

Examiners' Report
January 2013

GCE General Studies 6GS02 01

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Introduction

In this paper most candidates demonstrated knowledge, interest and engagement with the wide range of topics included in the paper. Most candidates could have significantly improved their score in some or all of five key ways. Many could have achieved significantly better results if they had:

- (i) – taken greater care over their use of English (AO4);
- (ii) – reminded themselves of the mathematics they took into their GCSEs;
- (iii) – checked up that they did fully understand the skills they were expected to possess to gain AO3 (thinking and analytical skills) marks;
- (iv) – paid greater attention to the instructions on the paper and the ways in which questions were framed; and
- (v) – made better use of the time allowed.

Quality of communication accounts for 14 marks (out of 90) on this paper and was assessed in Questions 25, 28, 29 and 30. Candidates who dropped into text-speak, ignoring the conventions of grammar such as correct spelling and the use of sentences and paragraphs, generally achieved barely half these marks.

On this paper there were 5 marks for calculations in Q16-20. Few candidates calculated all five questions correctly and many achieved little or no success at all on any of the questions. A morning or afternoon before the exam spent reminding themselves of some of the rules of application of number might have paid considerable dividends.

Thinking and analytical skills (AO3) accounts for 14 marks on this paper; a significant number of candidates achieved less than half of these marks from Questions 11-15, 26, 27 and 28. To achieve greater success, candidates needed to be clearer on the distinctions between fact and opinion and to have gained practice in distinguishing between them; they also needed to be able to recognize assertions and different types of argument (such as inductive, deductive, from cause, analogy and authority) and to understand their respective strengths and weaknesses.

Some candidates mistakenly seemed to think that the insert which accompanied the paper could help them answer Q21 even though it was prefaced by the phrase 'using your own knowledge'. Similarly in Q24 which asked about the 'distinctive features' of youth culture, many candidates made the mistake of offering answers which mentioned behaviour that was far from distinctive. Equally, steps which could be taken to reduce the appeal of gangs in Q25 were often outlined with little if any thought being given to the phrase in the second line of the question 'with reference to the source'; this meant that sometimes steps proposed had little if any relationship to the problems raised in the insert.

Finally, some candidates appeared to ignore the advice about allocation of time given in the paper. Candidates failed to attempt some questions at all – particularly questions carrying a high mark allocation such as Q25, 28, 29 and 30. A short answer is always better than no answer at all.

While most candidates could have improved their performance to some extent had they taken this advice into account, it remains the case that there were many strong papers demonstrating knowledge, confidence and transferable skills that can only benefit these candidates in higher education or employment.

There were some surprises in Section A where apart from some weakness in answering Q11-15 and Q16-20, quite a few candidates did not recognize the internet (Q3) as not

having existed before 1963. Similarly George Orwell (Q7) was thought by some to be a composer or a painter rather than a writer. Mozambique (Q10) was recognized by only a few as a member of the Commonwealth of Nations.

In Section B the most successfully-answered questions were Q22, 23 and 25, though – as noted above – some candidates recommended steps that were sensible but hardly designed to address issues raised in the source.

In Section C, stronger candidates generally used the information prefacing Questions 29 and 30 to provide a strong foundation for their answers. A few of the other candidates made the mistake of dropping into text-speak or adopted a facetious or cynical tone that didn't improve their chances in gaining high marks in a public examination.

Question 21

In (a) candidates needed to define socialisation by saying something like: 'socialisation is the process of learning/acquiring the norms, values and behaviour/attitudes acceptable to a society'.

The answer needed to indicate that socialisation involves learning.

In (b) candidates needed to distinguish between primary and secondary socialisation in two distinct ways - for example:

(i) primary socialisation involves an individual learning usually in their early years while secondary socialisation usually comes later.

(ii) primary socialisation occurs mainly within the family, learning the attitudes values and actions appropriate as members of a particular culture whereas secondary socialisation occurs at work, secondary school/college/university or in sport/leisure activities.

(iii) secondary socialisation generally involves much smaller changes than those occurring in primary socialisation.

(iv) primary socialisation generally involves much more significant learning than those occurring in secondary socialisation.

The first answer successfully gains 3 marks. However, many of the answers to this question revealed much vagueness. Candidates often needed to offer a much more precise answer.

21 Using your own knowledge:

(a) What is socialisation?

(1)

The norms and values of society that are passed on and learnt by children. It is cultural behaviour which is ~~passed~~ taught to further generations.

(b) How does primary socialisation differ from secondary socialisation?

(2)

Primary socialisation usually occurs in the home by the parents of the child. This can be either nuclear or single parent families. It takes place at a very early age and is the main determinant of a child's nurture. Secondary socialisation occurs later on in life normally at school and nursery, at the age of 3-5 years old. It is carried out by people other than the immediate family.



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Examiner Comments

In Answer (a) this candidate recognises that socialisation involves norms and values of society being learned by children (1 mark). In Answer (b) primary socialisation is clearly linked to parents and occurring at a very early age (1 mark). Secondary socialisation is known to occur later in a child's life and to involve other agencies such as school. (1 mark)

Total 1+2=3



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Examiner Tip

The question clearly says that candidates should produce their answer 'using their own knowledge'. Consequently those who tried to use the passage about gangs as a basis for their answer generally gained few if any marks. 'Using your own knowledge' means that other information on the paper is unlikely to help you.

This answer fails to match the points listed above in the introduction and consequently scores 1 mark only.

21 Using your own knowledge:

(a) What is socialisation?

(1)

Interacting with others as social influences can affect the way a person grows up. Different behaviours are learnt from socialisation.

(b) How does primary socialisation differ from secondary socialisation?

(2)

Primary school is the start of socialisation, where children aren't protected by their parents. The child is able to get their first sense of freedom. Primary school focuses more on preparing the child with the basics for life, such as team working, learning to read & write & socialising with others whereas secondary school builds on this basic knowledge & further education & behavioural attitudes in order to equip us for adult life & the world of work. Primary school socialisation is much more dependant on others such as teachers & parents whereas secondary school socialisation is more independent due to more freedom.

(Total for Question 21 = 3 marks)



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Examiner Comments

In Answer (a) the candidate establishes that socialisation involves learning different behaviours. It is not as full an answer as examiners hope to see, but there is just enough here to award 1 mark. In Answer (b) the candidate seems to confuse primary and secondary socialisation with primary and secondary schools. This isn't correct so no marks can be awarded. 1+0=1

Question 22

The advantages of gang membership, as stated in the passage, needed to lead to such points as:

- (i) become 'heroes' for boys without good male role models (e.g. absent or abusive fathers).
- (ii) the initiation allows them to develop a reputation for toughness or bravery.
- (iii) gangs may appeal to a boy's sense of well-being, belonging and importance, in spite of the criminality involved.
- (iv) in the absence of involved parents, the boy may turn to the gang OR the gang may become the boy's best friend or protector.
- (v) provide substantial material gains.
- (vi) some boys may be attracted to illegality and violence.

This answer includes a good range of relevant points and is awarded 3 marks.

22 Give three reasons why, according to the writer of the Source, gang membership may be attractive to boys.

1 Gang membership can offer its members 'a sense of well-being, belonging and importance, as well as ~~pro~~ protection and substantial material gains'.

2 The boys may be deprived of a good role model and find a 'hero' in 'males in local gangs'.

3 They may not be surrounded by family members or have parents who work a lot, and so might want to be in a gang as this offers them company.



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Examiner Comments

Answer 1 contains mark-worthy points from three of the points listed in the introduction - 'sense of well-being, belonging and importance' from point (iii), 'protection' from point (iv) and 'substantial material gains' from point (v), so three marks would have been earned if the answer ended here. However point (i) about role models and heroes appears in Answer 2, so a further mark could have been earned here if the maximum mark for the question had not already been awarded. Answer 3, based on point (iv), was touched on earlier in the answer, so no further marks would have been earned here. Total: 3 marks.

This answer makes three clear points and is awarded three marks.

22 Give three reasons why, according to the writer of the Source, gang membership may be attractive to boys.

1 Males in gangs can be seen as "heroes" so boys that don't have a good male role model.

2 Gangs offer a sense of well-being, belonging and importance.

3 Also offer protection and substantial material gains.



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Examiner Comments

This answer matches three points listed in the introduction - Answer 1 matches point (i), Answer 2 matches point (iii) and Answer 3 matches points (iv) 'protection' and (v) 'material gains' so if the mark allocation for the question had been four, four marks would have been awarded.



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Examiner Tip

This is a very sparse answer. Its meaning is clear so full marks are awarded but if it had been one of the questions on which quality of communication was assessed, Answer 3 could have been penalised for not being a full sentence.

Question 23

These are the undesirable features of gangs outlined in the source on which successful answers needed to be based:

- (i) initiations of new members often involve danger or criminality.
- (ii) gangs encourage crime e.g. - robberies/ protection rackets/car thefts/ motoring insurance scams.
- (iii) gang members are exposed to harm - may involve drug taking or drug dealing or violence.
- (iv) gangs make bad behaviour seem attractive.
- (v) criminality during gang membership may make it difficult for a gang member to 'go straight', e.g. get a job in future.

This answer contains three good points and is clearly expressed so three marks are awarded.

23 From the Source, identify three undesirable features of gangs.

- 1 To join a gang, some boys have to take on an initiation task. This could involve something physically painful which would be seen as undesirable.
- 2 If a member of a gang wishes to ever leave, they may often find themselves becoming a victim.
- 3 Gang crime can involve a range of criminal activity, that could in later life affect chances and opportunities presented to the gang member.



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Examiner Comments

From the list of points in the introduction, above, it can be seen that the candidate's Answers 1, 2 and 3 broadly match points (i), (vi) and (v) respectively.

This is a clear answer which is written in sentences and covers appropriate points, so 3 marks are awarded.

23 From the Source, identify three undesirable features of gangs.

1 To join a gang the boys have to take an initiation task which involves doing something dangerous, painful and criminal to demonstrate ~~bravery~~ toughness and bravery.

2 Gang criminality can involve anything ranging from robberies, 'protection' operations and car theft to drug taking, drug dealing and motor insurance scams.

3 Once sucked into the world of gangs it can be difficult to escape. If a member tries to leave the gang, he will often find himself becoming their victim.



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Examiner Comments

From the points in the introduction it can be seen that the candidate's Answer 1 matches point (i), Answer 2 matches both points (ii) types of crime and (iii) drugs and Answer 3 matches point (v). Only three marks were available so that is the mark awarded.



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Examiner Tip

This candidate has adopted the language used by the writer. This is the right thing to do where you are told to identify information from the source. The only time when it is not appropriate to do this is if you are told to answer in your own words.

Question 24

Distinctive features of youth culture could be described in terms of:

- (i) musical tastes.
- (ii) how youth chooses to dress.
- (iii) chosen leisure activities which may differ from those of the rest of the population.
- (iv) young people being more adept at social networking/texting than other people.
- (v) distinctive vocabulary.
- (vi) willingness to 'get involved' – e.g. in sport, scouts/guides, helping others/charity activities.
- (vii) tendency to protest against authority/challenge parents.

This question yielded many answers which involved far from distinctive behaviour - such as 'we like going out with friends'. People of all ages enjoy going out with friends so examiners were looking for points which could be strongly associated with the young. This answer contains two such points and is awarded 2 marks.

24 Using your own knowledge, state two distinctive features of youth culture.

- 1 youth culture is a sub culture especially for young people. A feature of this culture could be the wearing of hoodies and certain clothes.
- 2 Another feature of youth culture is the useage of new words i.e a new language e.g. young people might use phrases such as YOLO or LOL which adults would not



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Examiner Comments

The reference to 'hoodies and certain clothes' in Answer 1 meets the second point listed in the introduction - how youth chooses to dress - so 1 mark is awarded. Answer 2 matches point (v) about distinctive vocabulary, thus justifying the award of a second mark.

There are just four words in this answer and it earns 2 marks for matching two of the key points examiners were looking for (points (i) and (ii) in the introduction).

24 Using your own knowledge, state two distinctive features of youth culture.

1 music and technology

2 fashion



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Examiner Comments

Examiners accepted such a sparse answer because the instruction word in the question was 'state'. If the instruction had, for example, been to 'briefly explain' examiners would have expected to see the answer given in short sentences.



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Examiner Tip

This answer gained 2 marks even though it was so short. This was acceptable because in this case the instruction word was 'state'. It is always preferable to offer such answers in the form of a short sentence.

Question 25

Successful answers needed to propose steps which would challenge some of the ways in which (according to the source) gangs could be attractive to boys.

- (i) Become 'heroes' for boys without good male role models (e.g. absent or abusive fathers).
- (ii) The initiation allows them to develop a reputation for toughness or bravery.
- (iii) Gangs may appeal to a boy's sense of well-being, belonging and importance, in spite of the criminality involved.
- (iv) In the absence of involved parents, the boy may turn to the gang or the gang may become the boy's best friend or protector.
- (v) Provide substantial material gains.
- (vi) Some boys may be attracted to illegality and violence.

The 'steps' proposed by the most successful candidates often included the following:

- (i) try to get good male role models into the life of every boy - e.g. father in the family, male teachers at primary school, male youth leaders, male coaches.
 - (ii) as part of socialisation teach boys the importance of good two parent relationships so they provide good role models later for their own children.
- OR avoid disadvantages of gangs outlined by ex-gang members who have come to recognise the dangers.
- (iii) to discourage or support single parent families using tax or housing benefits changes.
 - (iv) give breaking up gangs and gang criminality a bigger priority- this could apply to police and has also been signalled by David Cameron since the Summer 2011 riots.
 - (v) provide better sports/community facilities to keep boys away from gangs.

It follows that those who wrote in general terms about the causes and consequences of gang activity, saying little or nothing about 'steps', generally achieved a poor score from this question.

This was a weak response in terms of content achieving one AO2 mark only, though the writing was of average quality and therefore two marks were awarded for AO4.

25 The final paragraph refers to society reducing the attractiveness of gang membership. With reference to the Source, what steps could or should society take to achieve this?

Society should focus on the view on ~~the~~ ^a boy in society as they are often seen as tough and can look after themselves so therefore leads to parents and schools abandoning a boy because of the stereotype.

If society wants to change the view, they should focus on the media as it could put across the negatives about gang membership and also change the stereotypical view of what boys should be like ~~to~~ to what boys are really like.

Older generations all seem to think that every boy is a member in some sort of gang because society has made them think that. Therefore it increases the attractiveness of gang memberships, instead of reducing it. This will continue to be the case if society doesn't change this view point that every boy has to become a member of a specific group and it is 'cool'

to be apart of that!



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Examiner Comments

This is a very simple, generalised response. The 'problem' which this candidate has taken from the passage is the reputation for 'toughness' attached to many boys and gang members.

There were many other problems in the source which the candidate could have chosen to address. The step in paragraph 2 which the candidate favours to reverse the 'tough' stereotype is a greater media involvement to challenge such negative perceptions.

There are no other tangible points in this answer so 1 mark is awarded for AO2 and 2 marks for AO4.



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Examiner Tip

This answer does not clearly focus on steps which could or should be taken to reduce the attractiveness of gang membership. Candidates should be encouraged to read the question carefully enough to understand what is required. Paying close attention to the exact words of the question is a skill which all exam candidates need to develop.

This is a much more successful answer which is awarded 4 marks for AO2 and a further three marks for AO4.

25 The final paragraph refers to society reducing the attractiveness of gang membership. With reference to the Source, what steps could or should society take to achieve this?

In order to reduce the attractiveness of gang membership parents and schools should be encouraged to educate young people on the risks and consequences involved with gangs, this will appeal to their better nature and potentially help them to make more educated decisions and avoid gangs. A campaign could be run to help young people escape from gangs and 'go straight' without experiencing any issues from the gang. If families that struggle financially are offered support and benefits in order to lead more comfortable lives, boys may feel less pressure to being involved in gangs as the financial benefits would be less appealing since they won't be as desperate for money to support family. Harsher punishments for gang criminality would act as a more powerful deterrent from becoming involved. By opening more youth clubs and sports teams, boys are able to get off the streets and away from gangs and be exposed to more mature, law abiding role models and hopefully get on the right path to becoming hard-working and responsible employees, husbands and fathers.



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Examiner Comments

In the first eight lines, the candidate feels parents and schools should deliberately seek to reduce the attractions of joining a gang or to make it easier for boys to leave a gang. Financial support for the family from the state is then suggested as an alternative strategy to boys getting money through crime. To deter participation in gangs, harsher punishments are suggested for gang criminality. Finally the advantage of providing boys with good male role models leads to the suggestion that youth clubs and sports teams should be established. Four serious points earn four marks for AO2 and a further three for AO4.

Question 26

One mark could be awarded for type of argument - cause or inductive.

The more successful candidates usually explained the weakness of arguments from cause in terms of:

- (i) such arguments often depend on correlations even though there is in reality no cause and effect relationship at all.
- (ii) there may be other reasons for gang membership - e.g. peer group influence.
- (iii) many boys from families with problems don't join gangs or become criminals.

Candidates who identified the argument as inductive usually recognised the weakness saying the conclusion was not the only possible conclusion or not necessarily the correct conclusion.

This candidate sees the paragraph as involving inductive argument rather than argument from cause. However, 'inductive argument' is an acceptable answer and a reason for its weakness is given. 2 marks are given. Many candidates missed the words 'type of' in front of 'argument' in the question, so instead of mentioning a type of argument they offered a quick summary of the argument, earning no marks at all.

26 In paragraph 1, the writer gives reasons for boys wanting to join a gang. Identify the type of argument used and explain why it could be considered weak.

The argument used is ~~deductive~~ inductive.
The writer has seen the communities without the youth clubs and gangs, and then presumed all urban estates are like this. It is weak because there are exceptions.



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1 mark is awarded for 'inductive'. The candidate has examined a reason for the weakness of this identified inductive argument rather than the type of argument and has made a valid point that there are exceptions to the possible conclusion thereby implying the possibility of different conclusions (1 mark). Total: 2 marks.



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Many candidates ignored the words 'type of' in the question and offered a general description or summary of the argument rather than mentioning 'from cause' or 'causal' or 'inductive'. Here is another instance where it was essential candidates read the question very carefully.

This answer just gets to 2 marks.

26 In paragraph 1, the writer gives reasons for boys wanting to join a gang. Identify the type of argument used and explain why it could be considered weak.

The argument is ~~inadequate~~ coming from a cause, the assumption is that the attractiveness of gangs comes from the lack of male role models, despite other factors that could easily contribute, and no evidence given for the link between them.



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The candidate gains one mark for identifying 'cause' as the type of argument. This answer is not particularly well expressed but in considering the weakness of this type of argument, the candidate says 'the assumption is that the attractiveness of gangs comes from the lack of male role models' but this is then qualified by the statement 'despite other factors that could easily contribute' which closely matches the second bullet point in the introduction, above, for this part of the answer i.e. there may be other reasons for gang membership. So a second mark is awarded. Total: 2 marks



ResultsPlus Examiner Tip

Even though it was eventually awarded 2 marks, this answer does not explain the reason why arguments from cause tend to be weak as clearly as examiners would have liked. If the candidate had learned the key points such as those outlined above in the introduction to this question, above, a much clearer and more succinct answer could have been produced.

Question 27

The strongest answers made points such as:

- (i) an argument from authority depends on its source rather than the reasoning contained within it.
- (ii) an argument from authority is an argument from an expert/person with specialist knowledge.
- (iii) the knowledge/specialism is relevant.

A description based on person's status OR from a person without expertise would not justify regarding the argument as being from authority. It was usually not sufficient for an answer to refer to 'authority figure' or 'authoritative person' or 'important person' or 'experienced person'.

This answer is awarded 2 marks.

27 How would you decide whether the arguments in paragraphs 4 and 5 should be considered to be arguments from authority?

If the person writing the article had been in a gang and experienced it's dangers then you could read it and start to believe the points it makes as they have actually lived it. They have to be an expert in the field they're writing about for it to be an argument from authority.



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Examiner Comments

The first four and a half lines of this answer relate to experience rather than expertise and therefore gain no marks. However, the final sentence makes it clear that an argument from authority is made by an expert (1 mark) who has expertise in the specific field (1 mark).
Total: 2 marks.

This answer gains 2 marks.

27 How would you decide whether the arguments in paragraphs 4 and 5 should be considered to be arguments from authority?

You would have to know who the author of the piece is and whether they are considered to be an expert on youth/gang culture. If they are, then the argument could be considered as an argument from authority, as the author is an expert on the matter.



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Examiner Comments

This answer picks up two of the elements looked for in a successful answer - the expertise of the writer and the relevance of their specialist knowledge (youth/gang culture), so 2 marks are awarded.
Total: 2 marks



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Examiner Tip

If you are writing about the criteria for arguments from authority, always mention that they come from an expert and add that the expertise is in that particular area of study or research. Avoid any references to status, importance or authority.

Question 28

The question asks candidates to assess the types and balance of evidence and arguments used by the writer to demonstrate a case for taking action against gangs.

In their answers to questions 22 and 23 candidates had already identified what the passage says about the appeal of gangs and their undesirable features. Issues addressed in successful answers included:

1 Arguments need to be supported by evidence - does the writer provide appropriate evidence to support the overall view?

2 In this question candidates are being asked to consider whether, for example, the writer gets the balance right - are gangs made to appear too appealing to the reader?

3 In their answers to questions 26 and 27, candidates have been asked to think about arguments from cause and authority. In a discussion of types of argument used, they may also want to discuss the nature of inductive arguments.

4 There are no deductive arguments in this passage.

A03 marks were based on the following questions:

Does the candidate critically discuss balance of the discussion - for and against gangs?

If YES award one mark.

Does the candidate critically examine the extent/strength of evidence/lack of evidence?

If YES award one mark.

Does the candidate refer to gaps, flaws or bias, perhaps specifically commenting on facts, truth and/or opinions?

If YES award one mark.

Does the candidate comment on different arguments or types of argument used?

If YES award one mark.

Is a plausible (usually final) objective assessment made for the passage's success in demonstrating the writer's disapproval of gangs?

If YES award one mark.

This answer is awarded 4 marks for AO3 and 2 marks for AO4.

28 Do the types and balance of **evidence** and **arguments** in the Source clearly justify taking action against gangs?

Sadly no.

They don't as there is no justified evidence in the whole of source 1 - no facts or figures, just implied opinions on gang culture which cannot justify action against gangs physically, but that doesn't mean that society cannot publicise the arguments against gang culture to put off those young children who may be vulnerable to joining such cultures. Also there is no balance argument here as it is all one sided & constantly mentioning the bad sides of gang culture not mentioning how a gang becomes a ^{boys} family and support when the his/her own family has abandoned them. The gangs are the only one there for them, but

in source 1 all it mentions is the criminal activity, how it's hard to escape and that it's dangerous.

But it also raises the question that if a child has good male adult role models in their day to day life then would they resort to joining a gang? is it really all the gangs fault or the child's family and teachers?



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Examiner Comments

The first few lines consider the absence of justified evidence and presence of many opinions (1+1 marks). A third mark is awarded for discussion of balance (1 mark). The final page meets bullet point 4 (comment on different arguments) so gains a further mark (1 mark). Totals AO3 4, AO4 2.



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Examiner Tip

AO3 questions on this paper are often marked by using a series of questions such as those listed in the introduction to the question, above. Candidates preparing to answer AO3 questions on future papers would be well advised to see whether there were points to be made about gaps and flaws, evidence, facts and opinions, arguments or types of argument, etc.

28 Do the types and balance of **evidence** and **arguments** in the Source clearly justify taking action against gangs?

~~more arguments than evid.~~
~~no figures, lack as evidence~~ ~~yes Explain a extent of gang~~
~~assume correlation between~~ ~~criminality. suggest which program~~
~~gangs background and membership~~ ~~- outlines problems~~

It could be argued that in the Source there is no example of facts or information to suggest it is the truth as evidence, we are assumed to believe that there is a correlation between the boys' background and their gang membership so it could be said there is lack of evidence.

Furthermore, the source has more argument featuring persuasion and emotive arguments than it has evidence, which may mean that as society doesn't know how rare or dangerous gangs are, it isn't possible to announce that action should be

taken.

On the other hand, the source gives a range of information about gang criminality and does seem impartial to why boys join gangs when it says "gangs give their members a sense of well-being... and they also offer protection" which shows they are considering both views of gangs, increasing the amount of people who may feel they have put researching time into this. The source also outlines problems of the origins of why people joining gangs, giving an idea of what needs to happen to reduce the attractiveness of them. Because of this,

it clearly justifies taking action because of its suggestions how to do so.

In conclusion, I would say that the balance of evidence and arguments may be unequal but this justifies ~~it~~ still the need to take action.



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Examiner Comments

On the first page, the candidate discusses facts/truth, lack of evidence and emotional arguments (3 marks). The reference to impartiality on the second page justifies awarding the 'balance' mark and the short conclusion explains why there is justification for taking action (2 marks). Communication is clear, accessible and reasonably accurate so 3 marks are awarded for AO4. AO3 - 5, AO4 3.



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Examiner Tip

This question, like Q25, 29 and 30 has an allocation of marks available for Quality of Communication. This candidate earns 3 marks because the answer is easy to read and follow. Those who avoid the conventions of correct spelling, sentence construction and paragraphing lose out on some or all of these marks - altogether there are 14 on the paper and they can make a difference to the final grade awarded.

Question 29

This question was most frequently discussed in terms of:

- the subjectivity of the debate.
- the qualities which make a book 'great'.
- issues such as faithfulness to the original story line or characterisation or conclusion.
- what if the film version is wholly different from how a reader imagined the scenes/ actions in the book? It is perfectly acceptable for answers to challenge (as many of them did) the references to Harry Potter and Lord of the Rings in the introduction to the question.

Answers legitimately be explored such ideas as:

- cinematic gimmicks may weaken rather than strengthen the overall impact of a film.
- but given the subjectivity of the question, many people's memories of a book may come from a very different time in their lives from when they see the film.
- do some films get bad reviews because they are 'over-hyped'?
- 'stars' may attract audiences and financial backing but may not fit the characters very well.

This answer earns 12 marks (AO1 4, AO2 5, AO4 3).

Consider the view that good books make poor films.

Some of the great novels such as Harry Potter, or Lord of the Rings are quite substantial books. Within them there is so much description of surroundings, characters feelings that they would be impossible to put it all into a film.

Good books are often very descriptive and it is very hard for example to show what a person is thinking in a film as you can't describe their emotions, only speech and actions and limited emotion can be portrayed and so by making the book into a film you lose the part which really made the book so special.

Also good books are often very complex and have intricate plots which go on for a long time and so because people don't like films to be too long a lot of the build up and tension is lost when a long book becomes a film. For example the book "Charlie and the Chocolate Factory" with Willy Wonka was a much more emotional book for me than the film was.

It is of course mere opinion that good books make bad films. Many people enjoy films such as Harry Potter and would not consider them bad films. Simply because a film does not follow the book as precisely does not make it a bad film.



ResultsPlus Examiner Comments

In books such as the Harry Potter and Lord of the Rings series, length is often extended because of the descriptions of scenery, feelings, etc. (AO1 - 1, AO2 - 1). Thus you may lose what a person is thinking on film where only speech and actions with limited emotion can be portrayed (AO1 - 1, AO2 - 1). Much of the build-up and tension in developing an intricate plot in a book may be lost in the resulting film (AO1 - 1, AO2 - 1). The emotion in a book may be lost in the film (AO2 - 1). The answer concludes with the observation that it's all a matter of opinion - and if a film is different from a book that doesn't necessarily make it a bad film (AO1 - 1, AO2 - 1).

Totals AO1 - 4, AO2 - 5, AO4 - 3.



ResultsPlus Examiner Tip

In marking Section C (essay-type) answers, examiners focus on individual points or statements made by candidates, giving a separate mark for each. AO1 involves knowledge and understanding which often comes in the form of a factual statement. Where a statement is extended or qualified by terms such as 'so . . .' or 'therefore . . .' or 'because . . .' or 'so what this means is . . .' statements, a further mark can be awarded for AO2. Wise candidates get into the habit of including both types of comment to maximise the mark they are awarded.

This answer is awarded 14 marks out of 20, gaining

AO1 - 5 (out of 8), AO2 - 5 (out of 8), AO4 - 4 (out of 4).

Consider the view that good books make poor films.

In my opinion it isn't the quality of the books which makes a film good or bad, it is the quality of the directors, producers, cast etc which affect the quality of a film.

Also film quality is all a matter of opinion as someone may dislike a film but another person may love it. For example, the films mentioned in the information such as Lord of the Rings or Harry Potter did extremely well in the cinemas and are now huge multimillion franchises. Lord of The Rings was a fantastic trilogy of books loved by many, ~~but~~ and the films also brought new fans into the world of Middle Earth and was considered to have

✓ wonderful scenery and music in what was in my opinion a universally loved and well made film whereas in paragraph 2 of the information it is called a disaster and a mistake.

This is why I think that good books which leave a lot to the imagination can often lead to poor films as the director may not have imagined it the same way as you so one of your best loved characters may be portrayed in a completely different way than you imagined, which is why in my opinion good books don't make poor films but in fact good books make poor films if the film was under budgeted, had a bad director

or cast or script writers. In my opinion it is the staff behind the film which can ruin a good book and make a poor movie.



ResultsPlus Examiner Comments

The quality of a book depends on the quality of directors, cast, etc. (AO1 - 1). How a film is viewed will be a matter of opinion - some may love it, some may hate it (AO1 - 1, AO2 - 1). The answer then challenges the view expressed in the introduction claiming the Lord of the Rings and Harry Potter films had many positive qualities (AO1 - 2, AO2 - 2). If the director has not imagined the story in the same way as you did when you read the book, the reader may feel disappointment (AO1 - 1, AO2 - 1). But it is argued that poor films are more likely to be made by poor directors, script writers and cast (AO2 - 1).

Totals AO1 - 5, AO2 - 5, AO4 - 4



ResultsPlus Examiner Tip

There is no doubt about the question this candidate is answering here. However, sometimes examiners would have great difficulty knowing what the candidate was writing about from the content of their answer. If they didn't know the question, they might never be able to work it out from a particular answer. Always make it clear how the points you are making help to answer the question set.

Question 30

Candidates were sometimes able to refer to the turnouts in particular areas in 2010 - 44% in Manchester Central, 50% in Manchester Gorton, 52% in Liverpool Riverside, 55% in West Ham, 49% in Thurrock.

Many candidates legitimately discussed why turnouts have declined in terms of - for example:

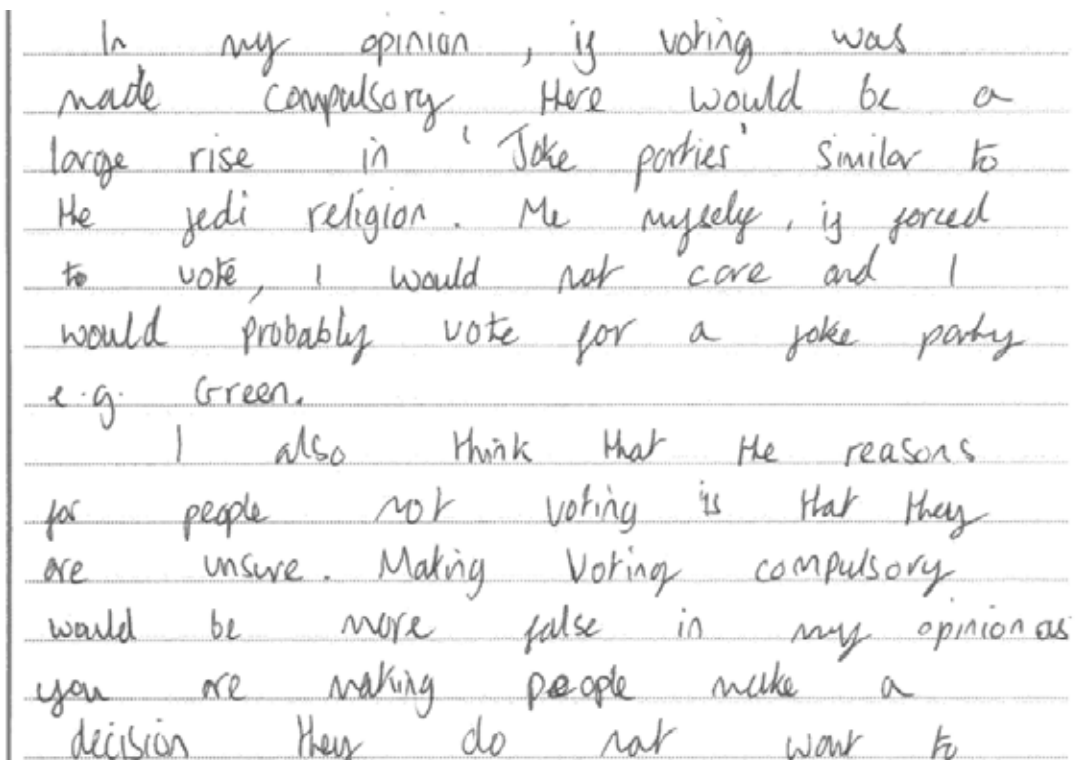
- dissatisfaction with politicians.
- impact of MPs' expenses scandal.
- less personal and effective campaigning (less personal visits or campaigning).

Some candidates mentioned countries where turnouts are much higher or where voting is compulsory - e.g. Australia, Chile, Malta, Austria, Belgium, Italy, New Zealand.

Other aspects discussed often involved such matters as:

- If people are not interested enough to vote at present, would their votes be well considered or just cast for frivolous reasons?
- If people knew they were required to vote, would this cause them to pay more attention to the election so they were better informed?
- Does some of the antipathy of some voters towards voting and elections stem from the crude attempts by popular papers to manipulate voters?
- If Citizenship lessons have helped to prepare young people to be informed voters, perhaps others including their parents require similar encouragement?
- In a free society what possible justification can there be for the compulsion proposed?

This candidate is awarded eleven marks - 4 (out of 8) for AO1, 4 (out of 8) for AO2 and 3 (out of 4) for AO4.



In my opinion, if voting was made compulsory there would be a large rise in 'Joke parties' similar to the Jedi religion. Me myself, if forced to vote, I would not care and I would probably vote for a joke party e.g. Green.

I also think that the reasons for people not voting is that they are unsure. Making voting compulsory would be more false in my opinion as you are making people make a decision they do not want to

make.

However one could say that making voting compulsory ~~is~~ would be much better because it would vastly increase the accuracy and everybody in the UK would ~~have~~ be accounted for, leaving no unknown results.

If voting was made compulsory I think that it would be logistically impossible to make sure everybody voted. The cost of following people up would cost millions. Having this when money is so tight would be a needless drain on the economy.

A democracy ~~preaches~~ preaches the power to be free. Therefore being forced to vote could be said to be a breach of your rights, going against the whole ideology of a democracy.



ResultsPlus Examiner Comments

If voting was compulsory this candidate thinks 'joke' parties would appear and people would vote for them because they would not care (AO1 - 1, AO2 - 1). Those who don't vote are unsure and should not be made to make a decision if they do not want to (AO1 - 1, AO2 - 1). If more people voted, the final result would be a more accurate reflection of people's views (AO1 - 1). An argument against compulsory voting is cost (AO2 - 1). Compulsion would go against the whole idea of freedom (AO1 - 1, AO2 - 1).

Totals AO1 - 4, AO2 - 4, AO4 - 3.



ResultsPlus Examiner Tip

Sometimes candidates attempting this last question on the paper (which carries 20 of the 90 marks available from the paper) produce very short answers probably because they are running out of time. It is important to follow the suggested allocation of time which is printed on the paper as advice - spend no more than 20 minutes on Section A (which carries 20 marks), no more than 30 minutes on Section B (which carries 30 marks) and no more than 40 minutes on Section C (which carries 40 marks).

This answer gains 20 marks out of 20, securing maximum marks for each assessment objective - AO1 - 8, AO2 - 8, AO4 - 4.

Making voting compulsory is an interesting debate. A great deal of the population do not vote in General elections so many of the views of people are lost, perhaps it is because they have become disillusioned with politics recently.

People may feel disillusioned with politics because politicians simply don't seem to be able to connect with the electorate any more. There has been that many scandals involving politicians such as Liam Fox, the ex defence secretary when it was found that he was taking Adam Werrity, an un security cleared friend on secret or trade meetings with foreign countries.

Voting is currently compulsory in Australia and whilst people say it increases turnout, some people have to travel for days just to vote in their General Election.

What How can you force people to vote when we live in a 21st Century democracy. The right to freedom of movement, the 2000 Human Rights Act, the right to protest?! It could be argued that by not voting you are protesting about the choice of candidates. So how could you remove this right.

Many people simply don't vote because they feel their votes won't mean anything. If you live in a safe conservative seat there would be no point voting Labour as you know they would never win the seat. Perhaps increasing voter turnout lies with ~~having~~ a reform of the

electoral system. A system like Single transferable vote (STV) where no votes are wasted as voters list candidates in order of preference. ~~For~~ people
If people thought their views counted more than perhaps they would be more inclined to vote.

To conclude I believe that making voting compulsory would increase turnout but the best way to do it is to increase the interest in politics and to ~~make~~ make politicians connect with the ~~pop~~ electorate more. It is always better to get somebody to do something voluntarily than to force them to do it.



ResultsPlus

Examiner Comments

Many people don't vote through disillusionment with politics so results do not reflect their opinions (AO1 - 1, AO2 - 1). Scandals (e.g. Liam Fox/Adam Werrity) may make people feel they connect to today's politicians (AO1 - 1, AO2 - 1). Compulsory voting in Australia is mentioned (AO1 - 1). The next point about people having to travel for days to vote does not really work in view of the availability of postal voting. The next paragraph about rights doubts that people could be forced to vote in a 21st century democracy which enjoys the freedoms of the Human Rights Act and traditional freedoms such as the right to protest - not voting could be claimed to be exactly such a protest (AO1 - 2, AO2 - 2). A new argument appears in the following paragraph suggesting that people don't vote because they cannot make a difference in a safe seat (AO1 - 1, AO2 - 1). It is then suggested that to increase voter turnout a new electoral system such as STV might be used; if people thought their views counted more they could be more likely to vote (AO1 - 2, AO2 - 1).

This answer concludes by arguing that, rather than using compulsion, we should try to increase people's interest in politics and get politicians to connect more with the electorate, concluding with the observation that 'it is always better to get somebody to do something voluntarily than to force them to do it' (AO1 - 2, AO2 - 2).

Overall the candidate scores more AO1 marks than are available within the question, so the totals are AO1 - 8, AO2 - 8, AO4 - 4.



ResultsPlus

Examiner Tip

This answer gains full marks but it doesn't use all of the space available. Examiners will give full reward to candidates who write their answers accurately and succinctly and include a good number of tangible points. You don't have to write endless sheets of answer to get full marks, even for essays.

Paper Summary

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

- take great care over your use of English (AO4).
- remember the mathematics you took into your GCSEs.
- check-up that you fully understand the skills you are expected to possess to gain AO3 (thinking and analytical skills) marks.
- pay greater attention to the instructions on the paper and the ways in which questions are framed.
- make good use of the time allowed.

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