

Examiners' Report
June 2012

GCE History 6HI03 C

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Publications Code UA032428

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Introduction

In the third session of the 6HI03 C examination, it was pleasing to read a good standard of responses from candidates. Many candidates had clearly acquired detailed subject knowledge and wrote with sophistication and insight which placed them in the higher tier bracket.

The paper was divided into two sections: Section (A) an In-Depth Study question. Section (B) an Associated Historical Controversy question.

Centres should note that the amount of space provided in the booklet for answers is more than adequate for candidates to gain full marks. The space provided should **not** be seen as a recommendation of the amount candidates should write.

Unfortunately some candidates continue to write too much. As a consequence of this their responses lacked factual detail. Whilst this has been commented upon previously, a significant number of candidates still follow this approach. Factual relevance is the key to achieving high marks. Examiners want to see candidates who can use the sources and their own material effectively to answer the questions set.

Although a few responses were quite brief, there was little evidence on Option C of students having insufficient time to answer both questions. The paper catered for a wide ability range of candidates as everyone was able to attempt answers to both parts of the examination. There were also very few rubric errors. As expected, there were far more entrants for C2 (The United States, 1917-54: Boom, Bust and Recovery) than for C1 (The United States, 1820-77: A Disunited Nation?). The candidates' performance on individual questions is considered in the next section.

Question 1

Most candidates who attempted this question were able to discuss to what extent there were 'few fundamental differences' between the economies of the North and South in the years 1820 to 1860. The weakest candidates tended to produce (1) a descriptive account of US economic development during this period which did not address the question (2) a response which was heavily reliant on unsupported assertions. Conversely, the best responses offered a sustained evaluation using an agree/disagree essay structure. These answers reached an informed judgement based on an assessment of key North/South economic features (such as the importance of agriculture, the scale of industrialisation, the extent of slave ownership, the output of the manufacturing sector and economic diversification).

Firstly by 1820 and throughout the next 40 years the North's industrial capacity grew quite rapidly and it was ten times greater than the South's by 1860. This was because of the increasing urbanisation and change from agriculture. Between 1820 and 1850 the proportion of the North's population living in towns of over 2500 people increased from 10 to 26% whilst the same figure in the South only went from 5 to 10%. The fact that so many people were moving into towns shows how industry, particularly iron and steel works was developing. However it is easy to exaggerate the North's progress. During this period there were only a few

(Section A continued) industries that actually employed over 50,000 people. In contrast to the North the South stayed as an agricultural based economy. This was due to the invention of the cotton gin in 1793 which made cotton become highly profitable. In 1790 only less than 10,000 bales of cotton were being produced but by 1850 this number had increased to 2 million. Cotton made up over 50% of the whole country's exports and throughout the period 1820 ~~to~~ ^{to} 1860 it stayed successful so the South saw no need to industrialise. This is clearly a major economic difference and ~~consequence~~ in itself this ~~is~~ was split into a few specific differences such as the land in both regions as in the South farming was a lot easier.



ResultsPlus Examiner Comments

This candidate has produced a Level 4 answer by offering detailed knowledge within a focused analytical structure. Here, the impact of industrialisation is clearly explained and linked to the question with good factual detail.



ResultsPlus Examiner Tip

To gain high marks on the Depth Study question, you must have a sound subject knowledge. Check the specification for the key topics.

Question 2

Very few candidates attempted Question 2 but most responses were well focused. Indeed, most candidates were aware of the debate about 'Jacksonian democracy'. Consequently, the majority of answers offered some assessment of the 'democratisation' of US politics under President Jackson (with particular emphasis placed on the development of formal national mass parties, the new style of political activism, the campaign against the Bank of the United States, and Jackson's views/policies concerning native Americans, slaves and women e.g. Indian Removal). The strongest candidates demonstrated impressive range and depth in precisely focused answers. Weaker candidates tended to (1) write a chronological narrative account of the main events/developments of Jackson's presidency without relating them explicitly to the question (2) neglect one side of the argument.

Jackson's removal of the Cherokees in his Presidency was perhaps his most undemocratic move of all. After the Supreme Court & Chief Justice Marshall had ruled in favour of allowing the Indian tribe 'the Cherokee' to stay where they were living & not be forced to move, Jackson ignored the verdict saying "Marshall has made his decision, now let him enforce it". This ridiculed the idea of democracy as Jackson had directly contradicted the ruling of the Supreme Court therefore undermining the democratic nature of US politics, but even the Presidency itself. Instead, the Cherokees were forced on a 1,000 mile "Trail of Tears" ~~to~~ to new land in the West where a quarter of the tribe died on the way.



ResultsPlus

Examiner Comments

This high Level 4 answer, which offers a clearly structured analytical approach, examines both sides of the 'Jacksonian democracy' debate. Here, the candidate assesses Jackson's treatment of native Americans and links it relevantly to the issue in the question.

Question 3

This proved to be a very popular question. Most candidates who attempted Question 3 were able to discuss the role of the motor manufacturing industry and to what extent it was responsible for the US economic boom of the 1920s. Stronger responses also considered the role played by other factors (such as government policy, new management and advertising techniques, the availability of easy credit and hire purchase, and the economic impact of the First World War) in promoting economic growth before making a judgement about relative importance. The best answers put forward a sustained analysis which critically assessed the role of the motor manufacturing industry (set against other contributory factors) in generating the boom of the 1920s. Weaker responses tended to (1) offer a general survey of the 1920s US economy which was not properly linked to the question (2) concentrate almost exclusively on the stated factor.

The motor manufacturing industry was progressing vastly as production lines were occurring in factories to quicken the rate of assembly for the cars.

(Section A continued) A prime example of this is the car manufacturer Ford. By having a quick and efficient assembly line, they were able to keep the cost of the cars, especially the much favoured model T, down, meaning that more people would want to buy one. The car ~~became~~ ^{became} a bit like a status symbol, but during the 1920s they became affordable, so more people bought them which meant that motor and oil industries were booming and contributing to the "boom" period.



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Examiner Comments

This Level 3 response is broadly analytical but offers limited detail and development. Here, for example, the candidate's assessment of the role of the US motor manufacturing industry in the boom of the 1920s lacks depth.



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Examiner Tip

If you use the key phrases from the question throughout your essay, this will help you to write a relevant analytical response.

Question 4

A few candidates who attempted this question were let down by a lack of detailed knowledge of the impact the Supreme Court and Roosevelt's critics had on the New Deal. Some very low-scoring responses offered inaccurate accounts of Supreme Court rulings and/or opponents' actions. Typically, the weakest candidates relied on (1) a simple description of the opposition to the New Deal in the 1930s which contained a few basic references to the Supreme Court and left and right-wing critics (2) a narrow response which considered only one section of this opposition. The best responses deployed detailed knowledge to provide a focused assessment of the extent to which the Supreme Court/critics were able to influence the direction of the New Deal. These answers offered well supported arguments on both sides of the debate (for e.g. after 1936 the Supreme Court upheld rather than challenged New Deal measures but critics such as Long, Townsend, Brandeis and Frankfurter helped to steer Roosevelt to the left during the 2nd New Deal).

Answer The statement that 'neither the Supreme Court nor Roosevelt's critics exerted much influence over the nature of the New Deal in the 1930s' is mostly incorrect, as both groups ~~both~~ had significant impacts on New Deal policy. Firstly if we consider the influence of the Supreme Court, we can see that its ~~the~~ repeal of many ^{major} policies from the first New Deal under the claim that they were 'unconstitutional' forced Roosevelt to significantly assess his strategy, and establish more effective schemes. Secondly we must break down ~~Roosevelt's~~ the group of 'Roosevelt's critics' into Right Wing, and Left Wing critics, as we can see that Right Wing critics, such as the American Liberty League had a limited influence over the 1930s New Deal policies, whereas Roosevelt's Left Wing Critics, such as Huey Long, posed a very real threat to ~~Roosevelt's~~ his presidency, and as a consequence had a strong influence on the policy of the Second New Deal.



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Examiner Comments

This Level 4 response puts forward the nuanced view that the Supreme Court and Roosevelt's critics did not all exercise the same amount of influence over the direction and progress of the New Deal. The candidate's effective introduction (shown here) outlines the argument which is then pursued, with reasonable range and depth, in the main section of the essay.

Question 5

Most candidates who attempted this question were able to discuss the role of Southern secession as the cause of war between the North and South and then weigh this stated factor against others (such as North-South economic differences and the divisive issue of slavery). Better responses integrated source material and candidates' own knowledge to develop an argument about the reason(s) for the Civil War based on the issues raised by the extracts. These responses cross-referenced the sources extensively to support or challenge particular viewpoints in the process of reaching a judgement. Weaker candidates often relied almost exclusively on the source material and introduced very little own knowledge to develop a line of argument. In addition, some low-scoring answers merely offered 'potted' summaries of each source (often with a little own knowledge included) which prevented cross-referencing and the development of a support/challenge approach.

Source 2 states that the main cause of the Civil War was slavery. The South seceded ~~for~~ due to the fact that they believed Lincoln and the Republican Party were attempting to wipe out slavery. Slavery was hugely important to the South ~~and~~ ^{as} it ~~was~~ underpinned their economic system of plantation agriculture. The main issue between North and South was that of slavery expansion which the South felt was essential and the North, especially the Republican Party did not want.

Source 3 states that the main cause of the Civil War 'was a contest between plantation agriculture and industrialising capitalism' however this difference ^{was} also caused by slavery. In the South it was profitable to have large plantations as they could use slaves and any profits would be reinvested in slaves. However in the North as there were no slaves profits would be reinvested into

(Section B continued) Capital to make them more productive and this led to the differing economic systems. However this theory for explaining the Civil War is not so accepted nowadays, and slavery is seen as the main cause of the Civil War.



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Examiner Comments

This extract, from a Level 2 response, uses the sources in a superficial way. The candidate comprehends Source 2 and Source 3 and notes that they have different views on the causes of the Civil War. However, the arguments and evidence from the two sources are not fully developed or cross-referenced, and the candidate fails to integrate detailed own knowledge.



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Examiner Tip

When planning your answer, read through the sources carefully and list all the support and challenge points you can. This will help you to cross-reference effectively in your answer.

Question 6

On this question, the majority of responses were able to offer a reasoned explanation for the Confederacy's defeat in the Civil War based on the competing views set out in the three sources (Lincoln's political leadership, Southern disunity and superior Northern resources). Most candidates could also draw on a sound knowledge of the key events and developments between 1861 and 1865 which helped to determine the outcome. Once again, stronger candidates integrated cross-referenced source material with their own knowledge to put forward a substantiated judgement. Lower scoring responses typically adopted the 'potted' summary approach to the sources or else included little or no own knowledge. A few of the weaker candidates uncritically accepted the superior political leadership viewpoint and failed to consider properly the other arguments set out in the extracts.

Source 4 argues that it was Lincoln's superior leadership that secured victory for the Union, stating it a remarkable feat that Lincoln managed to sustain "support for the Union's formidable four-year war effort" with little "coercion & repression". This is of course ignoring the suspension of Habeas

this can back up the point of Source 4 as this action secured Maryland into the Union & therefore secured Washington, the Union capital by decisive action. Source 4 does also recognise however the North's superiority in "manpower & resources", linking it to Source 6 & the "Big Battalions" theory. Source 4 also states that Lincoln's maintaining of the North's "long term enthusiasm for the fight" through a "clear statement of the war's purpose" was a crucial factor. This is referring to the Emancipation Proclamation (September 1862) where Lincoln made the war's cause slavery. This bound the North & maintained morale under a 'moral crusade'. The timing of this was also crucial

with Lincoln's "shrewd reading of public opinion" meaning he released the Proclamation after a military victory at Antietam on the advice of Seward. It was these decisive actions from Lincoln that therefore allowed him to appeal to "mainstream Unionists & cemented the Northern War coalition".
Source 5 argues that the South's



ResultsPlus
Examiner Comments

This high Level 4 response uses the sources and own knowledge confidently throughout. In this extract, the candidate offers a perceptive assessment of the superior political leadership argument (Source 4) by examining the claims made in the light of his/her own knowledge of Lincoln's actions.

Note too how the candidate recognises that Source 4 partially supports the 'big battalions' argument outlined in Source 6.

Question 7

Most candidates found this question accessible. Overall, the sources were used effectively and appropriate own knowledge was included to develop the argument about the reasons for the economic downturn of 1929-30. Stronger responses offered a sustained analysis based on the cross-referencing of the extracts and the integration of source material and own knowledge. These answers reached an informed judgement about the relative importance of the under-consumption argument when set against other viewpoints (such as European economic problems after 1918 and the US government's low tax and minimal regulation approach in the 1920s). Low-scoring candidates tended to exhibit two main weaknesses - (1) relying on a descriptive essay which was inadequately linked to the sources provided (2) poor or non-existent integration of source material and own knowledge. A minority of candidates did not pick up on the links between under-consumption and some of the other factors mentioned in the sources (such as the consequences of the Wall Street Crash and government policies) which would have provided good cross-referencing opportunities.

Badger puts forward the view that 'structural poverty, irregular employment and low wages' meant that the public did not have the 'capacity to consume'. This can be seen with overproduction in agriculture which saw the price of farm goods drop and as farm incomes 'rose by only 10 percent' compared to industry income rising by '20 percent', it shows the imbalance between the two sectors that, for Badger, was a major cause of the economic downturn. Goldberg presents a similar argument as he claims that 'both farmers and workers lacked adequate purchasing power to buy the goods' and sustain prosperity. He cites the industrialists' success in preventing unionisation' as a key factor for wages not keeping up with profits which is supported by Badger who cites that the lowest 93 percent of non-farm workers only saw a 6 per cent increase in their income meaning they could not 'share in the fruits of prosperity'. This can be seen as a valid argument as much of the boom was based on consumer spending on new products during the 1920's such as Cars and Radios. Without adequate wages, the public would not be able to continue buying products and sustain the growth in spite of any overinvestment. This decrease of sales would then have a

(Section B continued) knock on effect on the workers in factories and farmers ~~as~~ as their goods are not selling, meaning lower income for them.



ResultsPlus Examiner Comments

Here, the candidate has produced a mid-Level 3 answer by taking some information from the sources and integrating a moderate amount of own knowledge. There is scope to offer more of both, and to cross-reference the sources more effectively. For example, Source 8 could be linked to the argument in the extract because it talks about the lack of consumer spending in the wake of the Wall Street Crash.



ResultsPlus Examiner Tip

During the planning stage, after you have identified the key issues raised by the sources, add your own knowledge to these points. That way you'll find it easier to integrate the two elements in the actual essay.

Question 8

This proved to be a popular question. Many candidates made good use of the sources and their own knowledge to develop a confident line of argument about the extent to which the New Deal revived the US economy. The strongest candidates offered a sustained sourced analysis with impressive range and depth. Many in this category provided extensive cross-referencing of the sources to emphasise, for example, how the New Deal brought about only a partial economic revival which was given further momentum by the approach of war. Weaker candidates tended to produce (1) a narrative of the main New Deal measures which was inadequately linked to the question (2) a 'potted' source by source commentary with little or no cross-referencing which prevented the development of a support/challenge approach.

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

employment → CCC, PWA, CWA, WPA 'unemployment was cut'
took 9 yrs... war' persistent shortage of jobs.

GNP 'bounced back' PWA CWA + ('37) Clements 'frenzied' 100 days
greatest success first term.

'NEW YORK! - SEC saved capitalism banking

regulatory
'created relief aid' SSA, NLRB, PH ultimately nothing mattered more

'slow and teetle' FERA attitudes 'never given adequate relief', TVA snuffed out
FHA

'NRA did damage' codes violate 10th unworkable unconst. 'TVA snuffed out'

'The only reasonably good year' TVA, AAA, banking

some were inspiring TVA (WPA 'color-blind') CCC, NYA

(Section B continued) The New Deal failed to revive US economy.

The New Deal has been widely celebrated as the scheme used by Franklin D. Roosevelt to lift America out of the depression in the 1930s. Clements, a historian called his first 100 days 'the most frenzied and energetic of any presidency' as he passed 15 major pieces of legislation. However one might consider that the ~~ND~~ New Deal (ND) failed to revive the US economy as 'unemployment remained at 16-20% for most of the late 1930s' (Jenkins) and this is a good indicator of prosperity or lack thereof. While the ND is remembered by history as reviving the US economy perhaps it was the war which eventually led to the GNP hitting \$300 billion, which revived the economy instead.

Many historians have used unemployment figures to gage the success of the ND with Johnson stating 'employment was at 19 per cent in 1938' however this statistic may be mis-leading as there was a huge difference in employment across states, comparing New York and Ohio for example. Furthermore many ND agencies did tackle unemployment in the early 1930s. The CCC hired 250,000 young men for 9 months planting trees etc. and they earned \$30/month, while the CWA took on 2.5 million men for 3 months in 1933 to help them get through the winter. The issue here is that to give the maximum number of people a chance to work for them there was a high turnover of jobs meaning unemployment remained high although the CCC ran for 8 years. ^{Shlops} ~~Shales~~ too refers to a 'persistent shortage of jobs' and Johnson's conclusion 'if interventionism worked it took 9 years and a world war' is apt. Despite all of FDR's agencies, it was not until 13 million were employed in the army that unemployment disappeared in 1943.

(Section B continued) Jenkins is more optimistic, highlighting that the GNP 'more than bounced back to \$113 billion by 1937'. This is likely to be due to the early public works schemes such as PWA which built 15,000 schools and 50,000 miles of road and the 1935 WPA which cut Lincoln Tunnel and Fort Knox, all improving the infrastructure of Fort Knox. Johnson actually suggests 'The only reasonably good year was 1937' again focusing on levels of employment, however this is not true. In 1933 the AAA which subsidised farmers to reduce production saw farmers prices double, and the TVA in the same year harnessed the power of the Tennessee River in 7 of the poorest states and was responsible for bringing hydro-electric power to 9/10 farms, when only 1/10 had electricity before. ~~The~~ Average incomes in the region rose 200% because of the TVA. These early successes demonstrate how the New Deal did revive the economy and may be why Jenkins asserted ~~it~~ it 'had its greatest successes in its first term.' Even this may be disputed as the Social Security Act, providing relief from 1935, and the Fair Labor Standards Act fixing the minimum wage at \$25c an hour to eventually rise to 40c/hour was created in the Second New Deal.

While Johnson suggests 'real recovery came only when news of Europe plunged the New York Stock Exchange into a 'soulful confusion' which is certainly true, one might consider that Roosevelt had already gone a long way to revive the stock exchange with the Securities and Exchange Commission of 1934 which regulated activity on the market and restored confidence in the system catching out a crook in its own ranks and imprisoning Richard Whitney for embezzlements in 1937. The banking system was also revived by the Emergency Banking Act and 30 day

(Section B continued) bank holiday in 1933 which Raymond Moley of the Brains Trust said meant 'American Capitalism was saved in 8 days'. Following this, in 1936 there were no bank failures for the first time in 59 years. Shales agrees that of the ND agencies 'some were useful such as the financial institutions he established.' Surely this suggests the ND was not a complete failure.

However as Johnson indicates recovery of the economy was 'slow and feeble.' The Federal Housing Administration for instance which was designed to protect the ability to repay mortgages on new homes was rendered much less useful when considering 65% homes cost over \$14,000 so 25% ^{urban} families couldn't afford them. It was also feeble in that attitudes racial prejudices meant the FHA wouldn't help African-Americans get mortgages in white areas. Similarly FERA was given \$500 billion to spend on relief, supposedly a good example of the 'relief and regulatory agencies' Shales refers to. However the average family on relief got \$25/month while the amount recommended for subsistence was \$100. Harry Hopkins who ran FERA admitted 'we have never given adequate relief' and this is hugely important to recovery as the economy could not be revived if people were not given aid first.

While some agencies failed to deliver recovery others had an even more negative effect. Shales believes that 'the National Recovery Agency (NRA) did damage. NRA rules were so inflexible they frightened away capital.' One might agree that these 537 codes, establishing a minimum wage and collective bargaining (section 7a) would be abhorrent to the big businessmen who were used to a laissez-faire government and whose policies capital needed to be attracted. However one might contest that the

(Section B continued) biggest problem with this agency was that the codes were unworkable, small companies couldn't afford the minimum wage \$11/40 hour week and there were 10,000 complaints of violation in the first year. Nevertheless in terms of the economy these liberal, even leftist schemes did not help business to grow. Opposition from the Right called FDR a traitor to his class when the National Labor Relations Bureau further helped trade unions. Shlaes also argues the TVA hindered the revival of the economy, suggesting it 'snuffed out a growing - and potential successful - private sector effort' to provide electricity in the region. While the TVA helped the people, maybe by highlighting why FDR received 8000 letters a day of requests for help and thanks, the TVA provided cheaper electricity (\$2.50) than private companies (\$5.00) undercutting profits.

Nevertheless Shlaes also suggests 'some were inspiring - the civilian conservation Corps, for example': this provided men with a sense of purpose and boosted employment. While the TVA had faults a journalist called it 'the most magnificent project of the New Deal' and it certainly did create revenue. The National Youth Administration which African-Americans and women were encouraged to join was enabled students to earn while learning, contributing to the economy whilst also attending college to get a higher paid job in the future. Overall Jenkins asserts that even before the war 'people became significantly better off as the decade progressed, as measured by possession of material goods': The GNP per head increased from \$615 - \$954 from 1933 - 1940 and the WAA for example paid workers \$52 per month which was more than relief but less than industry.

(Section B continued) The New Deal will always be remembered as reviving the US economy and certain measures certainly went towards this for example the reformation of the banking system, ^{and} the works schemes such as WPA which employed 21 million people at any time and 20% of the workforce by 1941. However one might conclude that the agencies which with features that actually hindered the recovery ~~of~~ ^{of} the economy such as the NRA which discouraged purchasing from private companies, meant it did not help economic revival overall.



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Examiner Comments

This high Level 5 response possesses several obvious strengths. The candidate (1) uses all three sources extensively and integrates detailed own knowledge effectively (2) develops a sustained analysis which targets the question throughout (3) adopts a support/challenge approach to evaluate several of the claims made in the sources.



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Examiner Tip

Plan your answer around all the key issues raised by the sources and pick out useful quotations from each extract. That way, you won't overlook, or oversimplify, any of the sources when writing your response.

Paper Summary

A general summary of the areas for improvement in the approach to the Depth Study question and the Associated Historical Controversy question on Option C may prove of benefit to centres.

Depth Study question

1. Candidates need to ensure that the subject knowledge conforms to the specification. Weaker responses usually lacked range and/or depth. A few discussed a period or development which was not the precise focus of the question.
2. Candidates need to be more aware of the time frame attached to a question. Many lower scoring responses devoted much time and space to discussing only one part of the period targeted by the question.
3. In order to address the question effectively, candidates need to offer an analysis not a descriptive or chronological account.

Associated Historical Controversy question

1. Candidates need to treat the sources as a package to facilitate cross-referencing and advance a convincing line of argument. Many weaker candidates resorted to 'potted' summaries of each source which failed to develop a support/challenge approach.
2. Candidates need to integrate the source material and their own knowledge more effectively to substantiate a particular view. Weaker responses were frequently too reliant on the sources provided and little or no own knowledge was included.
3. Candidates should avoid memorised 'perspectives' essays and base their responses on the issues raised by the sources instead. The Associated Historical Controversy question is an exercise in interpretation not historiography.
4. A few candidates are still providing extensive and wholly unnecessary accounts of the provenance of each source.

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Order Code UA032428 June 2012

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