

Examiners' Report
January 2012

GCE General Studies 6GS02 01

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Introduction

The quality of work seen by examiners was broadly comparable to recent series. Fewer questions were unanswered but perhaps this was because there were fewer questions on the paper. Many candidates did well, though some wrote little in response to questions which carried a large number of marks (e.g. Q24, 27, 28 and 29) but, proportionately, rather more for other questions which carried only 2 or 3 marks.

As raised in previous reports, there was also further evidence of a tendency for candidates to write generally about a topic rather than focus specifically on the precise requirements of the question. In some cases, had the examiner not already known, it would not have been possible to work out from a candidate's answer exactly what question was being asked.

Question 21

As a short fact-only phrase taken from the specified sentence, candidates could get a mark for 'I presented' or 'a rug which I had crocheted' or 'we got into a discussion'. Those candidates who continued their answer by saying, 'I presented my argumentative brother-in-law...' had produced a phrase containing both fact and opinion, thus gaining 0 marks.

For the short opinion-only phrase, some candidates offered 'many years ago'. These candidates gained one mark for so doing, as 'many years ago' is a very subjective idea. Most of the successful answers to this question gave the answer 'my argumentative brother-in-law'. Quite a few candidates gave 'I presented my argumentative brother-in-law' as their answer, gaining 0 marks.

Sadly a significant number of candidates offered other extracts from the passage gaining no marks, since the extracts had to be taken from the specified sentence.

SECTION B

Answer ALL questions.

You should aim to spend no more than 30 minutes on this section.

Read Source 2 on the separate insert and then answer questions 21–27.

- 21 Identify **one** short phrase containing **only** fact and **one** short phrase containing **only** opinion from the statement, 'Many years ago, I presented my argumentative brother-in-law with a rug which I had crocheted and we got into a discussion about just what art is.'

Fact-only phrase ~~None of them~~ we got into a discussion about what
just what art is.

Opinion-only phrase I presented my argumentative brother-in-law with a
rug which I had crocheted.



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Examiner Comments

The first part of the answer matches an acceptable answer in the mark scheme for a short fact-only phrase, '(we) got into a discussion (about just what art is)'. 1 mark is awarded. The second part of the answer contains two facts and one opinion so this cannot be awarded a mark for a short opinion-only phrase: 'I presented (fact)... my argumentative brother-in-law (opinion)... with a rug which I had crocheted (fact)'. 0 marks. Total 1 + 0 = 1 mark



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Examiner Tip

Many candidates failed to read the question carefully enough and chose their extracts from other parts of the passage.

SECTION B

Answer ALL questions.

You should aim to spend no more than 30 minutes on this section.

Read Source 2 on the separate insert and then answer questions 21–27.

- 21** Identify **one** short phrase containing **only** fact and **one** short phrase containing **only** opinion from the statement, 'Many years ago, I presented my argumentative brother-in-law with a rug which I had crocheted and we got into a discussion about just what art is.'

Fact-only phrase presented my argumentative we got into a discussion

Many years ago

Opinion-only phrase my argumentative brother-in-law



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Examiner Comments

'Many years ago' is a subjective idea listed in the mark scheme as a potential opinion-only phrase, so the answer cannot be awarded a mark for claiming it to be a short fact-only phrase. 0 marks

'(my) argumentative brother in law' is identified correctly as an opinion-only phrase. 1 mark

0 + 1 = 1 mark

Question 22

The Student Book (page 6) makes it clear that 'arguments from authority are not about an individual's status, reputation or position but about evidence or opinion offered by an expert on the basis of acknowledged expertise and knowledge of a relevant topic'.

So the fact that the writer is well known as a jeweller would not make the claim into an argument from authority, unless she is seen as an artist and as an expert on art. Some candidates noted the observations earlier in the paragraph saying that the argument is inductive or it is an opinion not an argument. All of these were potential routes to a good mark.

22 In the last sentence of paragraph 4, the writer, a well-known jeweller, expressed the view that, '...art is everywhere, all of the time'. Explain whether or not her reasoning should be regarded as an argument from authority.

An argument from authority suggests that the status of the person putting forward their claim, is of great importance, and that we should believe what it is they say. As a jeweller, this may not be seen as authority due to the opinion that jewellery is not art. However others would argue the opposite. Her ^{being} well-known, allows the authority of her position to sway arguments.



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The answer starts off incorrectly aligning arguments from authority with status.

However the second and third sentences, 'the fact that the writer is well-known as a jeweller would not make the claim into an argument from authority...' is sufficient to gain 1 mark.



ResultsPlus Examiner Tip

Questions such as this occur quite frequently on Unit 1 and Unit 2 General Studies papers, so a good preparation for any candidate would be to identify questions which come up quite often and then make absolutely sure you know how to answer them successfully. Examiners reports and mark schemes will give you a good idea about the points examiners were looking for.

22 In the last sentence of paragraph 4, the writer, a well-known jeweller, expressed the view that, '...art is everywhere, all of the time'. Explain whether or not her reasoning should be regarded as an argument from authority.

I agree with her because as you walk down streets today there are many bright colourful objects to grab your attention. For example, advertisement boards are scattered everywhere to encourage shoppers to ~~use~~^{buy} their items, this sometimes works it depends completely on the brand and effort put in. She won't go anywhere that does not have: Shops, cars or without eating breakfast. All are day to day activities - art can be seen in all of the them.



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Examiner Comments

The answer says nothing about arguments from authority so no marks can be awarded.



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Examiner Tip

This answer underlines the importance of reading the question carefully and answering the question asked. Answers which seem to respond to another question won't be rewarded.

22 In the last sentence of paragraph 4, the writer, a well-known jeweller, expressed the view that, '...art is everywhere, all of the time'. Explain whether or not her reasoning should be regarded as an argument from authority.

~~Her reasoning should~~ It depends on whether an individual would agree ~~or not~~ that a jeweller is an artist and the things they make are art. ~~As someone~~ ^{As an argument} from authority is an argument from someone skilled or qualified or knows a lot about the subject they are commenting on. The reader must see her as an artist for her statement to be an argument from authority. If they do not class her as that then it is not.



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Examiner Comments

This answer effectively covers most of the points in the mark scheme and is therefore awarded 3 marks. The first sentence establishes the importance of the writer being seen as an artist and then the next sentence covers the idea of expertise. In the final sentence the answer makes it clear that the fact that the writer is well known as a jeweller would not make the claim into an argument from authority.

Question 23 (a)

The answer to this question is C: Everyone is creative.

Question 23 (b)

The answer to this question is A: Artisans are not artists.

Question 24

This question refers to evidence and arguments and asks about justifying a conclusion. A question of this kind is quite often set as a means of testing AO3. When a candidate sees a question using terms such as evidence, arguments and justifying conclusions, this should not be seen as an invitation to give a commentary on the passage.

Marks for this question were awarded on the basis of examiners asking themselves the questions below after they had read a candidate's answer. There were five 'marking questions' in use. They were:

Q1: Does the candidate consider implicitly or explicitly the issue of effectiveness? **If YES award one mark**

Q2: Does the candidate critically examine the particular evidence? **If YES award one mark**

Q3: Does the candidate refer to types of evidence – e.g. objectively/subjectively facts, opinions or bias? **If YES award one mark**

Q4: Does the candidate refer to the writer's argument or to different types of argument? **If YES award one mark**

Q5: Is a plausible final objective assessment made of the justification for the claim? **If YES award one mark**

Those who recognised this as an AO3 question generally did well, while those who wrote in very general terms about the content of the passage often gained few, if any, marks. The resulting answers contained very little mark-worthy material.

24 In view of the nature of the evidence and types of argument used in the passage, explain how effectively the writer justifies her conclusion that 'we are all artists'.

Most of the arguments used in the passage are based on her own personal opinion. For example she says "I think art is everywhere". This is an opinion which is backed up with no evidence, therefore it is not a very strong argument. However the writer does use evidence from sources explaining what the definitions of art are. The sources create a ^{stronger} ~~better~~ argument because they ~~have~~ ^{are} evidence about what art is. On the other hand only one source supports her conclusion that we are all artists and the other two contradict what she is saying. Also we don't know where the sources are from, so they could be very dated or from an unreliable book or the internet.



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Examiner Comments

This answer is clearly expressed and in discussing fact/opinion the candidate scores 1 mark for Q3 in the mark scheme. The discussion of the strength/weakness of the sources justifies a further mark for Q2 in mark scheme. There is also enough here to regard Q1 (effectiveness) as having been successfully addressed and to award this a mark. So 3 marks are awarded altogether, as well as a further 3 marks for communication which is accurate and straight forward.



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Examiner Tip

Note how this question is marked with not just candidates having to answer questions but also examiners having to do so after reading an answer. These 'marking questions' give you a good idea about what you should be including in your answer when you see a question like this.

24 In view of the nature of the evidence and types of argument used in the passage, explain how effectively the writer justifies her conclusion that 'we are all artists'.

The writer uses a variety of arguments to justify her opinion, firstly an anecdote about a conversation with her brother-in-law who believed that art 'wasn't something you just made, it was created.' His opinion shows one side of the definition of art, which is the opposite to ~~the~~ hers (the writer's). Next she uses the fact that 'artisan' generally refers to a skilled worker who practises some trade or handicraft.' I think that this particular fact is not a strong evidence for her argument because it implies that a person needs to be particularly skilled to be an 'artisan'. She also uses the opinion that 'I think art is everywhere, all of the time', but this is not a strong argument because her opinion will only also be the opinion of some people, so it is difficult to argue a point by using opinion. She then asks ~~ret~~ rhetorical questions which make the reader think about if they are an 'artisan' such as, 'so what colour of clothing did you wear today?'. This is a strong form of argument because the questions lead the reader to believe that they do have some creativity which makes them an 'artisan'. Finally, she states the assertion that 'without creativity and the artful expression of it, there would ~~only~~ be only one kind of breakfast cereal and one kind of soup'. This is a weak argument because she has no proof to back up the statement and therefore cannot prove it to be correct.



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Examiner Comments

Here is a candidate who is trying to tease out strengths and weaknesses. The answer refers to the author's various arguments (Q4) and specifically notes the absence of evidence (Q2). There is distinction drawn between opinion, fact and assertion (Q3). Throughout the answer, the issue of effectiveness is addressed by the references to strong/weak arguments (Q1). 4 marks were awarded. There were also 3 marks for communication.

Question 25

In the Student Book (page 84) style is defined as the way in which a work of art is 'done'; how it is made or performed; a way to classify art. Any one of these three simple definitions would have been sufficient for a candidate to gain 1 mark. Answers could gain a further two marks by briefly explaining how or why new styles emerge. Popular and successful answers were often built around ideas such as a result of innovation; as a result of new technology; because different artists enter the field with different approaches or different view of the world; there may be triggered by changing economic or political circumstances; there may be changes in social conditions or groups; there were new attitudes in society seeking expression; key events (e.g. war, catastrophe, revolution); changes in fashion/popular taste.

25 Explain what you understand by 'artistic style' and how or why new artistic styles emerge.

Artistic styles always come about because everybody wants to be unique. An artistic style is a way somebody creates something. For example do they draw on the faces of people in a picture or do they draw the heads with no identity to make it anonymous.



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Examiner Comments

The candidate focuses on the first part of the question only, gaining one mark for the idea of how a work of art is made or performed. The answer says nothing about new styles, so no further mark can be awarded for this. Total: 1 mark

25 Explain what you understand by 'artistic style' and how or why new artistic styles emerge.

Artistic style is the particular way in which a painting is painted or a piece of music sounds. Art can usually be classified into a particular genre by its style, for example pop, rock or classical music. New artistic styles emerge as a result of a particular event or change in society which inspires a person to create a new style of art.

Also advances in technology can result in new artistic styles as more resources are available to create different art using different materials.



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Examiner Comments

The nature of style is well covered for one mark in the first three and a half lines of the answer. The candidate then goes on to recognise the impact societal changes can have on artistic style (1 mark) as well as changes in materials and technology (1 mark). Total: 3 marks.



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Examiner Tip

Although this question offered only three marks, some candidates made the mistake of writing answers of over a page in length. Restricting their response to the space provided on the paper would have been quite sufficient. Consequently, they then ran out of time for Q28 and 29 (each carrying 20 marks) and could have gained higher marks if they had addressed these topics more fully. It's important to use your time in the exam room as productively as possible.

Question 26

According to the Student Book (page 86) creativity is 'the application of imagination and skill to bring into existence something which did not exist previously'. This definition is in some ways similar to that for innovation about which the Student Book says (page 87) 'a change in something already existing or the introduction of something new'. In the arts it refers to the development of new methods, techniques, materials or ideas. The essential feature of innovation is that artists do something never done previously. Examiners noticed that many candidates encountered real difficulty in distinguishing between these two terms, though it was sometimes remarked that while every new piece of work must be an example of creativity, it may not be an example of innovation, unless the artist has decided to do something completely different. So two works of art, both individual examples of creativity on the part of the same artist, may or may not involve some new departure (signifying innovation).

26 In paragraphs 4 and 5, the writer refers to 'creativity' and 'innovation'. Briefly identify the similarities and differences between these terms.

CREATIVITY is doing something creative or having artistic qualities. i.e. able to create something.

INNOVATION is making something new out of creativity. i.e. innovation is a change and the adaptation of things making them new.

Creativity leads to innovation. As by creating something you innovate it ∴ it being new.



ResultsPlus Examiner Comments

The opening statement about creativity does not add sufficient detail to be awarded a 'definition' mark. The reference to innovation gains a 'definition' mark and there is a further mark for the simple linkage between creativity and innovation. There is (just) sufficient here to earn 2 marks.



ResultsPlus Examiner Tip

This candidate would probably have secured a better mark if the answer had picked up specific words from the question such as 'Similarities (or differences) between creativity and innovation are...'

26 In paragraphs 4 and 5, the writer refers to 'creativity' and 'innovation'. Briefly identify the similarities and differences between these terms.

- Creativity is the ability to take something and make something with it.
- Innovation is the ability to take/make something groundbreaking or something that has never been done.
- Both words emphasise on the making of something.
- But innovation is taking something and looking at it in a different way.
- Whereas creating something literally means to take something and make something.

(Total for Question 26 = 4 marks)



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Examiner Comments

The first two sentences give clear definitions for scoring 2 'definition' marks. A mark is given for the similarity that both involve making something. A fourth mark is given for the comment about innovation looking at things from a different viewpoint.



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Examiner Tip

The candidate has laid out this answer clearly - it is always useful to separate different stages or aspects of an answer. However, putting in bullet points (particularly for answers where continuous writing is expected) is best avoided.

Question 27

The passage suggests three definitions of art:

(1) the products of human creativity; or

(2) the creation of beautiful or significant things; or

(3) the process or product of deliberately arranging elements in a way that appeals to the senses or emotions.

In (1) many examples of creativity involve disciplines very different from the arts such as finding a new way to drill for oil or manufacturing medicines? So perhaps some products of human creativity are NOT artistic. In (2) what is meant by 'beautiful or significant things'? A person may think their refrigerator is beautiful but many others would neither agree nor consider it to be 'artistic.' In (3) the writer believed this definition justified her belief that her crocheted rug was art (while her brother-in-law disagreed); the writer refers elsewhere to her jewellery. Using this definition, would jewellery that appealed neither to the senses or emotions be covered by this definition?

As in Q24, examiners had to answer six questions (up to a maximum mark of five), after they had read an answer to then decide what mark should be awarded. These 'marking questions' were:

Q1: Does the answer make simple but clear links to ideas or examples in the passage? **If YES award one mark**

Q2: Does the candidate discuss the implications of different definitions? **If YES award one mark**

Q3: Does the candidate critically compare/contrast the different definitions? **If YES award one mark**

Q4: Does the candidate clearly identify which definition is considered strongest? **If YES award one mark**

Q5: Does the candidate consider whether or not it is possible to define art? **If YES award one mark**

Q6: Is there a plausible final assessment/evaluation about the question of 'definition' or not? **If YES award one mark**

Answers which considered one definition only, and answered in terms of strengths and weaknesses, usually gained up to 3 marks from Q1, 4 and 6 above.

A different approach, which helped some candidates to produce good answers, involved asking if 'art is everywhere', is it true that it cannot be defined?

While the question asked candidates to focus on the ideas or examples given in the passage, some candidates chose to write about anything and everything. These answers gained few, if any, marks because their answers lacked the specific references examiners were seeking to matters such as the crocheted rug or to fashion, clothing, books, films, music, jewellery or even refrigerators!

27 With reference to any of the ideas or examples given in the passage, explain which definition of art in paragraph 3 is strongest.

The third definition of art is the strongest - "the process or product of deliberately arranging elements in a way that appeals to senses or emotions". I believe this is the strongest as it is firstly supported by an argument from authority by the writer. Also it is the widest definition therefore isn't as restricted as to what can be considered art, and as the passage states 'whether or not art can ever be defined' this definition allows for art to be considered as a process as well as a product which the other two definitions don't. The passage uses the idea of paragraph 4 supports the idea of the definition that it is a process we chose because it pleased and appealed to our senses. This paragraph uses examples and rhetorical questions to make the reader think about what is being said. Therefore also supporting the definition making it stronger.



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The answer begins by declaring the preferred definition (Q4), explains that this is wider and less restricted than other definitions (Q3) and then refers to the debate about whether art can be defined at all (Q5). The whole answer makes clear links to the passage (Q1) and the conclusion is acceptable as a plausible final assessment (Q6). So, 5 marks are awarded and a further 3 for AO4 (communication).



ResultsPlus Examiner Tip

Good as this answer is, the whole answer is produced as just one paragraph. If you move on to a separate idea or aspect, it is always worth considering whether it might be appropriate to start a new paragraph.

27 With reference to any of the ideas or examples given in the passage, explain which definition of art in paragraph 3 is strongest.

The definition; 'the products of human creativity' I think is the weakest because although the vast majority of art is man-made, nature also provides art that photographs capture. This first definition ~~completely~~ completely discounts their work, yet many households hang photos up like artwork.

The second definition; 'the creation of beautiful or significant things', I also feel ~~is~~ is rather weak.

Does all art have to be beautiful or significant?

Both art is not seen as 'beautiful' by the vast majority of people, yet it is still seen as art to lots.

I agree with the writer's ~~own~~ view and that the ~~second~~ third definition is strongest. This is because everyone's senses are weaker or stronger than someone else's and everyone feels differently about different things. It appeals to how individual everyone is.

To conclude, I think that 'the process or product of deliberately arranging elements in a way that appeals to the senses or emotions' is the strongest definition as it appeals to the unique feelings everyone possesses.

(Total for Question 27 = 8 marks)



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Examiner Comments

This candidate does not introduce examples from the passage or consider whether or not it is possible to define art (Q1 and Q5) but does get a 'Yes' for the other four questions. The implications of the different definitions are considered and supported (Q2), one definition is selected and the choice simply explained (Q4 and Q6).

Communication is clear, relevant and accurate so 3 marks are awarded.

27 With reference to any of the ideas or examples given in the passage, explain which definition of art in paragraph 3 is strongest.

I believe the third definition is the strongest. I believe that our expression with any materials, elements, anything can be considered as art. If these products of expression appeal or even repulse ~~at~~ ~~at~~ us then, on an aesthetic ~~and~~ level, I would say it is art. Sculptures, drawing, arrangement, anything that involves us and our expression has artistic value, despite it's appreciation. This definition explains expression in it's most straightforward form and anything which appeals to us ^{or not} that has been created etc should or can be regarded as art.



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Examiner Comments

This answer selects the third definition. In the final paragraph it does offer some simple idea of the strengths of the definition in the eyes of the candidate (Q4 - 1 mark) and in response to Q6. Communication skills are simple but clear (2 marks). So the total mark is $2 + 2 = 4$



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Examiner Tip

Have a look at this answer and work out for yourself how the candidate might have improved it to gain a higher mark.

Question 28

For questions 28 and 29, we do not use a levels mark scheme; instead, we focus on individual points or statements made by candidates, giving a separate mark for each. AO1 involves knowledge and understanding which we shall usually see in the form of a factual statement. For AO2, we look for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements. When we can put these words (or similar) in front of something a candidate has written then it is probably involving explanation, interpretation, evaluation, integration of ideas or exemplification (selection of suitable materials/examples). An AO2 mark can be awarded for each such point.

Candidates generally made good use of the introductory paragraph but this did not cause them to lose sight of the actual question set. Students who obviously studied other subjects such as Biology, Psychology or Sociology had many interesting insights to bring to their answers. These often included thoughtful comments on matters such as definitions of nature/nurture: physical characteristics such as eyes, hair, height; other physical characteristics influenced by nature/genetic factors; nurture influences such as environment, social class and education: impact of health and safety; income/wealth and lifestyle. Some reached for more controversial ground such as asking if gene therapies can be developed by scientists and is this primarily down to nature or nurture?

SECTION C

Answer **BOTH** questions.

You should aim to spend no more than 40 minutes on this section.

- 28 Use your own knowledge, as well as the information given, to answer the question below.

Green eyes and freckles

You got your green eyes from your mother, and your freckles from your father. But where did you get your thrill-seeking personality and talent for singing? Did you learn these from your parents or was it predetermined by your genes? While clearly most physical characteristics are hereditary, the genetic waters get a bit murky when it comes to explaining behaviour, intelligence, and personality. Life expectancy in some areas seems to be up to fifteen years shorter than in others – is that down to nature or nurture? We still do not know how much of what we are is determined by our DNA and how much by our life experience. They both play a part but maybe one is much more significant than the other.

Source: adapted from Kimberly Powell, 17 September 2009 at genealogy.about.com

Examine the view that **nurture** is much more influential than **nature** in determining the characteristics of individual human beings.

Although your physical attributes are to a great extent hereditary, such as: your appearance, any illnesses or defaults due to your chromosomes you are undoubtably influenced on a gargantuan scale by nurture. You can make yourself

skinny, fat, dye your hair or change any of your appearance, in accordance with your personality, which is in turn massively influenced through socialisation, parents, friends, anything at all you come in contact with. All in all nature determines your gender and initial appearance -

despite the nurturing that takes place in the womb. (if your mother smokes, drinks, takes drugs, even what she eats) The person you become is entirely down to nurture, your physiology can change through environmental factors etc. however; you may still have capabilities which are in some shape or form connected to nature, such as: the dogs we breed through selective breeding to have certain traits.

Too many social factors influence our growth such as: ~~our~~ lifestyle, location, diet etc etc etc. All of our contact with life influences us and our bodies through nurture, whereas; nature only predetermines so much. For example you may be born with aids, a chromosome for cystic fibrosis etc. but you may have a history of heart problems in your family but a healthy lifestyle means that you don't actually suffer. Cancer

can be fuelled by nurture but may stay dormant through a correct lifestyle. Our initial physical attributes, gender and anything related to our genes!

chromosomes are determined by nature, anything and everything beyond the egg and sperm is majorly if not entirely determined through our nurture.



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Examiner Comments

In the first paragraph hereditary and nurture influences are discussed, including how you present yourself to the world and the results of your upbringing and socialisation. (AO1 - 2, AO2 - 3). The person you become is then discussed before this lengthy paragraph ends (AO1 - 1, AO2 - 1). The next paragraph discusses the interplay of social and genetic factors (AO1 - 2, AO2 - 2). The final paragraph then largely comes down on the side of nurture (AO2 - 1). 4 marks are awarded for AO4 - Communication. Total mark = 5 + 7 + 4 = 16

SECTION C

Answer BOTH questions.

You should aim to spend no more than 40 minutes on this section.

- 28 Use your own knowledge, as well as the information given, to answer the question below.

Green eyes and freckles

You got your green eyes from your mother, and your freckles from your father. But where did you get your thrill-seeking personality and talent for singing? Did you learn these from your parents or was it predetermined by your genes? While clearly most physical characteristics are hereditary, the genetic waters get a bit murky when it comes to explaining behaviour, intelligence, and personality. Life expectancy in some areas seems to be up to fifteen years shorter than in others – is that down to nature or nurture? We still do not know how much of what we are is determined by our DNA and how much by our life experience. They both play a part but maybe one is much more significant than the other.

Source: adapted from Kimberly Powell, 17 September 2009 at genealogy.about.com

Examine the view that **nurture** is much more influential than **nature** in determining the characteristics of individual human beings.

Nurture is more influential than nature as the characteristics of a human being come from experiences they have e.g. a talent for singing could be down to the fact that they had lessons as a child or just taught themselves. Although in some cases ~~characteristics~~ you could be born with characteristics or they could have been passed down from your parents but you are not always necessarily born with them they are not known to you / it's not

In your nature to be have like that. Nurture plays a bigger role in determining individuals characteristics as you could live with an aggressive father and pick that characteristic from him as you live with him and are in the same environment as him. Its all about the way in which you were brought up and the experiences ~~you~~ you have had. More physical traits such as eye colour, hair colour are all from your parents and is inherited ~~but~~ through nature as it is natural for you to have green eyes like your mum. But characteristics are more towards nurture rather than nature.



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This candidate adopts a 'stream of consciousness' approach to essay writing. There are no separate paragraphs and a sequence of sometimes quite interesting ideas appear one after the other. On the first page, nurture, singing and characteristics gained from parents earn AO1 - 2, AO2 - 1. Nurture, upbringing, experiences and aggressive parents earn AO1 - 1, AO2 - 1. This is followed by a discussion about physical traits (AO1 -1). Communication has weaknesses so 2 marks are awarded. Total = 4 + 2 + 2 = 8.



ResultsPlus Examiner Tip

Wouldn't you have found this answer easier to read and take in if the candidate had organised the answer into separate paragraphs?

SECTION C

Answer BOTH questions.

You should aim to spend no more than 40 minutes on this section.

28 Use your own knowledge, as well as the information given, to answer the question below.

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You got your green eyes from your mother, and your freckles from your father. But where did you get your thrill-seeking personality and talent for singing? Did you learn these from your parents or was it predetermined by your genes? While clearly most physical characteristics are hereditary, the genetic waters get a bit murky when it comes to explaining behaviour, intelligence, and personality. Life expectancy in some areas seems to be up to fifteen years shorter than in others – is that down to nature or nurture? We still do not know how much of what we are is determined by our DNA and how much by our life experience. They both play a part but maybe one is much more significant than the other.

Source: adapted from Kimberly Powell, 17 September 2009 at genealogy.about.com

Examine the view that **nurture** is much more influential than **nature** in determining the characteristics of individual human beings.

NATURE	NURTURE
<ul style="list-style-type: none">◦ genes	<ul style="list-style-type: none">◦ personality
<ul style="list-style-type: none">◦ hair / eye colour	<ul style="list-style-type: none">◦ skills / intelligence / talents
<ul style="list-style-type: none">◦ height / shoe size	<ul style="list-style-type: none">◦ behaviour
<ul style="list-style-type: none">◦ freckles	<ul style="list-style-type: none">◦ likes / dislikes

The nature / nurture debate is a long running debate which is extremely difficult to conclude, due to the individuality of each human being. Nature influences the characteristics such as hair and eye colour which are mainly physical and determined by our genes. Whereas, nurture influences personality and behaviour which are mental characteristics.

Most human characteristics caused by nature cannot be changed, for example height, eye colour and shoe size. But as society has evolved over the years there are now ways of changing or disguising particular features. For example, we can dye our hair a different colour or wear make-up to cover freckles on our faces. There are even coloured contact lenses which can change our eye colour. These are fairly materialistic features which are considered to be unimportant overall.

But, now we can also alter the genes of a person to avoid them having a particular condition or developing a hereditary illness later in life. Genetic screening can test embryos for a particular gene to see if the child will have a disability and therefore a particular embryo can be selected. But this type of procedure has raised ethical and moral questions as to whether we should be doing this. It is seen as 'playing God' and changing nature.

On the other hand, nurture characteristics are much easier to change, for example behaviour can be changed in schooling or in the case of criminals, in rehabilitation. Also personality is determined often by primary socialisation in the family life and secondary socialisation in school by peer groups and

teachers. But personality is sometimes questioned, is it due to ~~the~~ nature of nurture. A common phrase is often 'you get that from your parents', which has led to doubts as to if personality is moulded and developed by life experiences or if it is in fact hereditary. Likes and dislikes are almost certainly determined by nurture, especially by influential figures, your parents during your childhood and peer groups in later life, or even celebrities. For example, if a ~~father~~ parent supports a particular football team, it is likely that their child will support the same team. Or if a famous singer is seen wearing a particular brand of clothing, that brand will become popular.

In conclusion, it seems to be that nurture is more influential than nature in determining the characteristics of human beings because nurture affects a person's personality of behaviour, for example the area they live in can affect criminal behaviour. But nurture can also alter nature, for example, dying your hair a different colour.



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Examiner Comments

This is a very perceptive answer. In the first paragraph this answer starts well with comments on both nature and nurture (AO1 - 1, AO2 - 1). The second paragraph goes on to consider whether our natural characteristics can or can't be changed (AO1 - 1, AO2 - 2) and then moves into genetic manipulation and related ethical and moral questions (AO1 - 2, AO2 - 2). The answer then goes on to consider how nurture can bring changes, including the significance of primary and secondary socialisation (AO1 - 2, AO2 - 2). The paragraph ends with a discussion of 'likes and dislikes' (AO1 - 1, AO2 - 1). The concluding paragraph directly responds to the question, nurture is more influential than nature according to this candidate. The candidate adds 'but nurture can also alter nature...' at the end (AO1 - 1, AO2 - 1). Four marks are awarded for communication. The total mark is AO1 - 8, AO2 - 9 (but max is 8), AO4 - 4 so a total score is 8 + 8 + 4 = 20.

Question 29

Perhaps because some candidates had spent too long answering other questions or perhaps because they had less to say about this topic, answers to Q29 were in most cases less successful than those to Q28.

Strong answers needed to focus on the impact of media bias in a democracy and whether the same rules of balanced reporting and impartiality as operated by BBC and ITV should be imposed on the media. This was often discussed in terms of setting an agenda so particular groups may be starved of the oxygen of publicity, or open use of smears and ridicule to help manipulate public opinion in the ways editors or owners wish. It was recognised that most people buy only one paper so there is no balance. Some people may be deceived and, in any case, the papers people buy are often chosen for sport or horoscopes or pictures. What they say about politics may be particularly influential i.e. as opposed to reinforcing the political opinions of those who choose to buy the paper for its politics. While some answers challenged the whole idea of broadcasting media being impartial, others referred to the way The Sun switched from supporting Labour to the Conservatives in 2010 and asked whether this was to further the political aims of the paper's owners or just to sell more newspapers. A well-informed minority of candidates made references to the whole sequence of the hacking revelations and to the Leveson Inquiry, making careful links to the general ideas of bias/impartiality.

29 Use your own knowledge, as well as the information given, to answer the question below.

The forces blocking British democracy

The British media is overwhelmingly owned by right-wing billionaires who order their newspapers to build up the politicians who serve their interests, and marginalise or rubbish those who don't. David Yelland, the former editor of The Sun, has confessed he was told the Lib Dems had to be 'the invisible party, purposely edged off the paper's pages and ignored'. Only a tiny range of opinion was permitted – so much for freedom of the press! When Nick Clegg, the Lib Dem leader, did well in the 2010 TV debates, the reaction of the right-wing press was a frenzied panic and incredible 'smear' headlines. But people can test such smears against what they themselves see and hear with their own eyes, first hand, in impartial TV programmes.

Source: adapted from Johann Hari, *The Independent*, 23 April 2010

'British democracy should be strengthened by requiring newspapers to be as unbiased and impartial as the BBC and ITV have to be.' Consider arguments for and against this view.

On one hand many people would be for this argument because the newspapers are their for people to read the news and learn the facts about today's current affairs without having a biased view on them. People enjoy watching the news on BBC and ITV as it's unbiased, it gives them the facts and shows people speaking about either sides of the story. If it's necessary, this then leads

to the people watching the news to of made up their own minds on what to think and not read about what they should think. ~~that in itself~~ ^{if newspapers did the same it would} decide to British democracy being strengthened as people are allowed

to think what they like instead of reading about what the newspapers think they should believe. People enjoy the freedom to know what's happening without being told what they should think and feel about it.

On the other hand people may disagree with this view and say that the freedom of the press lies with them allowing to print whatever they like even if it is biased to a certain side of the argument. If one person at the newspaper disagrees with this then they could write an article to show a more unbiased approach. Some people would say that British democracy doesn't lie with the role of the newspapers but with the main news channels like the BBC and ITV, so to make the newspapers unbiased wouldn't be strengthening British democracy it would be weakening it as it would be telling the newspapers what to write, so wouldn't that be a bit hypercritical?

I think that the newspapers should be unbiased as this would help them sell more and would allow the people to make up their own views to what the newspapers are telling them about.



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The answer opens considering the possible attractions of having unbiased newspapers just like the BBC and ITV news where people can learn the facts and make up their minds (AO1 – 1, AO2 – 1). The answer suggests that this would be an improvement rather than having people told what they should think as at present. (AO1 – 1, AO2 – 1). But then the answer asks 'what about the freedom of the press?' (AO2 – 1). The answer then suggests that the TV news channels are more influential than newspapers and questions whether telling newspapers what they could or could not write might be weakening democracy (AO1 – 1, AO2 – 1). Communication is reasonable and 3 marks are awarded for AO4. Final marks: 3 + 4 + 3 = 10

29 Use your own knowledge, as well as the information given, to answer the question below.

The forces blocking British democracy

The British media is overwhelmingly owned by right-wing billionaires who order their newspapers to build up the politicians who serve their interests, and marginalise or rubbish those who don't. David Yelland, the former editor of The Sun, has confessed he was told the Lib Dems had to be 'the invisible party, purposely edged off the paper's pages and ignored'. Only a tiny range of opinion was permitted – so much for freedom of the press! When Nick Clegg, the Lib Dem leader, did well in the 2010 TV debates, the reaction of the right-wing press was a frenzied panic and incredible 'smear' headlines. But people can test such smears against what they themselves see and hear with their own eyes, first hand, in impartial TV programmes.

Source: adapted from Johann Hari, *The Independent*, 23 April 2010

'British democracy should be strengthened by requiring newspapers to be as unbiased and impartial as the BBC and ITV have to be.' Consider arguments for and against this view.

FOR	AGAINST
<ul style="list-style-type: none">• biased opinions influence people• equal coverage of all political parties• improved democracy	<ul style="list-style-type: none">• freedom of speech• 'extreme' censorship• people should be able to read what they want and interpret it in their own way

The British democracy is uncertain due to biased opinions presented in newspapers which influence the opinions of the public to be either right or left wing. Therefore, there is the question as to whether newspapers should be required to be as impartial and unbiased as the television channels, BBC and ITV, which present an equal view of the British democracy.

A ^{reason} ~~reason~~ for the censorship of newspapers is that the biased opinions of the newspaper editors and writers often influence the public and ultimately the views of the voters who decide who becomes Prime Minister and in charge of the public. This leads to questions that the voting system becomes unfair because people are influenced wrongly out of their own opinion by something they read in the newspapers which may not be true.

Also, if the newspapers became impartial there would have to be equal advertising and story coverage of each political party to ensure a fair vote. For example, stories about their campaigns and proposed manifestos which state only the facts and do not include biased opinions of the editors.

This should ultimately lead to an improved and fairer democracy which greater represents the overall views and opinions of the British public, without their vote being influenced by the press. This should therefore lead to the public being more satisfied with the government and the way the country is run.

On the other hand, a reason against the impartial newspapers is that it would be censorship taken to the 'extreme'. This is because everything printed in each newspaper would have to be checked

and verified that it is unbiased. This would be extremely time consuming and expensive.

Also, it would not be giving the editors and the writers freedom of speech, which is ^{of} a large ~~part~~ importance ~~of~~ in the media, as newspapers are seen as an outlet for voicing your opinion to the public about important issues such as the British democracy.

Finally, there is the belief that people should be able to read what they want and make their own interpretations and opinions of a particular story. Not everyone is influenced so easily by the media and therefore the press does not have as big an influence as what is thought on the votes of the public.

In conclusion, it seems that by the newspapers being unbiased



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Examiner Comments

TI The first paragraph links democracy and bias (AO1 - 1, AO2 - 1). The second paragraph considers censorship and the danger of people being misled by material in biased newspapers (AO1 - 1, AO2 - 2). Balance and the biased opinions/coverage of editors are discussed in the third paragraph, though there do appear to be some unexplained points/non sequiturs here (AO1 - 1). Improved democracy and greater voter satisfaction are then mentioned (AO2 - 1). But if newspapers had to be impartial, would this not be a form of censorship? (AO1 - 1, AO2 - 1). The answer concludes by asking whether people shouldn't be free to read whatever they want and interpret events as they please, casting doubt on the ultimate ability of the media to exert influence (AO1 - 1, AO2 - 1). Communication is clear so 4 marks are awarded. Total score: 5 + 6 + 4 = 15.



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Examiner Tip

Questions in Section C are prefaced by a paragraph which aims to set the issue to be explored in some kind of context. Candidates are expected to make use of such stimulus material. Compare these two answers and consider which answer made the better use of the stimulus.

Paper Summary

It is disappointing to have to report that still significant numbers of candidates are displaying weakness in three ways:

1. when tackling AO3 questions about thinking and analytical skills;
2. when allocating the time they spend on individual questions - spending too much time on 1, 2 or 3 mark questions rather than questions carrying many more marks;
3. when deciding how to answer the questions - too many answers are related only loosely to the questions actually set.

Addressing these problem areas could be a very productive and successful strategy for future candidates seeking high marks.

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