

Mark Scheme Summer 2009

GCE

GCE General Studies (8GS01)

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

Summer 2009

Publications Code US021348

All the material in this publication is copyright
© Edexcel Ltd 2009

Contents

1.	6GS01/01 Mark Scheme	5
2.	6GS02/01 Mark Scheme	19

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does **not** mean giving credit for incorrect or inadequate answers.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark.

Crossed out work should be marked **UNLESS** the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should **NOT** receive credit.

1 / means that the responses are alternatives and either answer should receive full credit.

2 () means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.

3 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

6GS01/01

Unit 1: Challenges for Society

Section A

Question Number	Answer	Mark
Q1	B	1

Question Number	Answer	Mark
Q2	C	1

Question Number	Answer	Mark
Q3	D	1

Question Number	Answer	Mark
Q4	B	1

Question Number	Answer	Mark
Q5	C	1

Question Number	Answer	Mark
Q6	A	1

Question Number	Answer	Mark
Q7	A	1

Question Number	Answer	Mark
Q8	D	1

Question Number	Answer	Mark
Q9	C	1

Question Number	Answer	Mark
Q10	B	1

Question Number	Answer	Mark
Q11	B	1

Question Number	Answer	Mark
Q12	B	1

Question Number	Answer	Mark
Q13	D	1

Question Number	Answer	Mark
Q14	D	1

Question Number	Answer	Mark
Q15	D	1

Question Number	Answer	Mark
Q16	C	1

Question Number	Answer	Mark
Q17	B	1

Question Number	Answer	Mark
Q18	C	1

Question Number	Answer	Mark
Q19	C	1

Question Number	Answer	Mark
Q20	D	1

Section B

Question Number	Answer	Reject	Mark
21	Analogy		1

Question Number	Acceptable Answers	Reject	Mark
22	<p>a)</p> <ul style="list-style-type: none"> • The Roman Empire had come highly centralised (and bureaucratic) • Much of the population had moved into cities • Urban dwellers were dependent on the rural peasants for food production • Removing a large proportion of the peasantry through disease had a devastating effect • By contrast, society in the 14th century was feudal and highly decentralised • 80% of the population consisted of peasant farmers • the urban population was relatively small <p>Max 1 mark for each phrase, up to 2</p>	<p>Any phrase from paragraphs other than para 4</p> <p>First sentence of para 4</p>	2
	<p>b)</p> <ul style="list-style-type: none"> • The reason for the difference in the outcome of the two catastrophes is thought to lie in the nature of the civilisations <p>Answer must contain the word 'thought' Only answer, for 1 mark</p>	<p>Any phrase from paragraphs other than para 4</p>	1

Question Number	Acceptable Answers	Mark
23	<ul style="list-style-type: none"> • Centralised / bureaucratic /strong government; • Their populations have moved to the cities / large urban population; • They have a relatively small proportion of the population involved in agriculture/urban dependent upon rural farmers • They have a big influence / dominating effect on the rest of the world; • They appear to be indestructible, and in control of their own destinies <p>1 mark each point up to 3</p> <p>Allow 1 mark for answers relating to: a comparison of infrastructure (eg road system, central heating); taxation; military strength;</p>	3

Question Number	Acceptable Answers	Mark
24	<ul style="list-style-type: none"> • The serious diseases of the past are now controlled through inoculation.....; • We now also have a vast pharmaceutical industry.....; • and since we have much better understanding of medicine; • we have a much better chance of surviving a pandemic than in the past; <p>1 mark for each point up to 3</p> <p>Do not allow 'plagues are rare and can be easily controlled'</p>	3

Question Number	Acceptable Answers (AO3)	Mark
25	<ul style="list-style-type: none"> • Mainly opinions "it appears, it is said" are used/ few or no facts (no evidence)/ lacking in detail • Many other things could have happened / article suggests there may have only been one reason • No indication of timescale • We are not told specifically when the plague struck • Not told what the plague was • It does not explain <u>why</u> the effect of the plague should cause the Empire's complete downfall <p>1 mark for each point up to 4</p>	4

Question Number	Acceptable Answers	
26	<p>Strengths</p> <ul style="list-style-type: none"> • S1 Logical argument / argument based on logic / logical explanation; (eg candidate links or correlates number of farmers to the ability of the society to develop / relevant quote from paragraph 4) • S2 Facts supporting argument; (eg candidate refers to facts in para 4 - see q22a, statistical data used) • S3 Historical evidence / sources referred to; • S4 Medical knowledge is limited in 14th century Europe, but this does not hinder development since the structure of society is the key to the explanation <p>Weaknesses</p> <ul style="list-style-type: none"> • W1 Based on assumptions; (eg lack of medical knowledge inevitably leads to increased risk to society) • W2 Relies on opinions; • W3 Few relevant facts; (eg parts of argument brief / lacking in evidence) <p>Evaluation</p> <ul style="list-style-type: none"> • E1 argument weak on nature of evidence provided (opinion, unsupported assertion); • E2 Historical evidence / authority / use of facts appears to support the causes and effects; • E3 Argument is apparently effective on the basis of the evidence provided (statistical data); <p>Max 2 marks from each category, up to max of 5</p>	
	Mark	<p>Descriptor</p> <p><i>AO4 (Quality of written communication: Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The AO4 marks are NOT dependent upon the AO3 marks.</i></p>
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.

Marking Guidance:		
Question Number	<i>Acceptable answers</i>	
27	<p>The most obvious arguments from the information in the passage are:</p> <ul style="list-style-type: none"> • A1 Although there have been serious major pandemics in the past; • A2 human society as a whole has managed to survive; • A3 we now have much better understanding of medicine / use of medical technology / a vast pharmaceutical industry; • A4 we have a much better chance of surviving than in the past; • A5 our resources (eg media, infrastructure) are in fact very extensive, and we have more control over our actions than in the past; • A6 we need fewer people to produce much more food / agricultural revolution; • A7 the analogy with the Roman Empire is not a very good one; <p>If the candidate introduces new information, i.e. other than that in the passage, this is not to be credited (the question asks the candidate to use the information in the passage)</p> <p>1 mark for each point up to 5</p>	5
	Mark	Descriptor
		<p><i>AO4:</i> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The AO4 marks are NOT dependent upon the AO3 marks.</i></p>
	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid (writing in correct form is taken as a matter of course), arguments are coherent and well laid out, and relevant, there are very few grammatical or spelling errors.

Section C

Question Number	Indicative content	
28	<p>This question requires discussion of the functions of religion and the nature of “being religious”, the definition of “immoral behaviour” and the breadth of what is considered “modern society”. How do we measure the number of “religious” people?</p> <p>An assertion is made, about which it should be possible to gather evidence. Statistical correlations might be made - proportion of church members in say, the whole of the 20th century, against some definition of immoral behaviour. There are enormous difficulties here. Does “being religious” include other religions than Christianity? How do we gather information on the incidence of immoral behaviour? Do we rely on criminal convictions for sexual crimes? Or do we adopt a broader view on immorality - does it include fraud, stealing, GBH? What evidence could there be of the effects of church going or religious belief on behaviour? Religious belief is not the only way in which someone might be encouraged to avoid immoral behaviour - it may come from family and friends, or as part of a religious belief which does not require a weekly assembly. The part played education could come in here.</p> <p>A good essay will examine all these points. Be wary of answers that accept the opinion given as a justified belief - the candidate should support their belief with examples of news or secondary evidence in books, magazines or from the Internet.</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Level	Mark	Descriptor
		<p>AO1: <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines .</i></p>
	0-8	<p>Award 1 mark for each point, up to the maximum of 8, such as:</p> <ul style="list-style-type: none"> • A1 Religions have a moral code; • A2 Moral codes can be determined by family / social factors; • A3 A decline in moral behaviour/increase in immoral behaviour; • A4 Immoral behaviour does not fall into a single category / is more than just sexual immorality; • A5 Religious people can still behave immorally; • A6 Immoral behaviour highlighted / influenced by media; • A7 Specific example(s) of immoral / amoral behaviour - eg financial sector, MPs, celebrities, sportspeople; • A8 Religions generally view immoral behaviour as unacceptable; • A9 Different religions have different interpretations of morality ; • A10 It may be that people still believe in a religious basis for avoiding immoral behaviour, and are still religious, but do not go to church as frequently as in the past • A11 Modern society more influenced by science; • A12 Increase in Atheism; <p>Any other valid points must be credited.</p>

Level	Mark	Descriptor
	0-8	<p>AO2: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p> <p>Award 1 mark for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically examine conflicting views/alternative viewpoints. Candidates who give consideration solely to one side of the question are limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> • Selecting: identifying and applying relevant evidence • Interpreting: showing how evidence helps to answer the question • Evaluating: assessing the strength of the evidence in support of the question • Integrating: using evidence to develop a coherent argument/conclusion <p>Note - evidence can be information, data, concepts or opinions</p> <p>Arguments in favour of the assertion</p> <ul style="list-style-type: none"> • B1 Because religious belief and practice exposes people to moral issues and messages, they are more likely to think of the consequences of immoral acts and behaviour; • B2 Therefore if they are less religious, they are less exposed to these messages; • B3 In the UK, prison populations have increased enormously, indicating a rise in immoral behaviour, whilst some religions have shown a fall in numbers; • B4 Since human behaviour is learnt by both example and teaching, religions are part of this education, and if there is less religion there is less teaching of the morality of behaviour; • B5 Evidence of changes in behaviour; <p>Arguments against the assertion</p> <ul style="list-style-type: none"> • B6 The bottom line is that this is very difficult to prove; • B7 There are difficulties in finding out about people's religious beliefs which makes demonstrating a link almost impossible; • B8 Immoral behaviour covers a multitude of sins, so that you could prove almost anything about this by selecting your evidence base • B9 There are many other determinants of social behaviour than religion; • B10 It could be that people in modern society do not regard immoral behaviour (or some forms of it) as unacceptable as in the past, and many of them are less religious as a consequence; <p>Any other valid points for or against assertion must be credited.</p>

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

Question Number	Indicative content
29	<p>Candidates have been given a reasonable amount of useful information in the box, particularly on the justification for zoos. Hence they need to adopt a critical approach to the points raised in the information box. They also need to introduce some new material on the opposing, "animal rights" argument. This is the major thrust of the essay, because if one is challenging the justification, you must clarify some important moral issues, and discuss the meaning of "rights", both in relation to humans and animals.</p> <p>The justification for zoos is based on arguments that appear to be of benefit to the animals themselves (preserve endangered species, research on the health of wild animals), and for the environment generally (reintroduction into habitats to maintain the nature of the habitat). Education of the public is seen as a good and necessary thing.</p> <p>To argue against these points, a feature of zoos - that they are places where humans go to look at captive animals - must be challenged. All the points in favour of zoos are things that could be accomplished in other ways. Why does the public need to be involved, or entertained? The answer to this is that it might be difficult to finance all the good things otherwise.</p> <p>The single justification given here for opposing institutions like zoos, in which animals are held captive, is that all animals have a right to freedom. "Other things" need to be considered - for example the ethical basis as far as humans are concerned - is it right to use animals as entertainment?</p>

Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	Descriptor
		<p>AO1: <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p>
	0-8	<p>Award 1 mark for each point, up to the maximum of 8, such as:</p> <ul style="list-style-type: none"> • A1 Scientific work on wild animals is needed; • A2 There are unanticipated benefits from the study of captive animals; • A3 Scientific studies of animals in zoos can benefit the species; • A4 Entertaining the public can be a way of educating them into more profound understanding of the nature of animals; • A5 Educating the public about animals can lead to better understanding of the environmental threats facing the planet; • A6 Animal rights can be considered as important as human rights, particularly if you regard humans as animals; • A7 Human rights govern the relationships that humans have with each other; • A8 Humans can empathise with each other and can foresee the results of their actions, which, in general makes them different from animals; • A9 "Animals" consist of many different species, with an enormous range of structure, nervous systems and behaviour; • A10 Plants are living organisms, and nobody has complained about them being grown in greenhouses, on farms or in botanical gardens; • A11 An ethical principle is that we should not cause pain or death to others; • A12 We kill animals for food, and the animals are brought up in captivity on farms <p>Any other valid points must be credited.</p>

	Mark	Descriptor
	0-8	<p>AO2: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p> <p>Award 1 mark for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically examine conflicting views/alternative viewpoints. Candidates who give consideration solely to one side of the question are limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> • Selecting: identifying and applying relevant evidence • Interpreting: showing how evidence helps to answer the question • Evaluating: assessing the strength of the evidence in support of the question • Integrating: using evidence to develop a coherent argument/conclusion <p>Note - evidence can be information, data, concepts or opinions</p> <p>Arguments in favour of zoos</p> <ul style="list-style-type: none"> • B1 Some moral principles can be sustained if the animals are kept in good conditions; • B2 It is good to carry out research on behaviour, physiology and genetics of captive animals since it may be of long term benefit to the animals themselves; • B3 Research on animals may have benefits for human health and understanding human behaviour; • B4 Public awareness of many issues in the living world is promoted by the existence of zoos; • B5 Some animals have survived in zoos, while their natural populations and habitats have been destroyed (or gradually reduced), and have subsequently been reintroduced to the wild. This can be seen as a benefit to the species or maintaining biodiversity; • B6 Animal rights can be seen as philosophically contentious. Humans might only have a duty of care towards other animals, and a zoo could be considered to exercise that duty of care, perhaps more so than a factory farm; <p>Arguments against zoos</p> <ul style="list-style-type: none"> • B7 There is a moral issue in that animals are naturally wild beings, and that keeping them captive is against nature; • B8 If animals are believed to have rights then it is morally unacceptable to keep them in zoos; • B9 Animals in zoos cannot be as they are in the wild, their behaviour is different and re-introduction to their original environments may not be successful; • B10 Fertility in captive animals maybe greatly affected • B11 It can be seen as morally damaging for humans to treat animals as though they were exhibits for the public to treat as cheap entertainment; • B12 How is a zoo different to a circus? Many people see a circus as morally unacceptable; <p>Any other valid points for or against the argument must be credited.</p>

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

6GS02/01

Unit 2: The Individual in Society

Section A

Question Number	Answer	Mark
Q1	A	1

Question Number	Answer	Mark
Q2	A	1

Question Number	Answer	Mark
Q3	B	1

Question Number	Answer	Mark
Q4	D	1

Question Number	Answer	Mark
Q5	C	1

Question Number	Answer	Mark
Q6	A	1

Question Number	Answer	Mark
Q7	C	1

Question Number	Answer	Mark
Q8	B	1

Question Number	Answer	Mark
Q9	B	1

Question Number	Answer	Mark
Q10	D	1

Question Number	Answer	Mark
Q11	D	1

Question Number	Answer	Mark
Q12	A	1

Question Number	Answer	Mark
Q13	A	1

Question Number	Answer	Mark
Q14	C	1

Question Number	Answer	Mark
Q15	C	1

Question Number	Answer	Mark
Q16	B	1

Question Number	Answer	Mark
Q17	A	1

Question Number	Answer	Mark
Q18	C	1

Question Number	Answer	Mark
Q19	B	1

Question Number	Answer	Mark
Q20	D	1

Section B

Question Number	Acceptable Answers	Reject	Mark
21	<p>One clear simple statement is required along the following lines:</p> <ul style="list-style-type: none"> • Arguing from the general to the particular • If the premises are correct/true the conclusion is inescapable/ cannot be false • The premises guarantee the truth of the conclusion and the conclusion will not go beyond what the premises require • Deductive arguments are usually limited to inferences relating to maths and definitions or rules of formal logic. <p>Accept similar ideas if expressed slightly differently</p>	Any other responses	1

Question Number	Acceptable Answers	Reject	Mark
22	<p>One mark for each of three different answers such as:</p> <ul style="list-style-type: none"> • educational opportunities available • time (years) at school/ full-time education • subjects thought appropriate to boys-girls • social /religious attitudes (accept reference to societies which deny education to girls - eg Taliban/Afghanistan) • girls/women expected to work domestically • girls/women having no need for maths <p>belief that maths too hard for girls</p> <p>NB Do not award credit for vague or implicit answers - MUST BE EXPLICIT</p> <p>Some candidates may use 'women' instead of 'girls' and this should be accepted.</p>	<p>social engineering (unless linked to a bullet point)</p> <p>Any info drawn from Paras 4 or 5</p>	3

Question Number	Acceptable Answers	Reject	Mark
23	<p>One mark for each of two separate points that identify limitations of the statistics.</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> • No indication of which countries - are they at similar levels of development; • Is the data based on a fair cross section of society or particular strata/social classes? • No indication of what 'points' are • Difficult to compare 'points' and 'percentages' • No evidence of basis of tests used • No indication of age tested • In world terms sample size is small (both in number of children and/or countries) / may also vary between countries • A broader sample might produce different evidence • The stats represent averages (so may lack reliability) - like small samples they can be skewed by a few very high or very low values / anomalous results • Identified link between gender equal societies and achievement may simply be a correlation rather than causal • 'gender equal societies' is a subjective term and so open to interpretation <p>NB1: Do not award marks for answers that are implicit rather than explicit</p> <p>NB2: One mark only per point, no matter how much detail/elaboration is offered</p>		2

Question Number	Acceptable Answers	Reject	Mark
24	<p>One mark for each acceptable answer to a maximum of two marks - eg:</p> <ul style="list-style-type: none"> • but in more 'gender equal societies' such as Iceland and Norway, girls scored as well as boys or better. • The maths gender gap almost disappeared in Sweden, • In Britain, girls did only slightly less well, scoring an average of 0.7% less than boys. <p>NB1: Candidates may not quote entire phrases given above. Credit if sufficient of the phrase is quoted to allow it to be identified.</p> <p>NB2: Do not credit paraphrases where candidates use their own words.</p>	<p>The research also found a striking gender gap in reading skills. In every country girls perform better than boys in reading.</p> <p>In Turkey girls scored 23 points below boys.</p>	2

Question Number	Acceptable Answers	Reject	Mark
25	<p>Award one mark for any one of the following:</p> <ul style="list-style-type: none"> • Globally, boys tend to outperform girls in maths • (on average girls score 10.5 points lower than boys) • The research also found a striking gender gap in reading skills. • In every country girls perform better than boys in reading. <p>NB1: If a student gives two of the above, award 1 mark - eg if both points one and two are included.</p> <p>NB2: Do not credit paraphrases where candidates use their own words.</p>	Any other answer	1

Marking Guidance		
After marking the answer for AO2, assess it for communication, AO4.		
Question Number	<i>A02: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	Mark
	Acceptable Answers	Mark
26	<p>Allow 1 mark for general discussion / definition of nature/nurture debate if given, or 2 marks if exceptionally well covered</p> <p>Then award 1 mark for each relevant point to maximum 4, eg:</p> <ul style="list-style-type: none"> • How far do genes (or the environment) determine intelligence, drive, identity, personality, etc.? • How far do genes (or the environment) determine health or disease/ life expectancy/ quality of life/ behaviour/ values? • How far life chances may be affected if born with genetic abnormalities? • Can medical science overcome such problems? • Genetic engineering - is it ethically right/correct to seek to overcome genetic deficiencies/ abnormalities or limitations? • Is behaviour determined genetically (twins, etc) or by social contact? • Can criminal/deviant tendencies be predicted/understood? • Do environmental influences (eg media) have more or less impact than genetic influences in specified situations? • Evolutionary psychology and 'learnt' behaviour patterns. • As an attempt to explain different gender behaviours • As an attempt to justify/combat gender prejudices • Does aggression come from human nature or is it learned from the environment, and how can it be dealt with? 	4

Mark	Descriptor
	<p>AO4: <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The AO4 marks are NOT dependent upon the AO2 marks.</i></p>
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	Acceptable Answers	Reject	Mark
27(a)	<p>1 mark each for two simple but relevant points showing understanding:</p> <ul style="list-style-type: none"> • a position between two opposite opinions in an argument, or between two descriptions • neither left nor right • moderate • consensus • majority view • the centre ie. Not reflecting extremes 	<p>Answers which simply recycle the question or say:</p> <ul style="list-style-type: none"> - compromise - neutral - unbiased - sitting on the fence - impartial 	2

Question Number	Acceptable Answers	Reject	Mark
27(b)	<p>1 mark each for two different but relevant points - eg:</p> <ul style="list-style-type: none"> • for indicating it is a political description of views which favour state/government intervention/activity/nationalisation/ larger role for the state - at the extreme, Communism • for showing that it refers to attitudes to change (particularly social change/ social engineering), • is applied to extreme, or radical or socialist views - allow Labour Party views; • can be used as a pejorative term by opponents; • it originated in circular/semicircular debating chambers (especially during French Revolution).... • opposing right wing perspectives of monarchy and aristocracy • aims to give more say in society to working class/poor and needy/workers rights • seeks to achieve fairer distribution of wealth 	<p>Answers which simply recycle the question</p> <p>equality OR equality of opportunity</p>	2

Question Number	Acceptable Answers	Reject	Mark
27(c)	<p>Accept any of (new) Labour; Liberal; Liberal Democrats; Scottish Nationalists; Welsh Nationalists; Greens; Respect (all of which are represented in the UK Parliament, the European Parliament or a devolved parliament).</p>	<p>Minority parties such as Socialist League, Communist</p>	1

Question Number	Acceptable Answers	Reject	Mark
28	<p>An assertion is a claim made with confidence but without any supporting evidence to justify it whereas an argument does have evidence to justify/support it.</p> <ul style="list-style-type: none"> • 1 mark for explaining that an assertion is unsupported by evidence • 1 mark for explaining that an argument is supported by evidence 		2

Marking Guidance:														
After marking the answer for AO3, assess it for communication, AO4.														
Question Number	AO3: <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	Mark												
29	<ul style="list-style-type: none"> The article contains much unsupported opinion and few facts, though the main elements of a right wing agenda are acceptable. The article contains little hard evidence and the writer may be biased. Therefore the writer's claims are largely assertive - a very weak form of presentation On the basis of limited observations, the argument is inductive (but indicative arguments are much weaker than deductive arguments in terms of the 'reliability' of the conclusion reached). Different views of how the media does or should act are given in the passage, establishing an effective contrast, though many might point out that journals such as The Guardian or The Independent or Daily Mirror do not fall into the definitions of the print media offered here. <p>Award one mark for each YES answer (max 4 marks) to the questions below:</p> <p>Does the answer distinguish explicitly between fact and opinion or refer to objectivity? If YES award 1 mark</p> <p>Does the answer refer to evidence / the strengths or weaknesses of evidence and/or the possibility of bias? If YES award 1 mark</p> <p>Does the answer recognise that there is much subjective assertion/opinion (and little evidence) in the passage? If YES award 1 mark</p> <p>Does the answer refer to types of argument used in the passage? If YES award 1 mark</p> <p>Does the answer reach an explicit judgement to answer the 'how effectively' question? If YES award 1 mark</p> <p>NB: The max mark is 4 even though there are 5 questions to answer here.</p>	4												
	<table border="1"> <thead> <tr> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td></td> <td> AO4:Communicate clearly and accurately in a concise, logical and relevant way. The AO4 marks are NOT dependent upon the AO2 marks. </td> </tr> <tr> <td>0</td> <td>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.</td> </tr> <tr> <td>1</td> <td>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.</td> </tr> <tr> <td>2</td> <td>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.</td> </tr> <tr> <td>3</td> <td>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</td> </tr> </tbody> </table>	Mark	Descriptor		AO4:Communicate clearly and accurately in a concise, logical and relevant way. The AO4 marks are NOT dependent upon the AO2 marks.	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	
Mark	Descriptor													
	AO4:Communicate clearly and accurately in a concise, logical and relevant way. The AO4 marks are NOT dependent upon the AO2 marks.													
0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.													
1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.													
2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.													
3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very													

	few grammatical or spelling errors.
--	-------------------------------------

Section C

Introduction relating to ALL questions in Section C

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 judgement or 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	Indicative content	
30	The introduction presents the view that artists are largely the product of their own times and that artistic style (in whichever of the art forms) is constantly adapting and being adapted to meet changed circumstances. The purpose of this question is that candidates should consider some of the different factors that may influence change and development in the arts. Note that the question is not specifically about different styles and need not be restricted to a single time period or artist but should be restricted to a single art form.	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	Descriptor
		<p>AO1: <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p>
	0-8	<p>Award 1 mark for each point up to a maximum of 8 - such as</p> <ul style="list-style-type: none"> • the influence of individuals (such as patrons) • the originality of an artist • the desire to be different or to challenge conventions • protest movements • social conditions or attitudes • economic constraints or pressures • political events and/or circumstances • religion • technological developments • materials and resources available • the knowledge industry (how easily new ideas/processes can be spread) • historical movements • an individual's skill and imagination • personal emotions or experiences • fashion • media influence • world events • physical disability • the physical environment <p>NB1: AO1 marks may be awarded where candidates relevantly introduce points from stimulus material.</p> <p>NB2: This list is not exhaustive and other tenable points should be awarded credit.</p>

		<p>NB3: Candidates are asked to focus on a particular art form, which is the first one they refer to - marks are not to be credited to other art forms except as indicated in NB4 below. <u>Of course, marks can and should be awarded where answers refer to relevant general factors even if examples to which they are linked are not appropriate.</u></p> <p>NB4: If an answer seeks to contrast a particular feature of one art form with a different art form, up to 2 marks may be awarded if the reference adds to understanding of the first artistic discipline.</p>
--	--	--

Level	Mark	Descriptor
		<p>A02: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>
	0-8	<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>Note - evidence can be information, data, concepts or opinions</p> <p>The following areas are likely to be addressed by a majority of candidates, but candidate responses are not restricted to these areas. Other valid points must be credited, even if they don't appear in the list below. Award marks for relevant arguments within the following areas up to an overall max of 8 marks:</p> <p>Importance of individuals e.g.</p> <ul style="list-style-type: none"> • patronage • individuality/originality • promotion/publicity • personal experience <p>Economic, social and political factors e.g.</p> <ul style="list-style-type: none"> • social values and attitudes • governmental control (direction/restriction etc) • commercial pressures and influences • external events (such as war, disease, disaster) <p>Resources</p> <ul style="list-style-type: none"> • new materials • new technology • fashion • cost of resources <p>NB1 - A02 marks are likely to depend on the issues raised to gain A01 marks and by selecting/integrating arguments and evidence to introduce interpretation/evaluation.</p> <p>NB2 - No A02 marks are available for re-stating points directly drawn from the stimulus material.</p>

	Mark	Descriptor <i>AO4: Communicate clearly and accurately in a concise, logical and relevant way. 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.

Question Number	Indicative content	
31.	<p>The graph presents information about changes in employment during approximately 35 years during which the nominal 'working age' remained virtually unchanged. Candidates are not expected to be aware of the effect of raising the school leaving age in 1974. Candidates do not need raw figures although they are given an indication of how the working population has grown. Better answers ought to be able to take account of this. Note that they are required to use their own knowledge as well as the information given. It is permissible to comment on developments that have taken place since 2005 if they wish to do so. The period covers the period of relatively high unemployment during the Thatcher years followed by recovery under major and Blair. It does not specifically include the down turn in the economy since late 2007 although this may be noted. Answers should look at description of trends and also comment on causes/consequences of trends</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	Descriptor
	0-8	<p><i>AO1:</i> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p>Award 1 mark for each different point, up to the maximum of 8 marks. Eg:</p> <ul style="list-style-type: none"> • Contrast relative employment position between men and women in 1971 • Steady decline male employment to about 1978 • Rise then stabilisation in women's employment to about 1978 • Rapid decline in male and steady decline in female employment to c.1983 • Difference in rate of growth between men and women c.1983-1991 • Blip in both men and women early 1990s • Steady parallel growth to 2000 followed by stabilisation • Overall (1971-2005) male employment tails off • Decline in heavy/manufacturing industries 1970's • Growth of service and light assembly work • Effect of world economic conditions • Industrial relations problems in 1970s • Economic attitudes of different governments (Wilson/Callaghan; Thatcher/Major/ Blair) • EU membership and immigration • Different numbers in employment because of increase in people of working age • Increased tendency for men to 'retire' before 65 • Changed social attitudes to women working • Later age of marriage affecting life pattern <p>NB1: AO1 marks may be awarded where candidates relevantly introduce points from stimulus material.</p> <p>NB2: This list is not exhaustive and other tenable points should be awarded credit.</p>

	Mark	Descriptor
	0-8	<p>AO2: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></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>Note - evidence can be information, data, concepts or opinions</p> <p>The following areas are likely to be addressed by a majority of candidates, but candidate responses are not restricted to these areas. Other valid points must be credited, even if they don't appear in the list below. Award marks for relevant arguments within the following areas up to an overall max of 8 marks:</p> <p>Political and economic changes</p> <ul style="list-style-type: none"> • Different governments • Different government policies (employment, subsidy, education) • Economic theories affecting employment • Membership of EU <p>Changing nature of employment</p> <ul style="list-style-type: none"> • Decline of traditional manufacturing industries (iron, coal, cars) • Growth of cheaper overseas supplies • Growth of service and light assembly • Skills shortages <p>Social changes</p> <ul style="list-style-type: none"> • Attitudes to female employment • Problems of retraining/relocating • Delayed marriage and childbearing • Women returning to work in late middle age <p>NB1 - AO2 marks are likely to depend on the issues raised to gain AO1 marks and by selecting/integrating arguments and evidence to introduce interpretation/evaluation.</p> <p>NB2 - No AO2 marks are available for re-stating points directly drawn from the stimulus material.</p>

	Mark	Descriptor <i>AO4: Communicate clearly and accurately in a concise, logical and relevant way. The AO4 marks are not dependent upon the AO2 mark.</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.

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code US021348 Summer 2009

For more information on Edexcel qualifications, please visit www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH