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Examiners' Report January 2011

GCE General Studies 6GS02 01

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Introduction

Many candidates demonstrated a wide range of knowledge and a good set of relevant transferable skills in taking this paper, which effectively discriminated between stronger and weaker candidates.

A problem from previous series' in which a significant number of candidates failed to manage their time effectively and consequently did not tackle all the questions, seemed mostly to have been avoided, though a few candidates did seem to have been 'caught out'.

However examiners noted that in answering Section B questions, candidates sometimes ignored instructions in the questions or appeared to misunderstand what they were being asked to do.

Q21(a) asked candidates to choose certain examples from the first half of the passage - but some lost marks by choosing material from elsewhere.

In Q24, candidates were asked to identify opinions from paragraph 3 or 4 - but some chose their examples from other paragraphs.

Q25 asked candidates to discuss the adequacy of **evidence** and **arguments** supporting a particular conclusion yet often the evidence and/or arguments were not identified at all nor did the words *evidence* or *argument* appear anywhere in the answer; sometimes a more general summary of the passage might better be italicised and dispense with the rather dispense was offered - but this was not what was required.

Q26 asked candidates to state two characteristics of 'popular' newspapers in general but many candidates simply described specific features of *The Sun* in particular.

Q29 was answered by many candidates as if it asked **to what extent** 'popular' or 'quality' newspapers exerted influence yet far from inviting such a debate, the Question in fact asked **in what ways** 'quality' papers exerted greater influence. Consequently much was written about 'popular' newspapers which had little or no relevance to the actual Question set.

Centres may wish to note the following overview of candidate performance on this paper:

Section A: Most candidates answered all the multiple choice questions, though perhaps with marginally less success than in previous series. Some candidates had learned to find correct answers by eliminating options which they considered unlikely. The questions which seemed to provide the greatest challenge were Questions 2, 11, 12, 13, 15 and 19.

Section B: Most candidates appeared to engage well with the passage and to be interested by it. However, many candidates secured poor scores for the questions which tested thinking and analytical skills (Q21-25), apparently having not learned about or revised or learned to apply the information on pp5-8 of the Student Book or similar material from elsewhere. Those who had revised these topics seemed to do very well indeed, since the questions were not particularly difficult. As noted above, candidates sometimes did not read questions in this section with sufficient care before framing their answers.

Section C: Most candidates tackled both questions, generally achieving higher scores for Q31 (gender equality) than for Q30 (creativity). Some could have improved their performance significantly had they made greater use of the stimulus provided in each Question 2- either by incorporating points into their argument or by evaluating the information given to help them reach justifiable conclusions.

Question 20(b)

Answers often suggested that drawing a parallel was an easier way to present an idea than developing or getting involved in a detailed explanation. Some answers recognised that an analogy might be considered more persuasive by some people.

Most successful answers saw analogies as being more likely to persuade an audience. It was generally thought that a parallel with something which was familiar would be preferred by many people rather than being confronted by a great deal of detail or complexity.

(b) Give one reason why someone might use an analogy.

(1)

an analogy draws parallels between two situations which makes an argument easier to understand and allows the arguer to draw founded assumptions.

(Total for Question 21 = 3 marks)



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Examiner Comments

The key phrases which gain this answer 1 mark are 'draws parallels between two situations' and 'makes an argument easier to understand'.

(b) Give one reason why someone might use an analogy.

(1)

to help express an idea, an analogy usually ~~also~~ compares something to things that anyone can understand or relate to.



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Examiner Comments

The key phrases which gain this answer 1 mark are 'to help express an idea' and 'compares something to things that anyone can understand...'

Question 22

(a) The preferred answer to this question was 'argument from cause'. However, since examiners recognised that arguments from cause are a form of inductive argument, this answer was also accepted as being mark-worthy.

Many candidates mistakenly asserted that the type of argument was deductive, or involved analogy or authority or innumerable other types of their own invention.

(b) Where candidates recognised that argument from cause (or causal argument) was the correct answer for (a), their response to (b) usually went on to point out that if one event is clearly and obviously the consequence of another then causal reasoning is strong and persuasive. Alternatively, some candidates were able to point out that if such reasoning is simply based on a correlation between two events, then the form of argument may be weak and unreliable because the two events can be independent of each other.

Where candidates mistakenly gave 'deductive' or 'authority' as their answer to (a) they were allowed to score 1 mark in (b) for an assessment of that type of argument if they made relevant points - eg

Deductive - if the premises are correct, the conclusion will be correct OR deductive arguments are usually more reliable than inductive arguments. Argument from authority - The strength of these arguments depends on the expertise of the person being used as an authority.

22 (a) What type of argument is used in paragraph 4 that leads to the conclusion 'It was The Sun wot won it'?

(1)

Argument from cause

(b) Assess the strength of this type of argument.

(2)

It is using one event to explain another why another has happened which makes it strong if it is used right as all events have a cause



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Examiner Comments

(a) is acceptable - so scores 1 mark.

(b) demonstrates an understanding of 'argument from cause' in the first line and a half but then tails off when it says 'which makes it strong if it is used right'. 1 mark is awarded but to get 2 marks the candidate needed to explain the 'correlation problem'.



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Examiner Tip

You will only gain marks if you explain your meaning explicitly. If this candidate had been clearer, he or she could easily have gained an additional mark.

Where candidates gave 'inductive argument' in (a) they gained credit for the reasons given above. If they did so, their (b) answer needed to make points such as: *The argument is based on specific observations leading to a general conclusion which may not be correct OR Often specific observations may lead different people to reach different conclusions, so this form of argument can be weak and unreliable OR Conclusions based on inductive arguments are not as strong or reliable as those based on deductive arguments.*

22 (a) What type of argument is used in paragraph 4 that leads to the conclusion 'It was The Sun wot won it'?

(1)

An inductive argument

(b) Assess the strength of this type of argument.

(2)

This argument makes a generalised conclusion based on premises that are true for only one situation. Therefore, it ~~may~~ is not a strong argument as the conclusion may not be true.



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Examiner Comments

In (b) this candidate recognises that inductive arguments go from observations or premises to generalised conclusions and explicitly states why this may not be a strong form of argument, so 2 marks are awarded.

Question 23

It is sad to note that even though this question often appears on the paper in one form or another, answers were generally very poor. Only a few answers pointed out that an inductive argument involves a series of specific observations/premises being made, leading to a general conclusion. A mark was allowed where candidates said simply 'specific to general'. Another successful response involved saying 'the conclusion flowing from an inductive argument is neither inevitable nor inescapable, unlike deductive arguments. Many candidates wrote irrelevantly about facts and evidence here, securing no marks.

23 Give two key features which help to identify an inductive argument.

An inductive argument moves from the specific to the more general. It is based on premises that are true, but pulls a statement out of them that is likely to be true, but is not always. An example of an inductive argument is: 'Socrates was a Greek. Most Greeks eat fish. Therefore Socrates ate fish'. The conclusion is not necessarily true.

(Total for Question 23 = 2 marks)



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Examiner Comments

This candidate gives a clear answer, establishing two acceptable points, so 2 marks are awarded.

23 Give two key features which help to identify an inductive argument.

It makes specific points that lead to a more general conclusion. The conclusion is probable but not necessarily true.



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Examiner Comments

This answer is shorter yet it correctly makes two simple but acceptable points and is therefore also awarded 2 marks.

Question 24

Apart from those candidates who might ill-advisedly chose examples from other than paragraphs 3 or 4, many candidates gained one mark for the example they chose. Successful answers often involved phrases such as 'it would be better for Labour to have the paper's backing' OR 'it's voters rather than the media who decide elections' OR 'most people buy 'The Sun' for the pictures, the sport and the horoscopes' OR 'It was the Sun wot won it'. However some candidates failed to gain the mark if they added 'he said' or 'Ed Miliband, Labour's election planner, said' in front of a statement, making the statement a mixture of fact and opinion rather than opinion only, as required.

The second mark depended on candidates giving some kind of definition or explanation as to why the statement chosen was opinion. The most successful answers said there is no evidence OR no proof is offered OR it cannot be verified OR not everyone would agree OR it is subjective - a value judgement. Candidates who mistakenly saw this question as an opportunity to explain why various statements were made in the passage generally gained no marks here.

24 Write out a phrase from paragraphs 3 or 4 which contains opinion **only** and say why it is an opinion.

~~By the way, the statement is a comment targeted~~
 "most people buy the sun for the pictures, the sport and the horoscopes" = is opinion as no evidence is provided. Also no conclusive study was taken to assess why exactly sun readers buy the newspaper.

(Total for Question 24 = 2 marks)



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Examiner Comments

The quote chosen is acceptable and so is the reason given for the statement being an opinion - 2 marks are awarded



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Examiner Tip

In this case the candidate had room to complete the answer after the crossing out. If you cross out your first answer and there isn't enough space to complete your new answer, don't continue in the space reserved for a different question, ALWAYS ask for an extra sheet of paper to add to your answer book.

24 Write out a phrase from paragraphs 3 or 4 which contains opinion **only** and say why it is an opinion.

The phrase "most people buy The Sun for the pictures, ^{the} sport and the horoscopes" is an opinion because it cannot be proved correct. Other people could counter this opinion by saying they buy the paper for the storylines.



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Examiner Comments

The phrase chosen is appropriate and the reason given is acceptable so 2 marks can be awarded.

Question 25

This question is about the strength of the **evidence** and **arguments** in the passage, though many candidates might ill chose to offer a general summary or description of the passage instead.

Ideally candidates needed to point out that while the opening couple of paragraphs suggest that The Sun's switch of support is devastating for Labour, the conclusion is that it may be nothing like as important as The Sun thinks. There were opportunities for candidates to refer to the simple **analogies**, **causal** argument and the generally **inductive** nature of the whole passage. Explanations which supported the conclusion would focus on the idea that Sun readers are **not interested in politics** (rather sport, pictures and horoscopes) and that **opinion leaders rely more on quality papers** than on a popular paper such as The Sun. However, little or no **evidence** is presented to support such points so they are effectively simply **assertions**. Just a few candidates did state explicitly that while the conclusion is **consistent** with such points, evidence is largely missing so the conclusion is **not well justified**.

25 How well do the arguments and evidence offered by the writer explain and justify the conclusion that *The Sun's* decision to drop its support for Labour is not as important as it thinks?

The arguments offered by the writer justifying this conclusion quite well. First of all, the article uses arguments from authority, analogy and inductively. All of these types of arguments are strong and the writer uses them well to support the conclusion that The Sun's decision to drop its support for Labour is not as important as it thinks. The writer shows that when Labour is ahead in the polls the sun will come back to support them and so they're dropping of support is insignificant and won't last. The writer shows this by using an analogy of "Rats leaving a sinking ship" as they are losing the polls. The writer also shows that "it is voters rather than the media who decide elections" by quoting Ed Milliband and using it as an argument from authority. Finally, the writer shows that Labour are more worried about what The Times do and not about "the games being played by The Sun" suggesting that Labour don't really care what The Sun do, but are worried if The Times will

do the same. This supports the conclusion and the writer has effectively explained and justified his conclusion.



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Examiner Comments

This answer clearly focuses on argument but could be strengthened by more explicit consideration of evidence and the fact that many statements in the passage are no more than assertions. While the candidate scores well for saying that 'the argument uses arguments from authority, analogy and inductively' it is a pity the answer then goes on to claim that 'all these types of argument are strong'.

3 marks (out of 4) are awarded for the analysis and 3 marks (out of 3) for quality of communication.

The writer uses arguments from analogy from delegates to justify the conclusion and to support the argument, for example, "Rats leaving a sinking ship." This shows how The Sun leaves steps supporting Labour - which is portrayed as the sinking ship - while The Sun is presented as the rat. The writer makes the point of the Sun's purpose by using the delegates' views - such as the Sun "just wants to sell newspapers" and "Next time we have a 15% lead they'll back us" - which, using the views of political parties, can be argued as influential, but it could also be argued to be a weak argument as no evidence has been given to support this statement. The writer has also used the views of "one devotionalist delegate who had just been made redundant", which could further weaken the argument as this delegate may not have any positivity for the Sun, bearing in mind he/she had just lost their job.

On the other hand, the writer could be argued to having

do the same. This supports the conclusion and the writer has effectively explained and justified his conclusion.



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Examiner Comments

This answer does better than the earlier one because it does comment on evidence and recognises the high level of subjectivity in the passage. 4 marks (out of 4) are awarded for the analysis and 3 marks (out of 3) for communication.

Question 26

The question asked candidates to identify typical characteristics of popular papers, yet many answers chose instead to write specifically about The Sun. This tendency on the part of candidates to re-interpret candidates is unlikely to lead to success.

To score 2 marks, candidates needed to make points such as 'popular' papers are usually tabloid in format - The Sun, Daily Mirror, Daily Express, etc OR there is more focus on celebrity gossip and 'fun' including competitions, pictures, horoscopes in these papers OR there is often little in-depth coverage on economic and political news OR 'popular' papers often mix up their own opinions with news, making it difficult to tell them apart OR the bias in bold headlines and text is blatant OR the language used often simpler/more colloquial OR readership/circulation usually higher OR price usually lower than for 'quality' papers.

1. The headline often covers ~~the~~ almost the whole of the front page.
2. They are accessible to everyone as ~~they~~ ~~don't~~ the language used is often quite simple.



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Examiner Comments

The two points given clearly match the types of points examiners were anticipating, so 2 marks can be awarded.

26 In Source 1 *The Sun* is described as a 'popular' newspaper. Identify two typical characteristics of 'popular' newspapers.

1. Exciting new stories whether it be about sports, news, celebrities etc.
2. Information can be found that may not necessarily be announced on the radio or BBC news for example.



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Examiner Comments

The first point is clear and gains a mark. The second point is vague and could mean anything, so no mark is awarded.



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Examiner Tip

Examples can be all-important. If the candidate had given an example to support the second answer, this might have reduced the vagueness and enabled the answer to gain an extra mark.

Question 27

Many candidates successfully answered this question. These answers demonstrated that 'The Sun' considers itself as politically influential because it is Britain's top-selling popular daily newspaper OR because it has a circulation of about 3m a day and a readership double that OR because it backs political winners such as Blair and Labour in 1997 and Major and the Conservatives in 1992, the implication being that without The Sun's support neither would not have won.

27 Give two reasons, taken from Source 1, which explain why *The Sun* considers itself 'politically influential'.

- 1 The Sun's News International works Rupert and James Murdoch have a policy to back political winners.
- 2 The Sun, after 12 years have stopped backing Labour, starting up a story for the mass media to comment on.



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Examiner Comments

The first answer is clearly correct and gains 1 mark. The second answer did not match any of the points in the mark scheme, so a further mark is not awarded.

27 Give two reasons, taken from Source 1, which explain why *The Sun* considers itself 'politically influential'.

- 1 "Circulation of about 3 million and readership double that." lots of people can be influenced.
- 2 "Britain's top selling popular daily newspaper!" People are interested in what it has to say.



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Examiner Comments

Both the circulation/readership point and top selling point are legitimate responses in the mark scheme so 2 marks are awarded.

Question 28

A large number of candidates thought that someone who purchased a paper to read about sport, horoscopes or celebrities would be uninfluenced politically. Certainly there is logic in the argument that there is little influence if people are not interested and do not pay attention. However it is possible to argue exactly the reverse - someone with no strong political loyalties may willingly follow the advice given by a newspaper they like and trust. Equally though, many readers of The Sun may have strong convictions of their own, in which case even the boldest of headlines is unlikely to sway their loyalty.

28 If many readers buy *The Sun* mainly for the pictures, the sport or the horoscopes, how much political influence is the paper likely to have on these readers?

For the people who buy the Sun for the pictures, sports and horoscopes, I believe it will have a massive effect on who they vote for. If their usual paper being 'The Sun' backs the conservatives I believe this will push the readers into voting conservative because they believe the papers, especially if they don't fully understand or don't actually follow politics. (Total for Question 28 = 2 marks)



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Examiner Comments

This answer matches acceptable arguments set out above and gains 2 marks- the first mark for lines 1-5 and the second for the 'believe the papers' point in line 6.

28 If many readers buy *The Sun* mainly for the pictures, the sport or the horoscopes, how much political influence is the paper likely to have on these readers?

The Sun is likely to have quite a large political influence as the readers may not be being influenced politically anywhere else. Even if readers buy the sun for these reasons, it is not to say they do not read the political stories and make opinions on them. Where the 'Sun' places these political ideas, how much space they get and the language used will help to have an effect on their readers. (Total for Question 28 = 2 marks)



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Examiner Comments

The first point made is clear and gains a mark. The rest of the answer adds little so just one mark is awarded overall.



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Examiner Tip

When answering a short-answer Question 2 such as this, if you see there are two (or three) marks available, always try to make two (or three) clear points so if there is one mark for each point, you have the best chance of getting the maximum mark.

Question 29

Many candidates treated this question as if they were being asked to **what extent** the influence of 'quality' papers is greater than that of 'popular' papers. Of course, that wasn't the question. Candidates were, in fact, being asked **in what ways** 'quality' papers are more influential than 'popular' papers. The actual question offered no scope at all for those candidates who wanted to claim that it was 'popular' papers that were the more influential. Furthermore, those whose answers took the form of a 'debate' over influence between the different types of papers generally secured disappointing marks because they tended to focus on few if any clear, specific, identifiable ways in which 'quality' papers exerted influence.

Those who did engage with the question, as set, generally achieved considerable success by highlighting points such as: (1) They are a source of news and information for opinion leaders who may draw on such information and influence others to adopt the same views. (2) Quality papers will give more detail and analysis on policy issues so empowering readers on an 'information is power' basis. (3) Quality papers not only provide much objective information but offer opportunities for others to write letters to the editor which are printed in the newspaper or to write a blog onto the newspaper's website to share their own views with others. (4) Readers of such papers are often judges, doctors, MPs, teachers, scientists, technologists, civil servants, television presenters all of whom require a secure base of information to support the work they do. (5) Sometimes the reader will be the actual decision-maker and the information they glean from a quality paper may lead them to act in a particular way. (6) Many 'quality' papers are believed because their readers trust them and their writers. Generally speaking, comments on 'popular' papers had little relevance given the focus of this particular question. This meant that candidates who offered comments on almost every conceivable aspect of the media gained little if any reward for their efforts.

29 In what ways are 'quality' newspapers (as discussed in paragraph 5) more influential than 'popular' newspapers?

Newspapers like The Sun are considered Tabloids. These papers tend to have a bad reputation, & being over fond of drama and gossip, and having a preference for celebrity news and entertainment, rather than focusing on fact based news stories. Therefore, ~~the~~ papers of this kind tend to have less political experience. People simply do not buy them for politics.

Other papers, like the The Times, considered a Broadsheet paper, tend to concentrate more on ~~with~~ international and national events, offering a balance with heavier news, rather than more entertainment. This means that these papers tend to have a far more positive reputation when it comes to political articles and are therefore likely to be considered "more influential".

However, the size of the readership is also important. The Sun appeals to a huge, mainly working-class audience, while broadsheet papers tend to aim their articles, particularly 'culture' and entertainment sections, at a wealthier, more middle-class target audience.

This is both advantageous and not. The wider readership of the Sun may make it very influential in the public domain, but stats tend to show lower voting rates among working class areas, suggesting that the political force of the Sun is lower than that of the Times, which appeals to communities who are more likely to use their vote and have a political effect.

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Examiner Comments

No marks are earned by the first paragraph. In the second paragraph the answer establishes the importance of the 'positive reputation' of 'quality' papers, gaining one mark. A second mark for analysis is earned by the reference in the final three lines on the second page to 'communities who are more likely to use their vote and have a political effect.'

Additionally 3 marks are awarded for communication.

29 In what ways are 'quality' newspapers (as discussed in paragraph 5) more influential than 'popular' newspapers?

'Quality' newspapers are read by many of Britain's opinion-leaders. Opinion leaders are looked up to by the public to influence their decisions within politics. Therefore if opinion-leaders are influenced by the Quality newspapers the public is overall going to be influenced by what these papers have to say.

Popular newspapers also are read by everyone and are mainly read for a source of entertainment rather than a source of information by the general public. 'The Sun' for instance has a reputation for being a bit of a gossip newspaper and as a rule most people don't take this paper too seriously. Personally I don't think the majority of people would allow themselves to be entirely influenced by this paper.

The way of which quality papers are written also affect it's influential status. It is well known that 'The Times', 'The Independent' etc. have a more sophisticated layout and aim to influence the more educated population/professionals such as other politicians, leaders, scientists and other influential characters within society. People who the public look up to will read and express the views of these 'quality' papers therefore these papers even indirectly influence the public.

However the Sun has a very low word age many young children would possibly be able to read

and understand it therefore it is accessible to everybody however I feel not many people would allow themselves to be influenced by it. Although it is easily accessible to everyone it's news are quite easy to avoid as the people which we are influenced by and see everyday do not reflect the public it's views.

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Examiner Comments

References to opinion leaders in the first paragraph gain 1 mark. The whole of the second paragraph is irrelevant so no marks are gained. The references to 'the way quality newspapers are written' and to various post-holders with influential status in the third paragraph gain two further marks.

The quality of communication isn't as strong here as in the first example so 2 marks (out of 3) are awarded.

Question 30

Candidates adopted many different approaches to answering this question- perhaps this is appropriate for a question about creativity! Candidates needed to be able to offer good definitions and examples of key terms such as creativity, innovation and style - and provide examples to show how far the claim in the question is or is not justified.

Although some candidates chose to use Steve Jobs and Apple products such as computers and iphones as the basis of their examples, many chose instead to consider artistic merit in the context of various branches of the arts selected from different time periods.

Regardless of the disciplines or time periods discussed, answers often touched on some or all of the following points: (1) When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. (2) This 'something' may be an innovative 'style' involving artistic quality or merit or, of course, it may be creative and innovative but lack quality or merit. (3) It seemed obvious to them after a while - something which seems 'obvious' to one person may have neither appeal nor merit in the eyes of another. (4) That's because they were able to connect experiences they've had and synthesise new things - making connections can be inspired and the results can be (but are not always) astonishing. (5) And the reason they were able to do that was that they've had more experiences than other people - making the work they produce very personal to them.

For Q30, a separate mark is given for each tangible idea offered. Points are either A01 (involves knowledge and understanding in the form of a factual statement) or A02 (where examiners look for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements). If a reader can put these words (or similar) in front of something the candidate has written then it probably involves explanation, interpretation, evaluation, integration of ideas, exemplification (selection of suitable materials/examples).

It can be suggested that creativity in the arts offers no guarantee of quality, merit or style.

One reason why this can be suggested is because creativity could just create something new that in itself is un-impressive to prospective buyers or critiques. One example can be seen in the graffiti works of Banksy. Some people consider this new form of street art creativity yet others consider it vandalism, and nothing more. It is a new idea, this artform by using stencils to publicly convey graffiti created political

messages, yet beauty is in the eye of the beholder; and in this regard his 'vandalism has no merit ~~quality~~ ~~for style~~. However it is ~~an~~ undeniable that the work of Banksy has its own unique style - and the work is precisely made and is of very good quality.

Creativity can also just be something different. For example Lady ~~of~~ Gaga's meat dress - a dress made completely of animal flesh. Some may consider this absurd and morbid, yet others consider it a revolution against the perceived norms of society. Again like with Banksy's creativity here shows lack of merit to some people's eyes - Yet it does show unique style as it is technically a different form of fashion. Further ~~the~~ using ~~it~~ by actually ~~quality~~ creating a meat dress demonstrates quality as this seems an uneasy task.

Creativity can also be spawned from absurdity - For example in Spin's unmade bed - artwork demonstrating just that, a bed that is not neatly organised and dishevelled. This ~~can be~~ ~~considered~~ absurdity can be considered stylish to some people; however creativity here displays

lack of merit because the Artist has become rich from doing something with no required skill, and for the same reason it can be said that this piece has little quality.

To conclude creativity in the arts offers no guarantee of style, quality or merit. Banksy, Lady Gaga's meat dress and the Unmade Bed artwork all demonstrate this.

My view is that creativity can show some yet not all of these factors, ~~yet~~ yet ultimately beauty is in the eye of the beholder and creativity, especially in ~~art~~, ^{the} arts, is very subjective to the individual.



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Examiner Comments

No marks are awarded for the first 3-line paragraph.

3 marks (AO1: 2, AO2: 1) for the next 8 lines. These are justified by the first sentence, the Banksy point and the Question 2of vandalism.

2 marks (AO1: 1, AO2: 1) are awarded for the next 9 lines, particularly the 'new idea/stencils/eye of the beholder' references and then the Banksy/unique/high quality point.

In the next 13 lines, 2 further marks are awarded (AO1: 1, AO2: 1) for the reference to Lady Gaga and the comments about her dress being 'absurd/morbid/revolting'. The rest of the paragraph appears to be largely repetition of previous points.

In the remaining 19 lines 5 more marks are gained (AO1: 2, AO2: 3) for the references to creativity/absurdity, Emin, stylish for some people, lacking merit and making artist rich but little quality. The point about subjectivity at the end is good but this really is a repetition of the 'eye of the beholder' point made previously.

Communication is good, so 4 marks are awarded.



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Examiner Tip

1 Always state what you mean as clearly and precisely as you can. Answers get marks for what they clearly say. If you do not make your point totally clear, examiners cannot speculate on what you might mean - they cannot 're-write' your answer for you!

2 Plan your answer carefully so you don't repeat yourself, except perhaps for emphasis of main points in your conclusion. No matter how many times you repeat a particular idea, it is only likely to gain credit once!

Examine the view that creativity in the arts offers no guarantee of quality, merit or style.

☛ This view suggests that ~~good~~ creativity offers no guarantee of quality, merit or style. To an extent this is true.

Creativity in the arts is starting to become a new phenomenon ~~which~~ ^{where} with the Turner Prize, ~~which~~ ^{where} anything can be entered whether it is Tracy Emin's bed or a piece of music. ~~Such as John Cage's 2'33" of Silence.~~

Creativity allows people to use their own imagination to interpret the art. This is what John Cage wanted, ^{with his 2'33" of Silence,} he wanted his audience to interpret the Silence ~~as they~~ ^{to hear} differently, allowing them ^{to hear} what they wanted to hear.

like Steve Jobs ^{said it is not about the art being better} ~~says~~. This is not better or worse than Da Vinci's Mona Lisa - it is just different.

Also the artist who pickled animals such as the shark and the cow and her calf sawn in half said that he had received a D at A-level art suggesting that it is still supporting what Job said it is not about if the piece is better it is different.

~~Therefore~~ Although there are some artists who think that it isn't all these things are not art, people think art should be beautiful to look at.

Therefore art ~~can~~ ~~can~~ creativity in the arts can be interpreted two ways, on one hand people like their imagination to be the sole purpose to interpreting art and others believe that it should be beautiful such as the Mona Lisa.



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Examiner Comments

There are four marks on the first page - 2 for references to new phenomenon, Turner Prize and Tracey Emin and her bed (AO1:1, AO2: 1) and 2 more for imagination to interpret art and the John Cage example (AO1:1, AO2: 1). There are six marks on the second page - 4 for the references to Steve Jobs/'not better but different'/ Mona Lisa and the unnamed Damien Hirst example of the shark (AO1: 2, AO2: 2) and 2 more in the last two paragraphs for questioning whether some phenomena are art at all and for suggesting beauty as an alternative criterion for interpreting art (AO1:1, AO2: 1).

Communication isn't perfect so 3 marks (out of 4) are awarded.

Question 31

Much of this specification is concerned with nature and nurture, socialisation, changing cultural expectations and the elimination of discrimination. No issue is more pertinent to such developments than how far UK society has now truly achieved gender equality. The actions of the women in the stamps may have paved the way for gender equality but few answers claimed they had achieved it.

The stamps were generally seen as recognising and highlighting progress made towards gender equality as a celebration of the women's achievements. Most answers recognised that barriers to women's participation have largely been removed and we have had a women PM. Answers often referred to employment, politics, law, business, scientific research or other branches of human activity. There was considerable interest in and speculation about role reversal (househusbands, etc); most answers suggested this trend arose from both economic and social reasons.

For Q31, a separate mark is given for each tangible idea offered. Points are either AO1 (involves knowledge and understanding in the form of a factual statement) or AO2 (where examiners look for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements). If a reader can put these words (or similar) in front of something the candidate has written then it probably involves explanation, interpretation, evaluation, integration of ideas, exemplification (selection of suitable materials/examples).

To what extent has gender equality been achieved in the UK?

Before world War II women were just viewed as people who should stay at home, cook, clean, look after the children etc. While men brought in the money. However when all the men went to war the women had to take over all the jobs. This is where the equality started as women realised they could do all the jobs. Nowadays women are almost completely equal to men in terms of getting jobs, in terms of rights, in terms of voting almost everything. So this would seem that gender equality has been achieved.

However, some people are still gender biased i.e. a boss gives a job to a male employee instead of female because they can't go on maternity.

This still shows inequality as the chance should go to the person best able to take it on. No other things should be taken into account.

Now though women have the chance to get every job men can have, even the army, even if they are less suited for it they can get it and vice versa. However there is still occasionally inequality in pay as women might not get payed as much as men.

They have also become equal in other aspects e.g. sports. There are women football teams, women in

the olympics, women rugby. All things that used to be males only have now become 2 gender. This shows that equality has almost happened however pay is still different. It goes the other way as well though as men are still viewed as inferior at certain things. For example if a man stayed at home looking after the children most women would think they would not do as good a job as the mother.

Altogether I think that gender equality has come a long way in the past decades and has almost been achieved but there are still discriminations and other things that need to be eliminated.



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The first sentence gains 1 mark (AO1:1) for women at home/men earning money. There are two marks for the next two sentences (AO2: 2) covering men going to war and women realising they could do the jobs and 2 further marks (AO1:1, AO2: 1) for the sentence starting 'Nowadays....' which refers to rights and voting. 2 more marks (AO1:1, AO2: 1) are earned in the 'However...' sentence covering the gender bias/jobs even if less suited points and there is a further mark (AO1:1) for the reference to unequal pay.

The sport point earns 1 mark (AO2: 1) and the section about men being inferior at certain things earns 2 marks (AO1:1, AO2: 1); the reference to discrimination in the final sentence earns a further mark (AO2: 1).

Communication is clear so 4 marks (out of 4) are awarded.



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Examiner Tip

There are 14 marks for communication on this paper (3 each for Q25 and Q29; 4 each for Q30 and 31). Taking care with handwriting, sentences, paragraphs, structure, grammar can make one or perhaps even two grades difference!

To what extent has gender equality been achieved in the UK?

In the UK gender equality has been a real turn around over the years, becoming stronger and stronger as the years go by. There is very little that woman can't do these days and voices are heard to keep this change and make it even better.

For example, more jobs that you wouldn't expect to find woman are growing with equality; such as Engineering. For men, fashion is starting to take a hit and you see more men involved. The Government recognised the problem and it has been a success. Companies/businesses being told to employ ^{more of} certain genders to improve the world today.



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Examiner Comments

In this very short answer two A01 marks are gained in the first paragraph for references to 'turnaround over the years' and 'very little women can't do'.

In the second paragraph three A02 marks are awarded for the references to 'women into engineering', 'men into fashion' and government action over employment.

Communication earns 2 further marks.

To sum up, there are some clear lessons which centres and candidates could usefully learn from performance on this paper.

- 1 Answer all questions, plan the available time carefully and do not spend too much time on a question involving 1 or 2 marks at the expense of another question which may carry up to 20 marks.
- 2 Write your answer in the space provided; if you need to write more, do so on a separate sheet of paper NOT the space allocated to a different question.
- 3 Read questions carefully, make sure you understand the instructions and do not waste precious time writing about irrelevancies.
- 4 Don't be afraid to use the stimulus material to help you answer Section C questions; if possible, set the material provided in context and add some evaluation of your own but there is nothing to be gained by repeating yourself.
- 5 Be careful to 'stick to the rules' in terms of writing neatly (black ink, not too small), avoiding textspeak or inappropriate vocabulary and remember that for longer answer questions there are enough marks allocated to the quality of written communications to change your grade.
- 6 Say what you mean clearly - examiners will not try to work out what you meant to say if you do not express yourself clearly.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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