

Examiners' Report  
June 2014

GCE General Studies 6GS02 01

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## Introduction

Many candidates demonstrated a wide range of impressive knowledge and a good set of relevant transferable skills in answering this paper; their responses effectively discriminated between stronger and weaker candidates. This year fewer candidates failed to manage their time effectively so they could not tackle all the questions. However, a few candidates did again make a serious error in concentrating on short answer questions (offering few marks) rather than longer questions, such as Questions 24, 27, 28 and 29, (offering many more marks). Sometimes over-lengthy answers to shorter questions turned out to be longer than the abbreviated responses to essay questions from candidates who were running out of time.

In Section A, most candidates attempted all the multiple choice questions, though Questions 4, 6, 9, 11, 15, 16, 17, 18 and 20 often yielded incorrect responses.

In answering Section B questions, candidates sometimes appeared to ignore or misunderstand the instructions given.

Question 22 asked candidates to find certain information in paragraph 2 of the passage - but some forfeited marks by choosing material from elsewhere.

Essentially Questions 22 and 23 are asking 'how' and 'why' questions about social mobility. Some candidates demonstrated a lack of clear thinking in giving relevant responses to the one in the space allocated to the other, thus losing marks.

Question 24 asked candidates to discuss how effectively **evidence** and **arguments** in the passage justified a particular government policy, yet sometimes answers said nothing about effectiveness and the answer addressed none of the issues relating to thinking and analytical skills which the question had been designed to elicit. Many candidates simply treated the passage as a comprehension test - which is not what was required at all.

Rather than offering factors which may have contributed to the data listed in Question 25, as instructed, too many answers contented themselves with summarising the information, often in very simplistic or stereotypical terms.

Answers to Question 26 revealed some muddled thinking. In (a), many candidates correctly identified statements 3 and 4 as broadly reflecting views compatible with the source:

3: Every individual should be able to choose his or her own role in society.

4: UK governments should not hesitate to engage in social engineering.

Statement 5 was generally recognised as conflicting with the views expressed in the source:

5: Universities should be free to make their own decisions without pressure from government.

However, many candidates mistakenly selected statement 2, rather than statement 1, as the other view in conflict with the source. Statement 1 said:

1: The only views which matter are those which can be easily measured and tested.

The view in the passage which said exactly the opposite was the first sentence in the third paragraph. Statement 2 was the statement unrelated to anything in the source:

2: People who do not work hard do not deserve to succeed.

Question 27 gave candidates an opportunity to **challenge** the views expressed by Nick Clegg in the passage; a significant number of candidates completely failed to do this, listing instead the points on which they agreed. Even if candidates did personally agree with the passage, they should have been able to look objectively at the writer's points and highlight

possible criticisms.

In Section C, because both questions were to be answered, there was often a significant difference in the scores achieved - probably arising from the interests of the candidates - since one was located in the general area of politics and economics and the other related to artistic issues. On balance Question 29 was better answered than Question 28.

Question 28 on the Freedom of Information Act revealed considerable uncertainty on the part of candidates over the precise requirements of the Act and many drifted into making points about privacy, censorship and recent high profile revelations, not all of which were strictly relevant.

Question 29 was answered enthusiastically by many candidates, though answers often became repetitive in considering aesthetic principles and monetary values.

## Question 21

(a) The term 'life chances', refers to the way class and status combine to determine the chances in life open to an individual. It is a key term in Max Weber's theory concerning 'class situation'. Successful answers generally referred to the impact of education, family, wealth and income in determining someone's future prospects. It wasn't sufficient for a candidate to say just 'opportunities' - an awareness of factors such as class, education or background was essential.

(b) Social mobility is the degree to which an individual's social status within a given society can **change** throughout the course of their life. Candidates needed to state explicitly that social mobility is the degree to which family members and subsequent generations **move up and down** the class system.

It is disappointing that vague or ill-informed responses were offered by some candidates since both these terms are specifically listed in the Clarification of Content section (1.2, p50) of the Specification.

### SECTION B

Answer ALL questions.

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

Read Source 3 on the separate insert and then answer questions 21–27.

21 Using your own knowledge, explain the meaning of:

(a) life chances

Life chances are the opportunities people are given in life. Not everyone is given equal life chances and this can be linked to the socio-economic class they were born into.

(b) social mobility

Being able to move effectively 'up' and 'down' the social scale (but usually up) e.g. from 'working class' to 'middle class'.

(Total for Question 21 = 2 marks)



**ResultsPlus**

**Examiner Comments**

(a) 1 mark is awarded for the reference to 'the socio-economic class they were born into'.

(b) 1 mark is awarded for the idea of moving up and down the social class.

Total - 2 marks

## SECTION B

Answer ALL questions.

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

Read Source 3 on the separate insert and then answer questions 21–27.

21 Using your own knowledge, explain the meaning of:

(a) life chances

Life chances are the potential life experiences and ambitions a person can have. The chance you have at attaining things in life in comparison to other people.

(b) social mobility

The ability to move between social classes, although predominantly up. The freedom to do so with nothing stopping you such as the glass ceiling.

(Total for Question 21 = 2 marks)



**ResultsPlus**

**Examiner Comments**

(a) There is nothing in this answer to suggest the importance of class, education or background - so no mark can be awarded. The reference in the second sentence to 'life in comparison to other people' is insufficient.

(b) A mark can be awarded here for the reference to 'the ability to move between social classes'.

Total - 1 mark

## Question 22

Three answers were required, all of which needed to be based on paragraph 2 of the passage.

These could include:

- **birth, background/ prospects, opportunities** - 'we need a society where the fortunes of **birth and background** weigh less heavily on **prospects and opportunities** for the future'
- **vocabulary** - (as the Sutton Trust found in 2010) **the vocabulary** of children from the poorest backgrounds is up to a year behind that of their classmates from richer homes even by the time they start school at 5
- **increase GDP** - (as the Sutton Trust has suggested) boosting poor educational attainment up to the UK average would **increase GDP** by £140 billion by 2050, and increase long-run trend growth by 0.4 percentage points
- **entitlement/exclusion** - it would help to end the present position of **entitlement** at one end of the scale and **exclusion** at the other.

Candidates who identified points drawn from anywhere other than paragraph 2 (contrary to the instruction in the question) gained no marks.

22 Give **three** reasons from paragraph 2 why social mobility needs to be improved.

Reason 1

~~The vocabulary of children~~ Suggestions that boosting poor educational attainment up to the current UK average would increase GDP by

Reason 2

Suggestions that boosting poor educational attainment up to the current UK average would increase long-run trend growth by 0.4 percentage points

Reason 3

Reports that the vocabulary of the children from the poorest backgrounds is up to a year behind that of their classmates from richer homes



**ResultsPlus**

**Examiner Comments**

Taken together, Reasons 1 and 2 seem to match the 'increase GDP' point examiners were looking for, so 1 mark can be awarded.

Reason 3 matches the 'vocabulary' point which was being sought so earns 1 mark.

Total - 2 marks



**ResultsPlus**

**Examiner Tip**

This candidate has offered points from paragraph 2, as instructed. Some candidates wrote lengthier answers, based on other parts of the passage and gained no marks for their efforts.

**22** Give **three** reasons from paragraph 2 why social mobility needs to be improved.

Reason 1

~~Rooter~~ ~~backgr~~ Children from poorer backgrounds are up to a year behind other children in terms of vocabulary, even at age 5.

Reason 2

There is a present position of entitlement at one end of the scale and exclusion at the other.

Reason 3

Birth and background heavily influence prospects ~~and~~ and opportunities for the future at the moment.

(Total for Question 22 = 3 marks)



**ResultsPlus**

**Examiner Comments**

Reason 1 scores a mark by matching the 'vocabulary' point.

Reason 2 scores a mark by matching the entitlement/exclusion point.

Reason 3 scores a mark by matching the birth, background/prospects, opportunities point.

Total - 3 marks



## Question 23

This is the 'how' question following on from Question 22 which was the 'why' question. Candidates needed to establish the following actions:

- spending £8 billion on pre-school education
- spending £2.5 billion by the end of this Parliament on our pupil premium aimed at those receiving free school meals to close the attainment gap in school
- encouraging universities to recruit on the basis of background.

**23** Identify **three** ways, outlined in the source, by which the government is seeking to improve social mobility in the UK.

1 "... substantial new £2 billion investment in pre-school education ..."

2 "... spending £2.5 billion by the end of this Parliament on our pupil premium ..."

3 "... the government is urging universities to recruit on the basis of background and potential ..."

(Total for Question 23 = 3 marks)



**ResultsPlus**  
Examiner Comments

Points 1, 2 and 3 match all the required points, so 3 marks can be awarded.

**23** Identify **three** ways, outlined in the source, by which the government is seeking to improve social mobility in the UK.

- 1 Spending £2.5 billion by the end of this Parliament on pupil premium aimed at those receiving free school meals.
- 2 Boosting educational attainment up to the current UK average would increase GDP by £140 billion by 2050
- 3 £8 billion investment in pre-school education and support for 2, 3 and 4 year olds.

(Total for Question 23 = 3 marks)



**ResultsPlus**

**Examiner Comments**

Points 3 and 1 each gain a mark by matching required points 1 and 2. Point 2 is a 'why' point not a 'how' point. It would have gained a mark for Question 22 but not this question!

Total - 2 marks



**ResultsPlus**

**Examiner Tip**

Point 2 could not possibly be an answer to this question since it is the answer to a different question. Candidates always need to read and make sure they understand exactly what a question is asking for.

## Question 24

This question was intended to test Assessment Objective 3 (thinking and analytical skills) so examiners were expecting to hear about facts, opinions, bias, the significance of evidence, the strength (or otherwise) of conclusions reached and different types of argument deployed by the writer. There were also some marks allocated for Quality of Written Communication (Assessment Objective 4).

The question asked candidates how **effectively** the **evidence** and **arguments** in the source **justified** the government's policy of targeting financial resources disproportionately on very young children and those who receive free school meals. Candidates needed to explain that **effectiveness** depends on making the link between early year's experiences and the imbalances in society outlined in the first paragraph and parental expectations in the fourth paragraph.

Strong answers were expected to establish that evidence is strongest when factual - e.g. research findings from the Sutton Trust.

There was some evidence but some claims (e.g. on the influence of class) could be seen as no more than assertions.

Inductive or other types of argument could be discussed with some reference to their strength or reliability though some candidates commented on types of argument they had learned about which, sadly for them, did not appear in this particular passage.

The methodology by which examiners awarded up to five AO3 marks for this question was to give one mark for each YES they gave to the following questions:

1. Does the candidate discuss effectiveness?
2. Does the candidate refer to/comment on particular evidence?
3. Does the candidate refer to types of evidence – e.g. objectivity, subjectivity, facts and opinions?
4. Does the candidate refer to weaknesses – e.g. gaps, flaws or bias?
5. Does the candidate refer EITHER to the writer's argument OR to different types of argument?
6. Is a plausible final objective assessment made of the justification for the claim?

Marks for written communication were awarded on the basis of the level descriptors set out in the mark scheme.

It was expected that the overall assessment or justification would inform the candidate's conclusion – it was also expected that this might depend on how noticeably the steps taken by the government had so far made an impact of which the candidate was aware.

Assessments for Quality of Written Communication depended on the candidates using conventional sentences, paragraphs and punctuation and not lapsing into slang or textspeak.

24 How effectively do the **evidence** and **arguments** in the source justify the government's policy of targeting financial resources disproportionately on very young children and those who receive free school meals?

In the first paragraph, the source uses statistical, objective information, which immediately focuses the source on young children; 1 in 5 children are on free school meals yet they provide only 1% of Oxbridge applicants. This immediately provides a strong argument as clear facts are used presenting a ~~clear~~ correlation between life chances at a young age and where ~~their~~ <sup>their</sup> life will head. The ~~source~~ source also uses arguments from authority. ~~It~~ Quoting findings by the Sutton Trust, who are experts in this field, for example; "The Trust reported that ~~...~~ even by the time they start so "The Sutton Trust's aim was ~~...~~ grown by 0.4 percentage points. This strengthens the argument further.

However the source is not actually from an argument from authority, as Nick Clegg, the author of the source, is not an expert on this issue, weakening the argument. Opinions are also used in the source, for example, in paragraph 3. This further weakens the argument, as the information provided is subjective.

Examples used within the source provide

argument from analogy, this is a weak form of argument, and does not strengthen the idea put forward. In conclusion, some effective arguments are made with the use of evidence and authority figures, however some content of the source is subjective and is not very effective in justifying the government's policy.



### ResultsPlus Examiner Comments

In the opening paragraph the candidate discusses effectiveness and refers to particular factual evidence.

The answer demonstrates an awareness of subjectivity and objectivity - the strength of facts, the relative weakness of opinions.

Different types of argument are discussed, though it is not certain that there is an instance of argument from analogy.

A brief but plausible final objective paragraph is offered. Marks are awarded for marking questions 1, 2, 3, 5 and 6.

Had 5 marks not already been awarded the weaknesses referred to in the answer could have justified giving the mark for marking question 4.

Communication is clear and earns 3 marks.

Total - 5 + 3 = 8 marks



### ResultsPlus Examiner Tip

Look at the marking questions outlined in the question introduction above. They are very similar to the marking questions set for the AO3 questions in previous years. It would be a good idea to practice producing answers designed to yield a 'Yes' to all the marking questions listed here.



24 How effectively do the **evidence** and **arguments** in the source justify the government's policy of targeting financial resources disproportionately on very young children and those who receive free school meals?

The arguments in the source justify particularly well as they convince the reader that it is the right thing to do. ~~At the~~  
~~end of the~~

The reader does this by justly using strong ~~more~~ words to emphasise how crucial it is to have these policies. "We need an open society." By using the word 'need' the reader is, in a way, made to feel guilty to think that the policies aren't needed. It is almost as if the source is placing the responsibility on the reader, ~~making them feel that~~ ~~is~~ persuading them that an equal society is a necessity.

Another way in which the evidence and arguments justify the policies is through the constant use of facts. By giving accurate data about the misfortune of some of society the reader is given a true perspective of what is happening across the country ~~the~~ of which they may not have realised before-hand. 'Only 1 in 5 children from poorer homes achieve 5 good GCSE's! The reader is forced to realise ~~how~~ how certain classes have less opportunity and

therefore the source justifies the policies.

Furthermore the source uses ~~quote~~ quotes to justify the policy. "Frank Harris declared 30 years ago that 'snobbery' is the religion of England." The source uses the 'figure of authority' to emphasise the importance of the policy. It suggests that if such an important believes that England is full of 'snobbery' then it must be true and none to the point must be altered. This truly justifies the policy.

(Total for Question 24 = 8 marks)



**ResultsPlus**

**Examiner Comments**

This is a relatively uncritical answer which evidently sees the argument in the passage as strong. The proportions of successful candidates in various categories are discussed, showing objectivity and also engagement with both evidence and also argument.

Marks are awarded for marking questions 1, 2 and 3 but not 4, 5 and 6.

Communication is clear and 3 marks are awarded.

Total - 3 + 3 = 6 marks

## Question 25

The least successful responses were from candidates who tended to offer simple stereotypical and often inaccurate answers - e.g. people whose parents can afford to pay for them to go to an independent school get better A level grades and Oxbridge places and those at state schools do badly because they don't have rich parents.

Wiser, more thoughtful candidates offered a significant range of pertinent responses:

- Free school meals recipients come from **families on low incomes** which may not see any university as affordable let alone Oxbridge.
- Parents working long hours may not have **the time** (or skill or inclination perhaps) to encourage their child's reading, homework, etc.
- Those attending Oxbridge may come from families where **parents or siblings or family friends** also previously attended Oxford or Cambridge.
- Youngsters from low income families may aspire to **different goals** such as getting safe housing or a job, rather than going to Oxbridge.
- Most of those attending independent/public schools will come from families where **educational attainment is valued and there is an ability and willingness to pay for it**; some were also aware of the **assisted places scheme** providing places in independent schools and the **loans, bursaries and grants** available to poorer students attending university.
- Children from more affluent homes will expect to work in the **professions** and may have very different **aspirations** from children who are brought up in poorer homes.
- Pupils attending independent schools may benefit from **smaller classes and better facilities** – hence the belief the education may be better. As the passage points out, we are a **long distance from being a classless society in terms of inequalities in income, health and wealth**.
- Class is a major factor influencing the **attitudes and assumptions** we carry around in our heads – about ourselves and about others.

**25** Paragraph 1 includes the following statements:

- 'Currently, 1 in 5 children are on free school meals yet they provide only 1% of Oxbridge entrants.'

and

- 'Only 7% of children attend independent schools, but 70% of High Court judges and 54% of FTSE 100 Chief Executives attended such schools.'

What factors might have contributed to the situations described above?

1 in 5 children are on free school meals... oxbridge entrants.' social factors, such as <sup>not many</sup> young people in this bracket may not be applying for university places at Oxbridge compared to those not receiving free school meals. Another reason could be economic



factors, such as ~~enrol~~ young people in this bracket may not be able to afford university places.

For the second statement social factors could play a part. For example children in independent schools may feel like they are expected (from school or family pressure) to become chief executives or judges. Also children from independent schools may have a better chance of getting into these types of university courses.

(Total for Question 25 = 4 marks)



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**Examiner Comments**

Four marks are earned here for the following points:

- \* children on free school meals may not apply for Oxbridge
- \* children on free school meals may be deterred by expense from applying for university at all
- \* children from more affluent homes may feel they are expected to aspire to top jobs
- \* children at independent schools may have a better chance of getting into Oxbridge if they apply.

Total - 4 marks

**25** Paragraph 1 includes the following statements:

- 'Currently, 1 in 5 children are on free school meals yet they provide only 1% of Oxbridge entrants.'

and

- 'Only 7% of children attend independent schools, but 70% of High Court judges and 54% of FTSE 100 Chief Executives attended such schools.'

What factors might have contributed to the situations described above?

Children may attend schools which don't encourage Oxbridge applications. The children may not want to go to University. The school may encourage gaining a job than applying to university.

A small percentage of children may attend independent schools as their parents can afford it, they may have been awarded a

scholarship.

Those who are High Court Judges or FTSE 100 Chief executives may have worked extremely hard to enter university, even though they didn't attend an independent school.

(Total for Question 25 = 4 marks)



**ResultsPlus**

**Examiner Comments**

3 mark-worthy points are made in the first paragraph - schools not encouraging Oxbridge applications, children not wanting to go to university and school emphasis on jobs.

The points made in the rest of the answer do not seem to identify factors explaining the information given.

Total - 3 marks



**ResultsPlus**

**Examiner Tip**

Use your time wisely. In the limited time candidates are given to respond to all the questions on the exam paper, it's important to focus on points which directly relate to the question - the third paragraph in this answer took time to write but didn't gain marks because it doesn't help to explain the link between those attending independent schools and people with high status jobs.

### **Question 26 (a)**

Many candidates correctly identified statements 3 and 4 as broadly reflecting views compatible with the source:

3: Every individual should be able to choose his or her own role in society.

4: UK governments should not hesitate to engage in social engineering.

### **Question 26 (b)**

Statement 5 was generally recognised as conflicting with the views expressed in the source:

5: Universities should be free to make their own decisions without pressure from government.

However, many candidates mistakenly selected statement 2, rather than statement 1, as the other view in conflict with the source. Statement 1 said:

1: The only views which matter are those which can be easily measured and tested.

This was in direct conflict with the statement in the first sentence of the third paragraph of the source:

'The links between social class, class attitudes and social mobility are hard to identify, tricky to measure, crucially important and extremely difficult to reform.'

### **Question 26 (c)**

Many candidates mistakenly selected Statement 1 as their answer. Statement 2 was the statement unrelated to anything in the source:

2: People who do not work hard do not deserve to succeed.

There are no references to people working hard or not working hard in the passage.

## Question 27

Question 27 gave candidates an opportunity to **challenge** the views expressed by Nick Clegg in the passage. In effect the question is asking candidates to introduce new facts or ideas **not given in the passage** to challenge the views on class expressed in paragraphs 3 and 4. This is a relatively open question and examiners credited a wide range of often interesting and engaging answers contradicting the passage, such as:

- Classes in Britain have different values - some families may see it as a betrayal to go against the values of their class.
- Anti-discrimination laws are now in place to make society more equal.
- It can be argued that the element which makes most difference to people's lives is income/wealth rather than class - so the real problem may be poverty.
- Enough people from poorer homes do rise to work in professions to demonstrate that barriers which previously existed have now largely disappeared.
- The passage could be seen as dealing in stereotypes which do not do justice to how people think and behave in the real world.
- Admitting students from working class families to university on the basis of potential rather than grades could be seen as discriminatory and unfair.
- Some saw other perspectives (e.g. gender, race/ethnicity) as equally important or more important than class.

When asked to write an essay in Section C, most candidates know they need to offer contrasting views and then reach a conclusion, having balanced the points made. Examiners therefore believed candidates would welcome an opportunity to challenge or dissent from the passage and that they would be well equipped to do so. However, a significant number of candidates completely failed to do this, listing instead the points on which they agreed. Even if candidates did personally agree with the passage, they should have been able to look objectively at the writer's points and highlight possible criticisms.

27 Use your own knowledge to **challenge** the views expressed in paragraphs 3 and 4.

The links between social class and social mobility are not "hard to identify". Those in poorer areas ~~do~~ ~~have~~ ~~worse~~ ~~access~~ ~~to~~ ~~the~~ ~~quality~~ do not have the access to healthcare, education and life chances that the upper classes enjoy. People from ~~poorer~~ poorer areas are more likely to be ill, do worse in school and

have lower wages than those from richer backgrounds. Class attitudes are formed from what someone achieves in their life, or a stereotype of a class and so is clearly linked to social class.

The statement "too many children from less advantaged homes look at certain qualifications, educational institutions or jobs and think "That's not for people like me"; is not true. The ~~people~~ children in those classes do not even ~~look~~ look because they have not been given the opportunities that allow them to consider, for example, Oxbridge, for university. The source writes that they are "urging universities to recruit on the basis of background and potential", but this is simply conforming to the class attitudes that the source apparently tries to remove, since the focus should be that universities do look at A levels, because everyone should have had equal opportunities and so there should be no

(Total for Question 27 = 7 marks)



boundaries.

TOTAL FOR SECTION B = 30 MARKS

Therefore, ~~this~~ ~~shows~~ the links between attitudes, class and mobility are easily definable and based on the life chances offered to those from poorer backgrounds.



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Examiner Comments

The answer earns 2 marks for the first two-thirds of a page of writing - it challenges the idea that identifying links between social class and social mobility is difficult and also makes a point about stereotypes.

The answer goes on to reject the idea that some children think certain education courses or jobs are 'not for them' - it is argued that such courses or jobs are allegedly completely outside the expectations or opportunities of this group of students - this just earns a third mark.

The remainder of the answer gains a fourth mark by rejecting the idea of awarding university places on background and potential - not seeing such a step as an improvement and saying that universities should look at A level grades because everyone should have had equal opportunities.

Communication is clear and gains 3 marks.

Total - 4 + 3 = 7 marks

27 Use your own knowledge to **challenge** the views expressed in paragraphs 3 and 4.

Functionalists such as Durkheim and Parsons believe that society is meritocratic. This means that they denounce the effects of class, instead believing that everyone has equal opportunity to achieve what they want. This challenges the views expressed in the source as it states that people have to work hard to achieve well.

Also, middle class white boys have underachieved in recent years and have struggled to attain ~~in the~~ ~~past~~ grades equal to Asian children from all types of class background. This shows that class isn't the only factor in attainment and that it can be effected by gender and ethnicity.

Universities should recruit based on potential but also on attainment because otherwise it doesn't reward those that work hard to do well that may be overlooked for university places due to their class.



### ResultsPlus Examiner Comments

The first paragraph gains a mark by rejecting the idea of class-based society and arguing in favour of a meritocratic society where people 'work hard to achieve well'.

The second paragraph gains a mark by pointing out other facts apart from class can be important.

The third paragraph points to the potential unfairness of positive discrimination in university selection.

Communication is clear and earns 3 marks.

Total - 3 + 3 = 6 marks



### ResultsPlus Examiner Tip

This is a successful answer but notice that the candidate uses barely half the space allocated for the question. Just write your answer as clearly and as succinctly as you can. If parts of the allocated spaces are unused, don't feel you are expected to fill them up with writing.

## Question 28

The short passage which prefaced the question makes it clear that the Freedom of Information Act is about the open-ness and accountability of public bodies. Unfortunately some candidates failed to note this pointer, writing broad-ranging answers about WikiLeaks, Julian Assange, Edward Snowden, hacking the phone of Millie Dowler and the repressive regime in North Korea. Such points could have been relevant if there was a sufficiently robust link to the Act, but sadly, this was often not the case.

Answers from weaker candidates typically repeated the points in the preface to the question adding little or none of their own knowledge, understanding or interpretation. However, stronger candidates established a variety of interesting and pertinent points:

- If we believe 'information is power' then a society where information is freely available is likely to be very democratic but as Blair's change of mind indicates, the less secretive government becomes (and therefore the more transparent) the greater the chance that a government may be inhibited by public opinion.
- Blair was subjected to considerable critical scrutiny as the Chilcot Inquiry picked through the decisions his government took over the Iraq war - very different from the 'normal' practice of Cabinet decisions being kept secret for 30 or more years.
- UK media has been energetic and resourceful in seeking official information by submitting freedom of information requests to a whole range of public bodies - e.g. government departments and local assemblies, local authorities and councils, health trusts, hospitals and doctors' surgeries, schools, colleges and universities, publicly-funded museums and the police.
- Information from whistle-blowers and leaks (most famously WikiLeaks) may cause embarrassment to those running certain organisations but is generally welcomed by the media and the general public who believe they have a 'right to know'.

Perceptive candidates generally recognised that a balance needed to be drawn between complete open-ness or complete secrecy; their answer to the question therefore often largely came down to a question of balance - for example commercial decisions by government certainly need to be kept confidential, at least until particular expenditure is agreed. But if some people or firms are dissatisfied with an outcome (e.g. Virgin Trains objecting to the allocation of the West Coast franchise to First Group), they may seek to over-turn an outcome via judicial review.

It is worth noting that some candidates dropped into textspeak in their Section C answers - not putting capital letters where they should have been, not writing in sentences, not writing in paragraphs, using very colloquial language - often losing marks for Quality of Written Communication, possibly even to the extent of dropping a grade as a result.



## 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.

### Different views of the Freedom of Information Act

In 1996 before he became Prime Minister, freedom of information was an idea which Tony Blair strongly supported. The Freedom of Information Act was one of the first pieces of legislation of his government. But in 2010, he described himself as a 'nincompoo' for his role in the legislation, which he had come to regard as 'incompatible with sensible government'.

However, in 2012 the Justice Committee of the House of Commons examined the working of the Act. The chair of the committee, Sir Alan Beith MP (Lib Dem), reported its conclusion that 'The Freedom of Information Act has enhanced the UK's democratic system and made our public bodies more open, accountable and transparent'.

(Sources: adapted from <http://www.foi.org.uk/blairarticle060910.html> and <http://www.parliament.uk/business/committees/committees-a-z/commons-select/justice-committee/news/foi-report/>)

To what extent do you agree that freedom of information is essential to a democracy?

I think one can agree to a great extent that it is necessary for democracy. A democracy exists when all citizens have a say in the running of the country. To have secrets known by a select few and not available to the public is something comparable to a dictatorship. This is not like the World Wars and the Defence of the Realm Acts where certain information had to be kept classified and so one could say that the public should be able to know. Even now, most requests for information under this act are to do with facts and figures on general topics which I believe is properly national to want to know. Main media feeding people facts and figures that have been chosen by broadcasters is not healthy - people need to be made aware of the fine details that aren't made explicitly known. Tony Blair describing it as 'incompatible with sensible government' is almost funny. Governments are there just to control the masses and give the illusion of true democracy so of course giving us a little bit of it is incompatible! Considering the

way our lives are monitored from birth to death and how we are simply a number paying money ~~into~~ to practically just live. I believe we should be given this and that it is essential as part of a democracy - how will they ever keep the facade up if they don't give anything?

One could disagree that in saying that it is essential to democracy because before it was introduced, society ran smoothly. Information is given on a need to know basis, surely that is enough?

In conclusion, I agree to a very great extent that freedom of information is essential to a democracy.



### ResultsPlus Examiner Comments

In the first couple of lines the answer recognises the importance of freedom of information in a democracy (AO1 - 1). The comment that anything other is akin to dictatorship (AO2 - 1) is an interesting idea. More importantly, a good contrast is drawn between the pressure to keep things secret in world wars (AO1 - 1).

In the second paragraph a contrast is drawn between the media presenting chosen facts and individuals having a right to know anything and everything (AO1 - 1, AO2 - 1). The points made at the top of the second page add the candidate's personal view of the relationship between government and people (AO1 - 1, AO2 - 1).

The contrary view briefly but effectively expressed in the third paragraph - suggesting that society worked perfectly well before the act was passed so perhaps it is acceptable for information to be provided on a 'need to know' basis - also earns marks (AO1 - 1, AO2 - 1).

Communication is clear so 3 marks are awarded.

Total - 5 (AO1) + 4 (AO2) + 3 (AO4) = 12 marks



### ResultsPlus Examiner Tip

This candidate's handwriting is neat but tiny. Candidates should recognise the importance of neat writing of a reasonable size, proper structure and syntax and the use of black ink.

## 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.

### Different views of the Freedom of Information Act

In 1996 before he became Prime Minister, freedom of information was an idea which Tony Blair strongly supported. The Freedom of Information Act was one of the first pieces of legislation of his government. But in 2010, he described himself as a 'nincompoop' for his role in the legislation, which he had come to regard as 'incompatible with sensible government'.

However, in 2012 the Justice Committee of the House of Commons examined the working of the Act. The chair of the committee, Sir Alan Beith MP (Lib Dem), reported its conclusion that 'The Freedom of Information Act has enhanced the UK's democratic system and made our public bodies more open, accountable and transparent'.

(Sources: adapted from <http://www.cfoi.org.uk/blairarticle060910.html> and <http://www.parliament.uk/business/committees/committees-a-z/commons-select/justice-committee/news/foi-report/>)

To what extent do you agree that freedom of information is essential to a democracy?

There are several cases for and against freedom of information being commonplace in a democratic society and they largely stem from how large a role government should have in society.

The case for freedom of information argues that in order to have a truly democratic society, we as citizens must be in possession of all the facts in order for us to make informed decisions, especially when it comes to elections. This more open and transparent government would enable us to ~~for~~ ~~open~~ ~~to~~ ~~hold~~ ~~accountable~~ the MP's and for parties that we ~~did not~~ ~~feel~~ did not act in our best interests for instance.

~~This was~~ One such example of this was the MP's expense

scandal in which, through the Freedom of Information Act, it was revealed that MP's were taking liberties in their expenses and for that many resigned due to this public shaming. Had this act not been in

place we may not have found out about this and come the 2018 election our ~~votes~~ votes would not have been based on the whole truth.

On the other hand arguments ~~of~~ against the freedom of information ~~also~~ include the fact that it would not be in our best interests to know everything which is happening in government, one instance of which being ~~the~~ ~~the~~ military intel on which many lives depend. It is also argued that all this transparency will add to the already huge amounts of ~~the~~ bureaucracy that is present in government and will essentially grind the government to a stop and instead the government should just be left to run itself with a hope that it will act in our best interests.

Overall I agree with the statement that freedom of information is essential to a democratic society as it is only through the use of these documents that we can make an accurate assessment of who we want to run ~~the~~ our country. The historical significance of older documents will also advance our understanding of events in the past with it being reported only in the last week that 1.2 million archives kept secret from the 1800's onwards ~~are~~ are to be released over the coming years, adding to our ~~own~~ knowledge of events such as the British Empire. There should however be a buffer on sensitive material such as military intel in the short term but in the long run I believe that for instance documentation which led to the start of the Iraq war should be published in order to decide whether the views of the ~~the~~ Labour government at the time were aligned with our views, a matter which could again influence our ~~the~~ voting and in turn the validity of our democracy.



In the opening paragraph, 1 mark is earned by identifying the importance of the role of government in society (AO1 - 1). In the second paragraph, citizens needing facts to decide in elections so they can hold MPs and/or parties accountable earns 2 marks (AO1 - 1, AO2 - 1) and the remainder of the paragraph discussing the expenses scandal another 2 (AO1 - 1, AO2 - 1). In the next paragraph the problem of military intelligence is discussed and also the dangers of bureaucracy (AO1 - 2, AO2 - 2). The following paragraph repeats the point about citizens needing information to make accurate assessments in elections but then goes on to make the important point that when archives are opened and historical data is released, our understanding of past events changes and grows - the answer says that therefore short-term withholding of (for example) military information is justified but not in the long-term, justifying this position by using the example of the Iraq War and the positions adopted by the Labour government (AO1 - 3, AO2 - 3).

Communication is accurate and 4 marks are awarded.

Total - 8 (AO1) + 7 (AO2) + 4 (AO4) = 19 marks



## Question 29

In their answers to this question, which were generally stronger than responses to Question 28, candidates often introduced more of their own knowledge, understanding and interpretation. While very weak responses simply repeated the information in the preface to the question or managed to completely muddle financial and aesthetic values, many thoughtful insights were provided by the more able candidates:

- An appealing work by an unknown artist is likely to be bought or sold for a relatively modest price but if evidence (provenance) is produced to show (by its style and the types of paint used, etc.) the work is by a famous artist, its price multiplies, even though the picture has not changed in any way.
- In 2004 an art investor purchased a painting entitled *Fishing Boats in a Stiff Breeze* for £3,700; by 2012 he had persuaded historians and scientists that the painting was the work of JMW Turner and its value is now said to be £20 million.
- Exactly the same escalation of price can occur if an unknown painting is recognised by the art world as being by a famous artist even though it may be just a good forgery by someone such as Tom Keating; Keating's forgeries of work allegedly by Degas were thought particularly convincing.
- If the value of a painting depends on the artist's fame, quality of work and price, the value of acknowledged forgeries by Keating rises as his fame (notoriety?) surely increases, since he had great skill as a painter.

Thoughtful candidates pointed out that many art collectors have a vested interest in not allowing experts to scrutinise their collection for fear that some of their Monets, Rembrandts or Turners are in fact by the hand of someone like Tom Keating.

Since some people are now willing to pay significant sums for a 'real Keating', the question was asked as to whether the value of a painting depends on the notoriety of the artist and whether such 'notoriety' depends on the headlines gained or the style and quality of execution of a given work? Some candidates went on to develop interesting parallels with other artistic genres - music, drama, fashion - to consider whether 'copying' or 'interpreting' was so bad after all, leading to predictable but important ethical dimensions being explored. In the end, quite a few of the stronger answers asked whether it is possible that 'price' and artistic merit can ever be separated, as the question implies.

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

**Is there anything wrong with a forged painting apart from its price?**

A forged painting commands a high price not necessarily because people in society like it but rather because they wrongly believe it was produced by a particular artist. In 1976 Tom Keating became notorious when he was exposed as having produced thousands of pictures in the style of, and attributed to, others. Purchasers paid up to £30,000 for his forgeries. In his defence Keating claimed that he forged the pictures as an expression of his contempt for the art establishment that valued art and artists in a shallow fashion.

(Source: adapted from [http://www.premierpaintings.com/keating\\_tom.htm](http://www.premierpaintings.com/keating_tom.htm))

'Artistic works should be judged and priced on their own merits rather than on the reputation of the person who allegedly created them.'

Examine this view.

~~Is this view~~

~~This view is very true, in my opinion, as essentially other artists are feeding off on other artists' fame and talent. I view this to be morally wrong, I believe instead artists should be merited on their own achievements rather than someone else's.~~

~~However, I do appreciate that to recreate some artists' work, it takes a lot of talent and skill. They should therefore be credited for their ~~talent~~ technical ability. However, I do then agree with this view as I feel that ~~artists~~ an artist should be commended on their ~~talent~~ technical talent, rather than the fact that it~~

resulted in creating a piece ~~that~~ in the style of a reputable artist. Furthermore, I think that it is even more shocking that a piece of work can be priced for thousands simply down to the name attached. For example, I truly believe that some of Tracey Emin's work has been sold for millions.

I wholly believe with the view that art should be priced based on the talent and technical skill shown in the work, rather than based on the artist themselves.

For example, I truly believe that some works have sold for millions only because of who made ~~them~~ them, rather than what they entail. For example, Tracey Emin's works have sold

for millions, and I truly believe that this is only because of her fame and fortune. Any one could mess up a bed and call it 'art'; it requires no talent or skill. I think it is wrong that people can



make a living off of their name rather than their talent.

In addition, this leads to other artists who's works contain and require ~~a~~ real skill, to be completely disheartened.

Also, ~~partly~~ <sup>much</sup> of this beautiful work is sold for barely anything, if at all, simply because

the artist is unknown and has no reputation. I believe this is immoral and wrong and therefore entirely agree with this assertion. If artist's works were based ~~entirely~~ on their merit, rather

than on the artist who created them, many ~~of~~ millionaire artists would be penniless. This proves that art ~~is~~ <sup>is</sup> not often sold because of its beauty, but because of its reputation.

To conclude, I find it immoral that artists ~~who~~ who are more talented than most, suffer (often financially) due to the fact that people buy art for its artist background.

Therefore, I completely agree that art should be based entirely on merit rather than the artist who created it.



The first paragraph, half-way down the second page, supports the statement which candidates have been asked to examine. This is justified by the second paragraph which comments on the prices paid for work by artists such as Tracey Emin but questions whether the art is worth the amount paid for it and whether the artist is not 'living off her name' (AO1 - 2, AO2 - 2). These prices for this art are contrasted with works by other artists with real skill but who, because they are little known, fail to secure high prices (AO1 - 1, AO2 - 1). The call for prices to be based on merit rather than reputation would have been strengthened had some consideration been given as to how this might be achieved. The answer's conclusion repeats the point that talent is often not financially rewarded, as the writer believes it should be.

Communication is clear so 3 marks are awarded.

Total - 3 (AO1) + 3 (AO2) + 3 (AO4) = 9 marks

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

**Is there anything wrong with a forged painting apart from its price?**

A forged painting commands a high price not necessarily because people in society like it but rather because they wrongly believe it was produced by a particular artist. In 1976 Tom Keating became notorious when he was exposed as having produced thousands of pictures in the style of, and attributed to, others. Purchasers paid up to £30,000 for his forgeries. In his defence Keating claimed that he forged the pictures as an expression of his contempt for the art establishment that valued art and artists in a shallow fashion.

(Source: adapted from [http://www.premierpaintings.com/keating\\_tom.htm](http://www.premierpaintings.com/keating_tom.htm))

'Artistic works should be judged and priced on their own merits rather than on the reputation of the person who allegedly created them.'

Examine this view.

*Art The purpose of art is to establish new ideas, it is a form of self-expression and communication. Therefore, it is important that while art should be judged and priced on their own merits, <sup>as it is about expression,</sup> in the same way it is important to recognise who ~~at~~ create them as art would not have any significance or relevance if we could not relate it to the feeling, of the emotions of the artist ~~at~~ at the time.*

As a result, there are reasons to agree with the statement. Art should be about self-expression, and in order for self-expression to occur it is important that we are inspired by something, or otherwise we run the risk of it not being relatable to any of the viewers, or audience of this artistic work. For example, Renaissance art that came about in the 1400s and went up until the 1600s was inspired by the situation in Europe at the time. The Renaissance was a era of new ideas and contrasting views. Therefore, ~~it~~ just in the same way as Leonardo Di Vinci was inspired by ~~the~~ ~~see~~ society at the time and we still ~~judge him~~ praise him for his art work, if ~~we~~ <sup>someone</sup> must be inspired by another individual in order to be to self-express and communicate their emotions they should be judged and priced on their own merits. Judging them and pricing them based on the reputation of the person who allegedly created them is not fair on the artist. This is because we look beyond his artistic work and start to put a limit its value when art is ~~be~~ meant to be an emotional, almost spiritual connection, not a physical materialistic one.

Another reason to ~~or~~ agree with this is through the the example of ~~shakespeare~~ William Shakespeare. Shakespeare, through his plays lead to different interpretations of ~~per~~ performing arts. However, in his play Othello, ~~be~~ ~~too~~ one of the most best plays



by Shakespeare, in not only my opinion but in the opinion of A.C. Bradley, a literary critic, yet the play was not Shakespeare's idea. <sup>It was an Italian's idea.</sup> Therefore, if the statement is to be true we would have to discredit Shakespeare ~~of~~ for his plays. This would have a major impact on ~~too~~ many people. Therefore, when analysing this statement it is important that we simply look beyond the case of Tom Tom Keating in 1976, we must go back even further to the Elizabethan and Jacobean theatres. This is why it is important ~~to~~ that artistic works are judged by their own merits and not the reputations of others. Interpretation in itself is an art, and ~~at~~ the beauty of art is in its interpretation.

However, it could also be argued that art is meant to be about new ideas. By recreating what another artist has done, not only ~~are~~ are you not ~~giving~~ giving them accountability for what you have created you are also limiting the significance of their work. ~~As a result~~ you are ~~not~~ Therefore, it is important that rather than work being recreated, new ideas are provided. ~~to~~

<sup>I believe</sup>  
In conclusion, <sup>I believe</sup> it is important that we recognise all ~~the~~ types of art. Art is an individual performance, it is an expression which means ~~it~~ does not mean the same to everyone that views. Therefore, I would disagree with the statement.



The opening paragraph sees art as an act of self-expression and communication and therefore it is important to understand the emotions of the artist at the time (AO1 - 1, AO2 - 1). The second paragraph goes on to pursue the idea of self-expression and, in the context of Leonardo Da Vinci, the importance of understanding what inspired the artist at the time (AO1 - 1, AO2 - 2). At the end of the paragraph, the answer rejects the idea of judging art by the reputation of the artist, saying that 'art is meant to be an emotional, almost spiritual connection, not a physical materialistic one' (AO1 - 1). The next paragraph uses Shakespeare to point out that sometimes works of one writer are derived from other influences - would we reject a Shakespeare play as a forgery because the idea started off elsewhere? Perhaps we need to go back not to Tom Keating but to early Jacobean and Elizabethan theatre (AO1 - 2, AO2 - 1). The answer rounds off the paragraph with the thought that 'inspiration in itself is an art and the beauty of art is in its interpretation' (AO1 - 1, AO2 - 1). Next the answer implicitly rejects the value of forgeries/copies saying 'it is important that rather than work being recreated, new ideas are provided' (AO1 - 1, AO2 - 1), leading to a conclusion which rejects the statement at the heart of the question.

Communication is clear and 4 marks are awarded.

Total - 7 (AO1) + 6 (AO2) + 4 (AO4) = 17 marks

## Paper Summary

To sum up, here are some pointers which could have improved candidate performance on this paper this year.

- Answer all questions, planning the available time carefully, not spending too much time on a question involving 1 or 2 marks at the expense of another question with up to 20 marks.
- Write your answer in the space provided; if you need to write more, do so on a separate sheet of paper NOT the space allocated to a different question. Remember that the space provided indicates the length of answer examiners are expecting to see.
- Read questions carefully, making sure you understand and obey the instructions (how, why, to what extent, etc.) and do not waste precious time writing about irrelevancies. Make sure that a reader (perhaps not knowing the question you were answering) could quickly and easily work out the precise question from the direct and explicit way in which you structure your answer.
- Don't be afraid to use the stimulus material to help you answer Section C questions; if possible, set the material provided in context and add some evaluation of your own but there is nothing to be gained by repeating yourself.
- Be careful to 'stick to the rules' in terms of writing neatly (black ink, not too small), organising your answers into sentences and paragraphs with capital letters to start a sentence, avoiding textspeak or inappropriate vocabulary and remember that for longer answer questions there are enough marks allocated to the quality of written communications to change your grade.
- Say what you mean clearly - examiners cannot try to work out what you meant to say if you do not express yourself clearly.

## **Grade Boundaries**

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

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

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