is that the analysis should be carried out **before** the response is planned and written, so that the response is **structured around points of argument**, with **selective** source reference offered in support. Candidates who base a response on the sources in isolation are rarely able to cross-reference effectively and build a developed conclusion, sometimes running out of time.

Under pressure, candidates sometimes overlook key words or connections within the source, which can cause a serious misunderstanding that undermines a whole response. This is less likely if they habitually ask themselves whether what they **think** the source is saying is logical and appropriate in the context of the period to which it relates. Confidence in reading and using historical sources is derived **from regular and ongoing use of historical texts for research**. The essential skills of reading, comprehension, analysis and making notes from a range of historical texts lay the necessary foundations for handling extracts from such texts under examination conditions.

It is pleasing that the great majority of candidates avoided these basic pitfalls, and produced responses that varied from competent to excellent. Most candidates achieved good L2 in at least one objective, thereby demonstrating some knowledge and understanding of the period that they had studied, and the ability to analyse and comprehend individual sources, at least at face value. The skills of inference and cross-referencing, however are required to reach the higher levels.

Broadly speaking, the performance descriptors related to the E/U boundary, as described in the Specification, page 233, indicate a secure L2 performance, and a candidate achieving good L2 in all three descriptors will move beyond the borderline area.

Progression towards higher levels in objective AO2 depends on the ability to make **developed inferences** from sources that have been **cross-referenced** as a set. Candidates who analyse sources into relevant points, reason from the evidence and link points taken from more than one source are likely to achieve L3. Those who also demonstrate the ability to **apply provenance and contextual understanding** to the **evaluation** of such evidence are moving into L4. It is the ability to **weigh the evidence** in order to come to an **overall judgement** that takes account of any conflicts, takes a response to the top of L4.

Progression in AO1 depends on the **contextual understanding** that is applied to the sources as a set, in order to **develop and explain their implications as relevant arguments**, and on the deployment of **contextual knowledge to support, challenge and develop such arguments towards an overall judgement**.

Examples of such progression are included in the option-specific comments below, but certain points are

applicable across all options and may usefully be summarised here to highlight the ways in which candidate performance can be improved.

Most candidates made some attempt to draw inferences from source material but weaker candidates tended not to develop them. A **developed inference** requires the point to be clearly stated and supported by some reference to the source material, and **the connections between them made explicit**. This can be described, as in the AO2b mark scheme, as 'reasoning from the evidence' and the reasoning needs to be explicit. It is the key difference between treating sources as information (L2) and treating them as sources of **evidence**, which needs to be interpreted and explained.

Many candidates appeared to believe that pointing out agreement or disagreement between sources or parts of sources meets the requirements of **cross-referencing**. There remains a widespread tendency for candidates to analyse (or too often describe) the content of each source in turn, then try to draw out points of comparison. This tends to lead either to responses that are overly long, or to comparisons that are brief and general. The purpose of cross-referencing is to develop and bring out the implications of **sources as a set**, on the basis that if they are used in combination they offer more understanding than can be developed by considering them separately or cumulatively. **Cross-referencing therefore requires sources to be broken down so that comparisons can be drawn between points, rather than between whole sources**. The candidate can then reassemble the points into an answer to the question.

An area of particular weakness seems to be the **application of provenance**, using the nature and purpose of a source to evaluate the significance and reliability of the evidence within it. Very few candidates failed to mention provenance, and equally few were able to **apply** it effectively. Many candidates could identify 'bias', often quite accurately, but few were then able to make a **reasoned judgement as to how far this discredited the evidence within the source**. Many simply discounted the problem by finding a matching bias in other sources. Others assumed that the nature of a source dictated its value – newspapers were generally deemed unreliable, private letters accurate. Some candidates had difficulty accepting that opinions could be both sincere and objectively unreliable. There is also a tendency for candidates to see provenance only in negative terms, and not to take into account that testimony which is unwitting or from a 'biased' source can provide very strong evidence if it runs against expectation. The key issue is that **provenance needs to be related to particular points** within a source to **demonstrate its effects** on the **quality** of the evidence **in relation to the particular enquiry**. In (a) questions, where candidates are dealing with contemporary sources, this is often the means by which they can come to an overall judgement.

Candidates also offered some strange perceptions as to the value of historians' interpretations. Some candidates were aware of different 'schools' of historians, and often sided with one or other according to their own preference. A few engaged in polemics to the point where their response was seriously undermined. It is clear that the concept of reliability remains difficult for many candidates, but most have some idea of how to approach contemporary sources. However, historians' views do not lend themselves to explicit evaluation for 'reliability'. **The best candidates demonstrated an understanding that historians offer views that are based on reliable research, but are nevertheless interpretations using evidence and judgement**. As such, they indicate possible explanations of the past, from which we can learn by comparing the different interpretations, and evaluating them in the light of the evidence in order to develop our own. Candidates will address this more fully in A2, especially in Unit 3. It is not expected that they will routinely demonstrate a full appreciation of historical interpretation at AS level. However, those who understand that historians' views are interpretations, and that they can be both valid and varied, are likely to reach high levels at AS as well as laying good foundation for further progress. In the context of the Unit 2 examination, the historians' sources often provide a structure for the (b) response as a whole. They allow conflicting arguments to be established, evaluated against the other sources and the candidate's contextual knowledge, and used as the basis of a balanced judgement as required for L4. In doing this candidates can evaluate the historians' sources without specific consideration of 'reliability'.

In both (a) and (b) questions the best candidates offered an overall judgement drawn from their preceding arguments. However an effective judgement cannot simply ignore the existence of conflicting evidence, or describe differences before asserting a preference. The key to L4 is recognition of different or conflicting interpretations **and** an attempt to **weigh the quality of evidence** in order to judge between them or resolve apparent conflicts. In (b) questions candidates could also assess historians' judgements, such as the role and significance of particular factors, in the light of the evidence and their own knowledge. Some candidates offered these elements within the body of their response, others in a developed conclusion. The best did both, pointing to evaluation as they developed their arguments, and summarising the results in a direct comparison at the end.

Option E

Question E1

1a Most candidates were able to access at least Level 2 by recognising and exemplifying the basic contrast between Source 3 (in favour of the contention in the question) and Sources 1 and 2 (against). However, it was common for the sources to be tackled sequentially and, as a result, many responses failed to include the detailed cross-referencing required for Level 3. Better responses picked up on the qualification contained in Macmillan's speech in Source 3 that the good times extended to 'most' rather than all, and used this to reconcile, at least partially, the conflict between the sources. Although nearly all candidates showed some awareness that the sources reflected opposing political viewpoints, for many the application of provenance did not extend beyond the simple assertion of 'bias'. A few candidates, operating at the higher levels, were able to arrive at a judgement by weighing up the evidence in the light of both political persuasion and date of publication. Thus, the concern raised by Macmillan in the last few lines of Source 3 was seen to have been realised by the time of the election and used for party political gain.



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Examiner Comments

The following response demonstrates a good Level 4. There is a clear focus on the contention in the question and a detailed attempt to draw out both the areas of agreement and disagreement through precise cross-referencing, using the sources as a set. Although there is a misidentification of the newspaper in source 2, the source attributions are, nonetheless, applied in conjunction with relevant contextual knowledge to weigh up the strength of the sources as evidence. The concluding paragraph does attempt, albeit without absolute conviction, to arrive at a judgement. The close textual reading that the candidate displays, picking up on the use of 'most' by Macmillan and the significance of 'productivity' in Source 2, is a further common feature of high scoring work.

a) How far do sources 1,2 and 3 suggest that Britain in the 1950's had never had it so good

There is both significant disagreement along with some agreement between all three sources. The claim that Macmillan's government had overseen the disappearance of the divide between the 'haves-and have nots' to be replaced by the 'haves and have mores' is referenced albeit dismissively in source 1. As this is the Labour parties manifesto it is expected that it would attack any such claim, but it does nevertheless agree that in the 1950's the upper echelons of society at least have 'never had it so good'

Never had it so good is the slogan than Macmillan is remembered by and both sources 2 and 3 show the prominent place it had in his election campaign. To support this Macmillan in Source 3 offers the 'increasing production of most of our main industries' and the fact that a large part of this is going to export or investment. The claims of industrial growth rather than tax cuts as the reason for better living standards suggests that in contradiction to the labour parties accusations this new prosperity was of benefit to all including the workers. It is also relevant that in his warning over the last paragraph he questions not whether full employment is possible whether it can continue to be maintained suggesting that at least at this point in time there was success in doing so. It is however notable that Source 3 coming from Macmillan himself will be targeted to present his government in the best possible way. The overall message is clear though that the people of Britain had 'never had it so good'

Perhaps the most detailed attack on the claim that Britain has never had it so good comes unexpectedly from the Labour parties manifesto in source 1. This points to the disadvantaged in society 'the widowed mother, the chronic sick, the 400,000 unemployed and the millions of pensioners who have no adequate pension.' Whilst life may be better for the 'haves' of society it claims that life for these 'have-nots' is worse than ever, that the poverty gap is far wider than it was

eight years ago. Whilst the Labour party is bound to tell the electorate it was better in their time 400,000 unemployed is certainly high and was by no means the highest unemployment figure of Macmillan's government. It is also significant that even in Macmillan's speech in source three there is a reference to source 1's accusation of high unemployment as a consequence of his policies, and Macmillan himself wonders if such universal prosperity as he claims is too 'good to be true.' Thus sources from both Labour and Conservative express doubts as to whether British people in the 1950's really had "never had it so good"

The suggestion that Macmillan's prosperity applied only to the already wealthy society is also referenced in source 2. The 'never had it so good slogan' is accused of only applying to "you take over chaps' and freedom for the 'top people.' The source is mocking the governments claim that increased wages must come from increased productivity as these 'top people' benefitting from as source 1 notes 'tax free capital gains' are not the ones providing the increased productivity and it is simple to tell the workers that productivity has not increased enough to merit a wage increase. The independent is not a particularly biased newspaper though as the source is a satirical cartoon its reliability is disputable, however the source is probably pointing to Chancellor of the Exchequer Amroy's 1959 budget in which as the source suggests he introduced many tax cuts which would certainly have benefitted the top people in society.

However this source clearly disagrees that the majority had “never had it so good.”

In conclusion I believe there is evidence from all sources to suggest that at least some sections of society was enjoying increased prosperity however source 1 and 2 both deny claims made in source 3 that this applied to ‘most of our people’ and both are determined that the situation for most was actually a bleak one, prosperity only going to a minority group. It is only Macmillian in source 3 who really supports the view that the British people in general have never had it so good and even he doubts if this is to god to be true.

1bi This was the more popular of the two choices in part b and there were many good responses with candidates displaying an impressive grasp of the aims and achievements of the Labour governments under Attlee. Most candidates could successfully use Sources 4 and 6 as vehicles to display their own knowledge in favour of the view in the question, with many able to deploy detailed material covering welfare reforms, housing and nationalisation. Although, nearly all recognised that Source 5 presented the counterview, only a few could, to any significant extent, develop the themes raised or provide any further material to balance the otherwise rosy picture of the Attlee years painted by Sources 4 and 6. The problems with nationalisation, the deficit in the balance of payments, the extension of rationing, and the shortfall in housing and the limitations in social and welfare reform were all valid areas for inclusion. Better responses were able to develop the reference in source 6 to 'the shattered post-war world' to arrive at a definite judgement by evaluating the extent and limitations of the Attlee government's achievements in context. It was pleasing to see, particularly in a question where so many candidates possessed such an in-depth understanding of the topic, that there were very few instances of own knowledge being deployed without reference to the source material.

1bii The question was focused on the achievements of the first two Labour governments under Harold Wilson. Most candidates were able to use the sources to access the basic conflict between failings in economic policy and successes in social legislation, although only a few recognised the satirical nature of the caption to the *Daily Telegraph* cartoon. In direct contrast to the wealth of detail displayed in responses to question 1bi, only a minority of candidates could develop, to any significant extent, the issues raised in the source material for this question. This meant that although many responses achieved top levels for AO2, the overall mark was depressed as a result of low performance in AO1. Those responses that did provide additional material usually focused on Wilson's mishandling of the economy and labour relations, with devaluation, the failure of the National Plan and the rejection of 'In Place of Strife' all featuring. Only the very best could provide a balanced response by citing and exemplifying progressive social and educational reforms. The very best recognised that Labour's successes and failures in this period could be attributed to broad social and economic trends, the growth of permissive attitudes and the legacy of Stop-Go policies, as well as specific actions on the part of the government.

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Examiner Comments

The following response, although a little imbalanced, clearly highlights many Level 4 characteristics. The sources are used throughout and 'reasoning from the evidence', a key feature of the very best answers, is achieved through cross-referencing between sources and integrating own knowledge with source material. There is a wide range of accurate, relevant and developed own knowledge and a substantiated judgement is reached based on both the source material and the candidate's understanding of the topic. The response merited top marks for use of source material (AO2). Although three marks were deducted for the limited attention paid to the counterview, the overall quality of the analysis still ensured a secure mark in the Level 4 bracket for AO1; 21/24.

Question B II)

When the Labour Party came into government in 1964 they were faced by a variety of problems. The Trade Unions continued to demand large wage increases that stoked inflationary pressures in the economy, the economy itself was already in serious trouble following the 'dash for growth' of the last Conservative chancellor before the general election. Labour entered office in 1964 promising grand things, Harold Wilson's almost presidential election campaign, his greater relevance to the 1960s than his patrician competitor Alec Douglas Home and more importantly his promises of the 'white heat of a technological revolution,' as well as a National Plan that would give growth of 4% annually were quickly swept away and the years 1964-70 were arguably merely 'damage limitation' on the part of Wilson. The Labour government in this period did suffer many great failures, though there were also some successes, overall one is more likely to argue that the failures outweighed the successes.

Source 7 tells us that the government's achievements were not enough to remove the view that Labour had not been successful in government. Source

7 argues that Labour had not 'got the economy right,' in this period the economy was a key issue that face any government. Labour faced serious economic problems from the start. The 'Dash For Growth' by the Conservatives in 1963 had stoked inflation in the economy, also leading to a large balance of payments deficit. The clearest way that this problem could be dealt with was by devaluation, as Labour had done in 1949, however this was very politically expensive, and having only a small majority Wilson knew that he would be forced to go to the country soon, and in the shadow of another Labour devaluation was not the best way to be reelected. In the first instance Chancellor James Callaghan tried to use a variety of other measures to control inflation and bring the Balance of Payments into the black. Callaghan increased the bank rate and raised taxes as part of an attempt to bring inflation back under control. This seemed to be working early on, and Labour did increase their majority in Parliament in the 1966 general election, but the old shadow of a large scale strike once again damaged the economy. The Dockers Strike in Labour's second Parliament, as mentioned on a 'poster' in Source 9 resulted in the worst one month Balance of Payments deficit in British history of £107 million. This strike cause huge problems for the economy, and dramatically increased pressure on Sterling. Ironically the run on the Pound came the day the strike ended, and later in the year Labour were forced to devalue, with Wilson announcing in dramatic fashion 'the Pound in your pocket will be worth no less,' though in practice this was untrue as prices increased across the country. After the devaluation Labour were forced to take out a huge loan, and ultimately also had to cut public spending, anathema to any Labour administration. As Source 7 mentions first Labour had failed to succeed with the economy, and core industries shrunk in addition to the devaluation and inflation of the period. Ultimately Labour's failures with regards to the economy were very serious, this problem perhaps only rivalled by the issues they faced with the trade unions.

The Post War Consensus was the concept that full employment was the most important thing, and that all else, especially inflation were merely secondary. This consensus was followed very stringently by Labour, and this resulted in them having serious economic problems. Linked to the issue of Labour's failure with the economy is the issue of the industrial relations, which plagued every government until Thatcher took them on in the 1980s. Labour were the party of the trade unions, founded by them at the start of the 20th Century,

and as such the relationship between the party and the unions was always very close, described as 'beer and sandwiches at Number 10.' Source 7 goes on to mention that unemployment rose from 400,000 in 1964 to 600,000 by 1970, a fact that is further mentioned in Source 9 by the poster on the wall that reads 'Jobless - worst year since war.' With low unemployment being the core goal of the Labour party, and all post war governments until 1980, the fact that both of these Sources reference the increase in unemployment is very telling.

Labour had come into government promising a technological revolution, Harold Wilson's 'white heat' is still remembered today. Labour also promised the Department of Economic Affairs and a 'National Plan' that would greatly increase growth and make Britain a more prosperous nation. Neither of these things were delivered by Wilson and his government. Many people voted

Labour in the hope that they would truly modernise and develop Britain, but the National Plan sounded good, but had no 'teeth.' The Department of Economic Affairs' mandate was very confused with that of the Treasury, with Callaghan unwilling to give away power, and George Brown able to do very little, these new ideas suffered destruction in Labour's second term, and the search for savings of public money. Labour's failure to deliver on the promises they had made certainly disappointed many of those who had voted for them, and though a smaller part than the issues they faced with the economy and the trade unions, Labour's inability to deliver on its election promises in any meaningful way is yet another example of how the government's failures 64-70 outweighed its successes.

According to Source 8 Labour's period in office was not one of total failure. Rowe argues that important social legislation was passed in 1967 and 1968. Source 8 also refers to the success of Roy Jenkins towards the end of Labour's time in office, and indeed, the economic problems did decline in this period, though one might argue this is merely the benefits of devaluation working their way into the system. Though these achievements are important as a part of the social history of Britain, the fact that they are mentioned by neither of the other two sources suggests that they were relatively unimportant. None of the 'posters' in Source 9 make reference to these achievements, though it should be noted the Daily Telegraph, being right of centre, may not have wished to portray anything positive about Wilson's government. The contrast between Source 8 and the others is not especially stark. While Source 8 mentions that the government had some successes, and that it was 'not all failure' the other Sources simply ignore these small successes completely. Whether they are right to do so is a difficult question. Sources 9 and 7 are united in their assault on Wilson's time in office between '64 and '70, and even the only sources that slightly 'defends' this period also 'mentions without mentioning' Labour's economic turmoil. Labour's relatively small successes are mentioned in passing in Source 7. Source 7 begins with 'All its achievements were not enough...' showing that it is recognised that these governments did achieve *something* but that ultimately they failed to deal with the biggest issues that face Britain during that period.

Finally, an issue that has been mentioned in passing, industrial relations, was one of the two key failures of Labour in this period. Upon their election, many hoped that Labour would deal with the trade unions effectively, feeling that the close relations between the two may have made it easier for a compromise to be found. This could not have been further from the truth. Labour's first years in office were marked by a 'hands off' policy with regards to union wage disputes, however this became impossible to follow. As with all

governments in this period Labour had to contend with extremely bellicose trade unions, constantly demanding higher wage increases for their members, and the government had no way of effectively dealing with them. The Dockers' Strike was truly devastating for Britain. As mentioned previously it resulted in the largest Balance of Payments deficit in British history, and was one of the major factors that led to devaluation. Through all of the strikes of this period Labour sought to maintain a close relationship with the unions, hoping, as Atlee had between 1945 and 1951, to keep their wage increase claims low by more or less 'asking them nicely.' This policy was completely

unsuccessful and Wilson even made several strongly anti-trade union speeches in Parliament, and had Barbara Castle work on legislation to control the trade unions. This legislation appeared in the form of *In Place of Strife*, a government white paper that would have given the government wide ranging powers over the trade unions. Wilson wanted to stop the trade unions having such a strong hold on the British economy, and as such *In Place of Strife* gave the government the ability to order pay disputes to be solved, on its own terms, as well as restricting the unions in a variety of other ways. This white paper met with fierce opposition in the Labour party, many of whom were still very closely linked to the unions, and ultimately it was never put before Parliament to become law. Labour's early 'softly softly' approach to dealing with the trade unions had been a complete disaster, and when push came to shove he did not have the strength to introduce legislation that would severely curb trade union power. Labour's failure with regards to the trade unions is yet another spectacular failure on their record, that clearly outweighs the small successes they made.

Ultimately, the question whether or not Labour's failures outweighed their successes is not a difficult one to answer. Both Sources 7 and 9 argue that Labour was a failure. Source 9 references the rise of unemployment, as does Source 7, both point to the fact that Labour had not got the economy right, though it did improve after the devaluation. Source 8 argues that this government did achieve some successes, but it is important to note that the most supportive thing Rowe has to say about Labour's handling of the economy is that the balance of payments was 'healthier' by 1970, hardly a glowing report for a government's handling of the economy after 6 years in office. Labour had largely failed to deliver on their election manifesto. No technological revolution materialised, be it 'white hot' or merely lukewarm. The Department of Economic Affairs was cut and the National Plan was arguably little more than a nice idea, and a good election selling point. Labour's time in government between 1964 and 1970 was dominated by failure, with a few small successes 'thrown in' in the shape of important social legislation, and an improvement in the balance of payments by the end of their time in office. Between 1964 and 1970 Labour's failures doubtlessly outweighed its successes.

Question E2

2a This question proved to be challenging for many candidates who found it difficult to argue against the contention in the question. Those operating at Levels 1 and 2 took the sources at face value and were able to match only surface details. Thus, the fact that Sources 10 and 11 were taken from newspapers was matched with the reference to the *Observer* in Source 12 to construct a case in support of the role of the press. Only a few could develop, to any great extent, the importance of the informant in the uncovering of the scandal, with fewer still recognising the fact that all three sources could be used both to support and challenge the contention in the question. Equally, only the very best were able to use effectively the source attributions or relevant contextual knowledge to evaluate the strength the evidence presented. This was particularly surprising given that the topic is one of the two named case studies in the clarification of content. The very best were, however, aware of the symbiotic relationship that existed between media and whistleblower and appreciated that the evidence of both Dalyell (Source 10) and Ponting (Source 12) could have been shaped by self-interest.

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Examiner Comments

The script below provides a good example of a typical Level 2 response. The sources are taken in turn with cross-referencing largely restricted to the matching of surface detail. Although there is recognition in the conclusion that a judgement needs to be made this is neither developed nor supported. One final feature which is commonly found in responses at this level is the assumption that the sources are one-dimensional, that they must be either for or against the contention in the question. The failure to recognise the complexity of all three sources combined with the lack of attention given to the attributions keeps this response in the Level 2 bracket; 9/20.

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) Upon the sinking of the General Belgrano in 1982, the three sources 10, 11 and 12 all give different insights as to whether it was the press who played the key role in uncovering the scandal which had occurred. In deciding whether this statement is true there are other factors which have ~~been~~ to be addressed in order to decide upon the validity of this claim.

Source 10 appears to show evidence that ~~For~~ the Labour MP Tam Dalyell as part of his speech had received leaking documents concerning the sinking of the Belgrano from Clive Ponting who was due to stand trial. Despite the fact that this incident had been published in The Times newspaper on 25th September 1984 it was Clive Ponting who had initially uncovered the scandal by consulting MP Tam Dalyell. This evidence is backed up ⁱⁿ source 12 ~~as~~ which was from Clive Ponting in "The Right to Know" after he had been found not guilty as ~~it was~~ he had presented the "sordid little leak" in order to "try and win the public debate in advance of the trial. This evidence would therefore suggest that it had not been the press who had had the key role in uncovering the scandal but it was more the government and Clive Ponting himself.

((a) continued) Source 11 is a cartoon from the Evening Standard depicting Margaret Thatcher attempting to keep a skeleton in a cupboard two days after the start of ^{Ponting's} the trial. The source therefore would suggest that the press were playing a key role in uncovering the scandal as it is showing how Margaret Thatcher is trying deny any leakages of the story as she is shouting "Close! In the name of the law!" The skeleton is representing those who had died in the sinking of the ship. This source therefore supports the overall statement about the press, but, however contradicts the views in sources 10 and 12 which had revealed "spectacular parts of the ice berg" due to ~~the~~ Ponting's initiation and winning the "public debate" as in source 12.

In conclusion, having analysed each of the three sources it would appear that the only source which supports the statement that the press had played a key role in uncovering the ~~sc~~ scandal was source 11, as sources 10 and 12 showed other factors such as the government's influence in revealing the scandal and Ponting himself, and so judging by this the sources as a whole disagree with the statement that the press had played a key role in uncovering the story of the scandal of Belgrano as there were other factors involved ~~as~~ that needed great consideration.

2bi Many candidates displayed a good chronological grasp of the development of race relations in Britain in the post-war era. There were frequent references to the Windrush, the Notting Hill Riots, the Race Relations Acts and Powell's 'Rivers of Blood' speech. However, many candidates found it difficult to integrate this contextual understanding with the source material and were clearly struggling to extend their own knowledge to material encompassing the role of television. Although candidates should be able to locate the topics covered by this option in their social and cultural contexts it is important that their focus in tackling questions remains firmly on the role of the mass media. Thus, better responses for this question were able to cite specific examples of television programmes that attempted to tackle, successfully or otherwise, the issue of race relations, with *Love Thy Neighbour*, *Till Death Us Do Part*, *Mind your Language* and *Big Brother* featuring prominently. A number of candidates viewed the sitcoms in simplistic terms and argued that they simply reinforced racial stereotypes. However, an encouraging number of candidates looked to distinguish between the ironic intentions of the scriptwriters and the less sophisticated reading of the viewing public and here an understanding of the social and cultural context became all important. There was a tendency among some to include evidence from other areas of the mass media. Thus, the influence of Rock'n'Roll music or the importance of films such as *East is East*, *Bend it like Beckham* and *My Beautiful Laundrette* frequently made an appearance. Such references were valid as part of the cultural context but candidates should be aware that top marks can only be awarded to those whose responses are clearly directed on the exact focus of the question; in this case television. The best answers extended the debate established in the source material with precisely selected own knowledge to explore the role of television as a shaper of, or mirror on, popular attitudes.

2bii This question elicited a wide range of responses. Many candidates based their responses almost exclusively around the source material, with own knowledge restricted to brief assertions based on anecdotal or personal experience. Not only did this lead to depressed marks by dint of a poor score in AO1 but it also impacted on performance in AO2 with the source material almost invariably being interpreted in a very superficial manner. Thus, although the basic conflict between Sources 16 and 17 was recognised by nearly everyone, the complexity of the bar chart in source 18 and the significance of the fact that Nie (Source 17) was citing the conclusions of 'one of the earliest surveys examining the social consequences of the internet' were frequently ignored. However, by way of contrast, an encouraging number of responses displayed a firm grasp of the development of internet technology and its social and cultural implications, and could interrogate the sources in this context.

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Examiner Comments

The following two responses are illustrative of these two approaches. The first is largely source-driven, with any reasoning from evidence limited to the simple cross-referencing of information. Although there is a brief paragraph based on own knowledge, the material it contains is used in isolation from the sources and lacks clear focus. The lack of wider contextual understanding has, therefore, resulted in this candidate being penalised in both AO1 and AO2. The script was awarded a Level 1 for AO1 and Level 2 for AO2.

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

(b).ii.) From the evidence in sources 16, 17 and 19 it is clear that the increased use of the internet has indeed had a significant influence on time constraints with work, resulting in a vast number of the population having less time for leisure. The extent of this change however, is debatable and so evidence from each of the three sources will inevitably culminate a viable conclusion as to ~~not~~ how true this statement is.

Each of the sources have been published in the early 21st century and source 16, which is from Jonathan Bershteyn in 'Web Use and Net Nerds' appears to contradict the statement of the internet resulting in people spending more time on work and less on leisure as the internet has created "flexibility, ~~not~~ immediacy and certainty" and so outlines the advantages the internet brings to leisure. Source 17, however disagrees with these views as the source from Norman Nie, 'The Impact of Internet Use on Sociability' emphasises the social consequences of the internet on people "spending less time with friends and family" as opposed to "making going out more efficient" as expressed in source 16. Within source 17 there is also a direct link to the question as the internet is described as is said to have resulted in people spending "more time working for their employers at home without cutting back on hours in the office" and so this greatly agrees with the view that the internet has resulted in people spending more time on ~~leisure~~ work and

((b) continued) having less time for leisure.

Source 18 appears to corroborate the claims of the great social consequences that the internet has ~~been~~ caused as in source 17 as the bar chart based on the survey from 'The Internet in Everyday Life' reflects the view as over 60% of people asked use the internet on their own and almost nobody very few actually use the internet in active company. This evidence therefore strongly contradicts claims in source 16 of making "going out more efficient" and "potentially more pleasant and sociable," but supports that of "spending less time with family, friends and family" as in source 17. Internet is said to have caused less people to have spent ~~less~~ ^{less} time watching television in source 17, however, those questioned who had watched television in the day, nearly 60% had watched TV with other people which shows of how television was tending to play a more increasing social role as a result as an increase in use of the internet.

The fact that consumer durables had become increasingly available to both the middle and working classes during the period of 1951 to 1973 had combined with the advancements in technology causing prices to keep on lowering had meant that the use of technology has been increasing and possibly ~~causing~~ hindering the social and leisure side of society. In source 17, the increase in the ^{use of the} internet is said to have ~~been~~ resulted in people spending less time "shopping in stores" and reading

((b) continued) newspapers" and so it is said that the very foundations of consumer expenditure which had led to a greater number of households having the use of the internet has suffered due to its own creation.

In conclusion, from analysing the sources 16, 17 and 18 it is clear that sources ~~16~~¹⁷ and 18 support the claim that the internet has resulted in people spending more time on work and having less time for leisure to a strong extent, particularly with the statistical evidence shown in source 18. However, source 16 appears to contradict this statement brought upon the increasing use of the internet and so weighing up the evidence from each of the three sources, I agree therefore agree with the view that the internet has resulted in people spending more time on work and less time on leisure.

Grade Boundaries

6HI02 E

Grade	Max. Mark	A	B	C	D	E
6HI02 E grade boundaries	60	44	39	34	30	26
UMS	100	80	70	60	50	40

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