

Mark Scheme (Results)

January 2011

GCE 2008

GCE General Studies Unit 2
6GS02

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General Marking Guidance

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

Question Number	Answer	Mark
1	C 2005	1

Question Number	Answer	Mark
2	D about 105,000	1

Question Number	Answer	Mark
3	C to obtain work	1

Question Number	Answer	Mark
4	B work in EU institutions	1

Question Number	Answer	Mark
5	C retirement	1

Question Number	Answer	Mark
6	C all the countries which use the Euro as their currency	1

Question Number	Answer	Mark
7	A the geographical area from which a UK MP is elected	1

Question Number	Answer	Mark
8	A architecture	1

Question Number	Answer	Mark
9	D Degas	1

Question Number	Answer	Mark
10	B sub-culture	1

Question Number	Answer	Mark
11	D support a high degree of state intervention in the economy	1

Question	Answer	Mark
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Number	Answer	Mark
12	B squalor	1

Question Number	Answer	Mark
13	C Malta	1

Question Number	Answer	Mark
14	C 27	1

Question Number	Answer	Mark
15	B 650	1

Question Number	Answer	Mark
16	D a situation in which some people are considered to be 'outside society'	1

Question Number	Answer	Mark
17	C regulates broadcasters in the UK	1

Question Number	Answer	Mark
18	B discrimination	1

Question Number	Answer	Mark
19	B censorship	1

Question Number	Answer	Mark
20	D BBC News	1

Section B

Question Number	Answer	Mark
21(a)	<p>1 mark for each correct answer</p> <ul style="list-style-type: none"> • 'Rats leaving a sinking ship' • 'It's like savers queuing up to get their money out the bank before it collapses' 	2 A03

Question Number	Answer	Mark
21(b)	<p>1 mark for 1 point such as:</p> <ul style="list-style-type: none"> • An analogy is an argument based on a comparison - the strength of the argument depends on how strong/realistic the comparison or parallel really is; it avoids detailed argument and may distort the true situation: do not allow comparisons of pros and cons OR • It is often easier to make or draw an apparent parallel rather than develop a detailed argument to support or justify a conclusion OR • A writer or speaker may believe her/his audience will find an analogy is more persuasive/ is easier to understand OR • To add interest or drama/positive or negative exaggeration to writing or speaking 	1 A03

Question Number	Answer	Mark
22(a)	<p>1 mark for correct answer only</p> <ul style="list-style-type: none"> • Causal (allow cause and effect) • Allow 'inductive' 	1 A03

Question Number	Answer	Mark
22(b)	<p>In this answer, the candidate should provide a simple assessment of the type of argument identified in 22(a). 1 mark for each acceptable point (max 2) - eg:</p> <p>If argument from CAUSE is assessed, allow marks for responses such as the following:</p> <ul style="list-style-type: none"> • If one event is clearly and obviously the consequence of another then causal reasoning is strong and persuasive • But often such reasoning is used when there seems to be a correlation between two events which may not be related. So then a causal argument is seen as weak • Because one event follows another in time, a causal relationship is often assumed when it should not be (because the two events can be independent of each other). So then causal reasoning is seen as weak. <p>To gain two marks there must be some reference to strengths/weaknesses</p> <p>Allow 1 mark if a strong example is given.</p> <p>If the ideas above are clearly expressed though perhaps in different words, the marks should not be withheld.</p> <ul style="list-style-type: none"> • An inductive argument involves a series of specific observations/premises being made or particular points/evidence noted leading to a general conclusion. (Allow "specific to general") <p>If INDUCTIVE argument is assessed, allow marks for responses such as the following:</p> <ul style="list-style-type: none"> • The argument is based on specific observations leading to a general conclusion which may not be correct. • Often specific observations may lead different people to reach different conclusions, so this form of argument can be weak and unreliable. • Conclusions based on inductive arguments are not as strong or reliable as those based on deductive arguments. <p>Allow 1 mark if a strong example is given.</p> <p>If DEDUCTIVE argument is assessed, allow 1 MARK ONLY for responses such as the following:</p>	2 AO2

- If the premises are correct, the conclusion will be correct.
- Deductive arguments are usually more reliable than inductive arguments

If Argument from AUTHORITY is assessed, allow 1 MARK ONLY for responses such as the following:

- The strength of such arguments depends on the expertise of the person being used as an authority.
- Do not credit answer based on status, power or position alone.

Assessments of ANY OTHER types of argument (including argument from analogy) will not gain any marks.

To gain two marks, there must be some references to strengths/weaknesses of the type of argument.

Question Number	Answer	Mark
23.	<p>1 mark for each correct point - max 2) - eg:</p> <ul style="list-style-type: none"> • An inductive argument involves a series of specific observations/premises being made or particular points/evidence noted leading to a general conclusion. (Allow "specific to general") • The conclusion flowing from an inductive argument is neither inevitable nor inescapable (unlike deductive). <p>If the ideas above are clearly expressed though perhaps in different words, the marks should not be withheld.</p> <p>Distinctions based on facts and opinion or one or two sidedness are unlikely to be mark-worthy</p>	2 A03

Question Number	Answer	Mark
24	<p>1 mark for suitable quote - eg:</p> <ul style="list-style-type: none"> • it would be better for Labour to have the paper's backing (but NOT if it is prefaced with the phrase <i>He said</i>) • it's voters rather than the media who decide elections (if bullets 1 and 2 are linked with "but he pointed out", do NOT credit since this is factual) • (And remember) most people buy 'The Sun' for the pictures, the sport and the horoscopes • 'The Sun' prides itself on being politically influential • Their policy is to back political winners • It was the Sun wot won it <p>1 mark for an acceptable reason - eg:</p> <ul style="list-style-type: none"> • Lack of evidence/fact • No proof is offered/ cannot be verified • Not everyone would agree • Is subjective - a value judgement <p>If the quote selected does not earn a mark either because it contains fact or because it is selected from paragraphs other than 3 and 4, but 1 of the four reasons above (or similar) is given, the 'reasons' mark should be awarded.</p>	<p>1+1 A03</p>

Question Number	Assess AO3 marks using these criteria	Mark
25.	<p>The key words in the question which a successful answer must address are:</p> <ul style="list-style-type: none"> ○ How well do... ○ the arguments and evidence offered by the writer ○ explain and justify ○ the conclusion <ul style="list-style-type: none"> ● The opening couple of paragraphs suggest that The Sun's switch of support is devastating for Labour but the conclusion is that it may be nothing like as important as The Sun thinks ● Stronger candidates may refer to the simple analogies, causal argument and most important the generally inductive nature of the whole passage ● Explanations which lead towards the conclusion centre around the idea that Sun readers are not interested in politics (rather sport, pictures and horoscopes) and that opinion leaders will rely more on quality papers than on a popular paper such as The Sun but little or no evidence is presented to support such points so they are effectively just assertions. ● The conclusion is consistent with such points (good) but evidence is largely missing so the conclusion is not well justified <p>Mark AO3 by asking yourself the following questions and awarding a mark (max 4) where appropriate:</p> <ul style="list-style-type: none"> ▪ Does the candidate refer to evidence? If YES award one mark ▪ Does the candidate subject the evidence to albeit limited critical scrutiny or simple analysis in terms of fact/opinion? If YES award one mark ● Does the candidate refer to the writer's arguments or to different types of argument used in the passage? If YES award one mark ▪ Does the candidate refer to the presence or significance of bias/balance? If YES award one mark ▪ Is a plausible final objective assessment made of the strength of the evidence, arguments and justification presented? If YES award one mark <p>After marking the answer for AO3, assess it for communication, AO4.</p>	4 AO3

Question Number 25	Mark	<i>A04: Communicate clearly and accurately in a concise, logical and relevant way. Note - The A04 marks are NOT dependent upon the A02 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.

Question Number	Answer	Mark
26	<p>1 mark for each typical characteristic' of a 'popular' paper mentioned - eg (max 2):</p> <ul style="list-style-type: none"> • Usually tabloid style - The Sun, Daily Mirror, Daily Express, etc • More focus on celebrity gossip and 'fun' including competitions, pictures • Little in-depth coverage on economic and political news • Own opinions mixed up with news - difficult to tell them apart • Bias in headlines of text is blatant • Bold headlines (often with jokes or puns), horoscopes and eye catching pictures to create interest • Language used often simpler/more colloquial • Readership/circulation usually higher/price usually lower than 'quality' papers • Use of big/bold headlines, large pictures, to create interest 	1+1=2 A02

Question Number	Answer	Mark
27	<p>1 mark for identifying each reason given - (max 2) - eg:</p> <p>'The Sun' considers itself as politically influential because</p> <ul style="list-style-type: none"> • It is Britain's <i>top-selling</i> popular daily newspaper, • It has a circulation of about 3m a day and a readership double that • It backs political winners such as Blair and Labour in 1997... •and Major and the Conservatives in 1992... • ...the implication being that without The Sun's support they would not have won. • They claimed responsibility- "It was The Sun wot won it". <p>NOTE: It could be that Major and Blair were going to win anyway, but that is not part of the question or the answer required.</p>	2 A02

Question Number	Answer	Mark
28	<p>1 mark for each simple statement (max 2)- eg</p> <ul style="list-style-type: none"> • People who have certain political views may choose to read a paper that reflects those views so the paper may not make much difference to what they believe... • ... ie their chosen paper simply reinforces their existing beliefs and loyalties. <p>AND/OR</p> <ul style="list-style-type: none"> • People who buy a paper for the sport, celebrity gossip or horoscopes rather than the politics may not have much party identification or any political loyalties or preferences... • ... so they could be much easier to influence (or in the longer term, socialise)... even just seeing politics in the headlines or articles may be an influence <p>AND/OR</p> <ul style="list-style-type: none"> • The Sun will have some impact because it may be the only political influence they get <p>AND/OR</p> <ul style="list-style-type: none"> • A person will know they have a duty to vote and if a paper they trust recommends voting a particular way, this may be enough to get the person to make up their mind to follow the paper's recommendation <p>AND/OR</p> <ul style="list-style-type: none"> • Sometimes a paper will influence sport-minded readers (or those who follow celebrity news) by quoting a recommendation from well known opinion leaders/celebrities - if for example a sporting hero is going to vote for Party X that may be enough for a fan to feel she or he wants to do the same. <p>AND/OR</p> <ul style="list-style-type: none"> • The Sun's influence may be low if readers know how they will vote (habit, etc) • The Sun's influence may be low if readers do not (or are unlikely to) vote through disinterest • The Sun's influence may be low if readers do not (or are unlikely to) vote because they are not 	2 A02

	<p>interested</p> <p>Answers may be awarded 1 mark for saying readers are not interested in politics as long as they clearly say how much influence the paper has on such readers.</p> <p><i>Not much</i> - not enough on its own</p> <p><i>Not interested</i> - not enough on its own</p> <p>But allow: <i>not interested therefore not much influence</i></p>	
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Question Number	Answer	Mark
29.	<p>1 mark for each clearly different point mentioned (max 4):</p> <p>Ways in which 'quality' papers may be more INFLUENTIAL than 'popular' papers include - eg</p> <ul style="list-style-type: none"> • They are a source of news and information for opinion leaders who may draw on such information and influence others to adopt the same views • Quality papers will give more detail and analysis on policy issues so empowering readers on an 'information is power' basis • They not only provide much objective information but offer opportunities for others to write letters to the editor which are printed in the newspaper or to write a blog onto the newspaper's website to share their own views with others • Readers of such papers are often judges, doctors, MPs, teachers, scientists, technologists, civil servants, television presenters all of whom require a secure base of information to support the work they do. • Sometimes the reader will be the actual decision-maker and the information they glean from a quality paper may lead them to act in a particular way. • Allow other relevant points as long as they clearly link to 'influence' • If points made are supported by strong examples, an additional mark may be awarded. <p>It is NOT true to say quality papers are unbiased or that their reports are factual while those of popular papers are based purely on opinion. It WOULD be acceptable to show that while popular papers mix up fact and opinion, quality papers tend to keep these separate, as long as such an observation is clearly linked to 'influence'.</p>	4 A02

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

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 30	Context	
	When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something new that had not been spotted before. It seemed obvious to them after a while. That's because they were able to connect experiences they've had and synthesise new things. And the reason they were able to do that was that they've had more experiences than other people. It's not that their ideas are better - just different.	
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	AO1: <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
	0-8	<p>Award 1 mark for each point of knowledge/understanding, (or 2 marks if there is some development or much greater detail) up to the maximum of 8 marks.</p> <p>Candidates will need to be able to offer good definitions and examples of key terms such as:</p> <ul style="list-style-type: none"> • creativity • quality • merit • style. <p>And provide examples to show how far the claim in the question is or is not justified</p> <p>Candidates may choose to use Steve Jobs and Apple products such as computers and iPhones as the basis of their examples but equally they may wish to consider artistic merit in the context of any branch of the arts or any period they choose or any technology used in the creation or presentation of works of art.</p> <p><i>Examiners' assessments here should weigh the evidence of knowledge and understanding concerning creativity, (AO1) as presented by candidates.</i></p>

Q30	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 (or 2 marks if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically examine the relationship between creativity, quality, merit and style. Candidates who give consideration solely to one aspect of the question (eg limiting their discussion to one element of creativity only) are limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> • Selecting: identifying and applying relevant evidence • Interpreting: showing how evidence helps to answer the question • Evaluating: assessing the strength of the evidence in support of the question • Integrating: using evidence to develop a coherent argument/conclusion <p><i>Note - evidence can be information, data, concepts or opinions</i></p> <p>The following areas drawn from the stimulus are likely to be addressed by a majority of candidates, but candidate responses need to relate this expression of creativity to the related ideas of creativity, quality, merit and style in the context of any branch of the arts or technology:</p> <ul style="list-style-type: none"> • When you ask creative people how they did something, they feel a little guilty because they didn't really do it, they just saw something. • This something may be an innovative 'style' involving artistic quality or merit or, of course, it may be creative and innovative but lack quality or merit. • It seemed obvious to them after a while - something which seems 'obvious' to one person may have neither appeal nor merit in the eyes of another. • That's because they were able to connect experiences they've had and synthesise new things - making connections can be inspired and the results can be (but are not always) enormous. • And the reason they were able to do that was that they've had more experiences than other people - making the work they produce very personal to them. <p>Any other valid points must be credited.</p>

Q30	Mark	<p><i>A04:</i> <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.

Q 31	Context	
		Much of this specification is concerned with nature and nurture, socialisation, changing cultural expectations and the elimination of discrimination. No issue is more pertinent to such developments than how far UK society has now truly achieved gender equality.
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Q 31	Mark	Descriptor <i>AO1</i> : <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
	0-8	<p>Award 1 mark for each valid point of knowledge/understanding up to a maximum of 8 marks. Answers must focus on the case for or against gender equality now having been achieved. This may be discussed in terms of:</p> <ul style="list-style-type: none"> • The achievements of the six women featured in the stamps: • Millicent Garrett Fawcett, who campaigned for votes for women • Elizabeth Garrett Anderson who established that women could do more in healthcare than nursing, important as that is • Marie Stopes, whose writing and clinic made family planning more accessible to women, giving them a greater sense of empowerment and independence • Claudia Jones, journalist, socialist a black rights campaigner who helped to establish the Notting Hill Carnival celebrating African Caribbean foods and culture • Eleanor Rathbone, elected an MP, campaigned for social security as we know it to-day • Barbara Castle, Labour MP and Cabinet Minister who promoted the Equal Pay Act was still campaigning to improve the position of pensioners when she died aged over 90. • Their actions may have paved the way for gender equality but they would not claim to have achieved it. • The publication of a set of stamps to highlight and celebrate their achievements indicates that their role is acknowledged but it will be up to candidates to argue whether full gender equality has yet been achieved. • Barriers to women's participation have largely been removed and we have had a women PM. Answers may refer to employment, politics, law, business, scientific research or any other branch of human activity. • Role reversal is becoming more common for both economic and social reasons - househusbands, etc <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). Examiners' assessments here should weigh the knowledge and understanding presented in support of whatever aspects of gender equality the candidate has chosen to discuss.</p>

Q31	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 (or 2 marks if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to discuss gender equality and will be expected to consider this in different types of social activity. Answers which are limited to consideration of gender roles in just one area (eg law or business or medicine or sport) are limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> • Selecting: identifying and applying relevant evidence • Interpreting: showing how evidence helps to answer the question • Evaluating: assessing the strength of the evidence in support of the question • Integrating: using evidence to develop a coherent argument/conclusion <p><i>Note - evidence can be information, data, concepts or opinions</i></p> <p>The following areas of human activity 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> <ul style="list-style-type: none"> ○ Employment ○ Politics ○ Education ○ Medicine ○ Military ○ Business ○ Engineering and technology <p>ALL valid points must be credited as long as they are clearly rooted in evidence and argument - not just emotion.</p>

Question 31	Mark	<p><i>A04:</i> <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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