



Mark Scheme (Results)

June 2017

GCE General Studies (6GS02/01)
Unit 2: The Individual in Society



Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

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

www.pearson.com/uk

June 2017

Publications Code 6GS02_01_1706_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

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.

Section A

Question Number	Answer	Mark
1	C a reflection of an artist's efforts, skill and imagination (the sole basis of creativity is not monetary value, high levels of skill or popularity)	(1)

Question Number	Answer	Mark
2	A Brahms (1833-1897)	(1)

Question Number	Answer	Mark
3	C Monet and Degas (the pairs of artists mentioned in A, B and D were not impressionists)	(1)

Question Number	Answer	Mark
4	D 1400-1600 (the Renaissance period started before and had ended by the time of the dates mentioned in A, B and C)	(1)

Question Number	Answer	Mark
5	B Harold Pinter and Kingsley Amis (Austen, Bronte and Conrad had all died long before, respectively, Orwell, Forster and Rushdie were born)	(1)

Question Number	Answer	Mark
6	B writers (other prizes exist for painters, musicians and architects)	(1)

Question Number	Answer	Mark
7	B if the premises on which the conclusion is based are true (none of A, C and D guarantee truth)	(1)

Question Number	Answer	Mark
8	A inductive argument (other types of argument are not typically based on observations)	(1)

Question Number	Answer	Mark
9	C 22.12% ($9150/[53044 \times 0.78] = 22.115140\%$) (other answers reflect incorrect application of number)	(1)

Question Number	Answer	Mark
10	B 69 666 ($[53044 \times 100/81] \times 100/94 = 69,666.40399$) (other answers reflect incorrect application of number)	(1)

Question Number	Answer	Mark
11	D 31 267 ($[53044 \times 0.703] - 9150 + 3127 = 31,266.932$) (other answers reflect incorrect application of number)	(1)

Question Number	Answer	Mark
12	D 1119 ($[53044 \times .703] \times .03\% = 1,118.69796$) (other answers reflect incorrect application of number)	(1)

Question Number	Answer	Mark
13	B 1348 ($[53044 \times 0.077] \times 0.33 = 1,347.84804$) (other answers reflect incorrect application of number)	(1)

Question Number	Answer	Mark
14	B Hollyoaks (other programmes mentioned contain factual rather than dramatic material)	(1)

Question Number	Answer	Mark
15	D disagreement among politicians and disagreement by the press (there was not universal acceptance of the Leveson recommendations among either the politicians or the press)	(1)

Question Number	Answer	Mark
16	B 'Quality' papers are as likely to be politically biased as 'popular' papers. (differences between 'quality' and 'popular' newspapers remain including over the larger readership of 'popular' papers and where the political biases of all newspapers are placed)	(1)

Question Number	Answer	Mark
17	A outlaws defamation in any permanent form such as printing (none of the other answers refer to 'defamation in any permanent form' which is the essential element of the law of libel)	(1)

Question Number	Answer	Mark
18	A it became easier for the media to access previously confidential information (the courts do still uphold privacy and the Act has nothing to do with costs or charges)	(1)

Question Number	Answer	Mark
19	C is influential because government relies on its expertise (such groups are not restricted to women and options A and D are more likely to apply to 'outsider' groups)	(1)

Question Number	Answer	Mark
20	D former British colonies and other countries which share its aims (some former colonies are not members, some Commonwealth countries do not have the British monarch as their Head of State; Mozambique and Rwanda are members now even though they were not previously British colonies)	(1)

Section B

Question Number	Answer	Mark
21(a)	<p>1 mark for explaining 'well born'</p> <ul style="list-style-type: none"> • born into a rich or privileged family <p>1 mark for explaining 'elite'</p> <ul style="list-style-type: none"> • a small select group, considered superior to the rest of society 	(2)

Question Number	Answer	Mark
21(b)	<p>1 mark for explaining 'real terms'</p> <ul style="list-style-type: none"> • means the change in a financial number after correcting for the effect of inflation <p>1 mark for explaining 'pay cut'</p> <ul style="list-style-type: none"> • not an actual pay cut - pay may have risen in numbers, but their purchasing power / value of a salary will have declined 	(2)

Question Number	Answer	Mark
22	<p>1 mark for one of the following :</p> <ul style="list-style-type: none"> • the strange death of the British middle class • the most disturbing social change of our age • will probably dominate your children's lives. • the lifestyle that the average earner had fifty years ago is now the preserve of the rich. • middle-class pensioners look on amazed at how their children...seem to have a far harder time 	(1)

Question Number	Answer	Mark
23	<p>1 mark for identifying</p> <ul style="list-style-type: none"> • Margaret Thatcher's new government in 1979 	(1)

Question Number	Answer	Mark
24	<p>1 mark for identifying</p> <ul style="list-style-type: none"> • Round the Cabinet table, the privately-educated Chancellor and Prime Minister sit happily with 21 fellow millionaires. 	(1)

Question Number	Answer	Mark
25	<p>Award 1 mark for explaining</p> <ul style="list-style-type: none"> • Definition - a statement or declaration without support, evidence or reason <p>Award 1 mark for explaining</p> <ul style="list-style-type: none"> • Example - they pin their hopes on the scratchcard, the rollover jackpot or <i>The X Factor</i> • OR...unless they can get a job in finance, the next generation will find it hard to live even in the suburbs their parents inhabit. 	(2)

Question Number	Answer	Mark
26	<p>Award 1 mark for each point concerning the <u>reliability</u> of an inductive argument (max 2)</p> <ul style="list-style-type: none"> • conclusions of inductive arguments are only as good as the observations or evidence on which they are based • several different conclusions are possible and they may conflict/not prove to be correct • some conclusions may be based on few observations and can prove to be unreliable • conclusions based on specific inductive points are generalised and may often be incorrect • conclusions of inductive arguments are less reliable than those of deductive arguments 	(2)

Question Number	Answer	Mark
27	<p>Award up to two marks for giving an explanation of the statement (1 mark for each bullet point):</p> <ul style="list-style-type: none"> • Many firms have long outsourced production-line operations to countries overseas... • But now less routine, more important operations such as research are being sent overseas too <p>Award up to two marks for giving reasons to support the statement (1 mark for each bullet point):</p> <ul style="list-style-type: none"> • Firms are able to employ suitable staff more cheaply overseas • Technology now allows such operations to be undertaken in other countries • Overseas competition puts pressure on UK firms to reduce costs in any way they can • Technology brings cost savings <p>Note: answers must link to the points made by the writers</p>	(4)

Question Number	Answer	Mark
28	<p>AO2: Award 1 mark for each of the points made by the writers in the passage to explain why younger members of contemporary middle class families are in a less fortunate position than their parents. Only material from the passage should be awarded credit (Max 4) eg:</p> <ul style="list-style-type: none"> • The lifestyle that the average earner had fifty years ago – reasonably sized house, dependable healthcare, a decent education for the children and a reliable pension – is now the preserve of the rich. • Studying hard at school and university, finding a job, getting married, saving money and buying a house. For those who did that, Britain has been – until recently – a superb place to live. • In politics, media, and judiciary and to some extent sport, it is now the privately-educated rich who are in power. • The best-paid 1%, now collect 14% of all the money paid in salaries in Britain, while the average earner has taken a real-terms pay cut of about 10% since the 2008 crash, and this is not expected to improve. • Many jobs that middle class workers would have undertaken are being overtaken by technology and/or outsourced abroad. • It seems impossible to save your way to a comfortable life and unless they can get a job in finance, the next generation will find it hard to live even in the suburbs their parents inhabit. <p>Marks can be awarded only for points which are explicitly made by the writers (including any not summarised above) not for other ideas introduced by candidates.</p>	(4)
	<p>Mark AO4: Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO1 or AO2 marks.</p>	
0	<p>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 (i.e. less than about 6 lines / 50 words) to assess reliably.</p>	

	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
29	<p>The question asks candidates:</p> <ul style="list-style-type: none"> • how far • the evidence and • arguments advanced by the writers • justify their conclusion that wealth and power are now • increasingly concentrated in the rich upper classes? • The writers assert that the wealthy and privately educated now have greater influence than previously and that the middle classes now have less power and influence - but does the passage offer sufficient evidence to justify this? • The writers seem to regard private education as a key element in bringing the rich to power - but is this link sufficiently explained? • Outsourcing of many work functions to overseas operations is seen as a cause of the pay of many middle class families but does this necessarily follow from the supposed increase in power and influence for the rich? Or maybe it's a consequence of globalisation? • As low interest rates ruined returns on savings did people really turn to scratch cards, rollover jackpots and the X Factor as an alternative? <p>Mark A03 by asking yourself the following questions and awarding a mark where appropriate (max 4):</p> <ul style="list-style-type: none"> ▪ Does the candidate discuss the writers' main conclusion? If YES award one mark only ▪ Does the candidate refer to types of evidence – e.g. objectivity, subjectivity, facts, and opinions? If YES award one mark only ▪ Does the candidate refer to the adequacy of the evidence or 	(5)

	<p>any gaps, flaws or bias?</p> <p style="text-align: right;">If YES award one mark only</p> <ul style="list-style-type: none"> ▪ Does the candidate refer to the writer's argument or to different types of argument? If YES award one mark only ▪ Is a plausible final objective assessment made of the justification for the claim? If YES award one mark only <p>After marking the answer for A03, assess it for communication, A04.</p>	
--	---	--

Question Number	Mark	A04: <i>Communicate clearly and accurately in a concise, logical and relevant way. Note - The A04 marks are NOT dependent upon the A01 or A02 marks.</i>
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 (i.e. less than about 6 lines / 50 words) to assess reliably.
1		The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
2		The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
3		The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant - there are very few grammatical or spelling errors.

Section C

Inroduction

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 Number	Context				
30	UK General Election, 2015				
	<i>Political Party</i>	<i>Total vote (millions)</i>	<i>Share of the total vote (%)</i>	<i>Change from 2010 election (%)</i>	<i>Number of MPs elected</i>
	Con	11.30	36.8	+0.8	330
	Lab	9.34	30.4	+1.5	232
	Lib Dem	2.42	7.9	-15.2	8
	UKIP	3.88	12.6	+9.5	1
	SNP	1.45	4.7	+3.1	56
	Green	1.16	3.8	+2.8	1
	PC	0.18	0.6	+0.0	3
	DUP	0.18	0.6	+0.0	8
	SF	0.18	0.6	+0.0	4
	UUP	0.11	0.4	+0.0	2
	SDLP	0.10	0.3	+0.0	3
	Others	0.38	1.3	-2.5	2
	Total vote: 30.7 million Electorate: 46.4 million Turnout: 66.1%				
How far do the results of the 2015 General Election strengthen or weaken the case for replacing the first-past-the-post electoral system with a system of proportional representation?					

Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Question number	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 valid point of knowledge/understanding up to a maximum of 8 marks:</p> <ul style="list-style-type: none"> • the first past the post system depends on the results of 600+ constituencies; these can be influenced by low turnouts and offer no guarantee of proportionality • the party which wins most votes does not necessarily gain most seats, though in 2015 they did • different systems of proportional representation operate in different parts of the UK - Regional List system for European Parliament elections, Single Transferable System in Northern Ireland, Additional Member System is used to elect members of the devolved assemblies in Scotland and Wales - candidates who discuss between the systems should be given credit • an argument in favour of the first past the post system is that it provides majority government; this happened in 2015 but not in 2010 which resulted in a coalition government made up of Conservatives and Lib Dems • Those who favour PR systems believe these lead to better representation and less unfairness. • If candidates make relevant use of points included in the stimulus, they should be awarded AO1marks for doing so. <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. Examiners' assessments here should weigh the knowledge and understanding concerning electoral reform that the candidate discusses.</p>

Question number	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>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>In recent years it has been found that most candidates make a clear point of knowledge / understanding (AO1) and then offer some evaluation of interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce, such as:</p> <ul style="list-style-type: none"> • the Conservative government elected in 2015 gained a majority in the House of Commons with less than 37% of those voting, so on a turnout of 66%, this means that the elected government won the support of barely 25% of the electorate • the case for proportional representation is as strong as ever if fairness is a criterion - 7 million of those voting gained only 10 MPs - 1 MP each for the Greens and UKIP and just 8 for the Lib Dems - while one and a half million votes gained 56 seats for the SNP in Scotland • the 2015 election result was expected to result in a minority government or a coalition; some would see the election of a majority government as a strength yet the 2015 election result itself highlights the extent to which the party system has fragmented, possibly making FPTP a less suitable system for future use <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>

Q31	Context
	<p>Is the future rail?</p> <p>UK transport today looks very different from the one envisaged by Dr Beeching who recommended closing 2,000 stations and 5,000 miles of track in the 1960s. Rail passenger figures have almost doubled over the past 10 years; commuter trains are crammed; young people are deserting the car for the train; and Britain's railway bosses are struggling to meet soaring demands for seats. The legacy of Beeching – dug-up lines, sold-off track beds and demolished bridges – has only hindered plans to revitalise the network.</p> <p>Source: adapted from Robin McKie, The Guardian, 2 March 2013 at https://www.theguardian.com/uk/2013/mar/02/beeching-wrong-about-britains-railways</p> <p>What explains the expansion of rail travel in the UK when it appeared to be in terminal decline 50 years ago?</p>

Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Question 31	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 valid point of knowledge/understanding up to a maximum of 8 marks:</p> <ul style="list-style-type: none"> • As housing has become increasingly expensive in major urban centres, many people have needed to move to the suburbs or countryside or other towns to find affordable accommodation - causing the growth of commuting - or did they move there because the railway service was available? • As rail services have improved to accommodate commuting, the idea that people should live where they want to and work where they have to has grown up • The Beeching cuts were made because it was assumed that road travel and the development of motorways would be the solution to transport problems • Since the 1960s, awareness of environment issues has grown, so enthusiasm for using cars and lorries with all the implications for pollution has declined, as people re-consider how they travel

	<ul style="list-style-type: none"> As Britain is slowly accepting the need for high-speed rail, other countries are already ahead of us in terms of exploiting this approach to transport needs. <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 A02. Examiners' assessments here should weigh the knowledge and understanding concerning electoral reform that the candidate discusses.</p>
--	--

Q31	Mark	A02: <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 how and why rail usage has increased since the Beeching cuts in the 1960s.</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>In recent years it has been found that most candidates make a clear point of knowledge/understanding (AO1) and then offer some evaluation of interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce - eg:</p> <ul style="list-style-type: none"> Could the success of rail have been due to the model of privatisation adopted by Conservative governments? Why has commuting risen - is this driven by economic choices and/or a lifestyle choice for increasing numbers of families? Were the Beeching cuts a mistake even though some of the lines or stations closed could never have been economically viable? Why are dug-up lines and sold-off track beds a hindrance

		<p>to revitalising the network?</p> <p>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.</p>
--	--	--

Q 31	Mark	AO4: <i>Communicate clearly and accurately in a concise, logical and relevant way. Note: 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 (min. about 6 lines/50 words) to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.