

Examiners' Report
January 2012

GCE History 6HI02 E

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January 2012

Publications Code US030607

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Introduction

There were many good responses seen in this examination series. The best responses demonstrated well developed analysis which was focused on the task; the sources were used effectively and, in part (b), supporting own knowledge was specific and detailed. It was clear that such candidates were often aware of the demands of the assessment objectives and were framing their responses in order to meet these demands. It is therefore worth reiterating the key issues with each assessment objective:

Question (a) requires the application of AO2a. This requires candidates to analyse, cross-reference and evaluate source material. They should aim to develop this as fully as possible in relation to the focus of the question and not merely assert similarities and differences.

Question (b) requires the application of both AO1 (the selection and deployment of historical knowledge) and AO2b (the analysis and evaluation of how issues have been interpreted and represented, in relation to historical context).

An understanding of what each assessment objective tests would help candidates to focus their comments more securely. For example, there are still a significant number of candidates who spend considerable amounts of time exploring the provenance of sources in question (b) and may very well be addressing AO2a which is not rewarded in this question.

There were far fewer candidates working through the sources sequentially in question (a) than has been the case previously. This is to be commended. However, candidates now need to develop the quality of the cross referencing that they are engaged in. A significant minority pick out a quote and match it to another quote without explaining how this relates to the question. It should also be pointed out that although a discrete paragraph on provenance is preferable to no reference to this at all, the very best answers integrate provenance within the arguments that are presented in the cross referencing. This enables the candidates to develop more specific arguments than the general comments that characterise most of the separate paragraphs. Candidates should be encouraged to use provenance as the basis for reaching a judgement in response to the question. This particularly distinguishes level 4 candidates from those operating at level 3. The purpose of testing the weight and validity of the evidence is to come to a judgement. It is always disappointing when perceptive comments made in the body of the answer are ignored when reaching a conclusion.

In question (b), examiners were impressed by many responses which demonstrated a strong understanding of the sources, the issues that they related to and which were supported by extensive own knowledge. Fewer candidates than has been usual treated the sources and own knowledge discretely. There were however too many scripts which demonstrated very little knowledge beyond what was offered in the sources. Where this material was well used, it was possible to achieve top level 2 in AO1. It is however, disappointing that some candidates have not prepared well for the examination.

It was pleasing to note that previous advice in examiners' reports has clearly been acknowledged and this applied also to the use of inappropriate abbreviations. There was however, this January something of a resurgence of the use of bias, with its attendant misspellings and misuse.

Question 1 (b) (i)

(b) (i) was less popular than (b) (ii) but was often done very well by the higher performing candidates. Many were able to link the sources together in an analytical response which called upon both range and depth of own knowledge with full explanations of stop-go, the failure to divert defence spending and the failure to appreciate the benefits of the EEC versus the new availability of credit, Tory achievement in housing, access to consumer durables.

In high scoring scripts this knowledge was employed effectively to test the representations offered in the sources. However, many candidates clearly knew little beyond the sources and there was a great deal of muddled economic explanation among the mid-low level scoring scripts.

b(i) The Conservative Party's policies in the years 1951-1959 could be said to ^{have} hindered economic development, however the sources suggest that ~~these are~~ this view is debatable.

It could be argued that the Conservatives' policies from 1951-1959 hindered economic development as Source 4 says that the improvement in world trade had "very little to do with the Conservative government". This can be supported by the fact that in the immediate post war years of Labor from 1945-1951, Attlee implemented a period of austerity, with Stafford Cripps ~~aggressive~~ continuing rationing and devaluing the pound; these sacrifices would benefit in the long term, consequently benefitting the Conservatives in 1951-1959, supporting Source 4's view that they did "very little" and consequently hindered economic development. Furthermore, Source 4 describes the period as "one full of missed opportunities". This can be supported by the fact that the government kept many of Attlee's policies from the Welfare State, such as the tripartite

((b) continued) schooling system from the 1944 Butler Education Act, ^{furthermore} ~~and~~ they also kept the NHS from 1948. This large government state involvement ~~goes~~ goes against Conservative ideals and suggests that they did "miss opportunities", and consequently hindered economic development.

However, it can be argued that the Conservative Party's policies in the years 1951-1959 did not hinder economic development, as Source 5 shows that "economic growth continued" due to the Conservative's policies, ~~states~~ for example they "denationalised steel, ended rationing and food subsidies and sharply reduced government regulation". After rationing was ended in 1953 there was indeed economic growth; ~~after~~ after Macmillan ~~was~~ became Conservative leader in 1957 unemployment was never above one million and the economy grew by 2.5%. The 1957 Rent Act is also an indicator that the Conservative policies did not hinder economic development, as it shows people could afford more, and the legislation allowed this to happen. Furthermore, ~~although~~ Churchill continued Attlee's new housing policy, which ~~was~~ although was originally implemented as part of the welfare state became another example of how Conservative policies helped economic growth, as they built 300,000 new houses each year and 60% were sold privately,

((b) continued) resulting in the Conservative aim of a "property owning democracy". This ~~is~~ evidence along with Source 5 show that the Conservative Party's policies from 1951-1959 did not hinder economic development.

~~It~~ In addition to this, Source 6 further argues that the Conservative policies from 1951-1959 did not hinder economic development as it says Britain's path "is leading to prosperity for all". This supports source 5's evidence of "economic growth" and can also be supported by the example of Macmillan's speech where he famously said in 1957 that Britain had "never had it so good". The property owning democracy meant that ~~for~~ more people than ever had more income as they no longer had to pay rent for their houses. Furthermore, new towns ^{had been} ~~had been~~ built, providing more homes and jobs to people, for example Stevenage. From Macmillan's leadership from 1957 his image of Super Mac summed up the zeitgeist of the times; Britain was, as Source 6 says, "sounder than ever before" under the competent Conservative leadership, who had successfully implemented the mixed economy and significantly reduced unemployment after his predecessors Churchill and Eden had counteracted the period of austerity. Attlee's post-war government had implemented. As a result, the Conservative Party policies from 1951-1959 did not

((b) continued) hinder economic development.

In conclusion, the evidence and the sources suggest that the Conservative Party's policies in the years 1951-1959 did not hinder economic development, as although there is some evidence to suggest that, as Source 4 says, it was a missed opportunity, for example the continuation of some aspects of the welfare state (NHS, 1944 Education Act), the resounding evidence suggests that this is not the case, as Sources 5 and 6 emphasise that the period was prosperous, and Macmillan's "Never Had it So Good" speech shows this as well. Therefore, ~~it is~~ the Conservative Party's policies in the years 1951-1959 did not hinder economic development.



ResultsPlus

Examiner Comments

This response scored low Level 4 for both assessment objectives. It is well directed to the demands of the question with a clear awareness that there is an issue to be debated. The candidate's own knowledge is selected effectively and integrated with the sources to produce a balanced response. There are occasional weaknesses in the analysis that betray a limited understanding (comments that people would have more money to spend on becoming homeowners because they no longer need to pay rent) and this will affect the achievement in level 4. The candidate has developed an effective line of reasoning from the sources although tends to accept the content of source 6 at face value.

Question 1 (b) (ii)

Question 1(b) (ii) was more popular than (b) (i) but was generally done much less well. The best candidates were able to maintain a tight focus on the question and develop clear reasoning from the sources supported by well selected knowledge to debate the extent to which role of the state was reduced under the Thatcher governments. However, many candidates did not understand the focus of the question and others had little own knowledge to bring. As a result there was some poor selection of knowledge, with reference to events such as the Falklands war and the miners' strike and only occasionally was a candidate able to debate properly how the amount spent on welfare actually rose or the range of industries outside the sources which were privatised and those institutions which remained publicly-owned.

*(b) 'Was role of state reduced?'

Was reduced	Not reduced.
<ul style="list-style-type: none">- Source 7, attack on the state.- Source 7, social role of the state was restricted.- Source 8, capitalism reduce size of the government.- Cut public spending on NHS/education.	<ul style="list-style-type: none">- Source 8, power of central government grew.

Between Thatcher's 11 years as Prime Minister, the role of the government was significantly reduced in many ways in order to allow ~~capital~~ capitalism to flourish and to allow people to become a lot more independent through less ~~government~~ government intervention.

However, in some respects, as Source 8 shows, the government's interference was not always reduced as the source quotes it to be "debateable: as to how far Thatcher was actually able to reduce the role of the state. In fact, Source 8 also goes on to mention that in areas other than the economy

((b) continued) State infatti increased its control and the power of the central government "grew."

On the other hand, Thatcher's government began to significantly reduce the role of the State almost immediately as soon as Thatcher came into office in 1979.

Source 7 for example gives ~~an~~ an overall opinion of how Thatcher was able to reduce the size of the State dramatically by attacking "nationalised industries, local government, education and health."

Source 7 goes on to say that the "social role of the State was restricted" for example Thatcher wanted to create a property owning democracy by allowing people to afford their own homes more easily and go up the property ladder, the lack of State ^{intervention} would allow this to be achievable as people would have the incentive and need to work harder and earn more to allow them to achieve their goals in life and be able to afford their own ~~property~~ property and gain a sense of individualism and independence.

((b) continued) Thatcher had ~~her own~~ traditional values and believed that ~~people should~~ Victorian values and believed that ~~people should~~ ~~work for~~ people should work for what they desired rather than the government serving it to them through welfare, as source 9 ^{mentions} ~~mentions~~, Thatcher believed that "competition is better for the consumer than State control."

Source 7 highlights how Thatcher cut back on the size of the government by cutting public spending on the NHS and education therefore significantly reducing the role of the state. Source 9 goes on to list the successes of Thatcher's policy of reducing the role of the state which proves it was significantly reduced, for example "British Aerospace" ~~and~~ was the main ~~source~~ source of success.

Overall despite the essence of some remarks that Thatcher did not entirely reduce the size of the state, ~~her~~ ~~own~~ ~~own~~ cut backs in public expenditure & those to the NHS and education prove that the state was dramatically reduced in size as people were

((b) continued) able to fend for themselves as the number of houses owned by the public dramatically increasing, ~~mean~~ meaning independence was ~~not~~ gained due to state reduction.



ResultsPlus Examiner Comments

This response was awarded low Level 3 for both assessment objectives. The candidate is clearly aware that there is an issue to debate and structures the answer accordingly thus entering level 3 for AO2b for developing the line of reasoning. However, the own knowledge offered is highly generalised and so the candidate becomes heavily reliant on the content of the sources and thus cannot progress far in level 3.

Question 2 (a)

The vast majority of candidates were able to comprehend the sources and the purpose of the question. Virtually all recognised the challenges to source 12 evident in sources 10 and 11 but for many candidates their inferential and comparison skills were often poor and sources were accepted at face value with little consideration of their provenance.

A minority of those who answered the question did address the different interpretations that emerge through appropriate cross references and development of comments on source attribution.

(a) During the 1960's and the early 70's young people became influenced more by pop music. This is because young people in these times were trying to find something new and different to their previous generations.

We can see that in an interview with Abbie Hoffman ^{in source 12} she said that the Beatles ~~gave~~ ^{gave} a voice to a generation. However she may have said that as she was a student at the time of the Beatles, meaning that she was part of their generation ~~looking for something~~ that took to the rising of pop music. On the other hand source 11 taken from an interview with John Lennon implies ~~to the reader~~ that the Beatles were not trying to give the generation a voice. "But for heaven's sake, say we represented the new youth because that is a load of old rubbish."

Source 11 shows us that the Beatles were ~~just~~ just doing their own thing, and that they were doing as they were told. In the interview with ~~the~~ John Lennon said "maybe we became a slightly larger minority because of something or

((a) continued) other we did." This implies that the Beatles ~~were not~~ did not aim to be a voice for the new generation. On the other hand things they did seemed to make them more popular with the youth. This is reflected in source 10 a letter from a fan says "although in some magazines they make you appear as if you're from everyday families and speak for us!" This implies that the Beatles were a voice for the generation. on the other hand it goes on to say "in others you appear sophisticated and conceited. Are you really one of us!" This implies that the fans ~~to themselves~~ were unsure whether the Beatles were relatable to themselves or ~~were~~ whether they were celebrity like.

Source 10 shows us that the Beatles had a big impact on the youth. However there was confusion to fans as they were sometimes portrayed as sophisticated and conceited and other times ~~as~~ they would appear as if they spoke for the youth and were from everyday families. Source 12 agrees that the Beatles had a huge impact on the youth and that they gave a voice to a generation. However the views of Beatle John Lennon in source 11 disagree as he denies ~~representing~~ representing the youth saying "We did nothing but ~~gave~~

((a) continued) ~~up~~ grow up.

In conclusion I think that the Beatles did not set about trying to become the voice of a new generation. However I think it ~~is~~ just happened due to the popularity of the Beatles in the young generation in Britain ~~at the time~~. ~~is~~ during the 1960's and early 70's.



ResultsPlus Examiner Comments

This response was awarded a good level 2. The candidate has dealt with the sources individually and there are occasional hints at cross referencing but these are not developed. The candidate attempts to deal with the provenance of source 12 but this is described rather than explained and applied to achieve the higher level. There is a conclusion but this is not linked to the sources.

Question 2 (b) (i)

b) (i) was easily the most popular question and there were some well focused responses with candidates able to integrate the sources with well selected examples from their knowledge but many candidates struggled to move beyond the content in the sources and where offering own knowledge often drifted way away from the focus on the role of the mass media or relied simply on broad assertion of the "the pill was widely available following the release of Up the Junction so the film contributed to laxer morals" type. A significant number also reused the content of past papers with little focus on or relevance to this question.

* (b) Since 1945 the mass media have merely reflected changes in attitudes and values in British society. I believe believe that this is an understatement and a false one too.

The British media has constantly influenced society's behavior and has always manipulated it in a way to ensure it accepts what is thrown at it.

agrees

Source 13 ~~disagrees~~ agrees with my beliefs and it is clear by what is said that ~~the~~ broadcasting is a 'very powerful influence' the source which is part of the mission statement is by Mary Whitehouse, a traditional woman who was constantly mocked on television due to her continuous ~~to~~ complaints about the media and what it is publishing ~~to~~ to society. The source claims that television and film 'shape society' and that what is portrayed on television ~~is~~ 'quickly becomes normal in society'.

However, Source 16 which is from L. Grossman ~~from~~ the author of Media and Society into the 21st century disagrees with ~~my~~ the idea that the media shapes rather than reflects

((b) continued) Since the "Satire Boom" in the 60's. However the conservatives still won the election with another huge majority. This implies that satire had not had the impact that it had on public attitudes in the 60's. This could be seen at the Royal Wedding as although people watch these shows such as have I got news for you and Mock the Week there was still a strong sense of nationalism during the ~~last~~ Royal ~~wedding~~ wedding.

Source 17 shows us an article written by Keith Waterhouse, one of the writers for That Was the Week That Was about Ted Heath former Conservative ~~and~~ Prime Minister. Ted Heath's views of these satire shows being a prime minister himself and therefore a more than likely a subject of one of these satire shows in the 70's was that the shows had effected ~~the~~ the public's views on authority in a negative way. Talking about "That Was the Week That Was" he said "that programme was responsible for the death of deference in this country."

In conclusion I think that satire ~~has~~ had in the mass media has had ~~little effect on the views of a big~~ effect on the public's views ~~of authority~~

((b) continued) copied in society ^{are} accepted. For example, the introduction of a transsexual character onto 'Coronation Street' a widely known show, watched by millions was not to 'sex up' the story line ~~by~~ but rather so that people may see that transsexuals are as everybody else. The character is giving a specific role whereby the audience can relate to her and feel empathy towards her. All this is part of a scheme so that people ~~may~~ will accept the idea of transsexuals ~~and~~ as well as homosexual marriage which is later shown in the soap-opera.

Another example of how the media shapes society is 'The Bill' another well known soap opera which was viewed by millions across the country, showed things such as women being in a commanding rank within a government co-operation ~~and~~ trying to make believe that there isn't any sexism with the Metropolitan police, but in fact a recent documentary on channel 4 called 'Dispatches Under cover cop' clearly demonstrates the sexist ideas within the Met. ~~Furthermore~~

Furthermore, 'The Bill' portrays to the general public a multicultural police force when in reality only up until 2012 did the percentage of ethnic minorities within the Metropolitan

((b) continued) police increase from 290 to 0%. This shows us how the police force is still predominantly white and that ~~across~~ across the nation there isn't much multiculturalism in the police force as it is supposedly 'reflected' within 'The Bill'.

In conclusion, I believe that ~~the~~ although a small majority of the media may reflect society, the main big co-operations ^{who} ~~which~~ ^{run} the industry produce material to display onto the general public is television screens so that they can manipulate and control what is accepted and not created within society. Broadcasting is a major influence upon the general public and can be used to control what people ~~do~~ commit, eat, drink, buy and even where people go.



ResultsPlus

Examiner Comments

This response scored a secure Level 2 for each assessment objective. The candidate is able to see the similarities and differences in the sources in relation to the question and includes some limited cross reference of sources 14 and 15 but there is a tendency to paraphrase the content of the sources. There is a range of knowledge offered with some well selected material on "The Bill" but the knowledge is not integrated with the source and so cannot go beyond level 2.

Question 2 (b) (ii)

This question was less popular. Candidates generally demonstrated a sound understanding of what was meant by 'satire' although many struggled to apply this to the attitudes to established authority. Many candidates were not able to go beyond the surface features of the sources and

very few knew anything beyond the name of TW3, Spitting Image. The better candidates were able to offer developed knowledge integrated with the sources and here there was some depth and range.

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

* (b) Satire has had an effect on ~~and~~ the public's views of authority as shows such as ~~Have I got news for you~~ and ~~Spitting Image~~. As they mimicked and ~~joked~~ about figures of authority Source 16 shows us the emergence of ~~the~~ ~~Satire~~ a group from Cambridge University who were responsible for the first satire television programme, 'The Week (that was)'. Satire shows such as 'The Week (that was)' affected public attitudes to established authority and was responsible for making explicit the important changes in British values. These shows would mock politicians about ~~because~~ ~~they~~ ~~by~~ recent events. There was a decline in deference in these times caused by the satire shows which targeted authority.

After ~~satire~~ the 'Satire Boom' had ~~had~~ ~~at~~ the 60's, it became prominent in political satire ~~during~~ ~~the~~ Thatcher years. ~~There~~ ~~is~~ sometimes said that such shows can do influence how people vote. An example of this would be a satire show focusing on the Persico affair as this would put the Prime Minister in a bad light. However, in 1987 political satire was allowed on television in the ~~first~~ pre-election years for the first time.

((b) continued) Since the "Satire Boom" in the 60's. However the conservatives still won the election with another huge majority. This implies that satire had not had the impact that it had on public attitudes in the 60's. This could be seen at the Royal Wedding as although people watch these shows such as have I got news for you and Mock the Week there was still a strong sense of nationalism during the ~~last~~ Royal ~~wedding~~ wedding.

Source 17 shows us an article written by Keith Waterhouse, one of the writers for That Was the Week That Was about Ted Heath, former Conservative ~~and~~ prime minister. Ted Heath's views of these satire shows being a prime minister himself and therefore a more than likely a subject of one of these satire shows in the 70's was that the shows had effected ~~the~~ the public's views on authority in a negative way. Talking about "That Was the Week That Was" he said "that programme was responsible for the death of deference in this country."

In conclusion I think that satire has had in the mass media has had ~~little effect on the views of a big~~ effect on the public's views ~~of authority~~

((b) continued) of signs of authority. Also as the generations have gone by Britain has become a less patriotic country and ^{this has} ~~has~~ caused a ~~decrease~~ decline in deference in this country.



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This response achieved low level 2 for both assessment objectives. The focus is mostly on the description of content from the sources with sufficient focus to achieve level 2 but lacking the development needed to raise it above the lowest band. There is some generalised own knowledge, for example on the royal wedding but this is not developed far.

Paper Summary

In order to improve performance candidates should address the following issues:

Read the question carefully in order to be able to address the precise issues that are required

Read the sources carefully before beginning to write in order to ensure that all the sources are securely understood

Ensure that in part (a) the sources are cross referenced as fully as possible in relation to the question

Ensure in part (b) that the sources are integrated with secure own knowledge

Leave time for a well-judged conclusion to part (b)

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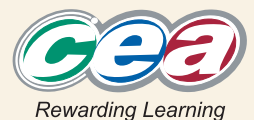
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