

Examiners' Report
June 2016

GCE History 8HI0 1H

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Introduction

It was pleasing to see responses of a decent standard from candidates attempting the new AS Paper 1H which covers *Britain transformed, 1918–97*. The paper is divided into three sections. Section A and Section B contain a choice of essays that assess understanding of the period in breadth (AO1) by targeting five second order concepts – cause, consequence, change/ continuity, similarity/difference and significance. Section C contains one compulsory question that assesses the ability to analyse and evaluate historical interpretations (AO3). Candidates have to answer three questions – one from each Section.

Generally speaking, candidates found Section C more challenging mainly because some of them were not entirely clear about how to analyse and evaluate the extracts they were presented with. Moreover, the detailed knowledge base required in Section C to add contextual material to support/challenge points derived from the extracts was also often absent. Having said this, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A, B or C. The ability range was wide, but the design of the paper allowed all abilities to be catered for. Furthermore, in Sections A and B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section A and B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any of the four Themes, and, as a result, full coverage of the specification is enormously important.

The candidates' performance on individual questions is considered in the next section.

Question 1

This was the more popular of the two questions on Section A of the paper. Students on the whole answered this question well, although some otherwise sound or strong responses had limited material on the given factor of the extension of the franchise. A small minority of candidates struggled with the concept of the franchise.

Most candidates were able to relate the franchise to the rise of the Labour vote, and the discriminating factor in this area was how far candidates were able to go beyond this, e.g. explore the extent to which Labour did indeed benefit, or the extent to which the addition of older or propertied women to the electorate in 1918 was often to the advantage of the Conservative Party.

Many candidates did put forward valid arguments to question the degree of certainty that could be ascribed to attempts to see clear patterns in relation to this issue. Responses covered a range of other issues, most notably the split in the Liberal Party after WWI, although some candidates were less secure on the impact of events and changes of the later years within the period. Although candidates were not expected to consider a detailed analysis of every election result within this period, those who could give some specific exemplification to support their understanding and arguments tended to perform the best.

SECTION A

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 1

Question 2

In 1918, WWI had just finished. ~~WWI~~ WWI left a
economic
legacy. Britain was in debt because of the war and
had to borrow £850 million to fight the last two years.
Britain also lost trade and became virtually uncompetitive.
Britain used all of its ships to transport exports for the war.
This meant that a large gap was left by Britain who
had previously been the world's number one trading nation.
The prime minister in 1918 was David Lloyd George who
had won the support of a few 100 liberals from his
party rival Asquith, David ~~Asquith~~ ^{Lloyd} George was able to
be ~~prime minister~~ prime minister through the support of the
Conservatives, who were not brave enough to stand for
election as a single party. David Lloyd George was ~~then~~

able to set up his second coalition government through the support of the conservatives. David Lloyd George ~~was~~ called an election which was later called the 'coupon' election. It was given this name by Asquith who described the signed letters of support the Liberal MP's got as a 'coupon'. Lloyd George eventually fell from power when ~~reputable~~ reports came out about him being dishonest. Lloyd George was found to be guilty for the sale of honours. In 1918 a knighthood could be bought for £10,000 - £12,000 and baronetcy for £35,000

(Section A continued) -£40,000. David Lloyd George claimed that it was a sufficient way of gaining funds as he didn't get any funds from the wealthy like the conservatives did or any funds from trade unions ~~like~~ like Labour did. 1923 the conservatives came into power ~~and~~ after talks were held at the Carlton Club, which many knew was the unofficial headquarters of the conservative party. Baldwin was not in office long before Labour won the 1924 election. Ramsay MacDonald became Labour's first prime minister. Labour had gained sufficient support during WWI through the trade unions, during the war the members of the trade union increased. MacDonald's party eventually couldn't agree on the same issues. The Labour party was nearly split because ~~of~~ the left were extremely unhappy that MacDonald didn't involve them in his cabinet.

In Macdonald's National Government in 1931, Macdonald wanted to resign, so he went to go and see King George and hand in his ~~reign~~ resignation letter, however the King didn't accept his resignation and ~~even~~ asked Macdonald to head a new government the National Government with the support of the Conservatives. Baldwin agreed with this and said he would support Macdonald, Baldwin agreed to this as he knew the Ramsay would take the brunt of the criticisms leaving Conservatives to swoop in and take office. In conclusion the extension of franchise was not the main reason for ~~the~~ changing ~~political~~ party.



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Examiner Comments

This partial example displays the features of a level two response. There is relevant information, showing understanding and knowledge. However, the response lacks focus, and there is limited analysis of issues related to the question, being largely implicit. At times there is some shape, but much of the response is limited in terms of organisation and argument.



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Examiner Tip

When considering the importance of a factor, higher level responses tend to explore the relationship between different factors. For example, the extent to which Baldwin and the Conservative successfully responded to the changing electorate, or the impact of the first-past-the-post system on divided Liberals in the face of the emergence of Labour as a major party.

Question 2

This question produced a broad range of responses. Most candidates displayed confidence in demonstrating understanding of the issue of cost, and thus offered some analysis of this in relation to the issue of challenges to welfare provision. What determined the success of responses beyond this tended to be one or more of three issues: (i) the ability of candidates to develop reasoning with detailed knowledge to support and explore arguments relating to cost, (ii) the degree of focus on the given time period, and (iii) the ability to give some breadth to the answer, e.g. go beyond simply cost in relation to the NHS.

A range of detailed evidence was used to explore the issue of cost, albeit with at times some confusion over terms, e.g. conflation of GDP and government spending. Issues allied to cost, such as increased public expectations and advances in medical technology, were also convincingly explored by many successful responses. Additionally, candidates considered and argued for the impact of a range of issues beyond cost, such as the development of alternative models for the provision of public services, or the breakdown of the political consensus and the implication New Right ideas had for welfare provision.

Candidates who were confident in exploring welfare provision beyond the NHS were often more likely to produce well rounded responses, and an examination of factors relating to at least some of education, housing, welfare, pensions and unemployment were often found.

One concern was a tendency from a small minority to assert on the basis of arguments pertaining to contemporary issues, e.g. arguing that immigration placed significant cost pressures on the NHS in the 1960s, with limited material basis for these arguments, or indeed how the recruitment of c18,000 doctors from India and Pakistan in the early 1960s helped tackle the challenge of staffing the NHS – a campaign led by then Health Minister Enoch Powell.

(Section A continued) Overall costs, thus creating even bigger problems for the 'challenges' for the State. Also, advances in technology was also involved in increasing costs at the NHS and welfare provision, reinforces the idea that costs was the main reason for the state facing increasing challenges. For example this statement can be supported by the creation of the invention of the computerised tomography in 1972. On the one hand, it started great developments in patient care, however, it also added significantly to the costs of the welfare provision, clearly making that the main reason for the state facing increasing challenges. Furthermore, the state faced several problems at the time, which

The 1950s, there was the Korean War (1950-53) which also added to the cost the state faced as it also had to pay debt ~~that~~ involved the war. Therefore, ~~significant~~ ~~major~~ ~~costs~~ ~~were~~ the main reason for ~~the~~ challenges the Soviet faced the state in welfare provision

On the other hand, ~~one~~ ~~factor~~ ~~that~~ the state faced increasing challenges in the 1960s and 70s in welfare provision, however the main reason for it was ~~not~~ originally not costs but public reaction and response towards the welfare provision. For example, the NHS began to be used for trivial issues such as dandruff. As people began to take

(Section A continued) ~~advantage~~ ~~of~~ ~~the~~ ~~free~~ ~~health~~ ~~care~~, they came to complain about ~~the~~ ~~various~~ ~~issues~~ such as ~~the~~ ~~dandruff~~. This caused ~~challenges~~ to the state as it ~~used~~ ~~many~~ ~~of~~ ~~the~~ ~~valuable~~ ~~resources~~ ~~and~~ ~~time~~, due to the ~~fact~~ ~~that~~ the NHS was ~~the~~ ~~aimed~~ ~~to~~ ~~help~~ ~~the~~ ~~public~~. Furthermore, people also began to use ~~the~~ ~~health~~ ~~care~~ ~~which~~ ~~also~~ ~~added~~ ~~to~~ ~~the~~ ~~challenges~~ ~~faced~~ ~~by~~ ~~the~~ ~~state~~. Moreover, it could also be said that, the state caused their own problems as they distributed and ~~encouraged~~ ~~the~~ ~~public~~ ~~to~~ ~~support~~ ~~this~~ ~~is~~, ~~not~~ ~~because~~ ~~who~~ ~~was~~ ~~Minister~~ ~~of~~ ~~Health~~ when the NHS first ~~started~~ ~~resigned~~ ~~is~~ the early 1950s as ~~Prime~~ ~~Minister~~ ~~Churchill~~ introduced a new policy ~~not~~ ~~to~~ ~~provide~~

put a fee on prescriptions, dentures and spectacles. Bevan felt that this was completely against what the NHS was created to do. Also, this created an uproar in the public as ~~the~~ it was a fixed fee which ~~penalised~~ penalised the working class greatly in comparison to others. Therefore it ~~could~~ could be argued that this ~~evidently~~ shows that the state ~~caused its~~ individuals caused its ~~own~~ problems that ~~affected~~ how the public relied on the state as now the public were against the steps taken that got in the way of their welfare provision, resulting in support from the public being lost by the state.

(Section A continued) Lastly, ~~it~~ it could again be argued that costs was the main reason for an increase in challenges faced by the state because of the ~~the~~ substantial increase of school buildings at the time. After the Robbins Report of 1960, there was a greater call for higher education, therefore the number of universities went from 22 to 46 between 1962 and 1970. Also, the 1957 Plowden Report called for a drastic increase in ~~the~~ nursery school buildings and again, this legislation was accepted. Therefore, ~~addition~~ significantly to the overall costs and ~~that~~ that therefore highlights that costs was the main ~~reason~~ reason for an increase in challenges faced by the state in welfare provision to a clear extent.

To conclude, it could be argued that ~~it~~ cost was the main reason for the state's decline in welfare provision ~~between~~ in the 1960s and 1970s. This was because there were many factors that led to greater costs and it all contributed to an overwhelming amount that ~~could~~ ~~of~~ ~~undoubtedly~~, caused the state ~~was~~ a great challenge in dealing with it.



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Examiner Comments

This partial example displays the features of a secure level three response. There is a clear attempt to engage with the issue of causation, and the candidate demonstrates understanding of the issues demanded by the question. The answer is organised and coherent, and reasoning given for judgements. Analysis is supported by some depth of knowledge, as well as some range, both in terms of issues, and the chronological range demanded by the question, although it does to some extent drift outside of the boundaries of the latter.



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Examiner Tip

Higher level responses tended to offer clear reasoning and justification or decisions, or 'consideration of criteria'. This need not laboriously laid out in generic terms; in this question, the candidate justified the 'most important reason' in terms such as how wide an impact a particular factor had across different aspect of welfare, or the extent to which it drove other factors, or difference that it actually made to welfare policy.

Question 3

This was a popular question, and in the main, candidates demonstrated the abilities required for success: knowledge of issues related to the position of women, a broad coverage of the period up to 1945, and an ability to focus these on the issue of change.

In particular, many candidates showed a really good understanding of the period, with detailed own knowledge of political, economic and social issues. This question also tended to produce considered and focused conclusions examining the extent of change.

Where some candidates were less successful, it tended to be due to either, or both, of the following two factors. Firstly, responses which offered plausible argument, demonstrating broad understanding of issues, but with limited detail to substantiate arguments, such as those which raised valid points relating to the impact of war, but with little to distinguish as to whether these points applied to one or other of the two world wars. Secondly, a minority of responses did not sufficiently cover the chronology, such as responses which essentially considered the impact of WWI.

Higher level responses often gave clear consideration to themes, with some structuring essays around these, exploring the relationship between economic, political and social issues across the period.

SECTION B

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 3

Question 4

Plan: ~~two paragraphs and a not.~~

word change to a better effect.

political: enfranchisement. → small amount of M.P.s.

employment: growing number of service jobs, employed in

WWI + WW2 → growing confidence in skill. ^{End of} marriage bar in 1944 meaning.

did not: tried to abstain, little political growth due to small

amount of M.P.s → suggest that women were still considered unequal.

employment women were asked to do as work → still

gender role → women's role = at home. Marriage

bar present until 1946.

~~discrepancy~~

While women's role did begin to change shown by extension of

franchise and growing employment opportunities, male role was still

limited. Women were largely still presented as submissive with a domestic role.

To some extent women's role did change. Extension of franchise in the Representation of the People Act in 1918 and 1928 indicated that women's role was changing. The ability to vote meant women had a much larger impact on society and were entitled to a similar ability to change society as men, this shows women's changing role as they were becoming more powerful.

(Section B continued) Furthermore, women's role in society was also changing in terms of employment. The Sex Disqualification (Removal) Act of 1919 meant women could not be discriminated against due to gender in law and civil services. This advanced women's role as it meant they had a more powerful stand in society and were beginning to gain similar employment opportunities as men indicating their role was no longer considered as solely as a housewife. Women also gained employment opportunities as a result of the war, for example in World War Two less than 80,000 women were involved in the Women's Land Army and many others were employed in work such as drivers and nurses. These political and employment opportunities indicate women's role was changing as they were becoming more involved within society and no longer restricted to solely domestic life, indicating a more equal role. //

On the other hand, women's political advancements did not ~~conclude~~ conclude in a complete change in role. Many women were twice as likely to abstain from voting or vote in the same political party as men. This indicated that women's role did not considerably change as they were still presented as submissive compared to male's dominance. Furthermore, ~~many~~ very few women made up only around ~~5%~~ 3% - 5% in the 1930s indicated that women were still not considered equal to men. While women were present on a local level, at about

(Section B continued) 15% local councilors must still present women at a similar unequal position as men, implying women's role had not changed. Furthermore, there were very limited political advances for women in this period, the most influential Act apart from enfranchisement being the 1937 Maternal Act. This indicated that while women had the ability to vote they had little to say in parliament. Therefore, women's role had not significantly changed as they were still presented as politically inferior and submissive to male dominance.

While women gained some economic advances their role did not change to such an extent. Within national insurance men gained 65p while women only 40p indicating the inequality of pay and benefits, something which did not change until Labour's reforms in 1970s. This is a strong

Indication that women were discriminated against in unemployment and women's role was domestic. Furthermore the Marriage Bar which was present until 1946 indicated that women's role was to stay at home and be a domestic housewife, indicating attitudes to women's role had not changed. Furthermore, 84% of women were in low paid service and clerical work that was based on female stereotypical stereotypes including nursing, teaching and waitressing. These stereotypical 'caring' roles indicated that the women's role had not changed and they

(Section B continued) were still considered inferior to males.

Therefore, women's employment ~~opportunities~~ opportunities that their role had not changed shown by unequal opportunities, lack of advancement, unequal pay and stereotypical roles. This indicates that women's role was one of domestic life and an inferior status, which was continued from 1918 - 1945.

In conclusion, women's role did begin to change shown by the extension of the vote leading to women being 48% of the vote, this showed a changing role as they were given a chance to join into a democratic society and were on equal terms as men. However, men were political advancements after this was made and many women were forced to abstain from voting indicating women's role had not changed to a large extent. Women also gained employment opportunities

through an Act in 1920 and experiences of war, however this was still limited as women were subject to unequal pay and little advancement. Nonetheless, women's role changed to a small extent.



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Examiner Comments

This partial example displays the features of a level four response. This essay demonstrates secure understanding of the demands of the question, applying sufficient knowledge to a convincing analysis. There is a clear focus on change, exploring the degree of this in relation to women's position in terms of political enfranchisement, economic role and social attitudes. Argument is largely coherent, logical and organised, and supporting material is used to reach judgements which are well reasoned. It is worth noting that even at level four, the level descriptors are qualified; the higher demands of level five are not required at AS level.



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Examiner Tip

Candidates should pay careful attention to the particular demands of the question, and for the higher levels, exploring these concepts and issues. For example, some strong responses gave careful consideration to what exactly a change to the role of women was, such as exploring the extent to which change via legislation actually changed the lives of women – at times examining how women of different groups or classes experienced this, or which of the political, economic or social changes brought about by war resulted in significant gains over the longer-term.

Question 4

This was the less popular of the two Section B questions, and a wide range of responses were offered. In the main, understanding of the period and of the issues relevant to the question was strong enough to attain the higher levels. What tended to discriminate in candidate performance was the ability to focus on the second-order concept, or having adequate knowledge with which to analyse these issues.

A significant number of candidates lacked a consistent focus, at times describing developments in popular and/or youth culture, without clear consideration of what the question was asking. A small minority did seem to struggle with the concept of popular culture. That said, the majority were able to shape their knowledge of youth culture towards the demands of the question, examining the rise of the 'teenager', the significance of disposable income, the interaction between youth culture and popular culture in terms of music, fashion, and television, as well as exploring the variation in this across the period. A small number did get carried away with detail of certain aspects of this, without clearly focusing this, although the vast majority who were well-informed were also well-directed.

Many candidates also offered reasoned analysis of the relative significance of a range of other issues, such as television, radio and the liberalisation of society.

SECTION B

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number:

Question 3

Question 4

In the years 1950-1979, youth culture was the most significant development in popular culture. Mainly due to the fact that teenagers no longer had to follow their parents. However other ~~factors~~ factors like the rise of Television and quality drama impacted popular culture as well. With the development of new shows like "the Liver Stone" 1969-79.* But also music was a factor on popular culture too. *which drew audiences in.

Youth culture has a large significance in the development of popular culture. At the

start of the 1950s, the word teenage was starting to be used, to distinguish the difference between them from their parents. Youth cultures also started to stand out from their parents as they developed different styles, for example fashion trends which could be fuelled by their own work wages, as they didn't have to meaning they had a high disposable income.

(Section B continued)

Pay bills or rent. Rockers and Mods were popularised identity styles during the 60s. The idea of following your own set of beliefs and values was also a key part of Youth culture. Other industries also benefited from the youth culture as part of popular culture, milk and coffee bars were important hang out spots for teenagers in London, founded by Italian immigrants late 1953, they ~~boomed~~ ^{boomed} across the UK so that in 1958, there were ~~1958~~ over 500 of them. The only limitations to youth culture was that the older generations thought they were becoming out of control.* overall, it was accurate to say that youth culture was significant in the development of popular culture because more

youths started to break away from family traditions and follow trends portrayed in media. # and that violence and drugs would become an issue.

Another factor that had some significance to the development of popular culture was Music. Before the 1950s, radio had already been enjoyed and listened to daily by all the social classes. However, radio



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This partial example displays the features of a level three response, albeit at the lower end of the level. There is focus, demonstrating understanding of the issues demanded by the question. The answer is organised and coherent. However, there is some depth of knowledge to support analysis, and the response is organised around the given issue and other significant factors, such as music and television. There is some attempt to give reasoning to judgements.



ResultsPlus Examiner Tip

On breadth questions, whilst it is not expected that candidates offer the same depth of detail as may be appropriate for Section A questions, which cover a shorter timeframe, strong responses do carefully select their exemplification in order to examine an issue across the period, e.g. the extent to which trends in youth culture in the 1950s were significantly different in the 1950s from the 1970s.

Question 5

A wide range of views were expressed but the question was generally well answered, in terms of focus, and understanding, of both the extracts and the issues arising from these.

Most candidates were able to use the extracts in order to develop arguments relating to the given question on the impact of Thatcher's economic policies government. What really discriminated with regards to how well candidates performed was the approach taken to the use of extracts.

Some candidates largely used the extracts as sources of information, identifying facts in the extracts as if it were their own knowledge, with fairly limited consideration of the arguments made, and thus were limited in their tendency to see these as interpretations on the issue. An issue that limited the quality of some responses was a loss of focus on the extracts; in some cases, candidates became side tracked with their own knowledge with limited reference to the extracts. A final issue that distracted from responses which were in many cases strong in other senses was a tendency to regard this as an exercise in source analysis: focusing excessively heavily on the comparative 'reliability' and 'usefulness' of the extracts; an approach which adds little to the consideration of secondary interpretations.

These issues said, the majority of responses were able to engage with a focused consideration of the given interpretations in a manner suited to achieving the higher levels. Stronger responses were able to use the extracts in conjunction with contextual knowledge to elaborate further on the question of the impact of Thatcher's policies on the people of Britain. What tended to discriminate between responses at the higher end was an ability to use the two extracts together to highlight the range of conflict that exists in historical interpretation, debating and analysing this with the presented evidence and contextual knowledge to reach their own supported views.

Better responses were able to use knowledge to make distinctions and to explore and even to some extent reconcile the two views, e.g. distinctions over the short and longer-term, or consideration of impact across different sectors of the economy.

(Section C continued) That Thatcher's policies "sometimes deliberately discriminated against the poor and benefited the rich. Such as regressive taxes, that took more money from lower income earners and higher indirect taxation such as VAT (Value Added Tax) which increased to 17.5 per cent. under Thatcher. Extract 2 fails to mention this and how Thatcherism penalised the poor in a futile attempt to promote individualism by acting as an incentive. However, it did indeed benefit business people and professionals because the Conservative Party became rife with self-made businessmen

and less aristocrats and men of inherited wealth.

Rubinstein's view of Thatcher's economic policies ~~was~~ is very much fixed on what it brought financially rather ~~than~~ ~~what~~ it in the short-term rather than looking at the full picture. Extract 2 states that "Nigel Lawson reduced the standard rate of income tax". This is entirely true except that the rich, who on paper should still be paying a reasonable sum, paid £4.3 billion less in income tax whereas the bottom tax 10 per cent of earners only paid £400 million less. Rubinstein's view of Thatcher's economic policies lurches to the right and ~~at~~ forgets to include the effects ~~on~~ of the policies on everyone.

(Section C continued) ~~Extract 1~~ Sidney Pollard also suggests that Thatcher's economic policies did not provide anything beneficial to the economy or the people that were expected by it. Extract 2 outlines that Britain "also had high and rising unemployment". This suggests that Thatcher's criteria of success that were being driven by the economic policies led to many job losses and long-term unemployment. From my own knowledge I know that unemployment under Thatcher during the 1980s remained static at 3 million and the number of economically inactive men ~~is~~ doubled after the

followed miners' strike in 1984 from 1 in 10 no people to 1 in 5 (particularly men) and especially in the north and west parts of Britain. This demonstrates that Pollard's view of Thatcher's economic policies ~~was disastrous~~ had a disastrous impact on the people because legislation like the Employment Acts 1980, 1983, 1985 condemned people to be unable to fight for pay rises or what they felt they deserved.

William Rubinstein ~~can~~ highlights the success of ~~Thatcher's~~ all of Thatcher's policies particularly "deregulation" and cuts to "income taxes". Although, deregulation did modernise London Stock Exchange and also turn London into one of the world's



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This partial example displays the features of a level four response. The candidate displays a confident understanding of the extracts – seeing these as interpretations, analysing their arguments and the evidence offered, in the light of a clear understanding of the issues raised. Contextual knowledge is applied to examine these arguments. Overall, the response offers a reasoned discussion, comparing and analysing the given views towards a reasoned overall judgement.



ResultsPlus Examiner Tip

Good responses often used the introduction to set up the debate, by identifying the main arguments offered by the two interpretations, following this by comparing and exploring these in the main essay.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A/B responses:

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the date ranges in the question
- Sufficient consideration given to the issue in the question (e.g. main factor), as well as some other factors
- Explain their judgement fully – this need not be in an artificial or abstract way, but demonstrate their thinking in relation to the concepts and topic they are writing about
- Focus carefully on the second-order concept targeted in the question
- Give consideration to timing, to enable themselves to complete all three question with approximately the same time given over to each one
- An appropriate level, in terms of depth of detail and analysis, as required by the question – e.g. a realistic amount to enable a balanced and rounded answer on breadth questions

Common issues which hindered performance:

- Pay little heed to the precise demands of the question, e.g. write about the topic without focusing on the question, or attempt to give an answer to a question that hasn't been asked – most frequently, this meant treating questions which targeted other second-order concepts as causation questions
- Answer a question without giving sufficient consideration to the given issue in the question (e.g. looking at other causes, consequences, etc, with only limited reference to that given in the question)
- Responses which only gave a partial response, e.g. a very limited span of the date range, or covered the stated cause/consequence, with no real consideration of other issues
- Assertion of change, causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change, cause, of the issue within the question.
- Judgement is not reached, or not explained
- A lack of detail

Section C responses:

Features commonly found in responses which were successful within the higher levels:

- Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the specification
- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question
- A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits

- Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors
- Attempts to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments

Common issues which hindered performance:

- Limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other
- Limited comparison or consideration of the differences between the given interpretations
- Using the extracts merely as sources of support
- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the sources
- Statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground

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