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Examiners' Report  
June 2011

GCE History 6HI02 E

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# Introduction

## General Comments

This June examination session produced a good range of attainment, and some truly impressive work. The best responses to part a) questions proved able to use the sources as a set, cross-reference evidence confidently and evaluate conflicting interpretations with an awareness of context, to establish a balanced judgement. In part (b) questions candidates were able to develop their arguments more fully through the integration of contextual knowledge with the source material. It should be noted that the most successful accessed the key themes through the sources initially and then proceeded to develop these themes through deployment of their own knowledge. The very best used this analysis to arrive at judgements that drew on, and sometimes reconciled, conflicting interpretations of the evidence.

Although it was gratifying to see so many candidates handling source material with confidence and proficiency, there were, still, some recurring errors that undermined the quality of some candidates' work.

1. A significant minority of candidates chose to tackle the sources in part a) questions in sequence. Such an approach made detailed cross-referencing, the identification of similarities and differences, all but impossible and thus frequently limited the award to Level 2 at best. Candidates should always look to tackle the sources as a set.
2. Another common reason for poor performance in the (a) questions was inability to understand and interpret the sources effectively. In some cases there was real misunderstanding but, more often than not, it was simply a case of careless reading. Although it is understandable that candidates will feel under pressure in examinations, they should, nonetheless, try to take sufficient time and care to clarify the task that they are undertaking and to equip themselves with secure understanding of the materials that they are given. Here, making a plan may help to eradicate errors that stem from undue haste.
3. Most candidates are aware that, for part a) questions, it is essential to weigh up the evidence contained in a source in the light of its provenance. However, for the higher levels this should not be relegated to a discrete section of the response but should be integrated into the answer and applied directly to specific points contained within the source material.
4. In part (b) questions, candidates at the lowest levels resorted to paraphrasing the sources with any reasoning limited to simple cross-referencing. For higher levels it is essential that candidates are able to deploy accurate and focused contextual knowledge to challenge or support the representations contained in the sources.
5. A number of candidates, despite recognising the importance of both source analysis and the deployment of contextual knowledge, limited their mark by taking the sources in sequence and in isolation, with only a brief comparative reference. Alternatively, others began from a base of wider knowledge, and developed arguments on this basis, using the sources as illustration. While many of these responses achieved good marks in AO1, they tended to offer only simple or barely developed reference to the sources, at L2 or at times L1 in AO2. The best responses used the sources and their own knowledge in combination, beginning with analysis and interpretation of the sources as a set to establish the core of the debate, before presenting support, development and evaluation from wider knowledge, to offer a balanced conclusion. Again, as for part a), the foundation of such high level responses lies in the initial planning.

6. Finally, candidates should remember that the source skills required for part b) questions are focused on AO2b not AO2a. A number of candidates still routinely evaluate the utility and reliability of the sources in part b). Such evaluation should only be employed where it assists a candidate in weighing up the strength of the representation contained in the source material. Speculation and generalised observations about the objectivity or otherwise of secondary historians serve little purpose.

### ***Question 1***

Virtually all candidates could appreciate that source 2 posed a challenge to source 3 and, in the process, provide some support through relevant selection. However, a number of candidates struggled with the satirical nature of the Vicky cartoon in source 1 and failed to identify the significance of the captions. At the higher levels, candidates presented detailed cross-referencing in support of their arguments and weighed up the significance of their points in the light of source attributions. This evaluation went beyond simple claims of bias resulting from political affiliations.

Indicate which question you are answering by marking a cross in the box ☒. 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) The view in Source 3 is one which states Macmillan was uncertain, 'dilly-dally' and confused. Yet, source 2 states he exercised a personal 'demonstration' suggesting he was a stronger leader than source 2 ~~or~~ infers. The view in source 1 however, infers Macmillan simply put his name on the achievements, such as the boom in 59, 'without actually having been there'. All 3 sources infer that arguably, Macmillan just put on a front through his office, and his achievements perhaps were not so 'super'.

Source 1, a cartoon by left-wing sympathiser Vicky put Macmillan to be a confident leader, who is attempting to take credit for successes of the conservative governments during his office. This view is also inferred in Source 2 when it states 'he always gave the impression... that everything was going to plan'. Both these sources are inferring Macmillan's ability to come across as successful, putting on a front when situations were bad. Source 3's view of Macmillan's 'confusion' supports this, and his speech 'Britain has never had it so good' also supports this as Macmillan made his speech at the same time there was a worry of inflation, and a huge balance of payments deficit of

((a) continued) £ 800 million by 1964. The satirical view of Macmillan in his 'padded' suit demonstrates this, yet Source 1 is infert from a left-wing sympathiser in the newspaper which means the source cannot be taken seriously, as it has a tendency of exaggeration, and it was probably used to criticise Macmillan's government by left-wing opponents. Source 1 also fails to include Macmillan's achievements such as his '300,000 hours per year' programme, and the ~~support~~ consumer boom.

Source 2, alternately states Macmillan was 'businesslike and firm' contrasting with source 3's view of his 'dithering' and 'faltering hand'. Source 2 is an extract from a previous Lord Chancellor for Macmillan's government, and therefore has the potential for being biased towards his leaving civil administration. Yet, the Chancellor would have spent a lot of time around Macmillan, therefore it can be said he would gain a large amount of understanding of his 'calm confidence'. Macmillan's government was responsible indeed for a large consumer boom during his time in office: car ownership quadrupled, more people had education and houses, and more people were healthy. Yet, source 3 questions his leadership by asking 'can is the Prime Minister going to excel himself any government?' Indeed, during Macmillan's time in office he followed an inconsistent style of

((a) continued) 'step-by-step' economic plan for a limited coherent economic governing style. However Source 3 is a speech from the opposition which, by its very nature, will be biased and made to gain support for his own Labour party rather than for Macmillan's Conservative Party. Therefore it cannot be trusted, as Wilson fails to credit Macmillan for any success, and is extremely one-sided towards the Labour government.

Overall, source 1 and 2 both refer to Macmillan's style of government was to pretend that the situation was better than it was by stating 'give the impression' in Source 2 and 'how to try to continue to stay top' in Source 1. The fact Macmillan's own chancellor stated this in source 2 also adds weight to the argument, as does his 'never had it so good speech' during a time of inflation and economic crisis. Macmillan was 'confused' as Source 3 states, and unwilling to face reality.



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### Examiner Comments

This response was awarded a mark of 16. There is evidence of close reading of the source material and precise inferential cross-referencing on the sham nature of Macmillan's achievements. There is an attempt to evaluate the strength of the challenge posed by Sources 1 and 2 in the light of their attributions but this is not entirely convincing. It should be noted that the extraneous own knowledge that the candidate deploys, while not incurring penalties, is directed towards the assessment objective for this question.

### **Question 1 (b) (i)**

This was the more popular of the part b) questions. A large number of candidates displayed a very impressive grasp of the range and nature of the legislative reforms introduced by the Labour governments during this period. It was also pleasing to see that very few responses fell into the trap of deploying this extensive factual understanding at the expense of the sources, with the vast majority appreciating that AO2b as well as AO1 was being assessed in this question. The very best recognised that Marr's description of a fiercely stratified postwar Britain, while supporting Tiratsoo's claim that Attlee's government did not achieve a 'social revolution', did not necessarily preclude the establishment of a society with greater degree of social equality.



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

(b) (i) To a certain extent, Labour under Attlee from 1945-51 did undoubtedly achieve a social revolution, and more equally than ever before. As source 4 states, Attlee ensured social ~~social~~ 'security' and 'equality', just as source 6 also states. Yet, Attlee was also faced with many economic post-war difficulties, and his attempts to keep Britain as a major superpower as source 5 <sup>infers</sup> states when it says 'old authority and influence', arguably made a social revolution less effective.

Source 4 states that Attlee gave 'social security' and Source 6 also states there was a 'great degree of social equality'. In this sense, these views are true as Attlee implemented a number of acts to guarantee social equality and security such as the first ever 'free at the point of use' 'National Health Service' which was first introduced in Britain and implemented in 1948. The Family Allowances Act, established by the coalition but implemented abruptly by the Attlee admin also gave families 'social security' as source 4 states and meant there was 'much less poverty' as source 6 states. Yet, source 4 is from the Labour Party manifesto in 1951 which makes it fundamentally untrustworthy and biased, as it is aimed at gaining votes from the electorate. Source 4 also states 'millions

(b) continued) suffered from ~~not~~ <sup>infering</sup> ~~and~~ <sup>infering</sup> insecurity and ~~not~~ <sup>infering</sup> inferiority.  
They have rid the country of one of the 'five greats';  
'not' this however is arguably untrue as after  
the establishment of the NHS in 1948, there was a  
large amount of opposition; the BMA who wanted to  
maintain their profits. Aneurin Bevan, founder of the  
NHS 'stuffed their mouths with gold' which, in  
itself, ~~defies~~ <sup>undermines</sup> the attempt to combat  
'want'. This suggests that Attlee's government did  
not actually implement a sufficient degree of social  
equality as there were still some practices who gained  
more money.

Contrastingly, Source 5 from historian Andrew Marr holds  
a different view which is one that 'infers' nothing  
really changed within Attlee's admin; there were still  
'private clubs and chips' and 'the same sort of people'.  
This infers that in fact, the Attlee administration was  
just as old and stagnant as it was in Churchill's  
era, and this can be said to have a little  
help to maintain Britain's super-power status meaning  
what meant a policy of rearmament; ~~which~~ <sup>this</sup> ~~pushed~~ <sup>pushed</sup> a  
hole in the NHS and government spending. This is  
supported in Source 6 as it states 'while not achieving  
a social revolution' suggesting that there were certain  
social improvements that were not successful. Presumption

((b) continued) Charges; a shilling per each prescription was introduced in the late 40s due to the recruitment programme for the war in Korea. This completely defied Atlee's NHS, and the price at the point of use states, causing the Harold Wilson and Aneurin Bevan to resign in protest. This is arguably supported in Source 6 when it states 'the consequences of these provisions were by no means straightforward' implying there was an underlying failure of the Atlee admin; a failure of complete social equality as due to the prescription charges it can be said that the poor, once again, suffered the worst. Source 6's neutral provenance also supports it's argument, as hindsight can mean that the source has the benefit of reflecting over Atlee's achievements through neutral eyes making it very reliable as it was only produced to inform.

Source 5 however states that there was 'new nationalised industries' which compares with Source 4 when it states 'equal opportunities for all'. In this sense, Atlee did attempt to create social equality by nationalising a number of industries such as coal, iron and steel, railways and British Gas in the years 47-49. This meant that people had equality as these industries were brought under government control 'for the people'. Yet, Source 5 contradicts itself by stating it remained a

(b) continued) country of 'private clubs and clubs' supposedly better suited to welfare except. He did, indeed, introduce 70% of Britain's industry, yet found opposition over the profitable steel, yet again supposedly a land of social mobility and equality as he was told the same sort of people. Source 6 also states there was 'equal opportunities in education', which due to the Butler Act, Education Act of late 40s there was, yet the bipartite system established was arguably more of an elitist system, which opposed suffered opposition from teachers and some left wing Labour party MPs. This is supported again in Source 5 when it stated that 'stiff collars and top-hats were seen' inferring that the elites still 'initially run the country', and many competitive establishments such as the Butler Act (Education Act) still held an elitist view and so did not perhaps bring complete social equality. Source 5 from a more neutral historian Andrew Marr is equally as trustworthy as Source 5 by its informing nature and its advantage of neutrality over the extremely biased Labour Party Manifesto in Source 1.

Overall, although Source 1 does show a certain level of accuracy regarding contrasts to war-time years, and the NHS contrast will be found 'flaws' for Heron's programme of the 30s which gives titles of merit.

((b) continued) a larger sense of equality and achievement. Regardless of this, source 1 is fundamentally biased, and misses out key problems of the little women as shown in source 5 and source 6. Generally, source 6 holds more weight as it is from a neutral source, will be more advantageous to hindsight, and also refers to as well as the 'social equality', 'less paid' and 'redundant women', the less certain the hindrances such as the presumption changes which may be seen 'not achieving a social revolution'.



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Examiner Comments

This response was awarded a low Level 4 for both assessment objectives. The answer presents a balanced analysis, uses the sources to launch arguments for and against the contention in the question and deploys a reasonable range of relevant and largely accurate contextual knowledge to develop these themes. The conclusion, however, is rather less successful, with too much emphasis placed on the reliability or otherwise of the source material.

### **Question 1 (b) (ii)**

Virtually all candidates picked up on the debate embedded in the three sources and could reason from the evidence of the sources through cross-referencing and drawing inferences. However, fewer could extend this analysis through the application of precisely focused and detailed contextual knowledge. Those that were able to extend the themes raised in the sources using their own knowledge displayed an impressive grasp of the lead up to, and campaigning during, the 1979 election, with the role of Maurice Saatchi in the Conservative campaign being singled out for special attention. The very best balanced the weaknesses of Labour under Callaghan with effectiveness of Tory electioneering to arrive at a considered judgement.

## **Question 2 (a)**

Virtually all candidates recognised and exemplified the challenge posed by sources 10 and 11 to the anchor, source 12. However, many responses found it difficult to move beyond superficial points of conflict and show any awareness of areas of reconciliation. Thus, at the lower levels, candidates picked up on the use of 'manipulative' in Source 12 and saw this as being in direct opposition to the views expressed in sources 10 and 11. Through closer reading of the text, those performing at higher levels were able to find areas of reconciliation by recognising that Brown is portraying Diana as a pragmatist rather than a self-publicist. The very best further weighed the extent of the challenge posed by sources 10 and 11 through careful consideration of source attributions.

Indicate which question you are answering by marking a cross in the box ☒. 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) 'A girl given the name of the ancient goddess of hunting' in Source 10 suggests she is a private <sup>and</sup> did not want the media in her life but had to but Source 12 saying that she knew how the media works for example 'To just sit there and have the the media make your image for you' suggests she knows what is going to happen and she ~~is~~ is clever. In this essay I will be writing about how Sources 10 and 11 challenge Source 12 between Princess Diana and the media. Source 10 is by Lord Spencer, Diana brother from a speech at her funeral service this shows that he won't say anything bad about her and is going to celebrate her life. This source has limitations because it is from a family member and could be bias toward Diana. 'I will cherish the days' shows how he will never forget and that they had a great time in South Africa. 'That meant a lot to her'



((a) continued) Suggests that she did not like the media and she was a private person and this links with Source 11 Shows that Diana often carried out in early morning or late evening Suggests she did not want the media there and wanted to be alone. Source 12 Shows that ~~Source~~ Diana wanted the mass media and wanted to help the Royal ~~Wedding~~ <sup>family</sup> and hire someone to give them advice Suggest that she liked or wanted the media around and she wanted to open up to them.

Source 11 has no date or time so it not reliable and the same has Source 10 could be bias toward Diana. 'Self-publicist' Suggest <sup>she</sup> is caring, private, kind, loving and outgoing person because they frequently go to homeless charities without the media.

On the other hand Source 12 Suggests that she worked out that the Windsors was hard to come by and that Diana 'tried again and again' Show that she was trying hard.

((a) continued) 'They didn't want to hear it'  
Suggests that the Royal family was  
set in there way and don't like change.  
Overall, I agree that Sources 10 and  
11 challenge the view that Source 12  
Shows of the relationship of <sup>Princess</sup> ~~princess~~  
Diana and mass media, Sources 10 and  
11 suggests that Diana was a private  
person who did not like the media  
but however Source 12 Shows that she  
opened up to the media and wanted  
it to go further.



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**Examiner Comments**

This response is typical of those operating at Level 2. There is a hint of cross-referencing in the opening sentence and a valid point is made about Diana's public duties from Source 10. However, from then on too much of the answer is descriptive and there is some confusion over the meaning of self-publicist. There is just enough on the similarities and difference between sources 10 and 11 for a mark of 8.

### **Question 2 (b) (i)**

This was the less popular of the part b) questions. Most candidates could use the source material to access the debate for and against the contention in the question and develop some focused argument through cross-referencing. However, many found it hard to extend the points raised in the sources through their own knowledge, with a sizeable number straying from the television and film into music. At the higher levels, many candidates seized on the reference to the throttling of the British film industry in the 1950s (Source 13) as a platform to argue the case for the renaissance of British cinema in the 1960s. The very best could place their analysis in the wider context of the austere 50s and 'swinging' 60s.

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

\* (b) i) I agree that in the 1950s and 1960s that the Americanization of British film and TV led to a change in popular culture, yet values of British cinema and TV have always been ~~instilled~~ instilled.

Source 13 is from a History publication titled: "Hope and Glory: Britain 1900-1990", by Peter Clarke, published in 1996. The source details how although there was a growing Americanization of films in the 1950s, there was still great output of "home made", British productions. These ~~came~~ <sup>came</sup> in the form of "Kitchen Sink" dramas, which were a collection of films throughout the 50s and 60s which depicted working-class British representations facing hardship among society. Such titles as "A Taste of Honey", "Saturday Night, Sunday Morning" and "Up the Junction" ~~showed~~ portrayed a sense of gritty realism, which some austere audiences objected to. Source 13 contrasts with Source 14 as 14 focuses on the impact of Americanization, and not the irrelevance of it. Source 15 also contrasts as it is an account from a young ~~even~~ <sup>and</sup> woman in the 50s, ~~as~~ the young woman has a preference for American productions and think British ones are "ugly". This shows that British productions did not have as much preference with the young, whereas American ones did. The date of the source does not have a great ~~de~~ deal of objectivity yet to the cinema and TV at the time, yet the source ~~a~~ can be reliable as it is an account from a published

((b) continued) *historian.*

Source 14 is an account from Jeremy Black from 'Modern British History Since 1900', published in 2002. The source details how the impact of Rock'n'Roll led to the Americanization of British Cinemas, TV and Culture. There is detail of high youth appeal, which contrasts with the view given in Source 15. Due to its appeal to youth, some austere audiences objected to Rock'n'Roll as it portrayed young people (the term teenagers was not commonly used) as sexual and violent in behaviour in their portrayal on cinema screens. The objectivity of the source is much like that of Source 15, irrelevant at the time yet studied by a published historian.

Source 15 is a response from a 23-year-old British woman on a survey on film-going, in 1952. She details her preference over American films and her dislike of British Productions. This supports the view expressed in source 14, of youth appeal and glamorization. The objectivity of the source is very relevant as it was during the time period of the Americanization of the media. The British productions that could be referred to by the woman may be kitchen sink dramas, as she describes them as "everything will seem drab, and the people dull and ugly". This gives an impression of how strong the Americanization of Cinema and TV was.

((b) continued) *and young British Audiences*



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**Examiner Comments**

This response is typical of those operating at Level 3 for both assessment objectives. There is some valid contextual knowledge deployed and this is integrated with the source material. However, the range of knowledge is rather restricted and language errors detract from some of the points being made. Nonetheless, there is clear evidence of reasoning through both cross-referencing and the application of contextual knowledge. The candidate received marks of 16 for AO1 and 9 for AO2b.

### **Question 2 (b) (ii)**

Most candidates found the source material very accessible but, for a significant number, lack of contextual knowledge resulted in very restricted attempts to reason from the evidence of the sources. There were some generalised attempts to support or challenge the views in the sources but only the very best could substantiate their points by displaying a firm understanding of the nature and impact of improved communications technology over the past twenty years. At the very highest level, candidates looked to exemplify the points they raised with references to particular news stories. There is no prescribed list of such exemplification and candidates were rewarded according to the range, depth and relevance of the material they used.

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

(b) PLAN

YES - HAS NOT benefited?

- 'less time to sort out what is true & significant'  
↳ Wikipedia - wikilinks
- 'leave society more susceptible to manipulation'
- 'snatched from original sources'

NO - HAS benefited?

- 'revolutionary'
- 'altering <sup>news-</sup>power balance → Report Murdoch'
- 'democratisation of news for users'

END PLAN

bii) Since 1990, there has been a large and rapid increase of technology, changing the way news and views can be communicated. Since 1990, mobile phones have become increasingly popular, changing the way people communicate and ~~the~~ the start of the World Wide Web in 1993 has impacted this even more. Now, with products such as the iPhone ~~for~~ by Apple, combinations of the ~~the~~ World Wide Web, ~~now~~ with search engines like Google, and mobile devices for texting and email, the way we live has been impacted forever. Many believe this new 'technological age' we live



((b) continued) in has benefited society, while others believe it has been hindered, if not destroyed, the very foundations of ~~the~~ British society and how we communicate.

In many ways, many do take the view that society has not benefited from this new technology which allow ~~easy~~ and improved ease and speed of which news can be viewed and shared. This is because many believe it allows more room for error in the news as there is 'less time to sort out what is true and significant' (Source 17), meaning false news may circulate and with these new devices and ways of news circulating, ~~the~~ false news can circulate much more rapidly than before. The invention of the website 'Wikipedia' is an example of how this can happen and the more recent issues its ~~part~~ <sup>partnering</sup> ~~partnering~~ site 'WikiLeaks' has caused. This type of issue can be supported by 17 as it also states how it is far more difficult to ~~be~~ separate 'fact from spin' and as source 18 goes on to state, 'articles are snatched from their original sources. This suggests that ~~the~~ society has not benefited from improved ease and speed of which news can be shared and viewed as it has simply left 'society more susceptible to manipulation'.

However, on the other hand, it can quite easily be said that society has benefited from the improved ease and speed of news and news sharing. This is because, as source 16 states, it has been 'revolutionary' and is causing

((b) continued) a 'democratisation' ~~for some of the news~~ of the news for users. This is ~~the~~ perhaps the main benefit ease of news circulation with the help of technology has given ~~to~~ society; freedom of speech and the freedom to know what is happening in our society easily and for others views to be more easily ~~to~~ shared. For example, with scandals within the government, whether it be personal ~~scandals~~ <sup>scandals</sup> or scandals such as expenses, the improved ease ~~of~~ and speed of news circulation has made it easier for ~~a~~ everyone to know what is going on with their government, which should be something everyone is entitled to. As well as this impact, as Source 6 says, 'the internet is doing no less than altering the news power-balance; giving the advantage of making news shared more fair'. For example, with the recent news/events of Rupert Murdoch owning many papers, as well as Sky TV channels, ~~being~~ some allowed by Thatcher, ~~but~~ some worry he has unequal news coverage and therefore can influence ~~to~~ readers/viewers opinion in a too dominating way. Therefore, the ease ~~and~~ <sup>of</sup> more improved ways to view the news on a more wide spread basis means the coverage is shared more fairly.

Overall, there are both positives and negatives as the improved ease and speed of news being shared and viewed, shown in sources 6, 17 and 18, which all by different people analysing

((b) continued) the impact, give an overall view of  
all the different <sup>and</sup> opinions and views of how  
~~the~~ society & the individual citizens have  
and have not benefited.



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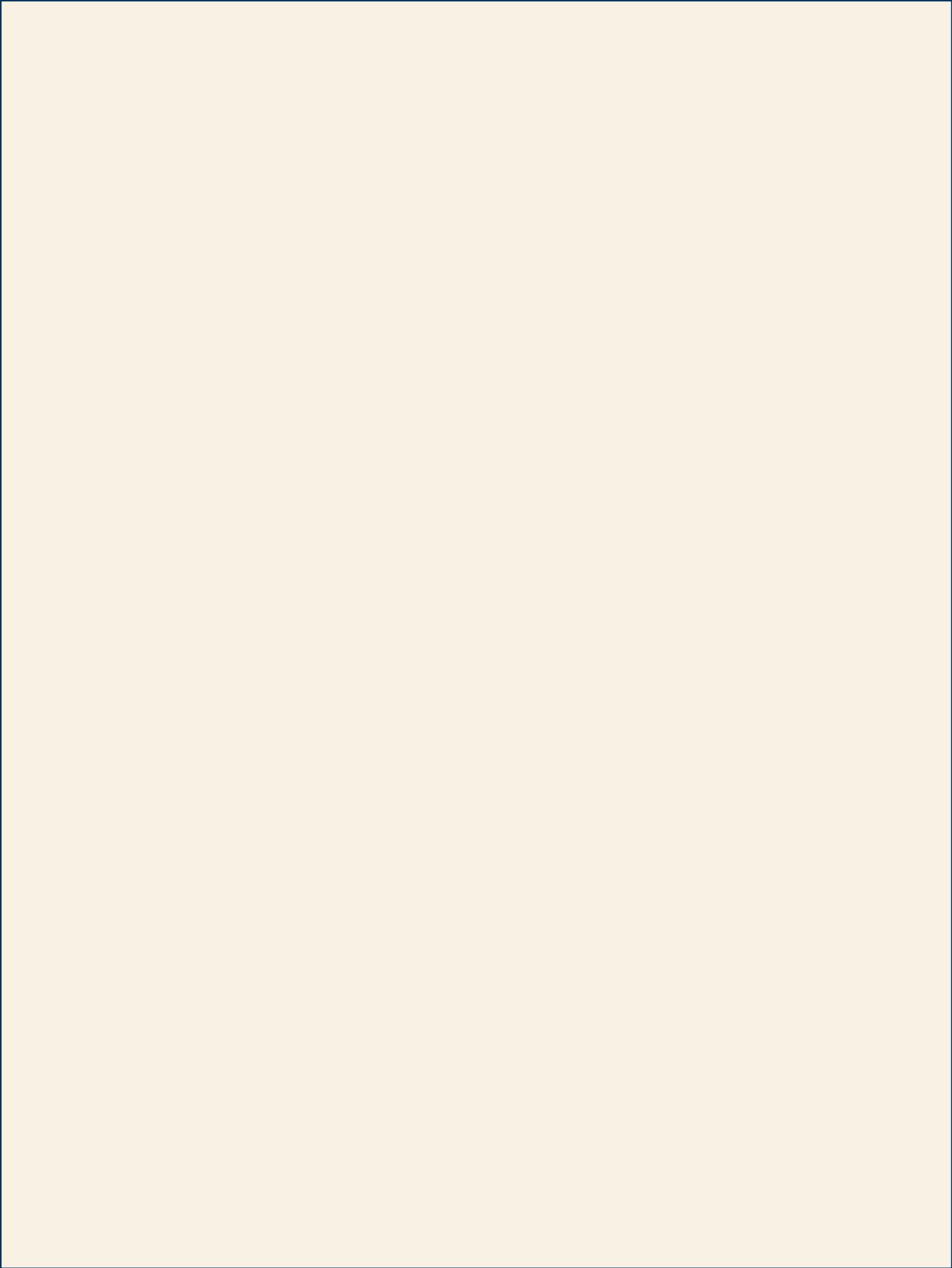
**Examiner Comments**

In this response the candidate displays a clear understanding of the demands of the question but restricted contextual knowledge has limited the extent to which the representations in the sources can be evaluated. There is an attempt at balance, and some own knowledge is used as exemplification of the points raised in the sources but this lacks range and accuracy. The candidate received marks of 12 for AO1 and 9 for AO2b.

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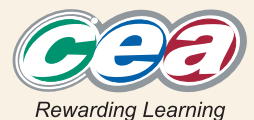
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