

Examiners' Report  
June 2012

GCE General Studies 6GS02 01

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## Introduction

Although many candidates produced impressive work and deservedly secured high scores, there was once again evidence of some candidates not thinking sufficiently about exactly what they were being asked to do. Had they done so, there would have been a very real chance that they could have achieved a higher grade.

An example of where candidates seem to have assumed an answer rather than carefully calculated it was Q3, where the answer C was often incorrectly given; the correct answer was A. The **number** of pupils who have the chance to study Latin at present is greatest in state schools.

Other questions where candidates sometimes failed to produce adequate answers for various reasons are highlighted throughout this report.

## **Question 21**

This question started with the words *Using your own knowledge....* This meant that the answer was not to be found in the passage but candidates had to work out some reasons for themselves. Consequently, those who tried to find an answer from the passage generally secured few, if any, marks at all.

Although the question did not tell candidates to give three reasons, the fact that three marks were available should have been enough for candidates to realise that three reasons would probably be a way to gain three marks. Any of the following would have been acceptable reasons and each would have gained a mark.

- Broadband availability is poor in some remote or sparsely populated areas.
- Demand for broadband is likely to be high in areas where there is a high concentration of businesses.
- Broadband speeds (essential for watching television) are much better in some areas than others.
- Since people have to pay for broadband services, demand is likely to be greater in areas where incomes/wealth are higher rather than lower.
- The young may be more familiar with new technologies than some older people - so take-up may be greatest where more young people live.

21 Using your own knowledge, explain why take-up for broadband is different in various parts of the UK.

In more rural parts of the UK in Wales the take up is less as the broadband connection is weaker in rural areas and so they may not be able to access the internet. Also, countries were affected differently by the double dip recession and so households may not be able to afford broadband.



**ResultsPlus**

**Examiner Comments**

This answer gains two marks. It establishes the idea that broadband take-up may be less in areas where speeds are poor. It also makes the point that people in some areas may be more able to afford broadband than others.



**ResultsPlus**

**Examiner Tip**

Other points listed in the introduction could have enabled this candidate to gain an extra mark - eg in some areas there are many more business users of broadband than elsewhere.

21 Using your own knowledge, explain why take-up for broadband is different in various parts of the UK.

In London, for example, take up will be high because there are many businesses that need internet service to run. In rural communities where farming is the main job, broadband will be taken up less as it is not required. Suburbanised areas where people work at home or where there are children might have a high uptake in broadband so that homework can be done from home.



**ResultsPlus**  
Examiner Comments

Three marks are awarded because three points are clearly established relating to business, geography and age.

The geography mark is awarded for distinguishing between London, suburbs, and rural communities; the business mark for reference to working from home; and the age mark for use of broadband for children's homework.

## Question 22

Most candidates correctly gave the answer *Scotland* in response to this question.

## Question 23

Most candidates realised that the answer to this question was *England and Northern Ireland*. The question had asked in which part, or parts, of the UK was this the case. Candidates who only wrote down one country (and therefore did not gain a mark), had apparently missed the prompt in the question that the answer might involve more than one part of the UK.

## Question 24

Relatively few candidates achieved the correct answer of 78,000, although many achieved at least one mark for realising that an element of subtraction was involved in reaching the correct answer.

The correct method involved calculating the number of people in 2009 and 2010 and then taking the former figure from the latter.

The number of people using these services in Wales in either year was calculated by multiplying the number of households by the proportion of households using services and multiplying this figure by the mean number of people using the services per household.

So for 2009 the number of people was:  $1,000,000 \times 0.18 \times 1.1 = 198,000$

and for 2010:  $1,000 \times 0.23 \times 1.2 = 276,000$ .

The correct answer was achieved by subtracting  $198,000$  from  $276,000 = 78,000$ .

**24** Assume that in 2009 and 2010 there were 1 million households in Wales. In the households where someone was using a mobile handset to access data services, the average number of people doing so was 1.1 in 2009 and 1.2 in 2010.

Calculate the increase in the number of people in Wales using a mobile phone to access data services, including the internet, from 2009 to 2010.

18% in 2009

23% in 2010

$$1000000 \times 0.18 = 180000$$

$$1000000 \times 0.23 = 230000$$

$$180000 \times 1.1 = 198000$$

$$276000$$

$$276000 - 198000 = 78000$$



**ResultsPlus**  
Examiner Comments

This candidate achieves the correct answer and shows the stages of working, so 4 marks are awarded.



**ResultsPlus**  
Examiner Tip

Some candidates who were obviously using a calculator did not show their working. This did not matter if they reached the correct answer but had they made a mistake in their calculation, the absence of their working-out would have meant that they could not receive any marks for using a correct method.

$$1,000,000 \times 1.1 = 1,100,000$$

$$1,000,000 \times 1.2 = 1,200,000$$

$$1,200,000 - 1,100,000 = 100,000$$



**ResultsPlus**

**Examiner Comments**

Neither the 2009 nor 2010 figure calculated is correct but the answer does recognise that one needs to be subtracted from the other, so 1 mark is awarded.

## Question 25

This was a question which tested AO3 (understanding of different types of knowledge, appreciating their strengths and limitations). Often, such questions revolve around distinctions between facts and opinions and how well conclusions are justified by different arguments. On this occasion, the focus was on understanding the limitations of the statistical information in the passage. Legitimate points for the answer could include:

- sample size
- the nature of the sample
- whether it was justifiable to exclude under 15s from the survey
- the fact that there were many other uses of the internet apart from those discussed in the passage
- the out-of-date nature of information from 2009 and 2010 in 2012.

**25** What might be the limitations of using data from Source 1 to draw conclusions about the use of the internet?

Firstly, the poll was only conducted using 9013 people aged 15 <sup>or more</sup> ~~more~~. This is largely disproportionate to the whole of the UK and therefore will not truly represent the figure of people using broadband. Also it does not use information from people under 15, with a more modern society younger and younger people are in possession of a mobile phone, and the majority of new models have access to the internet. If these figures were credited we may see a different result and a much higher figure per mobile ~~use~~ internet connection.

Another limitation of the poll is that the figures were only collected across 2009- and 2010. This is only one year to see the increase in figures. If the study was conducted for 3 years or more we would be able to identify more conclusive trends as they would have been set over a longer period of time.

In addition to this the poll does not go into specific detail of the areas using internet. For example England using ~~data of mobile tv~~ the internet has increased by 4%, this however may be largely due to areas such as London. But the figures for the rest of England may not have increased at all. Therefore the study could be misleading and the general increase is largely only due to modern area ~~such~~ such as London.



### ResultsPlus Examiner Comments

This answer makes good points about the sample and its size in the first paragraph (1 mark). It also refers to the fast-changing nature of the technology (1 mark), particularly in relation to younger people including those under 15.

In the second paragraph, it comments on the narrow range of years as a possible reason for inaccuracy (1 mark).

In the third paragraph it talks about where changes occur - eg in which part of England - earning a further mark for weightings (1 mark).

3 marks are also awarded for communication (AO4).



### ResultsPlus Examiner Tip

Some candidates make the mistake of thinking statistics must be true and seem to think they are always factual and reliable. In reality, statistics are often not as reliable as claimed. This candidate did not make this mistake but (sadly) others did.

25 What might be the limitations of using data from Source 1 to draw conclusions about the use of the internet?

The first limitation of using the data from source 1 is that it could be unreliable. There is no evidence shown to back up these statistics apart from that we know the study was taken from 9,013 people. Also, the study only shows representative of people aged 15 or more so this does not include the whole age population of the UK. To improve this, the study could be lowered to people aged 12 or 13 as at this age the children are starting to use the internet to play games, watch videos, join social networking sites and watch TV programmes. This would however not create a huge difference on the 'data over mobile' material viewed.

A second limitation is that the study does not represent how many people in the household are using the internet. If there is a family of 6 living in one household, how many of them use it? only one or maybe all of them. To get a conclusion from this would be very vague and does

not show exactly how many people  
use the internet.



## ResultsPlus

### Examiner Comments

In the first paragraph, this answer gains two marks - one for noting the lack of evidence to support the statistics and the other for discussing the nature of the sample (including under 15s excluded, etc).

The third mark comes from the later discussion of households and individuals.

3 marks are also awarded for communication (AO4).



## ResultsPlus

### Examiner Tip

In this case, communication is strong enough to gain full marks because spellings and grammar are acceptable, there are sentences and paragraphs - and the candidate communicates effectively.

However some candidates may have lost 2 or 3 marks for AO4 (communication) because of poor spelling or grammar, use of inappropriate vulgar or colloquial language, absence of sentences or paragraphs.

## Question 26

Many candidates scored all three marks for this question by making three points such as:

- an ICM opinion poll in 2005 showed that 78% of the UK public thought 18 was the correct age with only 18% backing 16 - so it would not be democratic to adopt the policy unless public opinion had changed
- 16-year-olds are said to lack the necessary experience of life
- young people often make instant emotional decisions rather than reasoned judgements
- although 16 yr olds can become young soldiers at 16, they are not considered old enough to serve on the front line until 18
- although young people can get married at 16 or 17, they cannot do so without their parents' permission up to age 18 when they are deemed to be adults.

However, a significant number of candidates failed to notice that the reasons sought were **against** lowering the voting age. It therefore followed that those who identified reasons **for** lowering the voting age generally achieved no marks at all.

There were also some candidates who mistakenly suggested that the first sentence in Source 2 - "In 2005 'Votes at 16' was rejected by Parliament by 8 votes -136 to 128" - was an argument against lowering the voting age when, in fact, it is no more than a statement about a vote in Parliament.

26 Give three reasons, taken from the source, **against** lowering the voting age.

1 Young people make instat emotional decisions

2 thought to lack the necessary life experience

3 Young people require their parents permission to get married up to the age of 18



**ResultsPlus**

**Examiner Comments**

The references to *necessary experiences of life* and the making of emotional decisions closely match two points in the mark scheme, earning 2 marks. There is just sufficient in the third answer to match the fifth bullet point in the mark scheme, so a third mark is awarded for this. Total 3 marks.



**ResultsPlus**

**Examiner Tip**

Although on this occasion examiners accepted the second point and awarded a mark, it would have been preferable for a properly completed sentence to be given as the answer.

26 Give three reasons, taken from the source, **against** lowering the voting age.

1. lacked experience of life.

2. Young people make instant, emotional decisions rather than reasoned judgements.

3. 18 is when they are deemed to be an adult.



**ResultsPlus**  
Examiner Comments

The points about 16-year-olds making instant, emotional decisions and lacking necessary experience are clearly made and earn two marks. It would have been better if the first point had been in the form of a properly completed sentence.

The third point is not sufficiently linked to the source to gain a third mark. Total 2 marks.

## Question 27 (a)

Some candidates offered not definitions but examples of the *when Sherlock Holmes discovers the murderer's fingerprints on the gun* kind - such responses gained no marks.

To score the mark, candidates had to say something like:

- Evidence consists of **observations or information or statements or facts.....**
- ....which enable us to **support or verify or prove or back up (or reject)**
- ...some **statement, claim, opinion, argument or conclusion.**

27 (a) Define 'evidence'. (1)

Something that backs up a theory or  
~~and makes it reality reality~~  
proves a theory.



**ResultsPlus**  
Examiner Comments

Something at the start of this answer is not sufficiently precise. If the answer had said *a fact* or *an observation* instead of *something* the mark could have been awarded.

27 (a) Define 'evidence'. (1)

Facts that back up an argument



**ResultsPlus**  
Examiner Comments

Short and succinct, but enough to gain a mark - the key elements are there - facts and backing up an argument.



**ResultsPlus**  
Examiner Tip

If you are asked for a definition, don't imagine that an example will be acceptable instead.

## Question 27 (b)

Most candidates were able to find a suitable piece of evidence and therefore gained a mark. However quite a number offered some sort of commentary on the evidence rather than - simply and clearly - saying why it was evidence; such an approach usually failed to secure the second mark which was available.

(b) Give an example of evidence taken from lines 2–9 of Source 2. Explain why it is evidence.

(2)

'found that they are twice as likely to turn out to vote in elections as people in their late 20's' - this is evidence as it <sup>backs up</sup> supports the claim that 16 year olds should be allowed to vote.



**ResultsPlus**  
Examiner Comments

This answer is not particularly detailed but there is just enough here to allow 2 marks to be awarded. Note that the quotation given does not include all of the words.

(b) Give an example of evidence taken from lines 2–9 of Source 2. Explain why it is evidence.

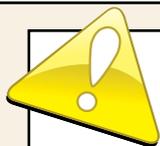
(2)

78% of the UK public thought 18 was the correct age. Only 10% backed votes for 16 year olds.



**ResultsPlus**  
Examiner Comments

The candidate identifies a piece of evidence listed in the mark scheme (1 mark) but offers no reason to explain why this amounts to evidence. Total 1 mark.



**ResultsPlus**  
Examiner Tip

Always read the question carefully and note in particular what instructions you are given. In this case, the candidate completely ignores the second sentence of the question.

## Question 28

This question, testing AO2 and AO4, was intended to get candidates to take a critical look at the content of the arguments themselves and to highlight the strengths and weaknesses. Some candidates failed to do well because they highlighted arguments **against** rather than **for** lowering the voting age or simply paraphrased the points made, rather than examining them critically.

However most candidates referred to several of the following:

- Lib Dem MP, Stephen Williams commented that 'Bristol's twin city, Hanover, has recently extended the vote to 16-year-olds and it was found that they are twice as likely to turn out to vote in elections as people in their late 20s'.
- In 2010 the Labour Party officially supported the policy which is also backed by the UK Youth Parliament.
- Campaigners say 'At 16, we can leave school, work and pay taxes, leave home, get married, join the armed forces, and make lots of decisions about our future.'
- ... We're all interested in issues; from climate change to racism, from education to crime. Stopping 16 and 17 year olds from voting implies that we aren't real citizens'.
- At present both the Isle of Man and Jersey allow voting at 16.

Most then did consider the significance of such points, examining whether or not the point they had highlighted could be sustained in a critical sense.

28 Evaluate the points made in Source 2 for lowering the voting age to 16.

(8)

First, the 'votes at 16' in 2005 was only narrowly rejected by 8 people, showing that there is still a dispute about it, and it's quite even, even in Parliament.

Also, one of Britain's twin cities has lowered the voting age, and the significance of this is that Hanover is a closely related city, with similar principles and ideas. And the fact that this age group is "twice as likely to turn out to vote" just goes to show that they are more interested in their say, and rightly so, because they have to live with their decisions longer.

However, this figure can be misleading, due to the fact that 16-year olds have less pressures and commitments than people in their late 20s; much like the fact that people over 50 represent 52% of voters.

Furthermore, 16 year olds "have the ability to "make lots of decisions about their future" and make life decisions that many other age groups do. But obviously, not all 16 year olds do make these sorts of decisions, so maybe the vote should be limited to those that make decisions, such as getting married, leaving home, paying taxes etc.

Moreover, 16 year olds are "interested in issues", and some of these issues affect them directly, like education. However, the campaigner whose quote is used, is 16 themselves, so would be biased, although this shouldn't cloud their opinion.

Lastly, other regions like the Isle of Man, have allowed voting at 16, and it is only the one Party that seems to object.

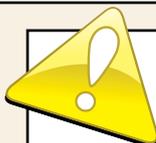


### ResultsPlus Examiner Comments

After a first paragraph which gains no marks, this answer identifies several arguments in favour of lowering the voting age and offers a variety of critical comments, mainly in support of the idea. The first four questions in the mark scheme were met but there is no clear conclusion, so the final mark available is not awarded.

Evaluation is to be found in paragraphs 2 (*Also one of Britains ' twin cities...)* and 4 (*Moreover 16 year olds...).*

Communication is clear and earns 2 marks for AO4.



### ResultsPlus Examiner Tip

Quite a number of these answers were presented without separate paragraphs. This makes it more difficult for examiners to recognise the separate stages of a candidate's answer. Examiners welcome answers which are organised into paragraphs.

28 Evaluate the points made in Source 2 for lowering the voting age to 16.

(8)

There are many reasons for lowering the voting age. One point they made was that, 16 year olds are twice as likely to turn out to vote in elections as people in their late 20's, this claim shows that 16 year olds are interested in voting. They also say that 'At 16, we can leave school, work and pay taxes, leave home, get married, join the armed forces, and make lots of decisions about our future, this shows that 16 year olds are and can be very responsible and they are also allowed to do many things that people may choose to do when they are much older, e.g. leave home.

Another point they make is that 'we're all interested in issues; from climate change to racism, from education to crime. This is quite a strong point as it shows that 16 year olds care about world issues and not just typical things that everyone ~~thinks~~ thinks teenagers care about, such as drinking, smoking, partying.

It also shows where voting is allowed at 16 'At present both the Isle of Man and Jersey allow voting at 16' this is a positive point as these people can act as advocates for

hoping to bring about the change in the UK

Overall there are some strong points made in this source for lowering the voting age to 16.



**ResultsPlus**  
Examiner Comments

In paragraph 1 several points are made for lowering the voting age and there is some effective evaluation (... *this shows that 16 year olds are and can be very responsible...*) (2 marks)

In the second paragraph there is an acceptable reason given and there is some evaluation ... *it shows that 16 year olds care about world issues...* (2 marks)

There is also a final short paragraph which offers a simple conclusion. Total 5 marks

There are some errors in communication but on balance 3 marks are awarded for AO4.

## Question 29

Although a few less successful candidates never got further than a discussion of the points in the stimulus material, most produced a selection of interesting ideas about art and artists in terms such as:

- the nature of works of art, their strengths and qualities
- the training, experience or inspiration of artists
- how far a definition of art and artists is to be viewed only in aesthetic terms
- how and why artistic forms and styles change
- the tendency for artistic innovation to be met with scepticism initially
- the capacity of history to re-appraise artists and their works
- whether artists really do occupy *a subjective world of their own imagining*.

Often such discussions went on to explore ideas such as:

- if art depends substantially on imagination, who is to say one person's representations are less acceptable than others?
- if there are distinct objective criteria for discerning artistic or aesthetic merit, can they change over time?
- if so, does this mean they are not immutable and there is some evident variability - a case of 'to-day's garbage, tomorrow's art' ?
- if art is at least partly a representation of the society in which it is rooted, can the artist seeking to promote social reforms not reasonably declare his/her work to be art and himself/herself to be an artist?
- if someone represents feelings and impulses honestly, who is to say this is or isn't art?

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

### Anything can be art ...

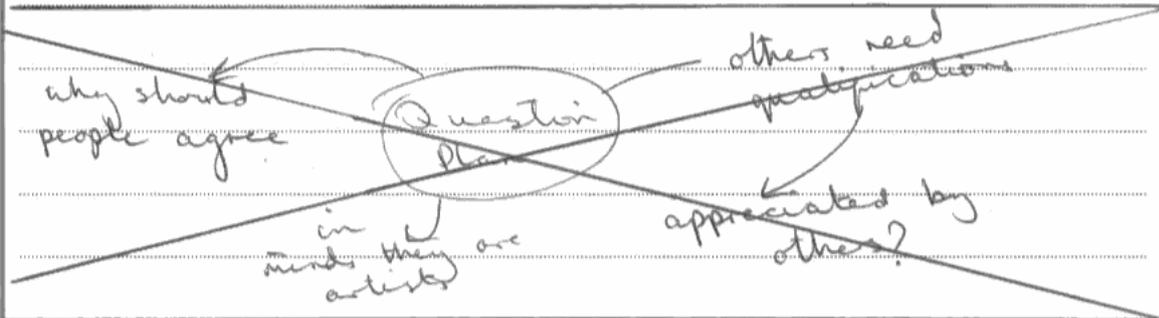
Most anyone interested in art has heard someone make this statement. But if it is true, then anyone can be an artist simply by declaring him/herself to be one. In what other line of work can a person 'be' something, simply because they say so? Consider the following:

- I am an artist, because I say so.
- I am a plumber, because I say so.
- I am an airline pilot, because I say so.
- I am a surgeon, because I say so.

While plumbers, airline pilots and surgeons work according to objective rules, artists occupy a subjective world of their own imagining. Surely, then, if someone wishes to declare themselves to be an artist, why should anyone disagree?

Source: adapted from Rick Jacobi, 2007

Examine the view that 'a person is an artist if they say so'.



A person may claim that they themselves are an artist but really it is in the eye of the beholder. Using ~~Pissarro~~ Monet as an example, he was not respected in his time and not considered an artist by many. However, nowadays he is regarded as perhaps one of the best artists there was. Despite many discrediting his work, Monet carried on painting and still believed he was an artist and is now <sup>internationally</sup> ~~well~~ recognised. He was still an artist

despite the lack of recognition from the general public and perhaps that all that matter; if ~~the~~ you think you're an artist then you are one.

However, many would disagree with this statement. If someone wants to become a doctor then they must study for it and become qualified similarly with plumbers or hairdressers or pilots or most ~~profess~~ professions for that matter. You must be recognised as the role before you become it meaning that if you wanted to become an artist you would have to study art and gain some kind of qualification. Also, with these other jobs, you have not acquired the role properly until you are paid for your services so perhaps you are not an artist until you are paid for

a piece of work.

However, many artists are not looking for recognition or money, using Banksy as an example, he doesn't receive any money for his work and cannot be recognised for his work as no one knows his true identity. Some artists just want to make a statement and I would agree with that. You're an artist if you want to make a statement.



## ResultsPlus Examiner Comments

This answer largely moves away from the points in the stimulus to the question.

In the early part of the answer there are four marks (AO1 -2, AO2 - 2) for the reference to:

- the *eye of the beholder*
- Monet not being respected in his own time but praised and valued now
- Monet nonetheless still being an artist in his own time, even if he was not recognised
- for the view - so perhaps if you think you are an artist you really are one.

In other professions, practitioners must be trained and qualified so do artists need to receive training and qualifications too (AO1 -1, AO2 - 1)?

The answer then argues that you are not a hairdresser or doctor until you are paid, so perhaps this could be a criterion for artists too (AO1 - 1). But the writer goes on to say that artists are often not seeking recognition or money, quoting the example of the anonymous Banksy. (AO1 - 1, AO2 - 1)

This then leads logically enough to the idea that perhaps what makes an artist is a desire to make a statement (AO2 - 1).

Communication is accurate so 4 marks are awarded for AO4.

Totals AO1 5, AO2 5, AO4 4



## ResultsPlus Examiner Tip

This candidate adopts a good balance between drawing on the stimulus which prefaces the question (which is there to set a context and give candidates a starting point) and relevantly introducing and exploring ideas of their own.

Too many answers seem to be trapped in the stimulus and never escape to introduce examiners to their own reflections on, and response to, the question.

SECTION C

Answer BOTH questions.

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

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

Anything can be art ...

Most anyone interested in art has heard someone make this statement. But if it is true, then anyone can be an artist simply by declaring him/herself to be one. In what other line of work can a person 'be' something, simply because they say so? Consider the following:

- I am an artist, because I say so.
- I am a plumber, because I say so.
- I am an airline pilot, because I say so.
- I am a surgeon, because I say so.

While plumbers, airline pilots and surgeons work according to objective rules, artists occupy a subjective world of their own imagining. Surely, then, if someone wishes to declare themselves to be an artist, why should anyone disagree?

Source: adapted from Rick Jacobi, 2007

→ <sup>yes</sup>creativity, style | <sup>No</sup>Some art not good!  
Subjective | people cannot just say

Examine the view that 'a person is an artist if they say so'.

Art is a subjective world, it is not bound by the rules and regulations of other types of work such as airline pilots. It is also not a definitive form as there are arguments for and against whether art is art and whether an artist is an artist if they say so.

Artists can be if they say so because art is not set to a level of limits and rules seen through the fundamental differences through great eras of artistry, e.g. between cubism and impressionism. Art produced

is about expressing the artist's feelings in their own particular style and despite many critics of art existing, a single strip of paint on a blank canvas will be seen as 'art' by somebody and it is often the most simple artistry that is brought for huge sums of money. Therefore, if anything can be considered art, then anyone can be considered an artist. Art is about creating something new and it is not up to other people to determine whether somebody is an artist or not purely on the judgement that the art produced does not appeal to their particular tastes.

On the other hand, it could be suggested that in the same way that an airline pilot cannot just claim to be without sufficient qualifications and employment, just because artists are not bound by qualifications, not everybody can be an artist. For example, the poor quality of some 'art' should be an indicator as to whether it is art and therefore, the quality of the art produced should be the definitive indicator as to whether somebody can claim to be an artist. For example, Damien Hurst does not follow specific rules when producing his pieces but the supreme quality and beauty of such pieces mean it is declared art by many people.

Holistically, it is clear that defining whether somebody is an artist is ~~more~~ of much greater difficulty than defining a surgeon or policeman. However, art should not be judged on its style which is unique to every artist but on its quality as this is the true determinant of whether an artist is an artist although this is also hard to determine as critics have many differing views.



## ResultsPlus

Examiner Comments

The answer claims art is subjective unlike other technical jobs (AO1 - 1), the nature of art not being definitive but much more contested (AO2 - 1).

There are many different forms of art - eg Cubism, Impressionism (AO1 - 1). Art is about expressing the artist's feeling in their own particular style (AO1 - 1) and there is reference to the single strip of paint on a blank canvas which may be hugely valued by some (AO2 - 1) - but surely if anything can be considered art, anyone can be considered to be an artist (AO2 - 1). People are not entitled to determine whether somebody is or is not an artist purely on the judgement that the art produced does not appeal to their particular tastes (AO2 - 1).

Just because artists are not bound by qualifications as airline pilots are, it does not mean everyone can be an artist - it is the quality of the work that matters - eg Damien Hirst (AO1 - 1, AO2 - 2).

It is difficult to define who is, or what makes, an artist - depends on the style and qualities of an artistic work, which is unique (AO2 - 1).

Communication is clear so 3 marks are awarded for AO4.

Totals AO1 4, AO2 7, AO4 3

### **Question 30**

Many answers used the introductory stimulus as a starting point for their answers and then went on to discuss aspects such as:

- in the short term - many jobs were created both to build the facilities and to run the events.....but some established businesses had to move
- looking to the future - much new infrastructure (road/rail) was created which will still be available to Londoners in the long term but who will use the Olympic Stadium etc?
- some people argue that the work done to prepare for the Games will regenerate the eastern parts of London and help to establish the Thames Gateway area in both social and economic terms
- given the cuts being made by government following the problems encountered by the world's economic system, would it have been better to spend £10 billion on hospitals, schools, etc?
- many visitors will come to London for the Games or see the Games all over the UK on television - this could be a big long-term benefit to the tourist industry in both social and economic terms
- people of all colours, classes and occupations will enjoy and participate in the Games - this could have a positive impact in promoting social aspirations
- just as England winning the football World Cup in 1966 or Team GB gaining 47 medals in the Beijing Olympic Games in 2008 boosted morale and confidence (again in social terms), so the 2012 Games are likely to do the same, particularly if Team GB does well.

The best answers then went on in evaluative mode to explore such points as:

- some people complained loudly about their homes or businesses being moved to make way for the Olympic Stadium etc - if the buildings are well-used after the Games, there will have been long term benefit in economic terms, but can this be justified in social terms?
- the East End of London is one of the most multicultural parts of the UK - have these communities borne the brunt of the construction of the Olympic Park without sharing adequately in the benefits?
- some people argue that if the Games go well (in terms of medals etc for Team GB) the Games will be justified but if we do badly, there are bound to be criticisms (eg as after England's poor performance in 2010 World Cup)
- a claim sometimes made to support the Games is that it provides a fantastic marketing opportunity for the UK - but how tangible is this likely to be in terms of benefits such as employment and prosperity?
- wouldn't the vast expenditure have been better directed to schools or hospitals or improvements to infrastructure outside London?
- these could be big financial benefits for a few businesses but little for others.

30 Using your own knowledge, as well as the information given, answer the question below.

### The 2012 London Olympics – expensive mistake or great opportunity?

Ten billion pounds is being spent on hosting the London 2012 Olympic and Paralympic Games over 17 and 12 days respectively. That's £350m a day, or quite a lot of money not spent on building new schools and hospitals. A million extra people are expected to visit London and the economy will benefit by billions of pounds, creating new jobs in the short term at least. Britain will be proud to run a world-class event especially if our sports stars can top the medals table. But will anything worth having – whether economic or social – remain when the Games are over?

Source: adapted from William Grobel, *Marketing Week*, 14 April 2010

Consider whether the 2012 London Olympics should be regarded as an expensive mistake or as a great opportunity in economic or social terms.

opportunities  
multiplier  
spending →

gov. stake
huge initial cost, inflation, jobs, legacy, tourism

The 2012 London Olympic games come with them several costs to the UK. However, the games are clearly a great opportunity in both economic and social terms.

The Olympics may be considered an expensive mistake due to the huge initial outlay of constructing the infrastructure required to host the Olympics, at a huge cost of £10 billion. In times of economic downturn and huge government debts due to the recent recession, without guarantee of large expected injections into the economy from over a one million foreign visitors, the Games may turn into a costly economic mistake as the money used may have been better used to fund new schools and hospitals; on supply side policies that will improve the

Quality and quantity of the workforce in coming years which is vital to continued economic growth.

However, the economic opportunities derived from the Olympics may far outweigh the costs. Due to the huge influx of foreign visitors, it is likely that spending in UK hotels, restaurants, etc. will increase hugely, leading to a significant multiplier effect causing a rightward shift in the Aggregate Demand of an economy, leading to substantial growth of the economy and a potential decrease in unemployment due to a rise in the demand for labour.

An increase in jobs available over the Olympic period will reduce the level of benefits being paid by the government in the form of work-related benefits such as Job Seekers allowance, thus, benefiting the economy, at least at a local level. Finally, if the Olympic games are successful, the economic prosperity will be gained by an increase in the level of tourism to the UK as it provides an enjoyable experience and becomes more attractive as a holiday location.

Linking to this, the Games <sup>also</sup> has an opportunity for positive social effects. Revenue gained from the Olympics may be spent on improving local facilities and better quality housing may be built, improving the quality of life for many residents. Also, a sense of national pride, in particular, if the UK produce a strong haul of medals, will

create unity amongst the people, possibly reducing levels of crime and creating a positive atmosphere in many places. Finally, the legacy of the games will leave a huge array of facilities available for young people and families, and increasing levels of facilities and activities available, improve the quality of life for the local residents of the area.

Overall, it is clear that whilst the economic costs were huge for the initial construction of the Olympic facilities, the economic + social opportunities provided will far outweigh the costs. The Olympic games is likely to have a significant improvement of the UK economy due to a huge increase in spending and this will improve the social side of the UK as new housing and facilities, combined with more available jobs, increases standard of living for many.



## ResultsPlus

Examiner Comments

This strong well-organised discussion recognises that £10 billion is an enormous amount of money to spend (AO1 - 1) particularly when the country is in an economic recession (AO2 - 1), leading the candidate to question whether the money could not have been better spent on hospitals, etc (AO2 - 1).

However, it is recognised that the economic advantages may outweigh social costs (AO1 - 1) since there will be increased spending on hotels and restaurants (AO1 - 1) leading to an improvement in aggregate demand (AO2 - 1).

The Olympic Games are seen as being likely to lead to an increase in employment (AO1 - 1) and hence a reduction in the need for the government to make benefit payments to some individuals (AO2 - 1).

The answer suggests that the Olympic Games could lead to a permanent increase in tourism (AO1 - 1). In the long run, people may enjoy better housing and jobs (AO1 - 2), as well as seeing an improvement in quality of life and national pride (AO2 - 2).

The answer reasons its way to the conclusion that the economic and social opportunities will far outweigh the costs (AO2 - 1).

Communication is clear and effective so 4 marks are awarded for AO4.

Totals: AO1 7, AO2 7, AO4 4

30 Using your own knowledge, as well as the information given, answer the question below.

### The 2012 London Olympics – expensive mistake or great opportunity?

Ten billion pounds is being spent on hosting the London 2012 Olympic and Paralympic Games over 17 and 12 days respectively. That's £350m a day, or quite a lot of money not spent on building new schools and hospitals. A million extra people are expected to visit London and the economy will benefit by billions of pounds, creating new jobs in the short term at least. Britain will be proud to run a world-class event especially if our sports stars can top the medals table. But will anything worth having – whether economic or social – remain when the Games are over?

Source: adapted from William Grobel, *Marketing Week*, 14 April 2010

Consider whether the 2012 London Olympics should be regarded as an expensive mistake or as a great opportunity in economic or social terms.

In some ways the 2012 London olympics should be considered as a great opportunity this is because it allows the UK and in particular London to be on the world stage. Therefore showing people around the world what a great country the UK is. ~~Also~~ The olympics will be a great opportunity economically as it will allow one million extra people (expected) to visit the country. Therefore they will be spending money in restaurants and hotels boosting the economy. Economic wise the olympics will and has created new jobs, for example security wardens. This will help the economy as it will mean more people are working and paying taxes, thus more money will be available to help the country.

Socially the olympic games are also good. ~~It~~ This is because after the olympics state of the art sport facilities will be available for local communities. This happened after the 2000 Sydney olympics as the olympic swimming pool is now a child's swimming pool for the local community.

~~Also socially~~ Another good social impact of the olympic games is that it is likely to bring communities together by holding olympic street parties.

Another good economic impact of the olympics is that with many visitors to the UK from around the world it is likely some will go back after the olympics and visit the UK again with

other people if they find the UK a nice destination to visit.

However the olympics could be regarded as an expensive mistake economically. This is because 350 million pounds a day is being spent on the olympics,

this is very negative economically especially as we are close to a double dip recession. Also the UK could be deemed bankrupt after the Olympics, ~~they~~ just like the Olympics Greece held in 2004

The Olympics could also be regarded as an expensive mistake socially. This is because as money is being spent on the Olympics funding is being diverted from the NHS and Schools. This is having a serious impact socially. ~~not~~

Another negative social impact is that for the Olympic Park to be built housing estates had to be demolished. This is a negative social impact as people had no choice but to move and be split up from their friends and family.

In conclusion I believe that the Olympics will be regarded as an expensive mistake, this is because I believe economically we as a country are not stable enough to hold the event. Therefore I believe within

the next 3 years it is likely we will be in an economic crisis like Greece are now after they held the Olympics in 2004



## ResultsPlus

Examiner Comments

This candidate sees the Olympic Games as establishing a place for London on the world stage (AO1 - 1), attracting many visitors (AO2 - 1) who are likely to spend money in our restaurants and hotels (AO2 - 1).

The Games are likely to improve employment with more people paying taxes as a result (AO1 - 2).

The Games will also mean that in future there will be state-of-the-art facilities in the areas where the Games are held - these are likely to be a long-term benefit for local communities (AO1 - 1, AO2 - 1).

However £350 million a day spent on the Games is a negative aspect when the country is experiencing a double-dip recession (AO1 - 2, AO2 - 1).

The candidate goes on to ask whether Britain might not end up bankrupt like the holder of the 2004 Games, Greece (AO2 - 2).

The answer also considers whether diverting money to the Games which could have been spent on schools or NHS is not a mistake (AO1 - 1, AO2 - 1).

The answer also questions whether it was justifiable to split up communities when housing was demolished to make way for the Olympic Park (AO1 - 1, AO2 - 1).

Four marks are awarded for communication (AO4). Overall: AO1 8, AO2 8, AO4 4



## ResultsPlus

Examiner Tip

Some candidates produced very short answers to Q29 and/or Q30 or in some cases answered only one of these 20-mark questions, suggesting that they were unsure of the rubric or running out of time.

Candidates are expected to write two essay-type answers and since these two questions carry between them almost half the marks available, failure to answer both fully can have a serious impact on final grades.

In some centres teachers suggest that candidates should write their Section C answers first, though then it is also important to leave enough time to do justice to questions in Sections A and B.

## Paper Summary

Although this report has highlighted a number of areas where some candidates should concentrate their efforts, the fact remains that most candidates produced good work and they and their teachers are to be congratulated on the strengths demonstrated in their answers.

Based on their performance on this paper, candidates should bear in mind the following advice.

1 - Answer all of the questions and make sure you do not turn over two pages together. Quite a number of candidates failed to answer some of the questions, thereby reducing the potential score they could achieve. For the avoidance of doubt, all questions should be attempted.

2 - Think about what the question is asking - do not give an example if a definition is called for. Do not discuss arguments **against** something when you are asked to focus on arguments in favour. The more that candidates get used to focussing on the precise requirements of particular questions, the more successful they are likely to be.

3 - Take care to present your answer in easy-to-read handwriting and keep to recognised principles of grammar - paragraphs, sentences, capital letters where appropriate - and avoid colloquial or vulgar expressions. Up to 14 marks can be gained for good communication and it is pity not to make the effort to gain all or most of them.

4 - When you are asked to complete a calculation, show your working. If you do not get the correct answer, the working may earn you some marks at least for using an appropriate method.

5 - Keep an eye on the time available. Do not spend more time than is indicated for a particular section on the paper. When time is running short, cutting one answer short in order to leave time to write an answer to another question is always a wise strategy. Completely unanswered questions will always earn 0 marks.

## **Grade Boundaries**

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

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