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## Examiners' Report June 2010

### GCSE General Studies 6GS02

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## Introduction

It is pleasing to report that candidates answering this Summer's paper successfully avoided some of the problems encountered by students previously.

Although there were a few questions which candidates found difficult - causing some not to even attempt an answer - most candidates achieved a good score on Section A, having learned how to eliminate incorrect options. Section B included on this occasion a considerable number of questions based on thinking and analytical skills (AO3); these were answered very successfully by candidates who had studied pp5-8 of the Student Book or similar materials but much less well by those who had made inadequate preparations to answer such questions. The biggest improvement was in Section C where most candidates produced two full answers, often scoring high marks for one or both of them

## Comments on Individual Questions

This report will provide exemplification of candidates' work, together with tips and/or comments, for a selection of questions. The exemplification will come mainly from questions which required more complex responses from candidates.

### Question 21

Arguments from authority are not about an individual's status, reputation or position but about evidence or opinion offered by an expert on the basis of acknowledged expertise and knowledge of a relevant topic. So answers which offered a statement without linking it to a person with expertise were not giving a satisfactory example. Equally those who referred to the status rather than the expertise or specialist knowledge of the individual quoted were likely to be similarly unsuccessful.

**21** From paragraph 3 of Source 1, identify an example of an argument from authority.  
Explain **why** it is an argument from authority.

Example Sir Christopher Meyer, the chairman of the Press complaints Commission (PCC), advised them that 'legal redress was the way to address the issue'.

Reason It is using someone who holds importance and power and is well respected due to his authority status of chairman.

(Total for Question 21 = 2 marks)

This answer is awarded 1 mark only



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Examiner Comments

1 mark is awarded for the Example - naming Sir Christopher Meyer and identifying opinion/argument but 0 mark is awarded for the Reason because words such as 'importance', 'power', 'authority', 'status' do not express expertise or specialist knowledge.

21 From paragraph 3 of Source 1, identify an example of an argument from authority.  
Explain **why** it is an argument from authority.

Example "Legal redress was the way to address the issue"

Reason This argument had been made by an individual of a high authority level within his company and/or business.

(Total for Question 21 = 2 marks)

No marks are awarded for this answer.



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Examiner Comments

0 mark is awarded for the Example - since no source is given for the opinion/argument - and arguments for authority particularly depend on the expertise of the person offering the argument.  
0 mark is also awarded for the Reason since words such as 'authority' do not express expertise or specialist knowledge.

21 From paragraph 3 of Source 1, identify an example of an argument from authority.  
Explain **why** it is an argument from authority.

Example ... Sir Christopher Meyer, the chairman of the press complaints commission advised them that legal redress was the way to address the issue of defamatory stories appearing in the paper.

Reason Because the argument comes from an authority figure and is said to be argued from someone who knows better or has more knowledge on the situation.

(Total for Question 21 = 2 marks)

This answer is awarded 2 marks.



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Examiner Comments

This is awarded 1 mark for the Example in which Sir Christopher Meyer is the source of an appropriate opinion/ argument, part of which is then quoted. A second mark is then awarded for Reason because Sir Christopher is said to be 'someone who knows better or has more knowledge of the situation', thus demonstrating knowledge/expertise.

## Question 22

This question was slightly different in form from those sometimes set in the past. Instead of asking how well the evidence and arguments provided by the writer justified the author's conclusion, this question asked how far such evidence and arguments justified the decision taken by Kate and Gerry McCann to sue the Daily Express. Less successful candidates sometimes simply summarised the passage (largely missing the point of the question) rather than attempting to consider the relevance of evidence and arguments.

The evidence most often considered by candidates was

- (i) Gerry McCann's statement (at the media select committee) in Para 1 that: if he had not taken legal action, the media storm - which he called 'the Kate and Gerry Show' - might have 'resulted in the complete destruction of our family' or
- (ii) Gerry McCann's statement (at the media select committee) in Para 2 that: 'Our family has been the focus of some of the most sensational, untruthful, irresponsible and damaging reporting in the history of the press'

Some candidates made good use of

- (iii) the point about Press Complaints Commission chairman, Sir Christopher Meyer, advising the McCanns that 'legal redress was the way to address the issue' of defamatory stories appearing in the papers or
- (iv) Adam Tudor from the McCanns' lawyers, Carter Ruck, telling the committee: 'The PCC is regarded as being overly friendly, it lacks teeth. It can't force apologies' or
- (v) Adam Tudor stating that if the McCanns had gone through the PCC instead of the courts, 'it would have led the Express to thinking they were off the hook'.

Candidates were able to secure 'argument' marks either by systematically assessing arguments used or by identifying types of argument (eg: argument from authority or inductive argument) and considering strengths and weaknesses.

In addition to three Communication (AO4) marks, there were five AO3 marks available - based on the following criteria:

- (1) if 'evidence' is mentioned and an example given OR at least one strong example is given and discussed
- (2) if further points are explicitly identified as evidence and discussed award second mark
- (3) if the significance of the evidence is discussed in simple terms (eg references to fact or opinion or bias or assertion) award further mark
- (4) award a mark for assessing the strengths and/or weaknesses of arguments used in a simple but systematic manner
- (5) award a mark if the candidate explicitly considers the level of justification provided by the evidence/arguments OR evaluates briefly to reach a simple conclusion.

22 Gerry and Kate McCann decided to sue the Daily Express for libel. Consider how well the evidence and arguments presented by the writer justify their decision.

The evidence shows that the Daily Express created over 100 defamatory articles about the McCanns. However the McCanns may say that they are untruthful, irresponsible and damaging but there is no proof that says the stories are true or false only the word of the McCanns against the papers.

The arguments they have been presented are that if they went straight to Press Complaints Commission (PCC) the paper would be off the hook and wouldn't go into any detail of the fake accusations. As they went straight to the courts they have shown the papers that they can not be "set back off" and told stories about them so they had to go they had no choice.

The decision of the press having to pay £550,000 would be enough and a good amount for the papers to apologise for the made up stories of the McCanns I believe this was justified.

Four marks were awarded for this answer (2 marks for AO3; 2 marks for AO4).



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Examiner Comments

This answer refers to evidence in the first paragraph (points 1 and 2). Although the candidate refers to arguments in para 2, these are described rather than assessed so no AO3 mark can be awarded. The concluding paragraph does not earn marks because it contains no simple evaluation related to evidence or arguments. The points were made in a reasonably clear manner for which 2 AO4 marks are appropriate. In every Section B there are two questions (such as this one) where you can gain extra marks for quality of communication - it can pay to make a special effort to get punctuation and spelling right!

22 Gerry and Kate McCann decided to sue the Daily Express for libel. Consider how well the evidence and arguments presented by the writer justify their decision.

The arguments presented by the writer show that Gerry and Kate McCann were right in suing the Daily Express, it is presented well because there are two view points, the Laws and the PCC. Showing both views allows the reader to see what has happened clearly, and the fact that the lawyers said the PCC are too soft, is clearly correct as the newspaper completely disregarded what would happen to the Family when they made up selfish lies to increase their profits; never mind privacy! The facts given help to justify the decision as it gives liable evidence to go by, the shocking number of un-true stories is un-believable and anyone who reads this piece will believe in the decision that the parents made. The writer included all the correct lexical, grammatical skills to ensure the decision was justified.

(Total for Question 22 = 8 marks)

Five marks are awarded for this answer (3 marks for AO3; 2 marks for AO4 - Total: 5 marks)



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Examiner Comments

The answer starts with a good discussion of argument (point 4) and then discusses some simple evidence and the use of facts (points 1 and 3). The final conclusion is not strong enough to justify a fourth mark (point 5). This answer was also awarded 2 marks, communication being generally satisfactory.

The journalist is definitely on the McCann's side. He is particularly condemning of the journalists who wrote the stories on the disappearance of Madeleine McCann. The use of quotes has been used effectively to create this negative view of the press. 'blatantly made up' stories, the use of the word stories with 'made up' immediately suggest the discredibility of the other journalists as he could have used the word 'report' which would have suggested some form of fact.

The writer's use of facts and figures is also important. It shows just how untruthful the media can be. 'Series of more than 100 defamatory articles'. It portrays an on-going incident that needed to be stopped. The use of authoritative figures in his article such as the McCanns' lawyer also gives it the air of justification as it makes their complaints official and valid to be taken to court.

(Total for Question 22 = 8 marks)

7 marks are awarded for this answer (4 marks for A03; 3 marks for A04 - Total: 7 marks)



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Examiner Comments

In the first lengthy para this candidate gains points 1 and 2 - discussion of evidence. The second para begins with a discussion of facts and figures (point 3) and concludes with a consideration of the level of justification achieved (point 5). Although there are minor errors, communication (A04) was clear and earned 3 marks.

### Question 23

Over the years, answers to questions about inductive and deductive arguments have generally tended to be weak, revealing major misunderstandings. Sadly, this was as much the case this year as it has been previously.

Candidates could gain two marks by saying something quite simple such as: 'While an inductive argument based on observations does no more than suggest one of several possible or probable conclusions, deductive arguments differ in that that if the premises are correct, the conclusion will also be correct'.

Many answers mistakenly claimed that deductive arguments include facts and figures so are more reliable or that deductive arguments are based on facts (or evidence) and inductive arguments are based on opinions or assumptions.

Some candidates identified characteristics of inductive arguments (specific to general) and deductive arguments (general to specific) but gained no marks because they failed to explain why a conclusion based on a deductive argument is stronger than one based on an inductive argument.

**23** The conclusion in paragraph 2 that they 'felt they had no choice but to go to law' is based on an inductive argument. Why is a conclusion based on an inductive argument generally considered to be weaker than a conclusion based on a deductive argument?

An inductive argument tends to be ~~to be~~ incomplete, as it has not fully explored all the possible choices and circumstances. Whereas a deductive argument is correct according to the premisses being correct such as a triangle is  $180^\circ$  if you have two side values you can work out the other.

(Total for Question 23 = 2 marks)

1 mark only is awarded for this answer.



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Examiner Comments

The first three lines, referring to inductive arguments, say nothing about observations being made leading to a general conclusion which may or many not be correct. However after that the answer recognises that, in the case of deductive arguments, if the premises are correct, the conclusion will also be correct and cannot be false. So 1 mark only is awarded.



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Examiner Tip

Remember that inductive arguments are based on observations (specific to general) but deductive arguments on premises (general to specific)

23 The conclusion in paragraph 2 that they 'felt they had no choice but to go to law' is based on an inductive argument. Why is a conclusion based on an inductive argument generally considered to be weaker than a conclusion based on a deductive argument?

An inductive argument can never be proved right because it is always possible that something could prove it wrong. An argument from deduction is certain and cannot be proved wrong.

(Total for Question 23 = 2 marks)

Two marks are awarded for this answer.



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Examiner Comments

This simple response does give us an acceptable answer. For a conclusion drawn from an inductive argument it is always possible for the conclusion to be mistaken or that a different conclusion is possible. This isn't the case with a deductive argument where, if the premises are correct, there can be only one conclusion and it must be correct.

### Question 24(a)

The most commonly made points included the following:

1. Newspapers run by private companies can publish what they wish/ are under no obligation to be unbiased/may only give one side of the story
2. The BBC Charter requires its radio and television programmes to be balanced and impartial, covering all viewpoints/giving both sides of the argument
3. Newspapers often reflect the opinions of their owner.
4. This cannot apply in BBC programmes since the BBC is a public corporation/funded by licence/taxpayer
5. Often newspapers openly support one particular political party
6. But the BBC must have no such allegiances

Answers often suggested that candidates had spent little if any time watching current affairs programmes or reading newspapers. If they had done so, they might have realised just how absurd propositions such as ‘newspapers state opinions but the BBC only states facts’ truly were.

24 (a) Why are newspapers considered more biased than current affairs programmes on the BBC?

Because newspapers are allowed greedily to <sup>(2)</sup> comment on which political party they support and also try to ruin the chances of some parties ever getting into power whereas the BBC have to stay unbiased and just deliver the current affairs so people can make up their minds.

Two marks are awarded for this answer.



This answer starts off by covering point 5 in the mark scheme (newspapers' party allegiances), gaining 1 mark; it then makes point 2 from the mark scheme (BBC balanced/unbiased), gaining second mark.

24 (a) Why are newspapers considered more biased than current affairs programmes on the BBC?

(2)

The BBC is government funded business so therefore the government have a say in what should be aired etc. Also, newspapers can have a right to publish what they like because of freedom of speech and free press laws.

One mark only is awarded for this answer.



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Examiner Comments

In the first sentence of this answer it is claimed that the BBC is funded by government (it would be more accurate to say 'taxpayer') but the next claim - that 'therefore the government have a say in what should be aired' is wrong - so the whole sentence could not be awarded a mark (remember the BBC Charter requires it to be unbiased and balanced, so it cannot be considered as the mouthpiece of government). However, the second sentence about newspapers covers point 1 in the mark scheme - so 1 mark was awarded.



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Examiner Tip

Expressing what you mean accurately can make all the difference - you always need to use terminology in a precise way. This candidate could probably have secured a second mark if they had thought a bit more carefully before writing the first sentence.

### Question 24(b)

In spite of moral panics and folk devils being explicitly identified as topics in section 2.5.1 of the specification (pp 21 and 55) and in the Student Book (pp 77, 145 and 149), relatively few candidates scored well on this question.

The terms 'folk devil' and 'moral panic', first used by Stan Cohen in the 1970s to explain the phenomenon of 'mods and rockers', refer to campaigns often in the popular press designed to stir up or to scare people or to sensationalise an issue. A reasonable number of candidates identified a moral panic as a semi-spontaneous or media-generated (and possibly artificial) perception that a particular group or activity is a danger to society (eg 'hoodies', dangerous dogs, asylum seekers) but in discussing folk devils, few seemed to be aware of Stan Cohen's view that society creates a gallery of social types 'to show its members which roles should be avoided and which should be emulated' (eg - the way the media represented social workers as failures after the Baby P case). Some candidates did represent folk devils as hateful, but often failed to secure a mark for this point because were clearly referring to individuals rather than groups, failing to demonstrate that folk devils are 'visible reminders of what we should not be' which exist **collectively** (not as individuals) in the media as groups of outsiders and deviants who are blamed for crimes or other social problems (eg - drug-takers, child abusers, football hooligans, 'boiler room' organisers).

(b) How do 'folk devils' and 'moral panics' help to explain the impact of the media?

(3)

Moral panic explains the impact of the media as they change people approach and morals in life - for example a moral panic that the G-8 were handicapping the third world countries with debt led to live 8 and a increase in charity donations after it was extensively reported by the media. Folk devils explain the impact of the media as when the media target individuals they could lose their jobs or reputation - for example when the Mps expenses scandal was reported by the Media public anger grew and several Mps were sacked or lost their seats at the general election.

(Total for Question 24 = 5 marks)

One mark only is awarded for this answer



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### Examiner Comments

The idea of the G8 as being at the heart of a moral panic would need a fuller and clearer explanation to be mark-worthy. However, the one point made which earns 1 mark is in the final four lines where MPs (as a group) might be regarded as folk devils over their excessive expenses claims



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### Examiner Tip

Answers such as this show how important it is for candidates to learn short definitions of key terms in the specification and precise examples as part of their revision programme. A good source of such information is to be found in the Glossary in the Student Book (pp140-156).

(b) How do 'folk devils' and 'moral panics' help to explain the impact of the media?

(3)

The impact of the media, can be seen by 'folk devils' and 'moral panics' as with a case like the Jamie Bulger case, the media goes into detailed coverage, and public opinion often favours, harsher sentencing on criminals, and more police men. Furthermore, the media can stimulate public opinion, like the massacre at a school in Scotland, provoked outrage on UK gun laws.

Two marks are awarded for this answer.



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Examiner Comments

This answer earns 1 mark for referring to 'stimulating public opinion' in line six and a second mark for giving a relevant moral panic example (UK gun laws).

### Question 25

To achieve two marks, candidates needed to identify any two of the following four points:

1. Raising skills and reducing welfare payments
2. Makes people more employable/better paid
3. More employment will give government more income tax
4. Contributes to economic growth which benefits the country

Generally speaking, candidates did well on this question with most referring to points 1 or 2 above and fewest developing point 4.

Read Source 2 on the separate insert and then answer questions 25–28.

25 Explain why, according to Source 2, the Treasury believes the short-term costs of the policy will pay for themselves in the long run.

The Treasury believes that, if children stay in education longer, then the amount of skilled workers will increase, meaning less money will be needed to spend on welfare benefits, therefore everyone is better off.

This answer was awarded 1 mark.



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Examiner Comments

This answer gains 1 mark for point 1 above - more skills/reduced welfare payments



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Examiner Tip

When a question says something like 'Explain why, according to Source 2,....' there is no point a candidate introducing different points of his or her own because the question is telling you to find reasons in the source itself.

Read Source 2 on the separate insert and then answer questions 25–28.

25 Explain why, according to Source 2, the Treasury believes the short-term costs of the policy will pay for themselves in the long run.

By ensuring that teenagers can stay on at school until 18, this means they are better educated and therefore can get a higher earning job. Because of the higher income, this means the government get more money from income tax when the ~~children~~ teenagers get to that point.

(Total for Question 25 = 2 marks)

This answer was awarded 2 marks



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Examiner Comments

This answer successfully met points 2 and 3 above, and was therefore awarded 2 marks.

### Question 26

Most candidates were able to identify at least one and often two relevant points. Typically such points included the following:

1. In Canada, the ban took away the rights of both 16 year olds and 17 year olds but in the UK 16 year olds cannot hold a licence to drive a car anyway.
2. The UK is smaller and mostly less remote than Canada so arguably the need for a car is not so great (except perhaps in rural areas); most UK students can walk or travel cheaply by bus or train.
3. Many students who currently leave school at 16 cannot afford to get a car till they have a job, so withdrawing the right to get a licence to drive a car if they insisted on leaving school or college before they were 18 might make little difference, particularly when jobs for unqualified, unskilled youngsters are in short supply
4. Also some teenagers would not be able to run a vehicle because of the high cost of insurance, car tax and fuel.
5. Someone who leaves education and training aged 16 will not have had a driving licence, so a policy of denying a licence to people who leave education early will not affect them as much as if they had a licence which might then be taken away.
6. Many young people learn to drive when they are 17 but get a licence when they are 18 or 19.
7. Even those who were denied a licence by such a policy would still be able to travel around with older members of their family or members of their peer group who might be slightly older or still in education
8. Young people may be willing to break the law/ignore the ban/joy riding/TWOC/risk prosecution.

26 Why might a possible driving ban on those who failed to comply with the policy prove ineffective in the UK?

Because you have to be 17 to learn to drive and many people will not pass their test until after they are 18 anyway.

This answer is awarded one mark only.



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Examiner Comments

This answer echoes point 6 in the list given above so 1 mark is awarded.

26 Why might a possible driving ban on those who failed to comply with the policy prove ineffective in the UK?

A possible driving ban on those who fail to comply with the policy may be ineffective, as children still have their parents to depend on them taking places. They still have their oyster cards until the age 16, so they can go on ~~any~~ London public buses ~~and~~, trains and trams.

(Total for Question 26 = 2 marks)

Two marks are awarded for this answer.



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Examiner Comments

This answer makes point 7 (parents) and point 2 (public transport) from the list given above.

26 Why might a possible driving ban on those who failed to comply with the policy prove ineffective in the UK?

Because students will be more inclined to stay in school so they can keep their driving licence. It would also remove the student's independence perhaps making school more appealing.

0 marks are awarded for this answer.



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Examiner Comments

This answer does not explain why a driving ban might prove ineffective so no marks can be awarded.



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Examiner Tip

The mismatch between the question and this answer emphasises the importance of reading a question carefully. When asked why a policy might prove ineffective, it is hardly convincing to answer (in effect) why it would be effective!

### Question 27

Although some candidates did seem to encounter difficulty answering this question, most did score at least one mark, and some two marks. The points made on successful answers typically included the following:

1. The idea of a Yr 9 pupil doing a full time job would mean the pupil was being denied their (human) right to education at an artificially early age
2. 14-year-olds are unlikely to have the life experience/maturity to be able to cope with full-time employment and associated rights and responsibilities
3. If someone had left school to enter a full-time job aged 14, they would have no formal qualifications/skills ...
4. ...so there is a real chance they would be exploited or end up with low wages/poor quality of life and/or no prospects
5. Today a 14 year old in the workplace full-time would go against the expectations of modern society.
6. It would be a reminder of the evils of past times when children were put up chimneys or sent to work dangerous machines in factories (or child labour in some developing countries).
7. This would be a step backwards for the UK.

**27** From paragraph 3, why might it be thought 'repellent' in the UK to see a 14-year-old in full-time paid employment in 2009?

It is repellent- as it is a "denial of a youngsters right to education". This means the youngster has had his development halted and this is repellent as it will impact on his long term future as he wont be able to better himself. He will have a low quality of life.

(Total for Question 27 = 2 marks)

This answer was awarded 2 marks.



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Examiner Comments

The two points made here are the "youngster's right to education" (point 1 of list above) and also for 'low quality of life/not able to better himself' which echoes point 4.

27 From paragraph 3, why might it be thought 'repellent' in the UK to see a 14-year-old in full-time paid employment in 2009?

It would be reminiscent of child labour which we associate with LDC's and it would be seen as denying the child the right to an education and thereby better life prospects.

(Total for Question 27 = 2 marks)

Two marks are awarded for this answer.



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Examiner Comments

The reference to child labour in LDCs matches point 6 above (1 mark) and then the answer goes on to speak of the child's 'right to an education' (point 1).

27 From paragraph 3, why might it be thought 'repellent' in the UK to see a 14-year-old in full-time paid employment in 2009?

Because children need to go to school to  
~~learn~~ so they are can ~~the~~ grades to be  
able to get the jobs. & Children need to go to  
school to know how to respect authority.

No marks are awarded for this answer.



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Examiner Comments

As the answer states, children do need to go to school and to learn to respect authority but neither of these points really explains why the proposition in the question would be 'repellent' so 0 marks.



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Examiner Tip

Always make sure you tie your answer as closely as you can to the question itself- like a glove fitting a hand. In this case if you saw the answer, it would be difficult to work out what the question had been!

### Question 28

Most candidates were able to score quite well on this question, though some who offered very vague points could probably have improved their score had they made their points more explicitly. Examiners need to see points specifically in an answer; if the candidate is not totally clear in what she or he says, it is difficult for an examiner to justify awarding a mark. This question (like Q22) carried additional marks for quality of communication - some answers where normal rules of structure, spelling and punctuation were not followed could easily have secured more marks had greater care been taken over such things. Generally, the most frequently made points included the following:

1. The number of unskilled jobs in the economy has been shrinking for the past 30 years or so, made worse by the recession.
2. Unemployment among 16 and 17-year-olds was 25.3% in 2007 and by 2009 as the credit crunch took effect this was the age group which seemed to be hit hardest by unemployment.
3. In terms of competition for jobs, any unskilled jobs that remain are likely to go to experienced older workers rather than inexperienced teenagers (or to those who are better qualified but cannot find a better job).
4. By 2020 projections suggest there will be only 600,000 unskilled jobs in the UK and most of those will be held by people with experience
5. Workers will need to accept training and gain relevant qualifications (rather than remain unskilled) since the UK needs a skilled workforce to compete with other G7 and G20 countries - not likely to be much demand for the unskilled.
6. Now the government has set a target of 50% of 18-21 year olds going to university and getting degree level qualifications, the chances of those without even GCSEs getting jobs seems very unlikely since they will have nothing to offer an employer - not even experience
7. Rather than being unskilled, only if qualifications, flexibility and experience in the labour force are improved will UK workers be able to contribute to raising productivity (needed as the birth rate falls and more people become pensioners) - no place for the unskilled.

Some candidates also clearly and relevantly linked the idea of skills, qualifications and youth employment/unemployment to the impact of

- (i) the credit crunch, and/or
- (ii) the recession, and/or
- (iii) immigrants competing for jobs and/or
- (iv) exporting jobs overseas on the position of unskilled/unqualified young people.

28 Why does the government believe young school leavers with few or no qualifications will find it increasingly difficult to find employment in future?

Young school leavers have only gained a standard education which is extremely common in today's society. Therefore the qualifications (GCSEs) will not appeal to skilled jobs. Because unskilled jobs in the UK are collapsing due to the availability of immigrants who are willing to work in an unskilled job for half the wage. Competition is therefore rising. Also, teenagers have gained a stereotype from the media especially in newspapers of being dangerous, unreliable and lazy therefore employer will even more be less appealed to employ a teenager, as all employers are aiming to gain the best they can find, also cheap ~~and~~ which stereotypically immigrants are for eg. Polish workers.

Moreover, due to the economic crisis we are currently in today, jobs are reducing dramatically due to collapse in businesses which will reduce job opportunities even more and employers are more likely to choose one with further qualifications and training.

(Total for Question 28 = 7 marks)

includes 3 marks for Quality of Written Communication

TOTAL FOR SECTION B = 30 MARKS



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Examiner Comments

The candidate makes three points which echo those given above. The answer echoes point 1 - number of unskilled jobs shrinking (see beginning and end of answer). The competition from immigrant workers is clearly tied to the position of the young so one mark can be allowed for that. Right at the end, there is also a point about competition from better qualified people who cannot find other employment at a time of job scarcity (point 3) - so 3 marks are awarded for AO2. The point about stereotypes is interesting but is not really central to the main focus of the question. The communication is at a level appropriate for 2 AO4 marks

28 Why does the government believe young school leavers with few or no qualifications will find it increasingly difficult to find employment in future?

As time goes on, more and more people are going to university and receiving a high level of education. People who leave school early with no qualifications ~~will~~ will have no chance competing against people like these for jobs as employers will look at how qualified candidates are and immediately decide to employ the more qualified person. Also, the demand for unskilled labour is decreasing dramatically. Someone with no qualifications will only be allowed to do unskilled jobs. Therefore if there is not a lot of unskilled jobs around, it will be extremely difficult for someone to get one as there will be a large amount of people who are also going for that job.

This answer is awarded 6 marks - 3 for AO2 and 3 for AO4 (communication).



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Examiner Comments

This candidate met three of the points above concerning the larger numbers going on to universities (point 6), the inability of the unskilled to compete for jobs (point 3) and the position in which the number of unskilled jobs is declining dramatically (point 1). The communication skills element of the answer is good so 3 marks were awarded for AO4.

28 Why does the government believe young school leavers with few or no qualifications will find it increasingly difficult to find employment in future?

Fifty if they have no qualifications then any skilled work isn't an option because there will always be other people with at least some qualifications who will take the jobs.

(Total for Question 28 = 7 marks)

includes 3 marks for Quality of Written Communication

TOTAL FOR SECTION B = 30 MARKS

This answer gains 1 mark only (AO2).



**ResultsPlus**

Examiner Comments

This short three-line answer just about makes the ‘competition’ point (point 3, see list above) so is awarded one AO2 mark. No AO4 (communication) marks can be awarded because the candidate has not written enough for an examiner to be able, reliably, to assess communication skills, so 0 for AO4.



**ResultsPlus**

Examiner Tip

Candidates were given a whole page of the question paper in which to answer this question. If this candidate had written a couple of short paragraphs and displayed reasonable communication skills, it would not have been difficult to justify awarding 2 marks. But with only three lines of writing there wasn't sufficient evidence of paragraphs, sentences, spelling and structure to justify that. Don't throw away communication marks - there are 14 of them available on the paper as a whole!

### **Question 29**

In both Section C questions, there were 8 marks available for AO1 points involving knowledge and understanding in the form of a factual statement. There were also 8 marks available for AO2 points involving analysis, interpretation or evaluation - here examiners were looking for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements. Where such words (or similar) were written or could easily have been placed in front of something the candidate has written, there was usually some explanation, interpretation, evaluation, integration of ideas, to justify awarding an AO2 mark.

This question was fairly open ended and this inevitably led to an enormous variety of approaches being adopted. Many answers pointed out that unconventional or controversial pieces of art are sometimes criticised as being 'rubbish' because the public do not comprehend the insights that the artist intended - perhaps looking at things in an unfamiliar way. It was often claimed that Turner Prize exhibits and works such as the Clacton project are intended to promote public discussion of controversial art, though often the point was made that pieces of art greatly valued and highly regarded to-day were criticised or rejected at the time they were first produced since the thought behind the innovation was at first neither understood nor appreciated.

### Clacton: 'This isn't art, it's an insult!'

Artist Nathan Coley created this shack-like installation in the Clacton area.



Local resident Sheila Deacon said: "It's not art – it's an insult. People walk past and laugh at it."

Artist Mr Coley defended his work saying: "Surely the area deserves to have art as much as anywhere else?"

Source: adapted from Claire Owen, *Clacton Gazette-News*, 28 November 2008

How could the artistic qualities of a controversial work of art such as the installation above or a winning entry for the Turner Prize be explained to someone who doubted its artistic merits?

The artistic qualities of a controversial work of art could be explained to a doubter by telling them that it is abstract. This means it stimulates the viewer to use their imagination to enjoy the art. Secondly you could explain that the art has been deliberately made controversial so that it will attract publicity. This will attract people to the area and boost local tourism. A controversial piece of art could be justified as it could be explained that this is a person's view of the world and that in the spirit of freedom of speech it should be regarded as someone's creative spirit. Furthermore the controversial piece of art could be explained and justified by saying it raises awareness of a certain topic.

The art installation in cluster could be ~~quite~~ explained to someone by saying that it represents that a house is only made a home by the people and possessions or that live inside it and that without these a house is bleak. In addition the central art- could be explained as a expression of human fragility and that its skeletal structure represents the fact that we are all vulnerable and that an Englishmans home is not his castle. Moreover the art could be said to represent a cage or a prison. This means that without neighbours or contact with people a elderly persons house could become a prison. The art piece could also be explained as being ironic and that it is there to highlight the beauty of the other houses.

With four marks for AO4 (communication), the overall score is AO1 - 7, AO2 - 6 and AO4 - 4 making a total of 17 marks.



### ResultsPlus

#### Examiner Comments

This well-constructed answer makes a number of thoughtful AO1 points and then in almost every case adds further explanation, interpretation or elaboration to justify an AO2 mark. There are 2 marks (AO1 1, AO2 1) for the point about the work of art being abstract, then 2 marks (AO1 1, AO2 1) for the point about controversy, publicity and tourism. A fifth and sixth mark for this para comes with the references to person's view of the world, self-expression and creativity (AO1 1, AO2 1). The final sentence of this para gains a further AO1 mark - 'raised awareness of a certain topic'.



### ResultsPlus

#### Examiner Tip

In the second paragraph there are four stages where AO1 and AO2 marks can be awarded - (i) the point about house/home, (ii) then about human fragility/skeletal structure/vulnerability, (iii) then cage or prison/elderly person's house. There is an AO2 mark for final sentence - beauty of other homes.

## SECTION C

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

29

**Clacton: 'This isn't art, it's an insult!'**

Artist Nathan Coley created this shack-like installation in the Clacton area.



Local resident Sheila Deacon said: "It's not art – it's an insult. People walk past and laugh at it."

Artist Mr Coley defended his work saying: "Surely the area deserves to have art as much as anywhere else?"

Source: adapted from Claire Owen, *Clacton Gazette-News*, 28 November 2008

How could the artistic qualities of a controversial work of art such as the installation above or a winning entry for the Turner Prize be explained to someone who doubted its artistic merits?

It couldn't. If an individual does not see or understand how something could be art, it wouldn't matter how many prizes it won, that individual would still not understand how anyone could see it as art. The artist could explain his/her inspirations, and why they created it how they did to that individual - but that would be meaningless. The individual may have a completely different interpretation of what art is. If they

Cannot see the art in a particular creation they never will. Even if the individual did understand the artists' inspirations and reasons, it would probably only mean that the individual understood its reasons and creation - it would not mean they understood its artistic values.

Artwork is something that many people can only see as a painting on a wall - Anything more may be considered creative, but the creator would not be an artist. An individual who could not see the art within it may simply find that the creator had too much time on their hands.

With 3 marks for A04 (communication), the final mark is A01 - 2, A02 - 4, A04 - 3, giving an overall total of 9 marks.



**ResultsPlus**

Examiner Comments

The opening phrase is a legitimate response to the question and is justified by the remainder of the answer. In lines 3-5 there is an A02 mark for 'doesn't matter . . . not understand'. In line 5, A01 mark for 'artist could explain . . . ' and an A02 mark for the judgement that 'the individual . . . different interpretation of what art is' at the bottom of the page. The new sentence at top of second page 'even if individual did understand . . . ' is a further A02 mark, and in the final para there are a pair of A01/A02 marks for 'art as a painting in a wall . . . not be an artist'.



**ResultsPlus**

Examiner Tip

Some candidates did not attempt this question at all. This was a mistake. Even a few simple points written in clear English with a proper consideration for spelling and punctuation could easily have gained at least 5 or 6 marks.

## SECTION C

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

29

**Clacton: 'This isn't art, it's an insult!'**

Artist Nathan Coley created this shack-like installation in the Clacton area.



Local resident Sheila Deacon said: "It's not art – it's an insult. People walk past and laugh at it."

Artist Mr Coley defended his work saying: "Surely the area deserves to have art as much as anywhere else?"

Source: adapted from Claire Owen, *Clacton Gazette-News*, 28 November 2008

How could the artistic qualities of a controversial work of art such as the installation above or a winning entry for the Turner Prize be explained to someone who doubted its artistic merits?

Works of art such as the installation above are just as important pieces of artwork, as any traditional works. Their merits should not be doubted, but understood in a different way to what we are used to. The types of artwork produced today, are somewhat different - we are in the post-modern era. Works of art are not so obvious, they ~~are~~ often represent an abstract

interpretation of an idea or meaning. Their successes are found under what we first see, as often, ~~the~~ things become clear after exploration.

The materials used in the 'shack like innovation' are different to what many people would define as 'art'. We must congratulate the exploration and development of art in our society, and not ~~to~~ reject new ideas. Some artwork is specifically designed to shock, and cause instant discussion, because it is not what we would expect to see.

Clearly, the price of artwork ~~are~~ in the picture and others which have won the Turner prize, include huge elements of skill and creativity. Without this, art would never develop. The shack is large, and would have needed much design work. All of these elements should be merited, as well as the final product. Within the structure, are many interesting artistic shapes, and forms which should be praised. The whole thing is a reasonably large scale, which would

require large amounts of skill when assembling. ~~AA~~.

In conclusion, artworks such as these should not be doubted for the qualities they contain. The tradition of art is always changing and we should appreciate all artists willing to experiment with new ideas.

With four marks for A04 (communication), the final marks were A01 - 5, A02 - 6, A04 - 4, making 15 overall

**ResultsPlus**

Examiner Comments

Two pairs of two marks (A01 -1 A02 -1) are justified by the first paragraph where the candidate discusses matters of importance and post-modern abstraction and interpretation. The answer gains another pair of two marks (A01 - 1, A02 -1) dealing with different materials/ welcome innovation and an A02 - 1 for art sometimes being designed to shock and thereby to trigger discussion. There is then a three mark discussion (A01 - 1 A02 - 2) covering art calling for skill/creativity, much detail in design including an interesting variety of forms and shapes. In the final para there is an A01 mark for 'art is always changing'.

### Question 30

In both Section C questions, there were 8 marks available for AO1 points involving knowledge and understanding in the form of a factual statement. There were also 8 marks available for AO2 points involving analysis, interpretation or evaluation - here examiners were looking for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements. Where such words (or similar) were written or could easily have been placed in front of something the candidate has written, there was usually some explanation, interpretation, evaluation, integration of ideas, to justify awarding an AO2 mark.

In previous examinations, the final question has either not been answered or answered by many candidates who were short of time. On this occasion, many more candidates have engaged with the topic and written well about the issues raised. The AO1 points made typically involved the following:

1. Decline in popularity of marriage
2. Increased cohabitation (as opposed to marriage)
3. Increases in divorce/divorce easier to obtain since 1969
4. Impact of violence on families
5. Falling birth rate
6. Mothers having children later in life once career has been established
7. More people choosing to live single lifestyle
8. More children being brought up by single parents
9. Open gay/lesbian relationships now more accepted, especially since establishment of civil partnerships
10. Government pressure for mothers to go to work may have impact on behaviour of teenage children

A wide variety of AO2 points was also made; inevitably these depended largely on the AO1 points made; often the line of discussion took in such ideas as:

1. Moral judgements on decline of marriage, high proportion of marriages or remarriages breaking up, including the general idea of 'dadlessness'
2. Some single parents wanting a child for themselves without necessarily considering how a child might feel in a single parent household
3. Short term nature of many cohabiting relationships
4. Why earlier family types - extended families or nuclear families broke up
5. Do modern communications make it possible for more people to become aware of many different lifestyles, thus becoming dissatisfied with their own position - and ultimately ignoring responsibilities?

Assess the main causes and consequences of changes in family life in the UK in the past 30 years.

One of the main causes of changes in family life has been the breakdown of the nuclear family. This has led to children growing up without a father figure and not being given enough attention.

Another ~~the~~ cause of family life change has been the increase in drugs among children and teenagers. This has led to more children dropping out of school and getting in trouble with police. Another cause of family life change has been the increase in material possessions. This has led to children from poor families being

stigmatised at school. Another cause of family life change has been women going out to work. This has led to children spending more time on their own and becoming more self-sufficient. Another cause of family life change has been the increase in use of games consoles and the internet. This has led to children and parents not communicating with one another. In addition another

cause of family life change has been a increase in the amount of time parents get off after a baby has been born. This has led to parents bonding better with their babies. Another cause of family life change has been the more common trend of jobs moving around the country. This has led to families roots become more spread around the country. Moreover, schools has become more involved with children welfare. This has seen parents being made more responsible for the performance of their children in schools. In addition divorce rates have increased in the last 30 years leading to families being separated. This has led to conflict

between new family members and existing ones - Furthermore, family life has changed as children become independent sooner. This had led to parents ~~less~~ feeling less involved with the upbringing of their children. Family life has also changed as the number of teenage pregnancies has increased. This has led to young parents not being able to cope and parents walking out leaving a child with a broken family. Also childhood obesity has also risen. This has changed family life as children are less able to participate in sport so spend more time inside.

This answer scores 19 marks - 8 for AO1, 8 for AO2 and 3 for AO4.



### ResultsPlus

#### Examiner Comments

The points credited are nuclear family and its decline (AO1 - 1, AO2 - 1), increased use of drugs and its significance (AO1 - 1, AO2 - 1), more material possessions/stigmatising poor (AO1 - 1, AO2 - 1), more women going out to work/children more self-sufficient (AO1 - 1, AO2 - 1), internet and games consoles means less communication in families (AO1 - 1, AO2 - 1), families moving for parents to get work/breaking roots (AO1 - 1, AO2 - 1), more divorce/impact on families (AO1 - 1, AO2 - 1) and teenage parents/single parents (AO1 - 1, AO2 - 1).



### ResultsPlus

#### Examiner Tip

Although this candidate makes good use of the stimulus material and adds ideas of his own, some candidates lost out by simply repeating points from the Centre for Social Justice report. Except where questions tell you specifically to take your answer from the passage (eg as in Q25), the way to earn marks is to build on points made in a passage - it's 'value added' that gains marks not repetition!

30

## 'Dadlessness'

'My dad walked out when I was young. Once my mum had a new boyfriend, she had less time for me. I started going wrong at school. Come 14, I dropped out of school. I got into fights. I took drugs. Me and my mum's boyfriend got into a fight. The police were called. She wouldn't leave him. So I walked out.'

*Hostel resident*

'My dad left when I was 8, and then we lost the house. My mum went out to work to get as much money as she could. We were always scruffy, and rather than be picked on, I stood up for myself, so I soon gained a reputation as a fighting boy. There were letters threatening to exclude me from school, and by the time I was 12 my behaviour was off the wall and my mum put me into care...'

*Craig (former addict)*

Source: adapted from Chapter 4, *Being tough on the causes of crime: Tackling family breakdown to prevent youth crime*, Centre for Social Justice, February 2007

Assess the main causes and consequences of changes in family life in the UK in the past 30 years.

Family life has undergone a dramatic shift from the Nuclear family to what it is today.

On the whole people are marrying and having children earlier and so can rush into relationships prematurely without consideration. This can lead to the breakdown of marriages quickly as they are not founded on lasting affection and love.

Another cause of the change in family life is the increasing ease and acceptance of divorce. This means that instead of attempting to mend relationships people are increasingly willing to just

walk away and attempt to start anew rather than attempting to repair their old life.

A common consequence of changes in family life is the single mother. As divorces become more common it is usually the woman who was left with the child. With a single parent income is considerably less and so the child, as described by Crain, can become ~~more~~ scruffy and the mentality of the younger generation attaches considerable importance to appearance and so they will either be bullied into submission or will stand up for themselves and gain a reputation for violence.

Another common consequence is of the youth turning to drugs and crime. As they are disillusioned by their family they turn to modern forms of rebellion or escapism. Gangs and drugs. This leads to increases in youth crime.

A consequence of changes in family life is the reduction of the birth rate. 'Single child' is becoming an increasingly common top and this leads to population imbalances as the older

generation are more numerous than the new. In  
 it's extremity there are <sup>few</sup> people paying income  
 tax because they are retired and the taxes  
 having to support millions on pensions.  
 Overall, there have been  
 many changes in family life over the  
 last 30 years from a variety of variety but  
 having mainly negative consequences.

This candidate is awarded 18 marks (8 for AO1, 6 for AO2 and 4 for AO4).



**ResultsPlus**

Examiner Comments

This answer sees a candidate make a string of pertinent AO1 points and then each is usually followed up with an AO2 point explaining its significance, offering interpretation or evaluation.

The points credited are nuclear family and its decline (AO1 - 1), early marriages often break down/ not founded on affection (AO1 - 2, AO2 - 1) greater ease and acceptance of divorce as people move on rather than try to make a marriage work (AO1 - 1, AO2 - 1), more single mothers looking after families/ problems of low incomes (AO1 - 1), poor or scruffy children may be bullied/perhaps gain reputation for violence themselves (like Craig) (AO2 - 1), growth of drugs, crime and violence (AO1 - 1, AO2 - 1), birth rates changing means balance of population changes/more elderly to support (AO1 - 1, AO2 - 2).

## Summary

Although, overall, most candidates will probably be pleased by their results on this paper, this will not be the case for some whose performance fell well below their own (and perhaps their teachers') expectations. Among the reasons for this were the following:

- (1) Some candidates failed to offer any answer on some Section A questions; even if a candidate is not 100% sure of some answers, they should always indicate a 'most likely' answer once they have eliminated the 'impossible' options; no marks are deducted for wrong answers.
- (2) Some candidates foolishly failed to answer Q22 and/or Q28 in Section B and Q29 and/or Q30 in Section C. These four questions carried 55 of the 90 marks on the paper, so if any questions are not going to be attempted (perhaps because of lack of time) these are certainly not the questions to ignore.
- (3) The two longer questions in Section B (Q22 and Q28 on this paper) and the two Section C questions also carry, between them, 14 marks for quality of communication. Therefore they are questions where it would be very worthwhile for candidates to seek to gain as many such marks as possible by adopting a clear structure for their answers, writing in sentences and paragraphs, adhering to conventional punctuation rules and avoiding use of inappropriate language.
- (4) Since most papers are now marked question-by-question, candidates should confine their answers to the space for writing the answer on the paper and not 'spill over' into spaces allocated for answers to other questions. If (perhaps because a candidate has crossed out part of an original answer) more space is needed than is available on the paper, candidates should continue on an additional sheet, rather than continue their response in 'unexpected' places on the paper.
- (5) If candidates adopted and pursued a comprehensive revision plan prior to taking this paper, they could ensure that they had a good grasp of the topics and issues outlined in the Specification and in the Student Book, resulting in them being much better equipped to answer questions such as Q21, Q23, Q24(a) and Q24(b).
- (6) Arguably this paper is as much about skills as about knowledge and understanding. There are often questions about facts, opinions, evidence and arguments - and how well justified particular conclusions from a passage may be; candidates who become familiar with the basis for such terms and practise using them often boost their scores substantially.
- (7) Finally, examiners can only award marks for what they can read and understand; if candidates' writing is difficult to read, they should make every effort to make it easier for examiners to read or seriously consider asking the centre to make an amanuensis arrangement so the candidate can dictate answers to someone who will produce legible work.

General Studies remains a subject which encourages students to think about connections and dilemmas which go far beyond the boundaries of individual subjects - in that sense it continues to provide a basis for discussion and debate and, perhaps more important, to help interested young people to develop key transferable skills that can be invaluable to them in higher education, employment and later life.

## Grade Boundaries

### 6GS01: Challenges for Society

Grade	Max. Mark	A	B	C	D	E
Raw mark boundary	90	58	53	48	43	38
Uniform mark scale boundary	100	80	70	60	50	40

### 6GS02: The Individual in Society

Grade	Max. Mark	A	B	C	D	E
Raw mark boundary	90	60	54	49	44	39
Uniform mark scale boundary	100	80	70	60	50	40

### 6GS03: Change and Progress

Grade	Max. Mark	A	B	C	D	E
Raw mark boundary	90	57	52	48	44	40
Uniform mark scale boundary	100	80	70	60	50	40

### 6GS04: Beliefs, Values and Responsibilities

Grade	Max. Mark	A	B	C	D	E
Raw mark boundary	90	57	51	45	39	33
Uniform mark scale boundary	100	80	70	60	50	40

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Boundary Mark:** the minimum mark required by a candidate to qualify for a given grade.



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