

Mark Scheme (Results)

June 2011

GCE General Studies (6GS02)
Paper 01 The Individual in Society

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General Marking Guidance

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

Question Number	Answer	Mark
1	B raise the living standards of the poor	1

Question Number	Answer	Mark
2	C 200%	1

Question Number	Answer	Mark
3	B £20,000	1

Question Number	Answer	Mark
4	B third quintile	1

Question Number	Answer	Mark
5	D the median reflects the very high proportion of households with low incomes	1

Question Number	Answer	Mark
6	D be regressive	1

Question Number	Answer	Mark
7	A a peer group	1

Question Number	Answer	Mark
8	A multicultural	1

Question Number	Answer	Mark
9	B product placement	1

Question Number	Answer	Mark
10	C slander	1

Question Number	Answer	Mark
11	C fees paid by advertisers	1

Question Number	Answer	Mark
12	D The Guardian and The Daily Telegraph	1

Question Number	Answer	Mark
13	A Statement 2	1

Question Number	Answer	Mark
14	B Statement 3	1

Question Number	Answer	Mark
15	D Statement 5	1

Question Number	Answer	Mark
16	C Statements 4 and 7	1

Question Number	Answer	Mark
17	C aesthetic	1

Question Number	Answer	Mark
18	C innovative	1

Question Number	Answer	Mark
19	D 1400 and 1600	1

Question Number	Answer	Mark
20	B Monet	1

Section B

Question Number	Answer	Mark
21	<p>1 mark for 1 point - (max 1) -</p> <ul style="list-style-type: none"> Many more people living over 100 years/current twenty somethings will be alive in 2083 <p>OR</p> <ul style="list-style-type: none"> More people over 75 than children 	1 A02

Question Number	Answer	Mark
22	<p>1 mark for each point - (max 2) - eg:</p> <p>‘Nature’ is about genetic factors/evolution while ‘nurture’ is about social/environmental factors - award a mark where answers make a simple but clear link between life expectancy and either or both of the above:</p> <ul style="list-style-type: none"> Life expectancy has probably risen largely because of ‘nurture’ social/environmental factors - people eating better or working in safer environments or enjoying benefits of NHS advances Such advances may mean that natural/genetic ageing processes do not take an effect till later. If the medical profession now understands DNA and can successfully introduce gene therapies, is this ‘nature’ or ‘nurture’? <p>If a factor is not identified as nature/genetic or nurture/social/environmental no mark should be awarded</p>	2

Question Number	Answer	Mark
23	<p>1 mark for each point (max mark 2) or similar wording:</p> <ul style="list-style-type: none"> Thinner houses or office blocks to use less space/accommodate more people Move businesses and government out of London Improve transport systems to cut journey times for commuters (allow references to ‘Japanese bullet-trains’ without explanation or development) 	2 A02

Question Number	Answer	Mark
24	<p>1 mark for each point - (max 2) or similar wording:</p> <ul style="list-style-type: none"> • Deductive arguments work from a general premise to a specific conclusion (allow 'general to specific' even if the premise and conclusion are not explicitly or correctly stated) • Such arguments are often used in cases of mathematical reasoning • If the premises are correct, the conclusion is inescapable/must be correct - ie conclusion is valid <p>Note: Marks must not be given for examples</p>	2 A03

Question Number	Answer	Mark
25	<p>1 mark for each point - (max 2) - eg:</p> <ul style="list-style-type: none"> • Facts provide evidence which is needed to support an argument. • While an opinion from an expert may carry considerable weight.... •most opinions expressed reflect our subjective likes and dislikes, so at best they are value judgments which may not be generally accepted • facts as evidence are true/objective/can be verified/cannot be argued against • opinions may explain why we take a particular or personal view but they do not help to prove that view to be correct 	2 A03

Question Number	Answer	Mark
26 (a).	<p>1 mark for type of argument</p> <ul style="list-style-type: none"> • inductive argument 	1 A03

Question Number	Answer	Mark
26 (b).	<p>Even if candidates have not gained a mark for 26(a) they may still be awarded a mark for this question if they state a form of argument and make an appropriate comment about its strength:</p> <ul style="list-style-type: none"> • Inductive Based on a series of observations, this may (or may not) be correct OR • Deductive Generally seen as the strongest form of argument; if the premises are correct, the conclusion will be correct/inescapable OR • Authority Although statements from experts are often correct, this is not always the case, so it is better not to rely wholly on an argument that ‘this is correct because X says it is’ OR • Cause Often such arguments are extensions of correlations in which no cause and effect relationship really exists. <p>OR</p> <p>Because one event followed another, there is no reason (necessarily) to believe the second event was caused by the first</p>	1 A03

Question Number	Answer	Mark
27	<p>The question asks candidates to assess the</p> <ul style="list-style-type: none"> • reliability of the • evidence and • arguments used by the writer to • justify the 86 million population claim <ul style="list-style-type: none"> • Reliability is important because much of discussion follows from the writer’s assumptions - will there continue to be a net migration inflow? - or will fertility rates remain unchanged? Migration rates have changed in the past as have fertility rates, so they are also likely to do so in future, will the changes made by the coalition government make much difference? • In the next ten or twenty years, the predicted trends are not likely to change so much that the predictions are invalidated; when the predictions get to 30, 40 or 50 years other factors may have intervened to change things • Inductive, deductive, authority or causal arguments may be discussed with some reference to their strength or reliability • The overall assessment of justification will probably form the candidate’s conclusion - in the end the arguments and conclusions are only as strong as the assumptions on which they are based <p>Mark AO3 by asking yourself the following questions and awarding a mark where appropriate:</p> <ul style="list-style-type: none"> • Does the candidate critically discuss reliability and assumptions/predictions? If YES award one mark • Does the candidate review/examine the evidence? If YES award one mark • Does the candidate refer to the case advanced by the writer in terms of gaps, flaws or bias, perhaps specifically commenting on facts and opinions? If YES award one mark • Does the candidate refer to different types of argument? If YES award one mark • Is a plausible final objective assessment made of the justification for the claim? If YES award one mark <p>After marking the answer for AO3, assess it for communication, AO4.</p>	4 AO3

Question Number	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>
27		
	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
28	<p>1 mark for identifying each reason given - (max 2):</p> <p>In the fourth and fifth paragraphs the writer tells us:</p> <ul style="list-style-type: none"> • Migrants traditionally tend to be younger, and so more likely to be part of the working population • So younger migrant workers may balance out of the costs our ageing population. • Although migrants and their children will add 7.7 million to the population between now and 2033, they will help make sure the working population continues to increase • In particular these extra workers are likely to help pay for our pensions and for the healthcare we need from the NHS. • The growth of UK population compared to other EU countries will give the UK more power and influence in the EU 	2 A02

Question Number	Answer	Mark
29	<p>1 mark for each simple statement (max 3)- eg</p> <ul style="list-style-type: none"> • Although the 1975 referendum supported UK membership of the EU by about 2:1, Euro-scepticism has grown since then causing some people to demand a further referendum on membership. • Particularly in European Parliament elections, the support for the anti-EU UKIP has grown so much that they are now the second strongest party from the UK in the Parliament, holding 13 seats. • Media in the UK (particularly Murdoch newspapers such as The Sun) have been hostile to UK membership of the EU and have had a significant effect on public opinion • Some scepticism has been expressed in terms of cost, need for bail-outs of some EU countries, EU regulations (eg rules allowing freedom of movement) ... • ...or EU law over-riding UK law, threats to UK sovereignty... • ...or EU developments such as Maastricht and Lisbon treaties. • The Conservative Party, although officially still in favour of UK membership of the EU, has developed a fault line over Europe with many of its MPs wanting to reduce the extent of UK involvement in Europe. • A cause of much dispute was the Labour government's promise while campaigning in the 2005 general election that there should be a referendum to decide whether the UK would support the proposed European Constitution - when the Constitution was rejected and replaced by the Lisbon Treaty, it was claimed this was different from the Constitution, so no referendum was held, much to Conservative protests. 	3 AO1

Question Number	Answer	Mark
30	<p>1 mark for each different point mentioned - (max 4) - eg:</p> <ul style="list-style-type: none"> • How could the UK gain the leadership of Europe? The writer suggests that as UK population grows faster than that of other EU countries, our relative political strength in the European Parliament and Council of Ministers would increase. • The writer also suggests that UK leadership could follow if we become the largest economy in Europe. • So a leadership role for Britain may arise from our population growing faster and hence the influence of countries such as France or Germany declining. • The key reasons for a relative increase in population in UK would include <ul style="list-style-type: none"> 1. continuing higher fertility rates in UK 2. continuing inward migration to UK 3. continuing restrictions on inward migration by other EU countries such as France and Germany • Britain might choose to take the lead on issues such as: economic policy, global warming and climate change, world trade issues, etc • So a British government might choose to exercise leadership to make a difference on key policies - eg on supporting weaker countries or whether other countries should be allowed to join the EU... • ...or in making the organization and structures of the EU more open, efficient and democratic 	4 A02

Question Number	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>
30		
	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.

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.

Q 31	Context	
	<p>Democracy - Then and Now</p> <ul style="list-style-type: none"> • 50 ago, just 3 political parties were represented in the House of Commons and in some constituencies there were only 2 candidates for voters to choose from. • By 2010 an average of 6 candidates contested each constituency and ten different parties were represented in the House of Commons. • Over the last 50 years election turnouts have declined. • In the 2009 elections for the European Parliament, a significant proportion of the UK’s MEPs came from minor parties such as UKIP, the Greens and the BNP. • Proportional representation is now used throughout the UK, for some elections. 	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Q 31	Mark	Descriptor1AO1: <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 strengthening or weakening of democracy. This may be discussed in terms of eg:</p> <ul style="list-style-type: none"> • declining participation/turnout • greater use of referendums in recent years • more parties offer more choice • hung parliaments may lead to coalitions • people willing to elect Independent MPs - eg Wyre Forest/Blaenau Gwent • great dis-satisfaction with MPs as a result of expenses scandal • dissatisfaction with first-past-the-post system - Labour had ‘winners bonus of about 20% in 2005 - 35% vote brought 55% seats • additional member voting system in Scottish and Welsh devolved bodies • coalition government in Wales in 2009 and UK in 2010 • SNP/Green minority government in Scotland in 2009 • single transferable vote in Northern Ireland Assembly and in local government elections in Northern Ireland and Scotland • regional list system in European elections, with in parties such as UKIP and BNP winning seats - but not being represented in House of Commons <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 of 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 a discussion of whether events have strengthened and weakened democracy - those who only consider one of these aspects will be 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 aspects of how democracy currently operates in the UK are likely to be discussed - what some may see as strengths others may see as weaknesses:</p> <ul style="list-style-type: none"> ○ Increasing numbers of parties registered with Electoral Commission ○ Minority and coalition governments in Scotland and Wales ○ Concerns that some wealthy individuals may have an excessive effect on elections through financial contributions ○ Growing evidence that political campaigns are being operated through the internet - possibility of grassroots movements circumventing parties? ○ Pressures for more referendums ○ Pressures for greater use of proportional representation ○ Experiments with citizen juries, focus groups and deliberative polling ○ Concern over declining turnouts ○ Fears over swing to extremist parties such as BNP ○ Rejection/disenchantment with politics as a result of MPs' expenses issue <p>ALL valid points must be credited.</p>

Q 31	Mark	<i>A04:Communicate clearly and accurately in a concise, logical and relevant way.</i> <i>The A04 marks are not dependent upon the A01 and A02 marks.</i>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

Question 32	Context	
	<ul style="list-style-type: none"> • Soap operas should not endorse ‘negative social behaviour’ such as binge drinking, according to Conservative MP, Jeremy Hunt. • He added: "I'm not saying there should be no alcohol references in any soaps. • Programmes need to reflect the world in which we all live and not some fantasy of what we would like it to be. • It would be wrong to require broadcasters to produce programmes to meet government objectives and promote certain types of behaviour, • ...but it's just as wrong for broadcasters to produce programmes that legitimise negative social behaviour.' 	
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>The question is effectively asking candidates to take a position on the points raised by Jeremy Hunt MP who is now Secretary of State for Culture, Media and Sport</p> <p>How far and in what ways do soaps either promote certain types of behaviour or legitimise negative social behaviour such as binge drinking in ‘broken Britain’?</p> <p>Candidates will need to be able to offer good definitions, points or examples in relation to:</p> <ul style="list-style-type: none"> • Whether the Tories are justified in speaking of ‘Broken Britain’ or is this an exaggeration/moral panic? • Media and soap operas - Coronation St, Emmerdale, Eastenders, Hollyoaks • Would people want to watch soaps if they aimed to portray only ‘model citizens’? • How soaps could seem to reinforce, glamorise or legitimise negative social behaviour • How soaps may help viewers empathise with characters - promote good social behaviour, reduce discrimination <p><i>Examiners’ assessments here should weigh the evidence of knowledge and understanding concerning creativity, (AO1) as presented by candidates.</i></p>

Q32	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 good and bad points concerning the impact of soaps - answers which are limited to a discussion of just one side of this issue should be 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> <ul style="list-style-type: none"> • The stimulus sets out the dilemma - do soaps have a positive impact promoting good behaviour - for example reducing discrimination - or is there a danger soaps glamorize bad behaviour? • For many people soap characters are friends and almost members of their family - if a viewer identifies with a particular character, this may have a significant impact on an individual view's attitudes and behaviour. • There is no question that many soap characters act as role models to some viewers. • Soaps also explore a variety of situations which an individual viewer may not previously have encountered in their own life - eg: <ul style="list-style-type: none"> • marital break-up or unfaithfulness • law breaking leading to a custodial sentence • abortion or suicide • coping with disabilities • asylum seekers <p>Any other valid points must be credited.</p>

Q32	Mark	<i>AO4:Communicate clearly and accurately in a concise, logical and relevant way.</i> <i>The AO4 marks are not dependent upon the AO1 and AO2 marks.</i>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

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