

Mark Scheme (Results)

January 2012

GCE General Studies (6GS02)

Paper 01

The Individual in Society

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2012

Publications Code US030482

All the material in this publication is copyright

© Pearson Education Ltd 2012

## 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.

Question Number	Answer	Mark
<b>1</b>	<b>A</b> <i>one person</i>	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	<b>D</b> <i>9.6 million</i>	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<b>B</b> <i>about 56%</i>	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<b>C</b> <i>60.0 million</i>	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	<b>A</b> <i>more people choosing to live alone</i>	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	<b>C</b> <i>rising population</i>	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	<b>A</b> <i>coalition government</i>	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	<b>B</b> <i>Speaker</i>	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	<b>C</b> <i>it is not a proportional system</i>	<b>1</b>

Question Number	Answer	Mark
<b>10</b>	<b>D</b> <i>defensive</i>	<b>1</b>

Question Number	Answer	Mark
<b>11</b>	<b>C</b> <i>a claim unsupported by evidence</i>	<b>1</b>

Question Number	Answer	Mark
<b>12</b>	<b>D</b> <i>inductive argument</i>	<b>1</b>

Question Number	Answer	Mark
<b>13</b>	<b>D</b> <i>move to a country for a better job and more money</i>	<b>1</b>

Question Number	Answer	Mark
<b>14</b>	<b>B</b> <i>cohabitation</i>	<b>1</b>

Question Number	Answer	Mark
<b>15</b>	<b>D</b> <i>social mobility</i>	<b>1</b>

Question Number	Answer	Mark
<b>16</b>	<b>A</b> <i>they lack the necessary skills or qualifications</i>	<b>1</b>

Question Number	Answer	Mark
<b>17</b>	<b>B</b> <i>can be accessed on the internet or mobile phones</i>	<b>1</b>

Question Number	Answer	Mark
<b>18</b>	<b>C</b> <i>allows the cardholder to withdraw money from the bank</i>	<b>1</b>

Question Number	Answer	Mark
<b>19</b>	<b>D</b> <i>19<sup>th</sup></i>	<b>1</b>

Question Number	Answer	Mark
<b>20</b>	<b>C</b> <i>Handel</i>	<b>1</b>

**Section B**

Question Number	Answer	Mark
<b>21</b>	<p><b>1 mark for each point – (max 2) – bracketed words are acceptable but not essential - eg:</b></p> <p><b>short fact-only phrases</b></p> <ul style="list-style-type: none"> <li>• I presented</li> <li>• (with a rug ) which I had crocheted</li> <li>• (we) got into a discussion (about just what art is)</li> </ul> <p><b>short opinion-only phrases</b></p> <ul style="list-style-type: none"> <li>• many years ago</li> <li>• (my) argumentative brother in law</li> </ul>	<b>2 A03</b>

Question Number	Answer	Mark
<b>22</b>	<p><b>1 mark for each point – (max 3) – eg:</b></p> <ul style="list-style-type: none"> <li>• 'arguments from authority... are not about an individual's status, reputation or position.....</li> <li>• ..... but about evidence or opinion offered by an expert on the basis of acknowledged expertise and knowledge of a relevant topic' Student Book, p6.</li> <li>• so the fact that the writer is well-known as a jeweller would not make the claim into an argument from authority...</li> <li>• ...unless she is seen as an artist...</li> <li>• and as an expert on art</li> <li>• some candidates may note the observations earlier in the paragraph to say the argument is inductive</li> <li>• it is an opinion, not an argument</li> <li>• <u>if some reason is given for the statement not being an argument, that could gain a mark</u></li> </ul>	<b>3 A03</b>

Question Number	Answer	Mark
<b>23(a)</b>	<b>1 mark for point ( if correct letter is given statement does not have to be written out)</b>  C: Everyone is creative.	<b>1 A03</b>

Question Number	Answer	Mark
<b>23 (b).</b>	<b>1 mark for point ( if correct letter is given statement does not have to be written out)</b>  A: Artisans are not artists.	<b>1 A03</b>

Question Number	Answer	Mark
24.	<p>The question asks candidates to assess</p> <ul style="list-style-type: none"> <li>• <b>effectiveness</b></li> <li>• <b>nature of the evidence</b> and</li> <li>• <b>types of arguments</b> used by the writer to</li> <li>• <b>justify</b> her conclusion that 'we are all artists'</li> </ul> <ul style="list-style-type: none"> <li>• Effectiveness is important because the claim cannot work unless the writer has persuaded us that the distinctions between artists and artisans, arts and crafts are neither justified nor sustainable.</li> <li>• Evidence is strongest when factual</li> <li>• There is some evidence but some claims are not backed up at all - so some are no more than assertions</li> <li>• Inductive arguments or arguments from authority may be discussed with some reference to their strength or reliability</li> <li>• The overall assessment of justification will probably form the candidate's conclusion – in the end this will depend on how successfully the writer has persuaded us that any kind of creativity constitutes art</li> </ul> <p><b>Mark AO3 by asking yourself the following questions and awarding a mark where appropriate:</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate consider implicitly or explicitly the issue of effectiveness? <b>If YES award one mark</b></li> <li>▪ Does the candidate critically examine the particular evidence? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to types of evidence – eg objectively/subjectively facts, opinions or bias? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to the writer's argument or to different types of argument? <b>If YES award one mark</b></li> <li>▪ Is a plausible final objective assessment made of the justification for the claim? <b>If YES award one mark</b></li> </ul> <p>After marking the answer for AO3, assess it for communication, AO4.</p>	5 A03

Question Number <b>24</b>	Mark	<b>A04:</b> <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></b>
	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 (ie less than about 6 lines/50 words) 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
25	<p><b>Award 1 mark for any simple definition correctly stated (or similar)</b>  <b>- max 1:</b>  <b>Style: (any one of)</b></p> <ul style="list-style-type: none"> <li>• the way in which a work of art is 'done'</li> <li>• how a work of art is made or performed</li> <li>• a way to classify art</li> <li>• may be influenced by use of different methods, materials or technologies as well as by new attitudes to society, fashion or changes in economic, social or political events</li> </ul> <p><i>Answers which focus on 'being unique' or personal style will probably not gain this 'definition' mark unless the answer refers to work(s) of art/ artistic disciplines or some kind of categorisation.</i></p> <p><b>How or why new styles emerge - award 1 mark (max 2) for each point made (or similar) - eg:</b></p> <ul style="list-style-type: none"> <li>• as a result of innovation</li> <li>• may arise as a result of new technology</li> <li>• or because different artists enter the field with different approaches or different view of the world</li> <li>• may be triggered by changing economic or political circumstances</li> <li>• there may be changes in social conditions or groups</li> <li>• new attitudes in society seeking expression</li> <li>• key events (eg war, catastrophe, revolution)</li> <li>• changes in fashion/popular taste</li> </ul> <p><i>Allow 1 mark for those who claim there is no such thing as style as long as a simple reason is given.</i></p>	<p><b>1+2=3</b></p> <p><b>AO1</b></p>

Question Number	Answer	Mark
26.	<p><b>Award 1 mark for each simple similarity or difference between the two terms - ( or similar) - max 4 - eg:</b></p> <p><b>Possible similarities</b></p> <ul style="list-style-type: none"> <li>• If <b>creativity</b> concerns the application of imagination and skill to bring into existence something which did not previously exist, it is obviously strongly linked to <b>innovation</b>, a change in something already existing or the introduction of something new/never done previously....</li> <li>• Breaking away from uniformity (because clothing, books, films, music, breakfast cereals and soups are not all the same) underlines the close connection between both <b>creativity</b> and <b>innovation</b>.</li> <li>• If <b>innovation</b> is about the development of new methods or the use of new materials, such choices may be viewed as a form of <b>creativity</b></li> </ul> <p><b>Possible differences</b></p> <ul style="list-style-type: none"> <li>• ...but while every new piece of work must be an example of <b>creativity</b>, it may not be an example of <b>innovation</b>, unless the artist has decided to do something completely different</li> <li>• So two works of art, both individual examples of <b>creativity</b> on the part of the same artist may or may not involve some new departure (signifying <b>innovation</b>).</li> <li>• Some answers may see <b>innovation</b> (in terms of new materials/technology) as not being linked at all to <b>creativity</b> ...</li> <li>• ...so individual works are always going to demonstrate <b>creativity</b> but they will not always involve <b>innovation</b>....</li> <li>• ...while others may view such changes (<b>innovation</b>) as the precondition for the emergence of a new style which will undoubtedly be <b>creative</b></li> </ul> <p>ALLOW MAX OF 2 MARKS FOR DEFINITIONS OF <b>CREATIVITY</b> AND <b>INNOVATION</b> (ie 1 mark for each) IF THERE IS NO LINK TO <b>SIMILARITIES</b> OR <b>DIFFERENCES</b></p>	4 A02

Question Number	Answer	Mark
27.	<p>With reference to any of the ideas or examples <u>given in the passage</u>, explain which definition of art (paragraph 3) is strongest. <b>Award 1 mark for each simple point made (or similar) - max 5.</b></p> <p>The passage suggests three definitions of art:  (1) the products of human creativity, or  (2) the creation of beautiful or significant things or  (3) the process or product of deliberately arranging elements in a way that appeals to the senses or emotions.</p> <p>Typical points likely to be raised include:</p> <ul style="list-style-type: none"> <li>• In (1) do not many examples of creativity involve disciplines very different from the arts - eg finding a new way to drill for oil or manufacturing medicines? So perhaps some products of human creativity are NOT artistic.</li> <li>• In (2) what is meant by 'beautiful or significant things'? A person may think their refrigerator is beautiful but many others would neither agree nor consider it to be 'artistic'</li> <li>• In (3) the writer believed this definition justified her belief that her crocheted rug was art (while her brother-in-law disagreed); the writer refers elsewhere to her jewellery - using this definition would jewellery that appealed neither to the senses or emotions be covered by this definition?</li> <li>• Answers which focus on one definition and answer in terms of strengths and weaknesses are likely to be able to gain up to 3 marks from Q1, 4 and 6 below.</li> <li>• If 'art is everywhere' is it true that it cannot be defined?</li> </ul> <p><b>Note that the question focuses on the ideas or examples given in the passage - so answers need to relate (even loosely) to any specific element mentioned in the passage including crochet/rug, fashion/clothing, books/films/music or jewellery - and not to other disciplines.</b></p> <p><b>Mark AO2 by asking yourself the following questions and awarding a mark where appropriate:</b></p> <ul style="list-style-type: none"> <li>▪ Does the answer make simple but clear links to ideas or examples in the passage? <b>If YES award one mark</b></li> <li>▪ Does the candidate discuss the implications of different definitions? <b>If YES award one mark</b></li> <li>▪ Does the candidate critically compare/contrast the different definitions? <b>If YES award one mark</b></li> <li>• Does the candidate clearly identify which definition is considered strongest? <b>If YES award one mark</b></li> <li>▪ Does the candidate consider whether or not it is possible to define art? <b>If YES award one mark</b></li> <li>▪ Is there a plausible final assessment/evaluation about the question of 'definition' or not? <b>If YES award one mark</b></li> </ul> <p>After marking the answer for AO2, assess it for communication, AO4.</p>	5 A02

Question Number <b>27</b>	Mark	<b>A04:</b> <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></b>
	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 (ie less than about 6 lines/50 words) 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.

## 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 <b>28</b>	Context	
	<p><b>Green eyes and freckles</b></p> <p>You got your green eyes from your mother, and your freckles from your father. But where did you get your thrill-seeking personality and talent for singing? Did you learn these from your parents or was it predetermined by your genes? While clearly most physical characteristics are hereditary, the genetic waters get a bit murky when it comes to explaining behaviour, intelligence, and personality. Life expectancy in some areas seems to be up to fifteen years shorter than in others - is that down to nature or nurture? We still do not know how much of what we are is determined by our DNA and how much by our life experience. They both play a part but maybe one is much more significant than the other.</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Question <b>28</b>	Mark	<p><b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b></p>
	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 how far either side of the nature/nurture debate may be stronger than the other - if we can tell with certainty! This may be discussed in terms of:</p> <ul style="list-style-type: none"> <li>• definitions of nature/nurture</li> <li>• physical characteristics - eyes, hair, height, other physical characteristics influenced by nature/genetic factors</li> <li>• nurture influences such as environment, social class education, impact of health and safety, income/wealth and lifestyle</li> <li>• but if gene therapies can be developed by scientists is this nature or nurture?</li> <li>• if candidates explore meaning of 'much more influential' in question they may conclude that what humans become is the result of an interplay of both nature and nurture...</li> <li>• ...in which case, which element is likely to be the more influential?</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 (see next page). <b>Examiners' assessments here should weigh the knowledge and understanding presented in support of whatever aspects of nature/ nurture the candidate has chosen to discuss.</b></p>

Q28	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 whether either nature or nurture is more influential in determining what forms human beings – those who only consider one 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>○ although eye colour or hair colour/hair loss may be determined genetically, most other genetic influences can be modified by nurture influences</li> <li>○ children born with equal intelligence may end up as very different adults, thanks to socialisation and education</li> <li>○ increasingly it is recognised that the types of food we eat may have a big influence not only on weight and health but also on behaviour</li> <li>○ lifestyles differ greatly - sometimes poor people have fewer options than better off people and this may influence life expectancy</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>

Question 28	Mark	<b>A04:</b> <b>Communicate clearly and accurately in a concise, logical and relevant way. Note: The A04 marks are not dependent upon the A01 and A02 marks.</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 <b>29</b>	Context	
	<p><b>The forces blocking British democracy</b></p> <p>The British media is overwhelmingly owned by right-wing billionaires who order their newspapers to build up the politicians who serve their interests, and marginalise or rubbish those who don't. David Yelland, the former editor of The Sun, has confessed he was told the Lib Dems had to be 'the invisible party, purposely edged off the paper's pages and ignored'. Only a tiny range of opinion was permitted - so much for freedom of the press! When Nick Clegg, the Lib Dem leader, did well in the 2010 TV debates, the reaction of the right-wing press was a frenzied panic and incredible 'smear' headlines. But people can test such smears against what they themselves see and hear with their own eyes, first hand, in impartial TV programmes.</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Question <b>29</b>	Mark	<p><b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b></p>
	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 impact of media bias in a democracy and whether the same rules of balanced reporting and impartiality as operated by BBC and ITV should be imposed on the media. This may be discussed in terms of:</p> <ul style="list-style-type: none"> <li>• setting an agenda - so particular groups may be starved of the oxygen of publicity</li> <li>• open use of smears and ridicule to help manipulate public opinion in the ways editors or owners wish</li> <li>• but most people buy only one paper so there is no balance - some people may be deceived</li> <li>• the papers people buy are often chosen for sport or horoscopes or pictures so what they say about politics may be particularly influential (ie as opposed to reinforcing the political opinions of those who choose to buy the paper for its politics)</li> <li>• The Sun switched from supporting Labour to the Conservatives in 2010 - was this to further the aims of their owners or just to sell more newspapers?</li> <li>• the terrestrial broadcasters are required to give equal coverage to the main parties during the election periods and not to show bias, though some individuals, groups or political parties question this claimed impartially</li> <li>• references to the whole sequence of hacking revelations and Leveson Inquiry should be credited as long as there is at least an implicit link to ideas of bias/impartiality</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 (see next page). <b>Examiners' assessments here should weigh the knowledge and understanding presented in support of whatever aspects of media bias and democracy the candidate has chosen to discuss.</b></p>

Q29	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 whether events have strengthened and weakened democracy – those who only consider one 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>○ a media that doesn't hold back on its biases/prejudices is acceptable as long as impartial television exists so people can find out 'the truth'</li> <li>○ such an argument does not really work because jobs and home care responsibilities may mean that many people don't see television programmes which report news more objectively</li> <li>○ those who defend the present position often claim that the public are protected by the Press Complaints Council - others see this as a toothless, ineffective body which protects no-one</li> <li>○ it is also claimed that newspapers are already controlled through the laws of libel and individuals' right to privacy - such claims miss the point that people may remember smears and unflattering pictures or headlines which don't fall foul of such laws but which may unfairly bias opinion and mislead readers</li> <li>○ newspaper owners and editors want to maximise newspaper sales and they may say lurid headlines help them to do this - others say that the newspaper industry must behave more responsibly or be subjected to further controls over balance and impartiality</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>

Question 29	Mark	<b>A04:</b> <b><i>Communicate clearly and accurately in a concise, logical and relevant way. Note: The A04 marks are not dependent upon the A01 and A02 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.

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code US030482 January 2012

For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

