

ResultsPlus

Examiners' Report June 2010

GCE History 6HI03 B

ResultsPlus
look forward to better exam results
www.resultsplus.org.uk

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com. If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to a subject specialist at Edexcel on our dedicated History telephone line: 0844 576 0034



ResultsPlus is our unique performance improvement service for you and your students.

It helps you to:

- **Raise attainment** - by providing in-depth analysis of where your class did well and not so well, enabling you to identify areas to focus on/make improvements.
- **Spot performance trends** at a glance by accessing one-click reports. You can even choose to compare your cohort's performance against other schools throughout the UK.
- **Personalise your students' learning** by reviewing how each student performed, by question and paper you can use the detailed analysis to shape future learning.
- **Meet the needs of your students on results day** by having immediate visibility of their exam performance at your fingertips to advise on results.

To find out more about ResultsPlus and for a demonstration visit

<http://resultsplus.edexcel.org.uk/home>

June 2010

Publications Code UA024093

All the material in this publication is copyright

© Edexcel Ltd 2010

Introduction

This was the first time that this specification has been examined, and judging by the queries raised by centres in the run up to the examination in June, there was considerable trepidation on their part. It is to be hoped that they will have been re-assured, first by their sighting of the questions and more importantly by the results they receive. No complaints about the paper were received and it is to be hoped that this indicates that candidates found it fair and accessible. Clearly the ability range of those entering was wide but the paper appears to have worked in the sense that the most able were stretched and the less talented were still able to attempt answers to both parts of the examination.

The new specification is a direct descendant of the old Unit 4, which has become part A of the new examination and old Unit 6, which has taken on a renewed life-form as part B of the new examination. There are, however, important differences, particularly between old Unit 6 and the new part B. As far as part A is concerned, the traditional essay, the major differences relate to the mark scheme. The essay is now marked out of 30 not 60 and the level 5 is broader so that essays which formerly would have attained high level 4 in old Unit 4, will now be awarded level 5 in the range 25-27. Part B like the old Unit 6, addresses AO1 and AO2 but it is important to realise that it is AO2 b not AO2 a. Candidates are not required to evaluate the sources in terms of provenance for the most part and are not invited to assess their reliability. All the extracts are from secondary sources and it is to be hoped that candidates will recognise the differing 'views' presented or emphasised and be able to set them in the wider context of the nominated controversy. A minority of candidates appeared to believe that they were required to assess the reliability in terms of the date when the extract was written or in terms of the title of the book, from which it was taken. In general this was a mistake and added little to the quality of the responses. Part B answers are given two marks, one out of 16 for AO1, both a and b, and one out of 24 for AO2b.

As expected, there were far more entrants for the French option than for the British and within the French option most candidates chose the first controversy option, The Fall of the French Monarchy. On the British alternative, the Standard of Living controversy attracted very few takers. On all four controversies, almost all candidates were able to appreciate some of the differences within the sets of extracts and in this sense all were accessible. However a clear area of differentiation was in appreciation of the nuances of meaning and emphasis and this is addressed in detail below. In each of the two alternatives, Part A questions addressed, two bullet points of the specification.

Question 1

Question 1 was clearly challenging to many candidates who lacked the precise knowledge of 1793 to answer the question. Centres should have taught this as it is mentioned in the specification 'students should have an understanding of the bitter divisions within the new Republic between the supporters and opponents in 1793'. Also 'Students should understand how the Jacobin terror evolved and the work of the Committees of General Security and Public Safety in securing the revolution against its internal foes and invading foreign enemies in 1793-94.' Some candidates did appreciate the scale of the opposition in France and the range of foreign enemies threatening the frontiers at the same time. This together with the economic challenges amounted to a very large crisis indeed for the new Jacobin rulers in Paris. However the very best did try to assess the limitations of the threats as this candidate does.

"The Vendee Rebellion and the Federalist Revolts of 1793 were a threat to the internal security of France and thus the Jacobin Government as they lost control in these areas and important towns of Lyon, Marseilles and Toulon. However, these groups of rebels never co-ordinate their efforts against the Jacobin Government. Indeed the rebellions were largely small scale affairs, the rebels in Marseilles could only muster 4000 men and even then they were unwilling to stray far from their homes, thus the threat to the Jacobins was in localised areas."

The candidate goes on to stress the importance of Paris as a centre of Jacobin power from whence that power could be projected to control France, and the importance of the Levee en Masse in creating a vast army with which to defeat invading forces. The response gained a clear level 5.

Question 2

Question 2 was almost equally popular and on the whole much better done.

The best answers did appreciate the significance of the preamble to the Charter and provide some detail on the Charters' provisions. Clearly candidates had to range over the whole period of 1814-1830 before reaching a judgement.

SECTION A

Put a cross in the box indicating the first question you have chosen to answer .
If you change your mind, put a line through the box and then put a cross in another box .

Chosen Question Number:

Question 1

Question 2

Question 3

Question 4

The Bourbon ~~revival~~ restoration in 1815 was achieved with the condition of Louis XVIII's acceptance of the Charter. Fear of the possible erosion of the gains during the Napoleonic era, Louis XVIII was required to accept the Charter, a document which sought to safeguard some of the previously established gains before the Bourbon restoration. The Charter, during Louis' reign, could be argued to have successfully established a Constitutional monarchy in France. However, under Charles X, the ~~to~~ idea of a constitutional monarchy seemed to have been gradually eroded, and Charles had, in fact, revived a lot the practices reminiscent of the ancien régime. Therefore, to evaluate ~~to~~ whether the Charter had Constitutional monarchy, we should consider the ~~key policies~~ balance of power and the limit of power of the monarch.

The charter, designed to protect France from arbitrary rule and to safeguard the gains in the Napoleonic era, specifically stated the freedom of press,

(Section A continued) Religion and basic rights enjoyed by the citizens Louis, despite his acceptance of the charter, was still strongly convinced of his own divine right to rule. Therefore, he declared that any rights and freedom granted by the charter was not the basic human right of the French citizens. They were only the "personal gifts" Louis gave them. Whether or not Louis himself believed in the idea of constitutional monarchy was unknown, since he was a firm believer in the divine right of King and that he had issued the Verona Declaration on 24 June 1795. However, the establishment ~~of~~ and restoration of a constitutional monarchy seemed to be the safest solution for France in 1815. Therefore, Louis' intention to be a constitutional monarchy and the ~~effectively~~ effectiveness of the ~~new~~ charter ~~to~~ was questioned from day one.

**ResultsPlus**

Examiner Comments

A good start was made by this candidate.

Question 3

Question 3 provided plenty of opportunity for candidates to debate the proposition and thus secure levels 4 or 5. Very few simply assented to the proposition without

SECTION A

Put a cross in the box indicating the first question you have chosen to answer .
If you change your mind, put a line through the box and then put a cross in another box .

Chosen Question Number:

Question 1

Question 2

Question 3

Question 4

The French Revolution was watched closely from across the channel, and its influence was undeniable. The events that took place there almost served as an experiment for those with similar sentiments in England. This would prove true as calls for reform would increase ^{or} ~~and~~ decrease depending on whether events in France were in or out of favour.

At the start, reformers were encouraged by the events in France. However, as events grew more extreme they began to become discouraged, even taking similar routes. This was also true of those in power; ~~events~~ the early developments saw politicians ^{with} either neutral or positive views towards reform. This was to be the most seriously held opinion though, as France became an increasingly poor model for England. The result of this was a harsh anti-reform movement, which included a suspension of Habeas Corpus, the

regarding consensus causes and meetings and contribution
acts. This makes it clear that the year of government
was of violent revolution, exactly what had been seen
in France. However, this year had been pre-emptive,

(Section A continued) leading to the large success of the anti-
reform movement: by the time the ministers should
have been scared the majority was on their side.
This leads me to the conclusion that, while
the French Revolution did increase pressure for
reform in the 1790's, it ultimately served more as
a deterrent than it did for the majority of people.

**ResultsPlus**

Examiner Comments

This is a fascinating response which is printed in its entirety. It provides the basis for an excellent answer but in view of its extraordinary brevity, it was only awarded 10 marks.

Question 4

Question 4 clearly addresses the old chestnut of 1822 as a turning point in Lord Liverpool's administration. Candidates were well aware of the changes in personnel in 1822 and of the reforms executed by Peel at the Home Office, and Robinson and Huskisson at the Exchequer and Board of Trade respectively. The best were also aware of the continuity and of course the importance of Liverpool himself, a far from reactionary figure in terms of finance and the economy if not in political reform. An excellent succinct introduction was provided by the following candidate who eventually received 28 marks for their response.

"There is much debate among historians as to whether 1822 marks a shift in the nature of Lord Liverpool's government. Some historians argue that the ideology of the government became what was known as 'Liberal Toryism' although what seems more likely is that there was a continuity of the period 1812-22 and natural changes in the economy made the government appear more liberal."

Question 5

Question 5 on the downfall of constitutional monarchy in France was the controversy question answered by the most candidates and there were some very good answers with candidates appreciating the obvious and less obvious differences between the three sources. It is important that responses be source driven with additional knowledge integrated where possible with the sources. It is of course highly appropriate that issues not touched on or merely hinted at by the sources be also brought in to the response and developed. In this case the issue of the impact of war, indirectly alluded to in source 2 might be extensively developed. A common error in many responses was a failure to focus on the economic problems of 1791-92 referred to in Source 1. A distressing number of candidates wrote extensively about the economic and financial problems of 1788-89. In contrast better candidates supplemented the points made in the source by explaining the inflation caused by the depreciating assignats. As always the best responses inter-linked different sources, as well as developing points with own knowledge. An excellent paragraph showing this is the following:

"Source 3 argues that the real role of the deteriorating economic situation was not the breakdown of order but 'demands for a republic returned and developed.' This suggests that the economic situation was important in the downfall of the monarchy as it allowed the radicals to link economic protest to their ideological demands for a republic. This added strength to the republican movement indeed source 1 supports this argument writing 'the political temperature in a rapidly polarising situation was raised by the deteriorating economic situation.'"

After nine sides of well argued debate using the sources and own knowledge the response achieved marks of 14 and 20. It is worth pointing out that AO1 involves not only recall of appropriate facts but the ratiocination requisite for structuring a response. Some slight misunderstanding of source 1 weakened what was otherwise a very impressive answer.

Question 6

Question 6 was slightly less popular but attracted some excellent answers. Most candidates appreciated the general outline of the controversy and could set the extracts into the debate. Most could recognise that the essential difference between the two sources lay in emphasis not contradiction. In fact the explanations could be rendered complimentary. Candidates were able to develop the reference in Source 4 to a prime cause of France's success being the 'division of its enemies' and illustrate the cooperation of 1813-14 as a cause of France's downfall. There were plenty of points in source 5 to develop with own knowledge as the following example from an able candidate does, using the 1809 campaign against Austria. There is also a very apposite cross reference with source 4.

In contrast, Johnson highlights the deterioration in Napoleon's generalship when the empire collapsed. The "decline in his mental faculties" in particular is a strong argument because his earlier battles he had been resented but the Austerlitz campaign of 1809, although winning proved Napoleon's tactics were not succeeding ~~as well~~ as they had done. In 1809 he was solely fighting Austria, not a coalition and his tactics were beginning to fail against the revamped, merit based Austrian army. This decline in "mental faculties" can be supported by one aspect of source 4 where the Tombes express one of Napoleon's

(Section B continued) collapsed, merely been reduced to less expansive borders than not that more he would still be the Emperor of France.



ResultsPlus
Examiner Comments

Very few candidates were able to develop or even pick up on the reference in source 5 to Napoleon's time having gone i.e he was no longer the hero of reformers and progressives but an overbearing tyrant.

Question 7

Question 7 was almost popular amongst the very small number of entrants for this alternative. Candidates were in general well informed about the Peterloo Massacre and able to place it in its historical context. The following brief introduction has focus but could have done with a little more supplementary knowledge and a recognition of the differences between the extract by Read and that by Thompson. Very few drew attention to the local dimension emphasised in Source 7 by Read.

"The Peterloo massacre has been an event of historical controversy since it occurred in 1819, and remains in debate with historians. While R J White agrees that it had little significance, Read and Thompson maintain that it was a significant event which 'hardened' political antagonisms in Britain."

Question 8

Question 8 offered plenty of scope for discussing the standard of living debate and of the small number taking this option there were some excellent answers.

SECTION B

Put a cross in the box indicating the second question you have chosen to answer .
If you change your mind, put a line through the box and then put a cross in another box .

Chosen Question Number:

Question 5

Question 6

Question 7

Question 8

was
wage ↑ > prices
average
better middle class
hsg
food
clothing
opportunity

wasn't
not really till > 1830
was
many groups worse
worse Agric cultures unskilled
towns

↳ hsg, prices, food, clothing, pessimistic/optimistic.
many, quality, opportunity

can be stats, clothing, averages, ideology

(Section B continued)

Debates about changes in standards of living are always difficult - even now. For the period 1770 to 1830 they are even more difficult. The difficulty centres around questions of - how is 'standard of living' defined, problems with the statistics of 200 years ago, or changes in the experience of different groups of the population, and changes between good times and bad times within the whole period.

For these reasons, historians are often seen as falling into two broad groups - the optimists like Moore, and pessimists like Hobsbawm. McLeod comes over as a qualified optimist.

Moore uses Feinstein's data to argue for that 'real earnings may have grown by around 20% between 1770 and 1830'. However, this is only an annual improvement of $\frac{20}{200}$ one third of a percent a year. This is a very small improvement, and well within the margins of debate.

Moore goes on to quote Feinstein saying that ~~that~~ 'much of the gain coming in the ~~last~~ final twenty

(Section B continued)

years! This reflects the view that prices rose faster than wages until around 1813, and that thereafter wages rose faster than prices.

McCord agrees with this broad view of a slow increase but there was, on average, a slow improvement in the years to 1830. However both More and McCord draw attention to 'sharp reductions in periods of depression' and 'temporary depression could hit employment and earnings'.

So while both agree that standards of living ~~can~~ did improve before 1830, both accept that there were ~~few~~ periods of depression when the reverse would have been true, and standards of living would have fallen.

Both More ^(line 33 or 34) and McCord ^(line 58) concentrate on national average figures, and on financial data - ^{Wages} ~~Earnings~~ and prices. Many historians would argue that this gives only a partial picture. First 'standards of living' ought to be defined ~~in~~ in terms of quality issues like housing or the availability of education, or health and longevity statistics. McCord recognised this in line 60, but

(Section B continued)

offers no view on how the inclusion of health care, housing and education might affect the judgement. Most would accept that, again on average, ~~the~~ the average age at death increased during the period, and educational opportunities increased. On these grounds there is a good deal of support for the view that living standards improved in the years to 1830.

~~but~~ McCord recognises the need to qualify this broad optimistic judgement by referring to the depression periods when standards fell because ~~rising~~ wages fell and unemployment grew. (line 57) McCord also recognises that the picture changes in different parts of the country. This reflects a common view that the living standards of the agricultural labourer became worse over the period because the population grew so fast (10% a decade, and often closer to 20%) that the supply of rural labour increased fast, and at the same time that increasing farm mechanisation reduced the ~~demand~~ demand for agricultural labour. The result was that rural wages fell, rural unemployment rose. The effect was significantly reduced.

(Section B continued)

standards of living for that group, and for south and western regions of the country. This was in contrast to the more industrial areas of Lancashire, Yorkshire, the north midlands and central Scotland where living standards improved faster.

Hobsbawm takes these differences between regions and groups of the population, and between financial and non financial data much further. He is a pessimist:

He writes more about the impact on the 'English Country Labourer' saying that 'everything conspired to ~~depress~~ impoverish and demoralise them'.

Hobsbawm does not explicitly argue that standards of living declined in the period. Instead he focuses on a subset of the population - the labourer in the country. For this group standards of living did fall - for the reasons on the previous page.

Hobsbawm goes on (line 44-45) to argue that in non financial terms this group suffered, 'lost the traditional right and security' and 'did not gain the hope of improvement' that the urban labourer did. This view also indicates that Hobsbawm is sceptical about whether the urban labourer saw an increase in living standards.

(Section B continued)

offers no view before 1830. This would be consistent with the view that unskilled labourers in towns did not see improved living standards. This would be a reflection of a surplus of labour caused by the very fast growth in the population leading to depressed wages of the unskilled.

Hobsbawm goes further to argue that ~~disproportionate~~ the gap between the rich and the poor grew - like the village rich took their commons (land) and gave them charity in return for their servility.

Hobsbawm then concentrates his focus on the rural and urban labourer, and arguing that ~~the~~ their standards of living did not increase before 1830. Most historians would agree with this. But they would argue that this was mainly because of the rapid increase in the population (nearly doubling from 13 to 24 million in this period), and not because of the advent of the industrial revolution.

None of the three sources gives much evidence about the 'housing, health, diet, levels of education and opportunity' part of the standards of living debate. I would argue that on average,

(Section B continued)

The population did see definite but slow improvements in these areas between 18 1770 and 1830. But that ~~only~~ some sections of the population did not see benefits here, although the majority did.

The financial picture does look more certain, although with similar reservations. Both source 9 and 11 point to long run improvements in the financial standards of living as measured by faster increases in wages than in prices. But they ~~also~~ point to periods of depression when standards of living got worse temporarily. It also needs to be recognised that standards of living for agricultural labourers and the urban unskilled got worse. In contrast, the standards of living for the middle classes and the urban skilled will have increased faster than the 2% quoted by ~~more~~.

(Inset A on page 21)

Most historians would accept with rather less qualification, that living standards increased much faster after 1830 than they did before 1830.

In conclusion, more ~~concern~~ ~~refers~~ refers to the 'standard of living' ~~improvement~~ and so recognises that this is an area where differences of view

(Section B continued)

exist. Even so, both More and McCold agree that there was a slow but certain increase in standards of living between 1770 and 1830, as measured by a larger increase in ~~the~~ wages than in prices.

Both also recognise that living standards went into reverse in times of depression. Equally standards rose for some groups of the population, or fell for others. Hobsbawm, as a pessimist, concentrates on the latter rural labourer, and ~~strongly~~ argues, rightly, that their standards of living did fall.

So, a mixed conclusion, on ~~an~~ average, and measured in financial terms, there was a ~~so~~ small but certain increase in living standards for the population as a whole. But this masks periods of decline, some groups who saw falls in their standards of living. There is ~~prob~~ probably agreement in that ~~see~~ health, housing and education improved on average for most of the population over the period. But, as with the financial evidence, some groups gained more, and some groups saw a deterioration in their health, housing and education.

(Section B continued)

A insert this part on page 19)

Some historians would challenge the very reliability of the statistics. However, too many studies have reached broadly similar conclusions about the relative movements of wages and prices. In the sources, three studies all give the same broad conclusions, (Feinstein in line 32, Hirst & Humphries in line 35, and McLeod in source 11). There are many other studies by economists and historians that reach the similar judgements. It is difficult to find many studies looking at the whole population and the whole country, that reach materially different conclusions to the slow improvement over the period.



ResultsPlus

Examiner Comments

The introduction to a response sets up the debate and identifies the 'views' of the three authors in an effective fashion. Why the candidate uses two paragraphs is a mystery and one would have been better. The overall essay was of a high standard and achieved 34 marks

Grade boundaries

Grade	Max. Mark	A*	A	B	C	D	E
Raw boundary mark	70	54	48	42	36	30	25
Uniform boundary mark	120	108	96	84	72	60	48

'a*' is only used in conversion from raw to uniform marks. It is not a published unit grade.'

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code UA024093 January 2010

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

