

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History
(6HI02) Paper E

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

GCE History Marking Guidance

Marking of Questions: Levels of Response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content within these levels is not complete. It is intended as a guide and it will be necessary, therefore, for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- (i) is relevant to the question and is explicitly related to the question's terms
- (ii) argues a case, when requested to do so
- (iii) is able to make the various distinctions required by the question
- (iv) has responded to all the various elements in the question
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answer as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

Deciding on the Mark Point Within a Level

The first stage is to decide the overall level and then whether the work represents high, mid or low performance within the level. The overall level will be determined by the candidate's ability to focus on the question set, displaying the appropriate conceptual grasp. Within any one piece of work there may well be evidence of work at two, or even three levels. One stronger passage at Level 4, would not by itself merit a Level 4 award - but it would be evidence to support a high Level 3 award - unless there were also substantial weaknesses in other areas.

Assessing Quality of Written Communication

QoWC will have a bearing if the QoWC is inconsistent with the communication descriptor for the level in which the candidate's answer falls. If, for example, a candidate's history response displays mid Level 3 criteria but fits the Level 2 QoWC descriptors, it will require a move down within the level.

6HI02: Generic Level Descriptors

Part (a)

Target: AO2a (8%)

(20 marks)

As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.

| Level | Mark | Descriptor |
|-------|-------|---|
| 1 | 1-5 | <p>Comprehends the surface features of the sources and selects material relevant to the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-5 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 6-10 | <p>Comprehends the sources and selects from them in order to identify their similarities and/or differences in relation to the question posed. There may be one developed comparison, but most comparisons will be undeveloped or unsupported with material from the sources. Sources will be used in the form of a summary of their information. The source provenance may be noted, without application of its implications to the source content.</p> <p>Low Level 2: 6-7 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 8-10 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 11-15 | <p>Comprehends the sources and focuses the cross-referencing on the task set. Responses will offer detailed comparisons, similarities/differences, agreements/disagreements that are supported by evidence drawn from the sources.</p> <p>Sources are used as evidence with some consideration of their attributes, such as the nature, origins, purpose or audience, with some consideration of how this can affect the weight given to the evidence. In addressing 'how far' there is a clear attempt to use the sources in combination, but this may be imbalanced in terms of the issues addressed or in terms of the use of the sources.</p> <p>Low Level 3: 11-12 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 13-15 marks The qualities of Level 3 are securely displayed.</p> |

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| 4 | 16-20 | <p>Reaches a judgement in relation to the issue posed by the question supported by careful examination of the evidence of the sources. The sources are cross-referenced and the elements of challenge and corroboration are analysed. The issues raised by the process of comparison are used to address the specific enquiry. The attributes of the source are taken into account in order to establish what weight the content they will bear in relation to the specific enquiry. In addressing 'how far' the sources are used in combination.</p> <p>Low Level 4: 16-17 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 18-20 marks The qualities of Level 4 are securely displayed.</p> |
|---|-------|---|

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Part (b)

Target: AO1a & AO1b (10% - 24 marks)

Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

AO2b (7% - 16 marks)

Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.

(40 marks)

AO1a and AO1b (24 marks)

| Level | Mark | Descriptor |
|-------|------|--|
| 1 | 1-6 | <p>Candidates will produce mostly simple statements. These will be supported by limited factual material, which has some accuracy and relevance, although not directed analytically (i.e. at the focus of the question). The material will be mostly generalised. There will be few, if any, links between the simple statements.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 1: 3-4 marks As per descriptor</p> <p>High Level 1: 5-6 marks The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p> |

| | | |
|---|-----|---|
| 2 | 7-1 | <p>Candidates will produce a series of simple statements supported by some accurate and relevant, factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between simple statements. Material is unlikely to be developed very far or to be explicitly linked to material taken from sources.</p> <p>Low Level 2: 7-8 marks The qualities of Level 2 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 2: 9-10 marks As per descriptor</p> <p>High Level 2: 11-12 marks The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.</p> <p>The writing will have some coherence and will be generally comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present.</p> |
|---|-----|---|

| | | |
|---|-------|--|
| 3 | 13-18 | <p>Candidate answers will attempt analysis and show some understanding of the focus of the question. They may, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be mostly accurate, but it may lack depth and/or reference to the given factor. At this level candidates will begin to link contextual knowledge with points drawn from sources.</p> <p>Low Level 3: 13-14 marks The qualities of Level 3 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 3: 15-16 marks As per descriptor</p> <p>High Level 3: 17-18 marks The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p> |
| 4 | 19-24 | <p>Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material, which will be mostly relevant to the question asked. There will be some integration of contextual knowledge with material drawn from sources,</p> |

| | |
|--|---|
| | <p>although this may not be sustained throughout the response. The selection of material may lack balance in places.</p> <p>Low Level 4: 19-20 marks The qualities of Level 4 are displayed; material is less convincing in its range and depth.</p> <p>Mid Level 4: 21-22 marks As per descriptor</p> <p>High Level 4: 23-24 marks The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.</p> <p>The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will demonstrate the skills needed to produce convincing extended writing but there may be passages that lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors.</p> |
|--|---|

NB: generic level descriptors may be subject to amendment in the light of operational experience.

A02b (16 marks)

| Level | Mark | Descriptor |
|--------------|--------------|--|
| 1 | 1-4 | <p>Comprehends the sources and selects material relevant to the representation contained in the question. Responses are direct quotations or paraphrases from one or more of the sources.</p> <p>Low Level 1: 1-2 marks The qualities of Level 1 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 1: 3-4 marks The qualities of Level 1 are securely displayed.</p> |
| 2 | 5-8 | <p>Comprehends the sources and selects from them in order to identify points which support or differ from the representation contained in the question. When supporting the decision made in relation to the question the sources will be used in the form of a summary of their information.</p> <p>Low Level 2: 5-6 marks The qualities of Level 2 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 2: 7-8 marks The qualities of Level 2 are securely displayed.</p> |
| 3 | 9-12 | <p>The sources are analysed and points of challenge and/or support for the representation contained in the question are developed from the provided material. In addressing the specific enquiry, there is clear awareness that a representation is under discussion and there is evidence of reasoning from the evidence of both sources, although there may be some lack of balance. The response reaches a judgement in relation to the claim which is supported by the evidence of the sources.</p> <p>Low Level 3: 9-10 marks The qualities of Level 3 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 3: 11-12 marks The qualities of Level 3 are securely displayed.</p> |
| 4 | 13-16 | <p>Reaches and sustains a conclusion based on the discriminating use of the evidence. Discussion of the claim in the question proceeds from the issues raised by the process of analysing the representation in the sources. There is developed reasoning and weighing of the evidence in order to create a judgement in relation to the stated claim.</p> <p>Low Level 4: 13-14 marks The qualities of Level 4 are displayed, but material is less convincing in its range/depth.</p> <p>High Level 4: 15-16 marks The qualities of Level 4 are securely displayed.</p> |

NB: generic level descriptors may be subject to amendment in the light of operational experience.

Unit 2 Assessment Grid

| Question Number | AO1a and b Marks | AO2a Marks | AO2b Marks | Total marks for question |
|--------------------|------------------|------------|------------|--------------------------|
| Q (a) | - | 20 | - | 20 |
| Q (b)(i) or (ii) | 24 | - | 16 | 40 |
| Total Marks | 24 | 20 | 16 | 60 |
| % weighting | 10% | 8% | 7% | 25% |

Note on Descriptors Relating to Communication

Each level descriptor above concludes with a statement about written communication. These descriptors should be considered as indicative, rather than definitional, of a given level. Thus, most candidates whose historical understanding related to a given question suggests that they should sit in a particular level will express that understanding in ways which broadly conform to the communication descriptor appropriate to that level. However, there will be cases in which high-order thinking is expressed relatively poorly. It follows that the historical thinking should determine the level. Indicators of written communication are best considered normatively and may be used to help decide a specific mark to be awarded within a level. Quality of written communication which fails to conform to the descriptor for the level will depress the award of marks by a sub-band within the level. Similarly, though not commonly, generalised and unfocused answers may be expressed with cogency and even elegance. In that case, quality of written communication will raise the mark by a sub-band.

E1 British Political History, 1945-90: Consensus and Conflict

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 1 (a) | <p>The sources offer evidence both to support and challenge the stated view. Source 1 seems to offer the greatest support for the view that the division in the Labour Party was caused by the introduction of prescription charges, stressing the position of Aneurin Bevan and his determination to resign in the event of the imposition of prescription charges. Both Sources 1 and 3 use the changes to the funding of the health services to explain the origin of the conflict. However, Source 1 focuses more on personal views of Bevan while Source 3 emphasises that he was not alone and that when charges were introduced <i>'Harold Wilson and John Freeman insisted on resigning from the Government'</i>, thus showing that there was considerable disagreement over prescription charges within the party and this caused division.</p> <p>The sources can be used to argue against the stated view. Source 2 offers an alternative view that the conflict in the Labour Party was caused by the problems in balancing the budget and specifically suggests that the ability to fund the welfare state was undermined by the high cost of defence. This can be developed by cross-referencing with Source 3, which claims that <i>'disagreement spread to .the level of armaments on which we had embarked'</i> .</p> <p>Candidates cross-referencing sources and exploring such issues beyond face value can reach Level 3 and beyond. Inferential skills and consideration of provenance may also be developed through considering both the degree of and reasons for the differences between the sources. Candidates may argue that Sources 1 and 3 are bound to disagree as they originate from the two opposite sides in the conflict and that Bevan as Minister for Health was bound to take any alteration to the original terms of the National Health Service as a very personal attack, given the difficulties he had faced in getting the legislation passed.</p> <p>On the other hand, aspects of Source 3 clearly indicate that Bevan carried out his threat and took his supporters with him so that Attlee's more conciliatory tone in the source, produced some years after the event, may play down the reasons for conflict. Candidates are likely to consider the extent to which Source 2 gives an accurate depiction of events and how far its purpose to present the newspaper's opinion holds the greater sway. Candidates considering valid aspects of source attribution as it relates to the question are cross-referencing the evidence and will achieve Level 3. Responses that reach a judgement developed from this will achieve Level 4.</p> | 20 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 1 (b) (i) | <p>The question asks candidates to evaluate the view that British people had enjoyed improvements in their living standards over the period 1951-64. Taken as a set, the sources offer evidence for and against the claim in the question. Both Sources 5 and 6 offer evidence providing support for the stated view. Source 5 could be used to argue the case that the years of Conservative rule had been ones in which the people had '<i>never had it so good</i>'. This can be linked to the wide range of improvements detailed in Source 6 ('<i>double the standard of living</i>'..'great rise in personal incomes'...'improvements made in education, health and welfare').</p> <p>Candidates may draw on their own knowledge to explore the improvements listed in the source in more depth. They may refer to the availability of cheap credit and the increase in home ownership, the consumer boom, growth in real wages and the election budgets. Candidates are likely to use Source 4 to challenge the views provided in Sources 5 and 6, and to argue that, for many people, living standards declined in the later years of Conservative rule. Candidates may develop knowledge from the references in Source 4 to '<i>the squeeze on credit</i>' and '<i>raising indirect taxes</i>'. They may consider the problems resulting in low productivity combined with high wages and the high expenditure on defence. They are likely to refer to the impact of inflation on living standards and the claw backs after election budgets, as well as the pay pause for public employees. They may develop knowledge about the failure of pensions to keep pace with inflation during this period. In this sense, candidates will have the opportunity to explore the issues and reconcile differences in the evidence to reach a judgement on the extent to which the population as a whole enjoyed improvements in their standard of living during this period.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the issues, with a sharp focus on agreement or disagreement with the given view.</p> | 40 |

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 1 (b) (ii) | <p>The question asks candidates to evaluate the view that the Labour governments of 1964-70 was characterised by problems rather than the achievement of progress . Taken as a set the sources offer evidence for and against the claim in the question. Both Sources 7 and 8 offer evidence providing support for the stated view. Source 7 could be used to argue the case that Britain lurched '<i>from one crisis to another</i>'. This can be linked to the wide range of references listed in Source 8, including '<i>inflation... balance of payments deficit ...strikes over pay</i>'. Candidates may draw on their own knowledge to explore these issues in greater depth. They may refer to the shrinking manufacturing base, the establishment of the Prices and Incomes Board that angered the unions and the failure of the white paper 'In Place of Strife' to solve the issues with the unions and the impact of strike action.</p> <p>Candidates are likely to use Source 9 to challenge the views provided in Sources 7 and 8 and to argue that there were positive achievements in the period. Candidates may focus on the social improvements outlined by Wilson: '<i>new hospital...new schools....two million families in new homes</i>' .</p> <p>Candidates may develop knowledge of the development of comprehensive education during the period. They may refer to Source 7's acknowledgement that Wilson intended to preside over a '<i>scientific revolution</i>' and develop this by reference to the establishment of polytechnics. They may consider wider social reforms, including the abolition of the death penalty, to demonstrate progress being made. In this way candidates will have the opportunity to explore the issues and reconcile differences in the evidence to reach a judgement over the complex issue of the state of Britain during this period.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the issues, with a sharp focus on agreement or disagreement with the given view.</p> | 40 |

E2 Mass Media, Popular Culture and Social Change in Britain since 1945

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 2 (a) | <p>The sources offer evidence both to support and challenge the stated view. Source 10 seems to offer the greatest support for the view that Princess Diana manipulated the media for her own purposes. Both Sources 10 and 11 emphasise Diana used the media by posing for photographs to make herself front page news and play off her husband and his mistress by courting popularity with the press. However, Source 11 makes this point more explicitly whilst Source 10 implies it by Diana's lonely pose outside the '<i>monument to love</i>'.</p> <p>The sources can be used to argue against the stated view. Source 12 offers an alternative view. Source 12 suggests that it was the media who used Diana ('<i>a big Diana story could add 150,000 sales</i>') and claims that it was out of control. Candidates may cross-reference these points with the claim in Source 11 that it was '<i>a wonderful game</i>' and so consider that both sides had gains to make and so both the media and Diana bore a responsibility.</p> <p>Candidates cross-referencing sources and exploring such issues beyond face value can reach Level 3 and beyond. Inferential skills and consideration of provenance may also be developed though considering both the degree of and the reasons for the differences between the sources. Candidates may argue that the author of Source 11 was both an eyewitness to events and a keen admirer of Diana, but as a member of the press is likely to have emphasised Diana's role in manipulation and to regard the relationship as a '<i>game</i>' thus reducing the responsibility of the press in using Diana for their own purposes. Source 12 may be regarded as more objective and useful in verifying some of the views expressed in Source 11.</p> <p>Candidates may consider that Source 12's views are influenced by the fact that Pierce is writing for a newspaper and represents the media. They may regard his emphasis that the responsibility for the treatment of Diana went further than the media, to include readers, as resulting from his particular role. On the other hand, they are likely to note that he acknowledges the role of the press and so presents a more objective view than that in Source 11. Candidates considering valid aspects of source attribution as it relates to the question are cross-referencing the evidence and will achieve Level 3. Responses that reach a judgement developed from this will achieve Level 4.</p> | 20 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 2 (b) (i) | <p>The question asks candidates to explain the changes in social attitudes in the 1960s. Taken as a set, the sources offer evidence for and against the claim in the question that the mass media played the most significant role. Both Sources 14 and 15 offer evidence providing support for the stated view. Source 14 could be used to argue the case that the media was drenched with sex (<i>'it seemed difficult to get away from sex in the media'</i>). Source 14 outlines a range of ways in which the media promoted sex ,including popular music (<i>'the sleeve of the Jimi Hendrix album..featured 21 nude models'</i>) and newspaper stories. This is further developed in Source 15 with Mary Whitehouse's campaign against the role of the BBC promoting <i>'promiscuity, infidelity and drinking'</i> in its programmes.</p> <p>Candidates may draw on their own knowledge to explore the role of the mass media in developing a permissive society. Candidates may refer to the role of magazines like <i>Private Eye</i> reporting the Profumo scandal, hard hitting 'Wednesday plays' on the BBC like <i>Up the Junction</i> on the subject of abortion, and satirical shows like TW3 that had prompted Whitehouse's campaign. Candidates may refer to the popularity of the Bond films with their scantily clad women and the gyrations of Elvis Presley to support their argument.</p> <p>Candidates are likely to use Source 13 to challenge the views provided in Sources 14 and 15 and to argue that there were other causes for the changes in social attitudes. Candidates may use Source 13 to argue that the origins of permissive behaviour can be identified in the legislation passed by the Macmillan governments. Candidates may develop knowledge of private members bills that were passed into law in the 1960s, including the Abortion Act 1967 and the Sexual Offences Act 1967. They may refer to the development of modern fashion by Mary Quant, such as the miniskirt, and the establishment of the Family Planning Association and the technological advance of the Pill to counter the claim in the question. In this way, candidates will have the opportunity to explore the issues and reconcile differences in the evidence to demonstrate that changes grew out of a complex web of factors and changes in which the mass media played a role but was not the only factor.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the reasons for changes in social attitudes, with a sharp focus on agreement or disagreement with the given view.</p> | 40 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 2 (b) (ii) | <p>The question asks candidates to evaluate the impact of new technology on leisure time. Taken as a set, the sources offer evidence for and against the claim in the question that the development of new technologies has had a positive impact on the leisure time of the individual. Both Sources 16 and 18 offer evidence providing support for the stated view. Source 16 could be used to argue the case that people's lives have improved through access to a wide range of <i>'channels and services available to them'</i>. This can be linked to the services detailed in Source 18, including internet cafes, and eBay and Amazon for shopping.</p> <p>Candidates may draw on their own knowledge to explore the beneficial impact of new technology, considering such advantages as the speed of communication, range of different media available including mobile devices as well as computers, choice of television channels, online gaming and communities etc.</p> <p>Candidates are likely to use Source 17 to challenge the views provided in Sources 16 and 18 and to argue that there are disadvantages to new technologies that impact on people's leisure time. Candidates may refer to the <i>'thousands of passionate responses'</i>, which implies a genuine concern that the technology has a detrimental effect and that the internet is <i>'blamed for the decline of free time'</i>.</p> <p>Candidates may develop knowledge of the increased numbers of people working away from the office, of mobile devices and the internet to argue that work and leisure has been blurred. They may refer to Source 16's acknowledgement that the new technology poses dangers to <i>'impressionable young minds'</i>. They may develop knowledge of cyberbullying and the dangers of internet relationships. In this sense, candidates will have the opportunity to explore the issues and reconcile differences in the evidence to demonstrate that an assessment of the benefits and disadvantages that the new technologies bring to leisure time is a complex issue.</p> <p>Candidates are unlikely to address all of these issues in depth in the time available, and the sources can be combined with own knowledge to reach high levels by a variety of routes. Whatever line of argument is taken, achievement at the higher levels will be characterised by appropriately balanced use of sources and own knowledge to demonstrate a clear understanding of the impact of new technology on leisure time, with a sharp focus on agreement or disagreement with the given view.</p> | 40 |