

# Mark Scheme (Results) January 2010

GCE

## GCE General Studies (6GS02/01)

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## General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does **not** mean giving credit for incorrect or inadequate answers.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark.

Crossed out work should be marked **UNLESS** the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

## Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should **NOT** receive credit.

1 / means that the responses are alternatives and either answer should receive full credit.

2 ( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.

3 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

## 6GS02/01

### Unit 2: The Individual in Society

#### Section A

Question Number	Answer	Mark
1	C almost trebled	1

Question Number	Answer	Mark
2	D dvd player	1

Question Number	Answer	Mark
3	A about 85% (or D about 3.6 million if alternative is used)	1

Question Number	Answer	Mark
4	B home computer	1

Question Number	Answer	Mark
5	C ensure men and women received equal pay for undertaking the same work	1

Question Number	Answer	Mark
6	D monitors elections, referendums and political parties	1

Question Number	Answer	Mark
7	B because a proportional representation voting system is used in European elections	1

Question Number	Answer	Mark
8	A to decide whether there should be changes in the way the UK is governed	1

Question Number	Answer	Mark
9	B to help artists or writers gain recognition and publicity for innovative or original work	1

Question Number	Answer	Mark
10	C innovative	1

Question Number	Answer	Mark
11	A William Beveridge	1

Question Number	Answer	Mark
12	D colour blindness	1

Question Number	Answer	Mark
13	C life expectancy	1

Question Number	Answer	Mark
14	D Sentence 7	1

Question Number	Answer	Mark
15	C Sentence 5	1

Question Number	Answer	Mark
16	A Sentence 1	1

Question Number	Answer	Mark
17	A analogy	1

Question Number	Answer	Mark
18	C It combats discrimination in fields such as ageism, gender, race and disability	1

Question Number	Answer	Mark
19	B parents or teachers	1

Question Number	Answer	Mark
20	B assertion	1

## Section B

Question Number	Answer	Mark
21	<b>1 mark for correct answer only</b> <ul style="list-style-type: none"> <li>• 1,500</li> </ul>	<b>1 A02</b>

Question Number	Answer	Mark
22	<b>1 mark for correct answer only</b> <ul style="list-style-type: none"> <li>• 7,000</li> </ul>	<b>1 A02</b>

Question Number	Answer	Mark
23	<b>2 marks for correct answer:</b> <ul style="list-style-type: none"> <li>• <b>Adults</b> <math>20,000 + 30,000 = 50,000</math> <b>1 mark</b></li> <li>• <b>Children</b> <math>(5\% \times 30,000) + (20\% \times 20,000)</math>  <math>= 1,500 + 4,000 = 5,500</math> <b>1 mark</b></li> <li>• <b>So total is 55,500</b> <b>2 marks</b></li> <li>• Award 2 marks if <b>both</b> figures 50,000 and 5,500 are calculated but 55,500 is not stated clearly</li> <li>• If answer calculates population of rural areas in county only <math>(30,000 + 1,500 = 31,500)</math> award 1 mark only</li> <li>• <b>Award 2 marks for 55,500</b></li> </ul>	<b>2 A02</b>

Question Number	Answer	Mark
24	<b>3 marks for correct answer</b> <ul style="list-style-type: none"> <li>• Rural over 65 population is  <math>65\% \text{ of } 30,000 = 19,500</math> <b>(1 mark)</b></li> <li>• Urban over 65 population is  <math>15\% \times 20,000 = 3,000</math> <b>(1 mark)</b></li> <li>• Difference is <math>19,500 - 3,000 = 16,500</math> <b>(1 mark)</b></li> <li>• For 'method' mark, allow 1 mark for recognizing urban population needs to be subtracted from rural population.</li> <li>• <b>Award 3 marks for 16,500</b></li> </ul>	<b>3 A02</b>

Question Number	AO2 Answer	Mark
25	<p>Candidates are asked to give reasons for any two differences in population or employment between rural and urban areas as shown in the table.</p> <p>1 mark for each simple, basic point (or similar)  OR  2 marks for a developed point - perhaps linking related ideas (max 4) - eg:</p> <ul style="list-style-type: none"> <li>• More people work in agriculture etc in the countryside than in the towns so they can tend land, feed animals, milk cows</li> <li>• Only 5% of the rural population are employed in such activities - agricultural employment has dropped sharply - so many people living in rural areas commute to work in towns</li> <li>• More people commute to work by car or van around rural areas than in urban areas - perhaps a reflection that there is much less public transport in rural areas than urban.</li> <li>• Improved broadband in rural areas also means that many people can work at home/engage in teleworking, perhaps only going into the office occasionally</li> <li>• Often self-employed people work on contracts for which attendance in a particular location (own office, clients premises, etc) is required only occasionally - and more of them are in rural areas than urban</li> <li>• Rural population is much older, because many young families cannot afford to buy housing in rural areas so have to move into towns</li> <li>• There is a housing shortage because of green belt rules/ little social housing/ prices forced up by retired people (perhaps seeking peace/tranquility/rural community living) and those buying second homes.</li> <li>• Communities largely made up of people from a particular ethnic minority are more likely to be found in towns, settling there to be near to work, place of worship and friends</li> <li>• New arrivals in the UK will often settle near members of their extended family already here or people from the same country or who speak the same language - perhaps this explains the low proportion of non-white people in the countryside</li> <li>• The above may also help to explain why the proportion identifying themselves as Christian may be higher in rural (traditional) societies than urban - often life in a village will revolve around church activities especially if the pub or school have been closed</li> </ul> <p>The question asks for TWO differences. These may involve related ideas linked together. But three or four isolated points are not acceptable - only the best two!</p> <p>Allow any other points relevantly made</p>	4 A02

Question Number	Mark	<i>AO4: Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO2 marks.</i>
25		
	0	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 to assess reliably.
	1	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.
	2	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.
	3	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.

Question Number	Answer	Mark
26	<p><b>1 mark for each simple point (allow 2 marks for introducing significant development/complexity), which establishes a clear link to <u>commuting</u> (max 4) (or similar) - eg:</b></p> <p><b>NO MORE THAN 2 MARKS MAY BE AWARDED FOR A SIMPLE LIST OF REASONS UNLESS THERE IS A CLEAR LINK TO COMMUTING OR 'TRAVELLING TO WORK'</b></p> <ul style="list-style-type: none"> <li>• More people now own a car - many families have several cars, thus increasing mobility - and ability to travel distances to work</li> <li>• Public transport - buses/trains/tube - has improved in many areas</li> <li>• There are far more motorways in the UK now than forty years ago.</li> <li>• You need a car to get anywhere in the countryside because often buses are few and far between if they run at all and more people do live in the countryside but work in a town</li> <li>• Many businesses are located on industrial or trading estates away from residential areas</li> <li>• Sometimes public transport from one part of town to industrial or trading estate may be poor</li> <li>• More couples where both man and woman working - live together but may work in different towns....</li> <li>• Lifestyle choice to perhaps live in countryside and travel into town for work</li> <li>• Houses are cheaper/more affordable in suburbs if people work in an 'expensive' city such as London, thus increasing commuting</li> <li>• Sometimes students now live at home and commute to college or university</li> <li>• Often people will have to move workplace for promotion so they will have to travel a distance to work unless they decide to move house</li> <li>• Award up to 2 marks only if no clear link to commuting is made.</li> <li>• Allow any other points relevantly made as long as they are genuinely different.</li> <li>• Do not give credit for references to immigration.</li> </ul>	<p>1+1+1+1 = 4 OR 1+1+2 = 4 OR 2+2 = 4 AO1</p>

Question Number	Answer	Mark
27	<p><b>1 mark for identifying <u>one</u> opinion:</b></p> <ul style="list-style-type: none"> <li>• I guess in many ways I conform to the stereotype... OR I conform to the stereotype OR</li> <li>• ...young, impressionable working class teenager OR</li> <li>• environment of bleak estates OR bleak estates OR</li> <li>• the much-vilified state education system.</li> </ul> <p>If <b>both</b> fact and opinion are offered - eg:</p> <ul style="list-style-type: none"> <li>• brought up in an environment of bleak estates and educated in the.... state education system</li> </ul> <p>then <b>0</b> marks should be awarded; since it contains fact as well as opinion</p> <p>To gain the one mark available, candidates must <b><u>also</u></b> give an acceptable reason - eg:</p> <ul style="list-style-type: none"> <li>• it cannot be verified/proved</li> <li>• not everyone would agree</li> <li>• personal views</li> <li>• it represents a value judgement</li> <li>• no factual evidence produced</li> </ul>	1 A02

Question Number	Answer	Mark
28(a)	<p><b>1 mark for simple definition/statement - eg</b></p> <ul style="list-style-type: none"> <li>• an ethical or moral statement is a value judgement expressing a view about right and wrong</li> </ul> <p><b>Award the mark if the words are different but there is a clear focus on '<u>right and wrong</u>'</b></p> <p><b>Do not award a mark to answers based on ideas of not offending, upsetting or hurting people or being fair to everyone</b></p> <p><b>OR</b></p> <p><b>where the answer is simply a repeat of the question itself</b></p>	1 A03

Question Number	Answer	Mark
28(b)	<p><b>1 mark for simple phrase</b></p> <ul style="list-style-type: none"> <li>• It has to be wrong...</li> </ul>	1 A03

Question Number	Answer	Mark
29(a)	<p><b>1 mark for stating:</b></p> <p>Statement 1 OR The modern-day Conservative Party has always believed talented children should be helped and encouraged to gain qualifications and achieve success.</p> <p><b>Allow the mark if just the first few and last few words of the statement are written out - eg 'The modern-day... achieve success.'</b></p>	1 A03

Question Number	Answer	Mark
29(b)	<p><b>1 mark for stating:</b></p> <p>Statement 3 OR Practical things like improving the quality of schools and paying education maintenance allowances to sixth formers and college students are what make it possible for people in poor areas to gain qualifications and get on.</p> <p><b>Allow the mark if just the first few and last few words of the statement are written out - eg 'Practical things... and get on.'</b></p>	1 A03

Question 30	Marking Guidance and Indicative Content
	<p>The key words in the question which a successful answer must address are:</p> <ul style="list-style-type: none"> <li>○ <b>Assess the strength of</b></li> <li>○ <b>the evidence and arguments.....</b></li> <li>○ <b>used in Source 2.</b></li> </ul> <ul style="list-style-type: none"> <li>• In view of where he lives and the jobs of his parents, Burgin gives evidence for seeing himself as working class.</li> <li>• He refers to Labour’s economic and education policies designed to achieve social inclusion, so this is good objective evidence</li> <li>• His references to a ‘Conservative world’ reflect the ‘them and us’ sort of attitude he adopts though many Conservatives would claim they were strongly committed to achieving equality of opportunity - could this be a fallacy?</li> <li>• His view of ‘dare to dream’ youngsters entering institutions that were previously the enclave of the ‘silver spoon brigade’ seems subjective and outdated, though Oxbridge colleges do still accept many candidates from public schools (but many from state schools also).</li> <li>• Candidates may feel there isn’t much objective data in phrases about ‘infiltrating the impassive skyscrapers of the City as I watch Canary Wharf flash in the night from my ex-council flat’</li> <li>• It is acceptable for answers to argue the evidence is objective or subjective or non-existent, as long as they clearly explain how/why they reach such a conclusion</li> </ul> <p><b>Mark A03 by asking yourself the following questions and awarding a mark where appropriate:</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate refer to identified (but not necessarily quoted) <i>evidence</i>? If YES award one mark</li> <li>▪ Does the candidate subject the evidence to albeit limited <i>critical scrutiny</i>? If YES award one mark</li> <li>▪ Does the answer distinguish between fact and opinion <u>or</u> recognising bias <u>or</u> problems of stereotyping? If YES award one mark</li> <li>▪ Does the candidate refer to the strength or weakness of <i>arguments</i> used? If YES award one mark</li> <li>▪ Is an overall objective assessment made of the <i>sufficiency</i> of the <i>evidence</i> and <i>arguments</i> presented? If YES award one mark</li> </ul> <p>After marking the answer for A03, assess it for communication, A04.</p>

Question 30	Mark	Descriptor <i>AO4: Communicate clearly and accurately in a concise, logical and relevant way.</i> <i>Note - The AO4 marks are NOT dependent upon the AO3 marks.</i>
	0	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 to assess reliably.
	1	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.
	2	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.
	3	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.

## Section C

Q 31	Context
	<p>The idea of ‘national security’ is often used to justify censorship and (as the stimulus suggests) it can also be justified for social reasons to safeguard the vulnerable against possibly pornographic depictions of children (which are illegal); similarly the case for censorship of books, films and images for cultural reasons - has often been advanced. Students may refer to the stimulus and be credited for making points based on their understanding - but the question is broader than this. The focus of the question is how far such censorship can be justified</p>
Marking Guidance	
After marking the answer for AO1 and AO2, assess it for communication, AO4.	
Q 31	<p>Mark</p> <p>Descriptor1 <b><i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b></p>
	<p>0-8</p> <p>Award <b>1 mark</b> for each valid point of knowledge or understanding (including relevant points from the stimulus) up to a <b>maximum of 8 marks</b>. Answers must focus on the case for or against censorship - eg</p> <ul style="list-style-type: none"> <li>• censorship of news about military activities of Prince Harry and other personnel</li> <li>• censorship of some foreign trips to danger spots by the Prime Minister and leading politicians</li> <li>• censorship of technical military secrets</li> <li>• is keeping industrial secrets private a form of censorship?</li> <li>• Are newsblackouts of kidnappings and other crimes (while police prepare to arrest the guilty) a form of censorship?</li> <li>• DA Notices</li> <li>• are age certificates for films a form of censorship?</li> <li>• censorship of internet content and blogs (eg by China)</li> <li>• parents and teachers often limit what children can see for the best of motives - is this censorship?</li> <li>• for many years the Lord Chamberlain sought to maintain a standard of ‘public decency’ on the stage</li> <li>• similarly Lady Chatterley’s Lover was the subject of a court case as an attempt was made to ‘protect the public’</li> <li>• can censorship be justified to protect individual privacy or does the general public have a right to know?</li> <li>• who is to judge what another individual should not see?</li> <li>• is the broadcasters’ voluntary 9o’clock watershed on ‘adult material’ a form of censorship?</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 censorship the candidate discusses</b></p> <p><b>Do not award any marks to answers which describe Wikipedia without making a clear link to censorship.</b></p> <p><b>Where censorship is clearly discussed, but only in the context of Wikipedia, no more than 4 AO1 marks should be awarded.</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 1 mark for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically examine different perspectives. Candidates who give consideration solely to one aspect of the question (eg censorship of cultural matters OR of military or political matters OR of social matters only) are 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>The following areas are likely to be addressed by a majority of candidates, but candidate responses are not restricted to these areas. Other valid points must be credited, even if they don't appear in the list below.</p> <p>Social, military/political &amp; cultural justifications for censorship include:</p> <ul style="list-style-type: none"> <li>○ to protect the security of the state and to maintain morale</li> <li>○ to prevent an enemy learning information that might harm the war effort</li> <li>○ to prevent children being exposed to violence or sexual imagery</li> <li>○ to prevent people from being corrupted by violent sexuality</li> <li>○ to protect the government (or a political group or individual) from being weakened by the release of sensitive information of criticism</li> <li>○ to protect people from misinformation</li> <li>○ to protect individual privacy</li> </ul> <p>Social, military/political &amp; cultural arguments against censorship include:</p> <ul style="list-style-type: none"> <li>○ people need accurate information in order to make sound choices</li> <li>○ censorship is an infringement of individual liberty</li> <li>○ adults ought to decide for themselves what they wish to see or read</li> <li>○ freedom of speech and expression is a fundamental human right</li> <li>○ censors do not seem to be corrupted by offensive material</li> <li>○ no-one has the right to decide what somebody else should see or read</li> <li>○ it has not been proved that media material may corrupt or deprave</li> <li>○ access to the internet has made censorship ineffective.</li> </ul> <p><b>Any other valid points must be credited.</b></p> <p><b>Do not award any marks to answers which describe Wikipedia without making a clear link to censorship.</b></p> <p><b>Where censorship is clearly discussed, but only in the context of Wikipedia, no more than 4 AO2 marks should be awarded.</b></p>

Question 31	Mark	<b>A04:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i>  <i>The A04 marks are not dependent upon the A01 and A02 marks.</i>
	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 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 32	Context
	Once elected with a clear majority, it is important for governments to remember to heed public opinion as expressed through opinion polls and pressure groups both of which provide important channels of communication from governed to government
After marking the answer for A01 and A02, assess it for communication, A04.	
Mark	<b>A01:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
0-8	Award 1 mark for each point of knowledge or understanding (including relevant points from the stimulus), up to the maximum of 8 marks, such as:  Pressure groups (do not give credit for references to political parties such as Greens or BNP, though related comments about topics such as environmentalism may be markworthy) include: <ul style="list-style-type: none"> <li>• Trade unions (TUC, Unite, Unison, etc)</li> <li>• Business organisations (CBI, IOD etc)</li> <li>• Specialist employment/professional bodies - Law Society, Bar Council, BMA, NFU on whom government relies for information and advice</li> <li>• Specialist charitable bodies which play a major role in the UK or overseas as NGOs (eg Oxfam, Christian Aid, Red Cross, Shelter, Age Concern) all of which are consulted by government as insider groups</li> <li>• Sometimes major national institutions will express a view on particular proposals - eg: the churches or universities - and although they are not pressure groups, such interventions can be very persuasive</li> <li>• Campaigning groups such as Liberty, Justice, Greepeace, Friends of the Earth which run large, successful campaigns and generate impressive data to support the causes they support</li> <li>• Other campaigning groups such as the Anti-War Coalition, the anti eco-town campaigners and other NIMBY groups, Fathers4Justice, Plane Stupid aim to gain publicity by their activities are essentially outsider groups to which the government mostly pays little or no</li> </ul>

	<ul style="list-style-type: none"> <li>• Some groups are sectional - speaking for particular sections of society</li> <li>• The campaigning groups are promotional groups - promoting a cause - while other groups are essentially defensive, often supporting the status quo for conservative reasons.</li> </ul> <p>Opinion polls..</p> <ul style="list-style-type: none"> <li>• ..are regularly produced by Gallup, MORI, ICM etc.</li> <li>• Polls are probably more closely watched by politicians than anyone else.</li> <li>• Adverse poll results have caused governments to drop policies in the hope of gaining popularity and</li> <li>• Prime Ministers are said to have dropped unpopular ministers in the hope of regaining popularity with a new team</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 censorship the candidate discusses</b></p> <p><b>Do not award any marks to answers which focus on Heathrow without making a clear link to democracy, pressure groups and opinion polls.</b></p> <p><b>Where democracy, pressure groups and opinion polls are clearly discussed, but only in the context of Heathrow, no more than 4 AO1 marks should be awarded.</b></p> <p><b>For unbalanced answers which refer to pressure groups but not opinion polls (or vice versa) the maximum AO1 mark available is 6</b></p>
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	Mark	AO2: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i>
	0-8	<p>Award 1 mark for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically examine conflicting views/alternative viewpoints or pressure groups in the context of democracy. Candidates who give consideration solely to one aspect of the question (eg limiting their discussion to one type of group or campaign only) are 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>The following areas are likely to be addressed by a majority of candidates, but candidate responses are not restricted to these areas. Other valid points must be credited, even if they don't appear in the list below. The points made concerning pressure groups and democracy will depend on the issues raised, which do not need to be limited to airport extensions:</p> <ul style="list-style-type: none"> <li>• can opinions reflected in polls outweigh vested interests?</li> <li>• governments do often listen to groups but to some groups more than others</li> </ul>

	<ul style="list-style-type: none"> <li>• should a government support a group with massive public support (for fear of losing an election) if they disagreed with their point of view - but did not stop Blair taking the UK into the Iraq War</li> <li>• although pressure groups and opinion polls may contribute to democracy, how democratic are the groups themselves and how accurate are the polls?</li> <li>• when there is a policy imperative in a particular direction (eg reducing global warming/ arresting climate change) should government always make this factor its first priority or accept other priorities as at Heathrow?</li> <li>• if environmental factors are all important, should NIMBY protesters be ignored - shouldn't their concerns for their homes etc be heeded?</li> <li>• given that pressure group memberships have been increasing in recent years as political party memberships have fallen, do pressure group campaigns or evidence from polls now have greater legitimacy?</li> </ul> <p><b>Any other valid points must be credited.</b></p> <p><b>Do not award any marks to answers which focus on Heathrow without making a clear link to democracy, pressure groups and opinion polls.</b></p> <p><b>Where democracy, pressure groups and opinion polls are clearly discussed, but only in the context of Heathrow, no more than 4 A02 marks should be awarded.</b></p> <p><b>For unbalanced answers which refer to pressure groups but not opinion polls (or vice versa) the maximum A02 mark available is 6</b></p>
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	Mark	<p><b>A04:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The A04 marks are not dependent upon the A01 and A02 marks.</i></p>
	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 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.

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