

# Mark Scheme (Results)

June 2015

Pearson Edexcel GCE in General  
Studies (6GS02/01)

Unit 2: The Individual in Society

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A

Question Number	Answer	Mark
<b>1</b>	<b>A</b> 18	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	<b>B</b> 20	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<b>A</b> 21	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<b>D</b> 39	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	<b>D</b> sometimes fact, always opinion	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	<b>C</b> deductive	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	<b>C</b> learning the norms and values of the society in which we live	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	<b>D</b> extended	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	<b>D</b> men being denied employment because they wore turbans	<b>1</b>

Question Number	Answer	Mark
<b>10</b>	<b>B</b> each ethnic group accounts for less than half the population	<b>1</b>

Question Number	Answer	Mark
<b>11</b>	<b>C</b> children with Indian, Somali and Polish friends	<b>1</b>

Question Number	Answer	Mark
<b>12</b>	<b>C</b> serial dramas	<b>1</b>

Question Number	Answer	Mark
<b>13</b>	<b>B</b> broadcast material thought unsuitable for children until after 9pm	<b>1</b>

Question Number	Answer	Mark
<b>14</b>	<b>B</b> co-operate with police not to publish details of an on-going criminal investigation	<b>1</b>

Question Number	Answer	Mark
<b>15</b>	<b>C</b> a British visual artist under the age of 50 years	<b>1</b>

Question Number	Answer	Mark
<b>16</b>	<b>D</b> Robert Smythson	<b>1</b>

Question Number	Answer	Mark
<b>17</b>	<b>C</b> Impressionist	<b>1</b>

Question Number	Answer	Mark
<b>18</b>	<b>D</b> a fixed date every five years	<b>1</b>

Question Number	Answer	Mark
<b>19</b>	<b>B</b> Members of the European Parliament	<b>1</b>

Question Number	Answer	Mark
<b>20</b>	<b>B</b> 60-65%	<b>1</b>

Section B

Question Number	Answer	Mark
<b>21</b>	<p><b>Award one mark maximum for either of the following:</b></p> <ul style="list-style-type: none"> <li>• HS2 will free up capacity on the network for commuter services</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• With extra capacity on existing tracks, there will be less congestion for commuters.</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>22</b>	<p><b>Award one mark maximum for either of the following:</b></p> <ul style="list-style-type: none"> <li>• Commuters/ poorer passengers, will have to use the existing network which will be short of funding.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Commuters will have to pay a share of the cost.</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>23</b>	<p><b>1 mark for each point (or similar) – (max 3) :</b></p> <ul style="list-style-type: none"> <li>• criticisms are rarely made of a long term strategy; they are much more likely to focus on individual concerns or short-term changes</li> <li>• whether a new railway (or a wind farm or a nuclear power station) is planned, locals will find reasons to oppose it in the short term, thinking it will damage their view, reduce the value of their property, etc</li> <li>• whether they argue a case on environmental or cost grounds or for some other reason, the true root of their objection is that they don't want change in their 'backyard'</li> <li>• such objections are predictable and generally focus on short term and localised concerns (hence 'parochial')</li> </ul>	<b>3</b>

	<b>Note-</b> In bullet point 4, it is sufficient to say "predictable and parochial" to gain the mark.	
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Question Number	Answer	Mark
<b>24</b>	<p><b>1 mark for each point (or similar) – (max 3) :</b></p> <ul style="list-style-type: none"> <li>• Rukin believes HS2 being demanded by "fat cats"</li> <li>• HS2 is going ahead because it will make profits for the vested interests</li> <li>• HS2 is being built for those who can afford to use it</li> <li>• from his Titanic analogy, it is clear he sees most people as continuing to use the existing tracks and services, not HS2 (hence 'fast trains for fat cats')</li> <li>• while supporters of HS2 often argue in favour of such infrastructure developments as a means of boosting employment, Rukin says very few jobs will result in the scheme, (in spite of the amount of money being spent) so HS2 will not be much help to the unemployed</li> </ul>	<b>3</b>

Question Number	Answer	Mark
25	<p><b>Award 1 mark for each simple point made (or similar) about whether HS2 will benefit everyone - max 4 – eg (Only 3 marks available if answer contains only points 'For' OR points 'Against') :</b></p> <p>Acceptable points likely to be raised include:</p> <p><b>FOR</b></p> <ul style="list-style-type: none"> <li>• all travellers will benefit from more capacity, less congestion</li> <li>• all the extra investment and additional work will boost the economy and provide work for a significant number of people</li> <li>• firms will be helped because HS2 will increase connectivity between cities in Britain and the rest of Europe, thus assisting trade</li> <li>• when HS2 gets to Manchester it will link the North effectively to Europe making it much less likely that prosperity will be concentrated in London and the South East; in 2014 government announced plans for a northern HS3 to link up with HS2</li> </ul> <p><b>AGAINST</b></p> <ul style="list-style-type: none"> <li>• but some people will resent losing their home or from having their own locality disrupted</li> <li>• many people will be unlikely to benefit and those who cannot use HS2 will resent all the costs to which they are likely to be asked to contribute (through taxation or fares on the rest of the rail system)</li> <li>• although some people who take the environment seriously may welcome HS2 because it will reduce domestic air travel (with all its CO<sub>2</sub> implications), others may follow the alleged opposition from environmental bodies seeing HS2 as more about speedier journeys than increased capacity</li> </ul>	4

	<ul style="list-style-type: none"> <li>• HS2 can allegedly be criticised for not creating many jobs in spite of the expenditure involved</li> <li>• Also, it may be argued that it gives little help to certain regions eg. South West.</li> </ul> <p>After marking the answer for AO2, assess it for communication, AO4.</p> <p><b>NOTE 1: Award 1 mark only if an answer tries to give both sides of a particular issue e.g more jobs/ not many jobs or good for the environment / bad for the environment.</b></p> <p><b>NOTE 2: Other relevant points not listed above should gain credit.</b></p>	
Mark	<p><b>A04:</b>  <i>Communicate clearly and accurately in a concise, logical and relevant way. Note - The A04 marks are NOT dependent upon the A01 or A02 marks.</i></p>	
0	<p>The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate’s own writing (ie less than about 6 lines/50 words) to assess reliably.</p>	
1	<p>The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.</p>	
2	<p>The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.</p>	
3	<p>The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.</p>	

Question Number	Answer	Mark
<b>26</b>	B ii and iii	<b>1</b>

Question Number	Answer	Mark
<b>27(a)</b>	Argument from ANALOGY (no alternatives)	<b>1</b>

Question Number	Answer	Mark
<b>27(b)</b>	<p><b>For expressing the general idea indicated below (or similar) award 1 mark</b></p> <p>By drawing a parallel with which an audience is familiar, it may make it easier for people to grasp an unfamiliar or complicated idea.</p> <p><b>NOTE:</b> This can be awarded if the candidate answers 27a incorrectly.</p>	<b>1</b>

Question Number	Answer	Mark
<b>28(a)</b>	<p><b>Allow one mark for a fact-only statement from paragraph 3 of Sir Richard Leese's statement:</b></p> <ul style="list-style-type: none"> <li>• The .... Paris-Lyons line opened in 1981 (allow only if 'impressive' has been removed)</li> <li>• and has paid for itself</li> <li>• the new high speed line in Spain <b>OR</b></li> <li>• the new high-speed lines in Spain are the only profitable part of the Spanish rail network.</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>28(b)</b>	<p><b>Allow one mark for an opinion-only statement from paragraph 3 of Sir Richard Leese's statement:</b></p> <ul style="list-style-type: none"> <li>• The impressive Paris-Lyons line</li> <li>• The UK's future economic success will depend upon its capacity to...</li> <li>• For Manchester that means we're up against cities like Munich...</li> <li>• International-class connectivity is essential.</li> <li>• The rest of Europe is already well ahead...</li> <li>• HS2 is an investment that will ultimately be self-financing.</li> </ul>	<b>1</b>

Question Number	Answer	Mark
<b>28(c)</b>	<p><b>Allow one mark for a statement containing both fact and opinion from paragraph 3 of Sir Richard Leese's statement:</b></p> <ul style="list-style-type: none"> <li>• The impressive Paris-Lyons line opened in 1981 and ....</li> </ul>	<b>1</b>

Question Number	Answer	Mark
29	<p>The question asks candidates, regardless of their own views about HS2, to explain</p> <ul style="list-style-type: none"> <li>• <b>which writer</b></li> <li>• uses <b>evidence</b> and</li> <li>• <b>arguments</b></li> <li>• most <b>effectively</b></li> <li>• to <b>justify</b> the conclusion he reached</li> </ul> <ul style="list-style-type: none"> <li>• Sir Richard Lees comments on - HS2 as a response to increasing congestion frees up existing track to allow improvements in existing services - leads to new investment and jobs - govt commended for not giving in to short-term NIMBY opposition (predictable and parochial) - compensation will be fair - international comparisons are helpful - ending with plea for long term investment - but are all these ideas backed up with examples? or are these simply assertions?</li> <li>• Rukin comments on - HS2 is for the rich who want to make profits, not for the poor who will have to use existing services starved of funds - commuters will have to contribute to the cost of HS2 whether or not they use the service - not many new jobs likely, given the enormous expenditure - compensation offered to 'buy off' opposition - HS2 not supported by Greenpeace, etc - fast train for 'fat cats' - but are all these ideas backed up with examples? or are these simply assertions?</li> <li>• There is some evidence in both passages but some claims (eg HS2 for the rich or fair compensation/compensation package won't work) are not backed up and could be seen as no more than assertions</li> <li>• Inductive or other types of argument may be discussed with some reference to their strength or reliability, yet in reality both pieces are really a series of points</li> <li>• The candidates are alerted to understand that we are not seeking THEIR views on HS2 but rather an assessment (based on evidence and arguments) of the two pieces</li> </ul> <p><b>Mark AO3 by asking yourself the following questions and awarding a mark where appropriate (max 4):</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate refer to both Leese and Rukin and their viewpoints?</li> </ul>	6

	<p><b>If YES award one mark</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate discuss/link evidence and effectiveness?</li> </ul> <p><b>If YES award one mark</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate critically consider particular evidence or refer to types of evidence – eg objectivity/subjectivity, facts, opinions or bias?</li> </ul> <p><b>If YES award one mark</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate consider whether the writer produces an assertion (claim without evidence) rather than an argument (supported by evidence)?</li> </ul> <p><b>If YES award one mark</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate refer to the writer's argument or to different types of argument as well as to evidence?</li> </ul> <p><b>If YES award one mark</b></p> <ul style="list-style-type: none"> <li>▪ Is a plausible final objective assessment made of which piece is more effective?</li> </ul> <p style="text-align: center;"><b>If YES award one mark</b></p> <p>After marking the answer for AO3, assess it for communication, AO4.</p>	
Mark	<p><b>AO4:</b>  <i>Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO1 or AO2 marks.</i></p>	
0	<p>The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing (ie less than about 6 lines/50 words) to assess reliably.</p>	
1	<p>The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.</p>	
2	<p>The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.</p>	
3	<p>The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.</p>	

## Section C

### INTRODUCTION

Since we are not using a levels mark scheme, we focus on individual points or statements made by candidates, giving a separate mark for each.

AO1 involves knowledge and understanding which we shall usually see in the form of a factual statement.

For AO2, we are looking for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements. If you can put these words (or similar) in front of something the candidate has written then it is probably involving explanation, interpretation, evaluation, integration of ideas, exemplification (selection of suitable materials/examples) so 1 AO2 mark can be awarded for each such point.

Question Number	Context
<b>30</b>	<p><b>Living in an 'Age of Deception'</b></p> <p>Some say we are living in an 'Age of Deception'. We now commonly read about sporting personalities who cheat on the pitch and the track, and celebrities who cheat in their tax returns. And we also see tabloid journalists who shamelessly conceal opinion behind claims that they are merely presenting the truth.</p> <p>Yet sooner or later the deceptions do come to light. When a footballer dives or feigns a non-existent injury, or a politician is seen in a first class compartment with a standard-class ticket, their misdemeanours are reported to millions, replayed over and over in slow motion, disseminated via the internet and social media. If such deceptions are now rumbled in one way or another, perhaps it would be truer to say that we now live in an 'Age of Information'.</p> <p style="text-align: right;">Source: adapted from Neil McNaughton, Thursday 11 October 2012</p> <p>Examine the view that it is now more difficult to deceive society than in the past.</p>

Marking Guidance	
After marking the answer for AO1 and AO2, assess it for communication, AO4.	
Mark	<b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b>
0-8	<p>Award <b>1 mark</b> for each valid point of knowledge/understanding up to a <b>maximum of 8 marks</b>. Answers must focus on the linkages between Age of Deception, Age of Information and how easily wrong-doers could be exposed in the past compared to now.</p> <p>This may be discussed in terms of:</p> <ul style="list-style-type: none"> <li>• Why was Jimmy Savile able to avoid detection throughout his lifetime?</li> <li>• Why did it take so long for Lance Armstrong’s cheating to be recognised?</li> <li>• Why did it take so long for the truth about the loss of life at Hillsborough to be widely understood?</li> <li>• The internet, the ease with which people can use Twitter and YouTube and various forms of social media, including the ability to take photos with smart phones mean virtually any action (or misdemeanour) can be recorded and easily circulated to the rest of the world</li> <li>• But it is still difficult for whistle-blowers to draw attention to perceived wrongs or to be believed in some cases.</li> <li>• Whoever took the photo of a politician with a standard class ticket in a first class seat and sent the picture to YouTube ensured that a story which previously would have been largely unknown was flashed all the way round the world.</li> </ul> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don’t appear in the list above.</i></p> <p>Some these issues will be debated and awarded marks for AO2 (see next page). <b>Examiners' assessments here should weigh the knowledge and understanding presented in support of whatever aspects of information and society the candidate discusses.</b></p>

Mark	<b>AO2:</b> <b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></b>
0-8	<p>Award <b>1 mark (or 2 marks</b> if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of the relationship between deception and information now and in the past – those who only consider one or two of these aspects will be limited to a <b>maximum of 6 marks</b>.</p>

Points should be used to demonstrate how evidence is marshalled by:

- **Selecting**: identifying and applying relevant evidence
- **Interpreting**: showing how evidence helps to answer the question
- **Evaluating**: assessing the strength of the evidence in support of the question
- **Integrating**: using evidence to develop a coherent argument/conclusion

*Note – evidence can be information, data, concepts or opinions*

In recent years it has been found that most candidates make a clear point of knowledge/understanding (AO1) and then offer some evaluation of interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce - eg:

- Did Jimmy Saville keep his deviant behaviour secret because he was famous and apparently popular or because he bullied his victims into secrecy?
- Or was it because he was sustained and protected by important friends (eg in the BBC)?
- Similarly why did Lance Armstrong keep his secrets for so long but no longer? Was this too the result of improved dope-testing technology 'finding him out'?
- Is keeping secrets is now more difficult, thanks to the internet and social media?
- But some answers may recognise that if we lived in an Age of Information, whistleblowers would not be disadvantaged as they often are.
- And if so is it not also true that people are now more willing and able to circulate information with a commitment to openness?

***The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.***

Mark	<b>AO4:</b> <b><i>Communicate clearly and accurately in a concise, logical and relevant way. Note: The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></b>
0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing (min. about 6 lines/50 words) to assess reliably.
1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

Question Number	Context
<b>31</b>	<p><b>Lord Coe says UK will never be the same again after the Paralympics</b></p> <p>As the 2012 London Paralympics closed, organisers hailed the 'seismic effect in shifting public attitudes' to disability sports and people with physical, mental and learning disabilities, claiming the games have changed public perceptions forever. Lord Coe praised the 'extraordinary summer of sport', which has made household names of home-grown Paralympians such as swimmer Ellie Simmonds and injured members of the armed forces, such as cycling silver medallist Jon-Allan Butterworth.</p> <p>An organiser said 'People will never see disability in the same way again. More and more people now see the person not the disability when they look at an injured soldier or other people with disabilities'. These comments came as an Ipsos MORI poll said 75% of Britons believed the Paralympics had had a positive effect on public attitudes.</p> <p>Source: adapted from <a href="http://www.metro.co.uk/olympics/911333-lord-coe-says-uk-will-never-be-the-same-again-after-paralympics#ixzz2Alf9Z6J7">http://www.metro.co.uk/olympics/911333-lord-coe-says-uk-will-never-be-the-same-again-after-paralympics#ixzz2Alf9Z6J7</a></p> <p>To what extent have public attitudes and practical support for those with disabilities changed since the 2012 Paralympic Games?</p>
<b>Marking Guidance</b>	
After marking the answer for AO1 and AO2, assess it for communication, AO4.	
<b>Mark</b>	<b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b>
0-8	<p>Award <b>1 mark</b> for each valid point of knowledge/understanding up to a <b>maximum of 8 marks</b>. Answers must focus on the public attitudes and physical support for disabilities at the 2012 Paralympics and since. This may be discussed in terms of:</p> <ul style="list-style-type: none"> <li>• Millions watched and hundreds of thousands attended Paralympic events</li> <li>• Many wanted to demonstrate support for outstanding performances by Team GB – with so many overcoming very serious injuries (wounded soldiers) and handicaps</li> <li>• Before the Paralympics considerable progress had been made to give those with disabilities better access to shops, banks, places of entertainment, trains and buses</li> </ul>

	<ul style="list-style-type: none"> <li>• But before and since the Paralympics there have been a number of exposures and criminal prosecutions of carers of those with disabilities/special needs who abused those in their charge</li> <li>• Can the public be relied upon to give as much support to those with serious disabilities and special needs as to the injured members of HM armed forces?</li> <li>• The claims made at the time of the Paralympics gave the impression that cultural values had shifted – but is that true of all?</li> <li>• Candidates who make similar points in relation to the 2014 Invictus Games should be awarded credit.</li> <li>• If candidates make relevant use of points included in the stimulus, they should be awarded AO1marks for doing so.</li> </ul> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></p> <p>Some these issues will be debated and awarded marks for AO2. <b>Examiners' assessments here should weigh the knowledge and understanding supporting whatever aspects of attitudes to disabilities that the candidate discusses.</b></p>
Mark	<p><b>AO2:</b>  <b><i>Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></b></p>
0-8	<p>Award <b>1 mark (or 2 marks</b> if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of how far public attitudes and physical support for those with disabilities now live up to the claims expressed immediately after the 2012 Paralympic Games – those who only consider one part of these aspects will be limited to a <b>maximum of 6 marks</b>.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• <b>Selecting:</b> identifying and applying relevant evidence</li> <li>• <b>Interpreting:</b> showing how evidence helps to answer the question</li> <li>• <b>Evaluating:</b> assessing the strength of the evidence in support of the question</li> <li>• <b>Integrating:</b> using evidence to develop a coherent argument/conclusion</li> </ul> <p><i>Note – evidence can be information, data, concepts or opinions</i></p>

	<p>In recent years it has been found that most candidates make a clear point of knowledge/understanding (AO1) and then offer some evaluation of interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce - eg:</p> <ul style="list-style-type: none"> <li>○ The thrilling examples of enormous effort and bravery on the part of the athletes caused Lord Coe and others to make these comments</li> <li>○ But a sharp distinction needs to be drawn between public attitudes and physical support – the need to ‘see the people’ rather than the disability probably is truer now than it was before the Paralympics but can the same be said of physical support?</li> <li>○ What have been the effects of changes to benefits and cuts in financial support for those with disabilities?</li> <li>○ Are all individuals with disabilities or learning difficulties equally able to access help and support?</li> <li>○ Even since the Paralympics there have been reports in the media of (for example) those leaving the armed forces with the after-effects of the combat in which they have been involved leading to drug, alcohol or other mental health issues – can it be said they have been given adequate support since 2012?</li> </ul> <p><b><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don’t appear in the list above.</i></b></p>
Mark	<p><b><i>AO4: Communicate clearly and accurately in a concise, logical and relevant way. Note: The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></b></p>
0	<p>The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate’s own writing (min. about 6 lines/50 words) to assess reliably.</p>
1	<p>The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.</p>
2	<p>The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.</p>
3	<p>The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.</p>
4	<p>The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.</p>

