General Studies

Edexcel scheme of work for general Studies and Extended Project

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
1	**Introduction**: Structure purpose and value of General Studies.	• Appreciation of the value of General Studies • Awareness of content and skills required for AS General Studies • Understanding of how these skills are transferable and can contribute to other areas of study • Understand the importance of the unifying themes to give coherence	**Brainstorm**: What is General Studies? How is it different to other studies? Teacher to highlight (and add if necessary) key points. **Group discussion**: What can General Studies contribute to (a) individual development and (b) to other studies? **Exposition**: structure of course, skills, nature and structure of exams. What will be assessed? **Discussion**: Market value of General Studies. In this it is essential to examine the attitude of Universities to general Studies in terms of offers and clearing. **Exposition**: relationship of General Studies to Extended Project	*GS Student Guide:* pp. 3-4 *GS Specification*:, pp. 4-11 H*and outs* – outline of course content, objectives and exam structure *GS E-spec* *Past examination papers* *Getting started*: pp. 24-25
2	**Challenges for society**: An overview	• Understanding of 'society' and the meaning of 'challenge. • Appreciation of the range of different challenges that face society • Awareness that challenges are not necessarily a threat and may actually strengthen society • Recognition of the way that all subject areas can help students to understand and appreciate this issue	**Group work**: What should be understood by the term society? What should be our place in and relationship to society? What challenges face society today? How has the nature of these challenges changed over time? What future challenges to society can be anticipated? **Feedback**: Develop an agreed definition of 'society – this should recognise differences between social groups globally, regionally, nationally and locally. Examine the idea of different cultures. List different 'challenges'. **Whole group work**: arrange challenges in coherent groups and/or in a priority order. **Investigation**: Using the E-spec search facility identify the different challenges listed in the Specification. **Whole group work**: Compare the list produced in class with the list identified from the E-spec. Discuss the reason for any differences or omissions. **Discussion**: Why is it important to study 'Challenges facing society'? How valuable are the perspectives	*GS Specification*, pp. 15, 43. *Handout:* definition of 'society' and 'challenge' list of challenges facing society.

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			from different subjects in helping us to understand/explain such challenges.	
3/4	**Challenges for society**: What do scientists do?	*(two weeks)* • Define scientist (science) and explain how scientists works • Define and understand the difference between key terms • Understand the inductive process and be able to give appropriate examples/illustrations Understand the relative values of different competing theories • Appreciate the importance of 'falsification' and the 'principle of simplicity' • Appreciate the purpose and limitations of science • Be aware of the significance of 'observation'	**Discussion**: What is 'science'? Why and how does the work of scientists challenge society? **Group investigation**: Discuss and produce a description of how scientists work/what do they do **Feedback and discussion**: identify and explain key terms including 'hypothesis', 'theory', 'observation', 'induction',' prediction' **Brainstorm**: are there any other terms linked to the way scientists work. **Exposition**: On what principles should one theory be preferred to another? Prediction and predictive ability. How are hypotheses tested? Popper and falsification. Occam's Razor and the principle of simplicity. The importance of empiricism **Discussion**: can scientific method be applied in other subject areas? List examples. **Group work**: consider whether science can answer any questions relating to life? What questions cannot science answer? Why do such questions not lend themselves to scientific method? If science cannot answer some questions does it mean that scientists can't either? **Report back**: Each group to report their findings to the whole group. Discussion of any differences of opinion between the groups. **Exposition**: Introduce ideas of 'fact', 'opinion', 'belief' and 'evidence'. Agree definitions.	*GS Student Guide:* pp. 9-16 *GS Specification*: pp. 16, 44. *Handout*: definition of terms (especially 'hypothesis', 'theory', 'induction', 'prediction', 'falsification' etc.) *GS Revision Express*: pp. 29-33 *A Level GS*: pp. 96-97, 100-101, 108-109, 211, 213. *Getting started*: pp. 10-11.
5-6	**Challenges for society**: How does science affect society?	(two weeks) • Understand the traditional authoritarian role of the Church in preserving traditional explanations of scientific phenomena. • Identify areas of traditional religious teaching which have been challenged by scientific discoveries. • Appreciate why the work of Darwin (and others) threatened religious orthodoxy. • Explain the nature of the challenges presented to society by modern scientific developments. • Be able to different views to developments	**Brainstorm**: similarities and differences between science and religion. What questions does/should each discipline address. Similarities and differences between methodologies. Reason/observation versus faith/revelation. **Exposition**: Outline reasons for, methods used and results of the control exercised by religion over scientific investigation. Explain the development of new scientific methods of research in the 17th century. Introduce the work of Copernicus and the enlightenment. **Research**: Copernicus and the heliocentric view of the universe. Darwin and evolution.	*GS Student Guide:* pp. 17-24 *GS Specification*: pp. 16, 45. *Handouts*: (i) definition of terms such as 'scientific revolution', 'geocentric',' heliocentric', 'experimental method', 'ethics' etc. (ii) Influence of Copernicus, Darwin and new approaches to scientific investigation. (iii) Fact sheets on either Nuclear energy or genetic modification and GM foods. *GS Revision Express*: pp. 10-28, 34-35, 42-43, 206. *A Level GS*: pp. 84-5, 88-89, 94-95, 98-9, 102-

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		in areas such as nuclear power and genetics. • Recognise how government, commercial undertakings and private individuals contribute to scientific development through funding. • Understand why some areas of scientific research are more likely to receive funding support than others.	**Discussion**: how, why and in what ways did developments such as these challenge traditional religious and scientific orthodoxy. **Exposition**: environmental, social and ethical issues raised by some scientific developments. **Discussion**: Should the direction of scientific research/investigation be controlled? If so who by and why? Are scientists responsible for the use to which their discoveries are put? **Group work**: Investigate and discuss potential effects of developments in either Nuclear power or genetic foods. Do benefits outweigh potential costs/disadvantages? To what extent should we be guardians of the future? **Exposition**: How is science funded? The importance of collaboration. Should all scientific research be funded? How far is it driven by commercial pressures rather than the search for knowledge? **Discussion**: How independent should scientists be?	103, 114-115, 218-9. *Getting started*: p.11.
7-8	**Challenges for society**: Does science benefit society?	*(two weeks)* • Appreciate efforts to provide scientific solutions to medical, environmental and developing world problems. • Distinguish between the nature and role of technology and science. • Describe how technology can be used to resolve human problems. • Explain the relationship between scientific progress and other issues.	**Stimulus**: View series of images reflecting impact of science and technology (such as: entertainment and communication; 'white' household goods; transport congestion; pollution; effects of global warming; etc.) Designed to illustrate both beneficial and harmful effects. **Discussion**: Should investigation be influenced by possible future application? How can benefits and costs to society be balanced/compared? **Exposition**: the role of charities in funding research and application of technology in medical and environmental issues. **Group discussion and feedback**: should developed countries contribute financially to help less developed countries acquire the latest technologies? Dangers of 'technological imperialism'. **Discussion**: is science/technology more responsible than politics/economics for global problems such as global warming, pollution etc? What solutions can/does science offer to such problems? Do solutions create new problems? **Group work**: Discuss and define 'progress', 'change',	*GS Student Guide:*, pp. 25-32 *GS Specification*: pp. 17, 46. *Handouts*: (i) images showing impact of science and technology on life; newspaper cuttings illustrating post code lottery on expensive medical treatments/appeals to finance private treatment for chronically ill individuals. (ii) Information sheet and definition of terms such as list of charities and other foundations sponsoring scientific research; list of ethical issues raised by scientific development; etc. *GS Revision Express*: pp. 10-13, 34-35, 40-45 *A Level GS*: pp. 86-89, 94-95, 102-107, 114-117, 202-207, 210-213, 218-221. *Getting started*: pp.11-12.

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			'development'. Does change always mean progress? **Exposition**: areas of social and ethical conflict: the relationship between science and religious belief as it affects human life and social organisation. Ethical issues raised by new medical procedures. **Debate**: Should science/technology be used to alter human behaviour?	
9-10	**Challenges for society**: What makes a humane society?	*(two weeks)* • Appreciation of direct and indirect influences of religion on modern society. • Distinguish between religious and secular societies. • Identify and recognise differing contributions to society of different world religions. • Define secular society and identify examples of secular societies. • Define and give examples of human rights; distinguish between Human and Legal rights. • Appreciate the relationship between rights and responsibilities. • Understand ways in which modern ethical theories influence society and human behaviour. • Explain key principles of Utilitarianism and understand how it has influenced social behaviour and attitudes to right and wrong? • Appreciate the relationship between humans and animals. • Consider issues involving 'animal rights'. • Explain how views about animal rights have influenced human behaviour and resulted in conflict.	**Brainstorm**: Characteristics of a humane society. **Discussion**: What is the origin of such characteristics? Religion? Philosophy? Evolution? Does religion still influence characteristics of a modern society? **Group work and feedback**: Identify different influences of religion in modern life. Does religious belief and practice still have relevance? **Exposition**: Differences between religious and secular societies. What is a secular society? Distinctive characteristics of secular societies. Is the UK a secular society? Examples of societies which are or have been largely secular. What effect does a secular society have on: education; government; social values? Is it only possible to have true equality in a secular society? **Discussion**: is the UK a secular society? Should it be more secular? The role of the established church in politics and government. **Quiz**: Present a series of short scenarios and ask candidates to assess with reasons whether actions described are right or wrong. **Investigation**: define Human Rights and examine the impact of the UN and European Declarations of Human Rights on British Society. **Discussion**: Are rights more important than responsibilities? Consider this in relation to: criminal behaviour; ethnicity; religious practices; medical treatment etc. **Debate**: It is meaningless to talk about animal rights since animals exist for the benefit of human beings.	*GS Student Guide:*, pp. 33-40 *GS Specification*: pp. 17, 47. *Handout (i)*: definition of terms: 'secular'; 'secular society'; 'established church'; 'monarchy'; 'state education'; 'utilitarianism'; 'social contract theory'; etc. (ii) Newspaper articles and images concerning animal rights; animal testing; culling; fox hunting etc. (iii) Newspaper articles about alleged breaches of human rights; the rights of criminals; the rights of immigrants and asylum seekers. *GS Revision Express*: pp. 72-73; 80-81; 102-103; 142-147; 156-157; 194 *A Level GS*: pp. 26-29; 174-177; 208-209; 212-213. *Getting started*: pp.12-13
11-12	**Challenges for society**: Should the punishment fit the crime?	*(two weeks)* • Understand why societies have laws. • Appreciate the relationship between laws and civil liberties. • Explain how crime affects (a) individuals	**Group work**: Investigate why societies have laws; how they develop; and who benefits from them. How can the restrictions of law be reconciled with civil liberties? Could society exist without laws? **Presentations**: Do laws in modern societies exist to	*GS Student Guide:* pp. 41-48. *GS Specification*: pp. 18, 48 *Handouts*: definition of terms *GS Revision Express*: pp. 102-110 *A Level GS*: pp. 164-177.

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		and (b) society. • Identify and classify different types of crime and their causes. • Interpret statistical information relating to crime and detection rates. • Be aware of issues concerning law enforcement, including 'labelling', priorities, limited resources and surveillance. • Discuss different forms of punishment used in this and other countries. • Discuss different purposes of punishment.	protect the strong against the weak? **Discussion**: What is crime? Are there different types of crime? Who are the real victims of (a) crime and (b) punishment? **Brainstorm**: How does crime affect individuals? How does crime affect society? **Brainstorm**: List different crimes; create a classification of crimes according to type (eg: crimes of violence; victimless crimes; opportunist crimes etc.) **Discussion**: Is there such a thing as 'victimless crime'? **Group work**: How do the media portray crime and criminals? Do they help us to understand why people commit crime? Is there such a thing as a criminal type? **Group work**: examination of statistical information relating to crime and criminals eg: rates of different types of crime; social class of criminals; crime hot spots etc. Different sources of crime statistics. (This can be used for application of number exercises) **Exposition**: The nature and purpose of punishment. Types of punishment? Does punishment work? Problem of repeat offenders. Is there a 'criminal age'? **Quiz**: List different crimes for students to suggest appropriate punishment. Collate suggestions. Investigate the most usual tariff.	*Getting started*: 13 *Social Trends*: www.statistics.gov.uk/social trends *National Statistics*: www.statistics.gov.uk
13	**Thinking and analytical skills**: types of knowledge. EP	• Understand different types of knowledge. • Ability to define and identify different types of knowledge. • Appreciation of the relationship between different types of knowledge.	**Exposition**: Discuss the meaning of 'know' and 'knowledge'. How do we know what we know? Where does knowledge come from? Why is it important to be able to distinguish between different types of knowledge? Transferability of this to other subjects of study. **Group work**: Discuss and define the meanings of: fact; opinion; objectivity; subjectivity; truth; falsity; belief. Write down examples of each. **Whole group activity**: from a given passage identify phrases which are examples of each of these concepts. **Exposition**: Are there different types of 'fact'?	*GS Student Guide:* pp. 5-8 *GS Specification*: p. 10. *Handout*: (i) definition of terms; (ii) passage for analysis; exercises for analysis of types of knowledge **Past examination papers**: Section B in the AS legacy papers provide useful practice material) *GS Revision Express*: pp. 212-213 *A Level GS*: pp. 2-11 *Getting started*: pp. 2-3

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			empirical knowledge derived by observation; experiential knowledge coming from experience; learnt knowledge that is taught by others; a priori knowledge etc. (Note these are not technical terms but are suggested as a basis for discussion). Is there such a thing as 'innate' knowledge? Is there 'moral knowledge'? **Individual activity**: Complete a practice test based on questions from past papers such as Section B of legacy papers. **Feedback**: discuss and explain answers	
14	**Thinking and analytical skills**: types of argument. EP	• Understand different types of argument. • Ability to define and identify different types of argument. • Appreciation of the strengths and weaknesses of different types of knowledge. • Appreciation of some basic fallacies.	**Exposition**: Discuss the meaning of 'argument'. Introduce idea of different types of argument. Transferability of this to other subjects of study. **Group work**: Investigate and write down key/distinguishing features of: deductive; inductive; analogous; authority; and causal arguments. **Whole group activity**: from given passages identify examples of different types of argument. Feedback: report back and discuss responses. Review definitions of different types of argument and brainstorm strengths/weaknesses of each. **Exposition**: Examine the importance of evidence in supporting/presenting argument. Consider balance, bias, assertion, and sufficiency. **Individual activity**: Complete a practice test based on questions from past papers such as Section B of legacy papers. **Feedback**: discuss and explain answers. **Exposition**: what questions should be asked to test whether a conclusion is justified. How not to answer this type of question.	*GS Student Guide*: pp. 5-8 *GS Specification*: p. 10. *Handout*: (i) definition of terms. (ii) practice passage and exercises. (iii) guidance on testing the nature and quality of evidence and whether a conclusion is supported/justified. *GS Revision Express*: pp. 212-213 *A Level GS*: pp. 2-11 *Getting started*: pp. 2-3 **Past papers**: including Section B sections of legacy papers 6451, 6452 and 6453
15	Data response questions EP	• Appreciation of structure of data response sections. • Awareness of different types of question used in data response. • Understanding of the time constraints involved in completing data response questions.	**Exposition**: What are data response questions? How to approach passages. The importance of using time carefully. Analysing and interpreting questions. How much to write? **Group work**: using past papers identify different types of question included in data response. Note that all assessment objectives are tested. **Individual activity**: work through an example of data	*GS Student Guide*: pp. 110-125. *GS Revision Express*: p. 210. *Getting started*: pp. 4-5. *Past papers*: examples of data response questions in Section B

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			response taken from a past paper. **Feedback and discussion**: Consider correct answers and identify any difficulties experienced.	
16	Exam preparation	Awareness of structure of the exam paper Appreciation of time constraints and the importance of AO4 (Communication).	**Whole group work**: Inspect past papers to identify the structure of the paper. Note: purpose of three sections; necessary time constraints; compulsory nature of all questions; use of the answer book. **Exposition**: review 5 main content areas to be covered in the exam	*Past papers*: *GS Student Guide:* pp. 106-107.
17	**Unit 1 Exam**			
18	Review of Unit 1 Exam: skills and techniques required.		**Brainstorm**: consider issues raised by the examination. Consider lessons for future exams. **Exposition**: discuss individual questions and answers.	*Unit 1 paper*.
19	**The individual in society**: An overview	• Understanding of 'society' and the meaning of 'challenge. • Appreciation of the range of different challenges that face society • Awareness that challenges are not necessarily a threat and may actually strengthen society • Recognition of the way that all subject areas can help students to understand and appreciate this issue	**Group work**: How should an individual relate to and respond to society? What influences values beliefs and behaviour? What should be an individual's reasonable expectations and rights? Should society expect individuality or conformity? **Feedback**: Develop an agreed definition of 'individual' – this should recognise differences between cultures, religious groups and age cohorts. List different responsibilities and rights. **Investigation**: Using the E-spec search facility identify the different rights and responsibilities listed in the Specification. **Whole group work**: Compare the list produced in class with the list identified from the E-spec. Discuss the reason for any differences or omissions. **Discussion**: Why is it important to study 'individuals in society'? What different perspectives can such a study introduce which may not be present when studying 'society' as a unit? How important is a study of the past in helping us to understand the present? How significant is a study of other cultures to appreciate an individual's own culture?	*GS Specification*, pp. 19, 49. *Handout:* definition of 'values' and 'beliefs', 'behaviour'. *E-spec*
20-21	**The individual in society**: Is it nature or nurture that best explains human behaviour?	• Understand the contribution made by genetic factors to human/individual behaviour. • Understand social factors influencing human/individual behaviour.	**Brainstorm**: what factors/influences make us the people we are? Classify the listed factors as either 'nature' or 'nurture'. Which factors are the most significant? Why in one genetic family can children possess different skills/strengths/weaknesses/	*GS Student Guide:* pp. 55-66 *GS Specification*: pp. 20, 49-51 *Handout*: definition of terms: 'nature', 'nurture', 'genes' , 'gender', 'upbringing' etc. *GS Revision Express*: pp.20-21 69-78, 94-97,

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		• Understand the contribution made by both genetic and social factors in influencing life chances. • Recognise changes that have taken place in attitudes and behaviour since c1960. • Be able to describe some of these changes.	interests? What are the differences between 'behaviour' and' life-chances'? **Exposition**: Describe the nature-nurture debate. How important are genetic factors in developing personality/behaviour/life-chances? Are 'criminals born' or 'made'? What characteristics must be the result of 'genes' rather than 'environment'? What genetic features can be modified by environment? **Brainstorm**: Identify key environmental factors in shaping personality/behaviour and life-chances. Discussion: How far can or should medical advances be used to overcome genetically created problems? **Exposition**: Explain and illustrate the importance of life-chances. Use statistical information to illustrate the different life-chances of different sections of society? Average life-expectation in different areas of the country (or world) can provide a good starting point. **Group work**: What steps could government, families and individuals themselves take to improve life-chances? **Exposition**: Outline changes brought about as a result of the welfare state, improved transport, new systems of communication, and developments in education as factors in transforming society. **Discussion**: To what extent is society more equal and open today than it was for previous generations?	201 *A Level GS*: pp. 90-91, 104-105, 122-123, 128-129, 148-151, 174-175, 184-185, *Social Trends*: www.statistics.gov.uk/social trends *National Statistics*: www.statistics.gov.uk
22-23	**The individual in society**: Where do our values and opinions come from?	• Be able to give different definitions of culture, recognising that the term 'culture' is often equated with society • Identify and describe cultural values. • Explain how cultural values are developed and why they can change. • Understand the meaning of socialisation and different factors that can bring it about. • Appreciate the source and importance of 'identity' and 'self-image'. • Have some understanding of aspects of life in the UK. • Be able to explain and distinguish between 'mono-culturalism and multi-culturalism.	**Brainstorm**: meaning of culture; features which help to make up a culture. **Exposition**: Agreed definition based on student suggestions. Consider where we get 'cultural values' from. Introduce and illustrate concept of sub-cultures. **Brainstorm**: The effect of different influences on the development, transmission and modification of cultural values. Advantages and disadvantages of an unchanging common culture. **Discussion**: How far do external factors influence an individual's cultural values? **Group work**: Investigate and define 'socialisation'. Identify different sources of 'primary' and 'secondary' socialisation. Consider the nature of	*GS Student Guide:* pp. 67-74 *GS Specification*: pp. 20, 52-54 *Handout*: (i) definition of terms. (ii) factsheet on employment/unemployment; economic terms; social and ethnic diversity; anti-discriminatory legislation. *GS Revision Express*: pp. 70-73; 79-80; 111-126; 141-145; 193; 194; 197;199; 201 *A Level GS*: pp. 148-163; 182-185; 188-189; 190-191 *Social Trends*: www.statistics.gov.uk/social trends *National Statistics*: www.statistics.gov.uk

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		• Outline principal anti-discrimination legislation. • Describe the impact of freedom of information legislation.	'identity' and factors which affect it. Why does change over time occur? **Exposition**: Discuss aspects of life in Britain today including employment and unemployment, features of the economy, population issues, multi- and mono-culturalism; effects of migration, anti-discriminatory legislation. There are so many issues that it will be necessary to select and focus on those of relevance to the group. The key issue is how these features contribute to the development of cultural values. **Discussion**: use questions listed in the specification p. 54. to consider changing cultural values	
24-25	**The individual in society**: Mass media: representation or reality?	• Be able to define media and identify different forms. • Distinguish between media and message. • Understand and explain how media influences and is controlled by society. • Recognise different forms of censorship including legislation. • Discuss ways in which individuals can influence and participate in the media.	**Brainstorm**: define and list different forms of media. **Group work**: examine a series of different newspaper reports describing a common issue; analyse language, stance, use of images, relative importance, spin etc. **Discussion**: How do the media influence people? Is it important? List different types of influence and behaviours that may be influenced (such as political belief, fashion, alcohol, celebrity). **Exposition**: Ownership and control of media; external control of media control; bias and impartiality. Moral panics and influences for good; the importance of Soap operas. **Group work**: investigate different forms of censorship. **Discussion**: Is censorship always harmful? Who has the right to censor? **Group work with presentation**: the role of individuals in the media; control and influence; the importance of electronic forms of communication Exposition: media funding; monopolistic control; the role of advertising; the role of the tax payer	*GS Student Guide:* pp. 75-82 *GS Specification*: pp. 21, 55-57 *Handout*: definition of terms *GS Revision Express*: pp. 161-166, 203 *A Level GS*: pp. 72-83, 118-119, 194-195 *Getting started*: p. 14 Selected newspapers/ articles. Recordings of broadcasts (TV/radio/Internet)
26-27	**The individual in society**: Do the arts challenge or reflect society?	• Understand the meaning and use of the term 'style'. • Explain how style has developed in at least **one** form of the arts. • Appreciate reasons for changes in artistic style. • Describe similarities and differences	**Exposition**: define meaning and purpose of style. **Group work**: using prepared images of art works classify the different works according to 'style'. **Discussion**: What criteria can be used to classify? Why classify works of art? Advantages and disadvantages. **Exposition**: How do styles of art change and develop?	*GS Student Guide:* pp. 83-90 *GS Specification*: pp. 21, 58-59. *Handout*: (i) definition of terms (ii) Images of art works *GS Revision Express*: pp. 134, 171-190, 202, 206 *A Level GS*: pp. 12-23, 32-3348-71, 216-217

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		between 'innovation' and 'creativity' in the arts. • Describe the key characteristics of at least one artistic style in at least one of the art forms. • Discuss how works of art have been used to reflect aspects of society. • Explain how works of art have been used to challenge aspects of society. • Be able to set these features in the context of development through time.	What are key characteristics of a style? Why are many artistic styles linked to time frames? Why do different art forms use the same titles for style and yet sometimes mean different things (eg what does 'Classical' mean in painting, sculpture, music and architecture?) **Investigation**: identify key characteristics for each of 5 chosen artistic styles, using any of the art forms (a good starting point for this are pp. 180 and 190 of *Revision Express*.) **Individual work**: choose any work of art in a chosen style and art form and study it to identify characteristics that would help classify it as belonging to a specific art style. *Exposition*: consider, with appropriate illustrations the meanings of 'creative' and 'innovative'. What are the similarities and differences between the terms? Identify a number of innovative works in each art form. **Group work**: consider the images used for classification exercise to determine which are innovative and which are merely creative. What factors influence decisions? **Investigation**: Using images from a chosen style and art form consider what they tell a viewer about (a) the artist and his/her perceptions, (b) the time (attitudes values and events) when the art work was created? (c) [for 'historical' works] the time depicted. Identify the characteristics of examples of such works. **Discussion**: is the purpose of art simply to entertain or to reflect society? **Investigation**: Consider works of art which challenge the attitudes and circumstances of society. Identify the characteristics of examples of such works. **Feedback**: Identify a list of examples of art works which (a) reflect and (b) define society.	*Getting started:* pp. 4-5 *Websites of museums and art galleries eg:* www.nationalgalleryimages.co.uk www.npg.org.uk www.tate.org.uk www.barber.org.uk www.bmag.org.uk www.whitworth.manchester.ac.uk
28-29	**The individual in society**: Is the UK really a democracy?	• Be able to identify the major political parties and list some of their principle policies/characteristics.	**Brainstorm**: Using images of main party leaders. Ask student to identify each, the party which they lead and give key policies of each party.	*GS Student Guide:* pp. 91-100. *GS Specification*: pp. 22, 60-62. *Handout*: (i) definition of terms

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		• Be aware of how political parties are funded and level of democracy within them. • Recognise results of recent elections at European, national and local/regional levels. • Understand the concept of democracy and be able to assess the level of democracy within parties and at a national and European level. • Describe key features and working of the electoral system. • Distinguish between different forms of voting systems. • Appreciate the role of pressure groups. • Recognise the role of individuals and groups in bringing about political change. • Be aware of Britain's role/involvement in Commonwealth, EU, NATO and UN.	**Exposition**: Using statistical information from recent election outline major political parties at National European and local levels. **Investigation and feedback**: different groups to study different political parties to establish policies and characteristics; source of funding, typical support base etc. Compilation of information through feedback. **Exposition and application of number**: Discuss idea of democracy and link to electorate and elections. Examine statistical information about recent election. Use this for some application of number activities. **Discussion**: Identify different systems of voting used in UK elections. What are the advantages and disadvantages of each system? Which is the most democratic? Why? Does the voting system need to be reformed? **Exposition**: outline key features of the political system and the electoral system. Discuss pressure groups and single issue groups. **Investigation**: identify pressure groups operating locally. What are their advantages and disadvantages compared to political parties? Examine successful issues supported by single issue groups and individuals. **Discussion**: What is the place of protest in politics? **Exposition**: Examine the structure of the EU. Outline aspects of the role played by Britain in the UN, NATO and Commonwealth. How do these differ as international organisations? **Debate**: Has membership of the EU caused the UK more harm than good?	(ii) key characteristics of major parties (iii) details of different voting systems (iv) images of main party leaders. *GS Revision Express*: pp. 82-92 *A Level GS*: pp. 134-147 *Getting started*: p. 15. *Social Trends*: www.statistics.gov.uk/socialtrends *National Statistics*: www.statistics.gov.uk **Websites** of major political parties. www.europa.eu/index
30	**Thinking and analytical skills**: Are conclusions justified? The strengths and weaknesses of types of evidence.	• Understand the demands of this type of question. • Be able to apply understanding of types of evidence and types of argument. • Recognise the relationship between different types of knowledge. • Recognise the strengths and weaknesses of different forms of argument.	**Exposition**: Explain the purpose of this type of activity and how the skills developed are applicable in any subject area. Outline useful questions that may be used to interrogate a passage. Explain what the task is not intended to examine (ability to paraphrase or précis; candidates own feelings about the issues raised by the author; identification of evidence without analysis. Introduce key terms such	*GS Student Guide:* pp. 5-8, 114-125 *Handout*: (i) guidance using examples from past examiners reports (Section B of legacy papers contain useful material) (ii) Short passages for analysis. *GS Revision Express*: pp. 210, 212-213 *A Level GS*: pp. 10-11

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
			as 'bias', 'balance', 'rhetoric', 'fact', 'opinion'. What is meant by 'strengths', 'weaknesses', 'assertion', 'support', 'justification'. **Activity**: Analysis of passage to identify supporting evidence and argument(s) used. Classification of evidence under headings 'fact' and 'opinion'. Identify unsupported statements. Which evidence is not relevant to the conclusion? **Feedback and discussion**: are facts always stronger evidence than opinion? How useful is statistical evidence; what are the shortcomings of statistics? How balanced is the passage? Is there evidence of bias? How 'sufficient' is the evidence presented? Are there obvious omissions?	
31	**Preparing for extended writing tasks** EP	• Understand the requirements of extended writing. • Recognise the importance of using a plan before writing. • Be aware of the need to address all three Assessment Objectives	**Activity**: Plan an answer to an extended writing answer under the headings AO1 (evidence) and AO2 (argument). **Feedback**: share ideas; create a common list of supporting evidence. **Exposition**: Consider what question asks candidates to do. Identify requirements of three AOs. Deconstruct the question. Discuss the importance/value of a plan. How plans can help examiners. Discuss time constraints. How best to make use of stimulus material if it is provided.	*GS Student Guide:* pp. 126-139 *GS Specification*: pp. *Handout:* extracts from Section C of past papers and longer answer questions from Section B *GS Revision Express*: pp. 219 *A Level GS*: p. vi *Getting started*: 3, 5, 15
32	**Examination preparation**	• Awareness of the demands made by the exam. • Understanding of the different skills required. • Appreciation of different type of questions. • Use of the answer book.	**Exposition**: Outline structure of paper(s) and assessment objectives. What are examiners looking for? Skills needed to approach each style of question? Time management? **Activity**: review example(s) of past papers. Identify assessment objective tested by each question. Plan outline answers to extended writing pieces (Section C)	*GS Student Guide:* pp. 106-139 *GS Specification*: pp. *Past papers* *GS Revision Express*: pp. 208-219 *A Level GS*: pp. v-vii *Getting started*: 3-5, 24-25
	GSO2 Unit 2 examination: The individual in society			
32	**Extended project:** introduction	• Understand the nature and requirements of the Extended project. • Awareness of some of the skills required.	**Exposition**: Introduce the extended project and discuss requirements. Skills needed. Type of project to be produced (the scheme of work relates primarily	*Edexcel Student Guide:* pp. *Handouts:* (i) timelines; assessment objectives; skills and techniques;

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
		• Experience of approaches to planning a project.	to the Dissertation but can be modified to suit any of the other forms of project. **Brainstorm**: What skills are needed to develop a piece of extended writing? **Group Activity**: Plan a short research topic (suggested topics specified by centre) to be completed and presented in week 36. **Feedback and discussion**: Students to present their ideas to the whole group for comment, criticism and advice. **Exposition**: Outline of task: to research and write up brief project. Outcome to be presented to the whole group in week 36	(ii) examples of titles for short research topics
34	**Extended project**: research	• Experience of researching a topic.	**Research**: students to research their mini-presentation	*Edexcel Student Guide:* pp. **Library and internet resources**
35	**Extended project**: research and write up	• Experience of researching a topic. • Experience of preparing a presentation. • Experience of time and amount constraints.	**Research**: students to complete research. **Preparation of presentation**: students to write up five minute presentation, including production of illustrative materials	*Edexcel Student Guide:* pp. **Library and internet resources** **Materials**: as required for presentation **Computers**: if presentations are to include power point
36	**Extended project**: presentations	• Experience of presentation. • Experience of making and receiving critical comment. • Review of own performance. • Significant questions to be addressed.	**Presentations**: each student to make a 5 minute presentation to be followed by questions and comments **Review of presentations**: by group members and teacher **Brainstorm**: Lessons learnt from the activity. Create list of requirements for major project (planning/research/writing/presentation) **Review**: Brief written review of performance with action points.	*Edexcel Student Guide:* pp. As required by students
Year 2				
	Taught unit	*This unit is expected to last for about 6 weeks. In total the unit should equate to approximately 40 hours of taught time.*	*Skills covered in the General Studies course and the introductory session after the examination in June contribute approximately 10 hours of this taught time*	
1	**Extended project**: Introduction to project	• Appreciate the purpose and aims of the extended project. • Awareness and understanding of the assessment objectives and key components of the activity. • Awareness of the four different types of	**Brainstorm**: Purpose of the project; what is expected of student; what should student gain from it?; **Exposition**: summarise key points from brainstorm; add as necessary. Discuss assessment objectives and what is involved for individual student. Different types of project. What each type of project has to	*Edexcel Student Guide:* pp. *Handout:* (i) *Assessment objectives*; project styles; length etc. (ii) *Timeline*: critical path analysis/deadlines (iii) *Stimulus material* containing a variety of source material about a contemporary issue

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
		project and the suitability of each to the individual learner. • Appreciation of some of the skills required for successful completion of the project. • Awareness of skills possessed and skills which need to be developed or improved. • Experience of difficulties in approaching source material critically.	offer to the individual learner. The choice of project types available to candidates in the specific centre. Breadth and depth required. Importance of independent work. Skills required. **Discussion**: What skills are required to meet objectives; which are already possessed, how new ones can be developed. **Individual reflection**: candidates to consider the extent to which they are able to match these skills. Identification of skills that require to be (a) improved and (b) developed. Feedback to whole group. (This information should be used to help formulate the remainder of the taught element of the course). **Exposition**: focus on 'thinking about' an issue. This is to encourage a critical approach. Outline activity to take place. **Group activity**: (aim: to read source material critically). Critically compare and evaluate the source material. Look for evidence of balance and bias; how well are items structured? Do the authors rely on assertion or argument? What type of evidence is used? How effectively is it used? What issues are raised in the sources which would repay further consideration? Is there evidence of omission? Are any issues overplayed? **Feedback**: Each group to report back. **Discussion**: about points raised in feedback. Are there any common issues? How effectively do we read? What techniques must be developed to read critically? **Exposition**: outline the time frame to be followed. Stages of work; when each should be completed. Deadlines	such as 'celebrity versus privacy for people who choose to be in the public eye' or 'future patterns of long distant transport'.
	Time frame			
2	**Extended project:** asking questions	• Awareness of the need to interrogate sources rather than to accept at face value. • Identification of the type of questions to ask when interrogating sources. • Ability to recognise that sources may offer conflicting views. • Greater understanding of thinking and analytical skills developed in Year 1.	**Brainstorm**: What questions should be asked when interrogating a source? **Exposition**: Critical reading; reading in depth rather than reading superficially. Tools and skills for effective reading (use of hi-lighters?) **Activity**: Analysis of prepared source material. Application of questions previously identified. Identify the structure adopted by the author. What devices are used to convey (a) meaning, (b) personal	*Edexcel Student Guide:* pp. *Handout*: (i) Tools for effective reading: list of questions to be used when reading. (ii) Items of prepared source material for analysis. *GS Student Guide:* pp. 5-8, 114-125 *GS Revision Express*: pp. 210, 212-213 Students, own work for analysis.

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Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
	analysis of argument analytical thinking	• Understanding of aspects of candidates own written work.	opinion? To what extent is their balance or bias? How to get beneath the surface of what is said explicitly to identify an underlying message. **Feedback and discussion**: **Group work**: revisit work done on types of argument (Year 1 week 13, 14, and 30. **Activity**: Consider source material presenting alternative views/arguments on a contemporary issue. Identify style of argument; types of arguments used; conclusions reached; extent to which conclusion is justified. Note use of supporting evidence; relative strengths and weaknesses of evidence used. **Discussion**: review arguments and evidence identified. What are characteristics of a sound argument? What is the relationship between opinion, fact, assertion and belief? **Brainstorm**: How can these skills be applied in individual's work? **Activity**: analysis of a piece of candidates own work to identify examples of evidence and argument. **Exposition**: fallacies and how to avoid them. Difference between assertion and argument	

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
3	**Extended project:** Choice of topic and type of project	• Awareness of the different types of project which may be developed. • Awareness of the requirements of different types of project. • Understanding of from where ideas for topics may be drawn. • Recognition of the scope required to meet the course objectives. • Understanding of the characteristics/ features expected in a project at level 3. • Recognition that project must have clearly understood objectives. • Awareness of the time profile for preparation and completion of the project.	**Exposition:** Consider the four types of project available (or of those offered by the centre). Outline the characteristics of each and the personal qualities appropriate to each. Remind candidates of the demands of each. In particular emphasise depth and breadth; independent learning; rigour; suitability of topic to amount of work involved (ie. Not too superficial and not too academically demanding). Note scope of chosen topic is important. It may be drawn from other subjects studied, General Studies work, or other interests. Topic chosen must be accessible, be sufficiently well documented, of interest to the candidate, of sufficient 'worth' and not likely to lead candidate into moral, social, legal danger/difficulties – It is worth indicating unsuitable topics.) **Group Activity:** review lists of possible titles. Identify and discuss common features. **Feedback:** Qualities/characteristics to be looked for in a project title. **Exposition:** How to frame a title. The benefits of framing as a question. **Brainstorm:** List possible objectives for a project. **Discussion:** How should such objectives help to guide work? **Exposition:** Time management; planning work scheduling; interim deadlines; consultation with supervisor; revision of objectives/approach; record keeping. **Individual work:** (to be completed by week 7). In consultation with supervisor decide on a project title, the objectives to be pursued and a broad outline of the process to be followed in completing it – this to include sources of evidence; research; planning; drafting; reviewing and finalising.)	*Edexcel Student Guide:* pp. **Handout: (i)** details of four types of project, assessment objectives (ii) Lists of possible subject titles (to indicate scope and demands). (iii) Critical path analysis with interim and final deadlines.
	Defining project objectives Project management			
4	**Extended project:** Research methods Independent research /evaluation of sources	• Awareness of different types of research activity. • Knowledge of different sources available for research. • Understanding of how to conduct a literature search. • Appreciate the strengths and weaknesses	**Activity:** To investigate a previously 'unknown topic' and present a brief (500 word) report. (Subject of topic is less important than the process followed.) **Discussion:** what methods were used to discover information? How difficult is the task? How can a student distinguish between good (reliable) and bad (unreliable or irrelevant) evidence? How can	*Edexcel Student Guide:* pp. **Task sheet:** outlining nature and purpose of activity. List of four-five different topics such as: 'recently discovered Anglo-Saxon hoards'; 'arguments for life on other planets'; 'does the Yeti exist'; 'the discovery of straight line or single-point perspective' etc. This may indicate

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
	Synthesis of source material Literature search	of the internet as a research tool. • Understand the importance of referencing material (footnotes and bibliographies).	conflicting evidence be reconciled? What are the difficulties in creating a synthesis of the evidence discovered? **Exposition**: discuss different types/sources of evidence. The strengths and weaknesses of the Internet (Wikipedia!!!). The value of corroborative evidence. Recording evidence for future use. Referencing evidence. Differences between primary and secondary sources. **Brainstorm**: Importance of bibliographies and footnotes. Acknowledgement of sources -why? -how? **Exposition**: Importance and value of literature search. How to do one? Importance of range of sources; academic reliability of sources. **Activity**: Conduct a simple literature source. (For this access will be required to a library catalogue and the internet	where information may be found but should not provide source material - the objective is for students to find material and analyse it for themselves.
5	**Extended project:** Coherent writing Record keeping Documentation Supervision	• Appreciation of the importance of high quality communication. • Understanding of the importance of careful planning and structuring of work. • Awareness of the demands of extended writing tasks. • Recognition that projects must have clear objectives and should lead to a logical outcome. • Understanding of the importance of accurate record keeping in terms of log of progress, supervisory discussions and advice and sources used. • Appreciation of the importance of Bibliography and footnotes. • Awareness of the supervisory process.	**Exposition**: Refer back to work done in Year One (week 31) on extended writing. **Brainstorm**: Requirements of extended writing. **Activity**: critically evaluate a prepared piece of written work to identify structure, stylistic strengths and weaknesses - problems of repetition, careless expression, inappropriate use of stylistic devices etc. **Exposition:** Agreed guidelines for extended writing; use of a style sheet. **Activity**: examine examples of documentation to be used during remainder of project. **Exposition:** Outline use and importance of documentation; frequency of completion; use to help guide supervision. Discuss timing and purpose of supervision sessions. **Individual activity**: using a previously written piece the student should create appropriate footnote annotation and a bibliography using the guidance of the style sheet.	*Edexcel Student Guide:* pp. Handout: (i) style sheet to give guidance on: language; punctuation; use of abbreviations; colloquial expressions; use of footnotes; layout of bibliographies etc. (ii) prepared piece of work for analysis and criticism. **Documentation**: examples of documents to be used: log-books, record sheets etc. Item of student's own written work
6	**Extended project:** Process evaluation Personal views Critical reflection	• Understand the importance of reflection and evaluation. • Have experience of evaluation by others. • Have experience of evaluating the work of others.	**Exposition**: Importance of critically reviewing work at all stages. Value of continually questioning what has been done. Revisit sources and notes. Are there issues whose significance has become apparent as a result of research? Does the direction of the work	*Edexcel Student Guide:* pp. Examples of student's own work.

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
		• Recognise the need to add or change on the basis of evaluation. • Recognise the importance of maintaining a view of objectives whilst producing work.	need to be modified? Is further research necessary? Students should evaluate the process they have used as well as the content they have accumulated. **Pairs evaluation:** In pairs students to evaluate work done by the other. Are there questions or issues that have not been explored. **Discussion:** What part should personal views have in the end product? Importance of balance supported by evidence. Need to evaluate different perspectives before reaching individualised position. **Exposition:** Need to revisit work after it has been 'completed' to review and reflect. Value of a gap between writing and reviewing in order to be able to stand back and view critically. Importance of proof reading. Does it help to get someone else to read through work and question what has been produced? May open new lines of investigation. **Discussion:** How do you ensure that objectives have been met and all angles covered? Does the project serve its purpose? **Exposition:** problems of plagiarism.	
7	Extended project: Initial presentations	• To have experience of making a presentation to a group. • To receive critical comments and suggestions to help with formulation of work. • To critically evaluate the work of others.	**Activity:** Students in turn to make a preliminary presentation. This should outline the topic; type of project; major questions to be asked; aim; sources; and methodology to be used. **Questions and feedback:** Other students to have opportunity to comment; offer advice; seek clarification. **Supervision:** supervisor to comment and record. To be followed up in individual tutorial to offer help, guidance, and if necessary redirection	
8	Extended project: Independent planning and research		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
9	Extended project: Independent planning and research		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
10	Extended project:		**Activity:** Time to be used for individual planning,	

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Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
	Independent planning and research		research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
11	**Extended project:** Independent planning and research		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
12	**Extended project:** Independent planning and research		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
13	**Extended project:** Independent planning and research		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
14	**Extended project:** Independent planning and research		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
15	**Extended project:** Independent planning and research		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
16	**Extended project:** Independent planning and research		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
17	**Extended project:** Independent planning and research		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
18	**Extended project:**		**Activity:** Time to be used for individual planning, research and production of project. Supervisor to	

Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
	Independent planning and research		oversee, monitor and give guidance. Throughout the period student to maintain log/records and supervisor to maintain record of assessment.	
19	**Extended project:** Writing up		**Activity:** Time to be used for writing up project in conjunction with guidance and oversight from supervisor.	
20	**Extended project:** Writing up		**Activity:** Time to be used for writing up project in conjunction with guidance and oversight from supervisor	
21	**Extended project:** Writing up		**Activity:** Time to be used for writing up project in conjunction with guidance and oversight from supervisor	
22	**Extended project:** Presentation skills	• Awareness of different skills of presentation. • Understanding of the purpose of presentation. • Appreciation of some of the advantages of the use of power-point.	**Brainstorm:** What are the requirements of an effective presentation? **Exposition:** Outline purpose of presentation in context of the project. To explain and inform. Verbal presentation; visual presentation; use of technology to enhance presentation. **Activity:** 'One minute please'. Students to speak for one minute on a previously unseen, given topic. Activity: preparation of maximum 5 power point slides to illustrate the topic from the previous activity. **Discussion:** Advantages and disadvantages of power-point presentations. **Exposition:** How to enhance power-point presentations. Use of animation, colour, volume of material; images etc. **Exposition:** outline task for week 25. Activity: prepare presentation based on project. To take place and be assessed week 25.	*Edexcel Student Guide:* pp. **Handout:** (i) List of topics for 'one minute please'. (ii) guidance on preparing and making a presentation.
23	**Extended project:** Writing up		**Activity:** Time to be used for writing up project in conjunction with guidance and oversight from supervisor	
24	**Extended project:** completion and final editing		**Activity:** Time to be used for writing up project in conjunction with guidance and oversight from supervisor. *To be fixed according to Edexcel schedule*	
25	**Extended project:** presentations		**Presentations:** Each student to make a formal presentation in accordance with guidance in the Specification document. *To be fixed according to Edexcel schedule*	
26				
27				

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Week	Content coverage/ key questions	Learning outcomes	Exemplar activities	Exemplar resources
28				
29				
30				

Books listed in resources column

GS Student Guide: Edexcel General Studies: Anthony Batchelor, Gareth Davies and Edward Little. Pearson Education ISBN 9781846903205

GS Specification: www.edexcel.com

GS Revision Express: Revision Express General Studies AS and A2 (revised edition 2008) Anthony Batchelor Gareth Davies and Edward Little. Longman ISBN 9781408206560

A Level GS: A Level General Studies: Gareth Davies and Edward Little. Longman (2001) ISBN 0582447615

Getting started: Tutor support material www.edexcel.com

Edexcel Student Guide: Level 3 extended project students guide: publications department, www.edexcel.com

Other useful material is available from the Edexcel Publications department including:

Specification details

Level 3 Project Guidance and Unit specification, PRO 19652

Extended project teacher resource disk

Ask the Expert: gcegeneralstudies@edexcelexperts.co.uk

                       diplomaproject@edexcelexperts.co.uk

Handouts: those listed are suggestions as to the type of handouts that centres could produce for the benefit of students