

Mark Scheme (Results)

Summer 2013

GCE General Studies (6GS02)

Paper 01 The Individual in Society

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## General Marking Guidance

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

Question Number	Answer	Mark
<b>1</b>	<b>A buying shares in a company</b>	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	<b>C borrowing money from a bank</b>	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<b>D store cards</b>	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<b>D frictional unemployment</b>	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	<b>B prices</b>	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	<b>C Handel and Vanbrugh</b>	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	<b>A Harold Pinter</b>	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	<b>D A work of art will always demonstrate creativity but may not be innovative.</b>	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	<b>B Impressionist</b>	<b>1</b>

Question Number	Answer	Mark
<b>10</b>	<b>B Ofcom</b>	<b>1</b>

Question Number	Answer	Mark
<b>11</b>	<b>A Labour</b>	<b>1</b>

Question Number	Answer	Mark
<b>12</b>	<b>C censorship</b>	<b>1</b>

Question Number	Answer	Mark
<b>13</b>	<b>B appointment</b>	<b>1</b>

Question Number	Answer	Mark
<b>14</b>	<b>A an opinion</b>	<b>1</b>

Question Number	Answer	Mark
<b>15</b>	<b>C objective</b>	<b>1</b>

Question Number	Answer	Mark
<b>16</b>	<b>C Greece</b>	<b>1</b>

Question Number	Answer	Mark
<b>17</b>	<b>D 36.67 million</b>	<b>1</b>

Question Number	Answer	Mark
<b>18</b>	<b>D risen by about 1.5 million</b>	<b>1</b>

Question Number	Answer	Mark
<b>19</b>	<b>C 8</b>	<b>1</b>

Question Number	Answer	Mark
<b>20</b>	<b>C Cyprus</b>	<b>1</b>

## Section B

Question Number	Answer	Mark
21	<p><b>1 mark for each point – (max 2)</b></p> <ul style="list-style-type: none"> <li>NHS/ welfare state has <u>actively campaigned</u> to get people to act healthily.</li> <li>The USA is less proactive because it largely depends on individuals <u>paying for treatment</u> through private medicine when needed...</li> <li>...<u>without health campaigns</u> - leading to lower life expectancy than the UK.</li> </ul> <p>Note 1 - The passage does not refer to NHS health care being free and this is therefore not a mark-worthy point.</p> <p>Note 2 - Answers must only come specifically from paragraphs 1 and 2.</p>	2

Question Number	Answer	Mark
22	<p><b>1 mark for each point – (max 3):</b></p> <ul style="list-style-type: none"> <li>new treatments for heart attacks/health problems</li> <li>new drugs to lower cholesterol</li> <li>new blood pressure pills</li> <li>persuade more people to stop smoking</li> <li>fewer infections during childhood thanks to immunisation</li> <li>better nutrition have also helped people grow taller and stronger/become healthier.</li> </ul> <p>Examiners should check carefully whether candidates have included more than one mark-worthy point in each of the 1/2/3 spaces. A relevant point should always be credited wherever it is placed.</p>	3

Question Number	Answer	Mark
<b>23</b>	<b>1 mark for each point (max 2):</b> <ul style="list-style-type: none"><li>• older people have more health problems</li><li>• older people need more drugs/ closer monitoring</li><li>• meeting the needs of older people increases the costs of the NHS</li><li>• state pensions becoming increasingly expensive/ fears that the state will not be able to provide adequate pensions</li><li>• the retirement age is already having to rise</li><li>• housing may become unsatisfactory/overcrowded</li><li>• jobs may become sporadic.</li></ul>	<b>2</b>

Question Number	Answer	Mark
24	<p><b>1 mark for each point (or similar) – (max 5) eg:</b></p> <ul style="list-style-type: none"> <li>• improve housing/ reduce overcrowding (see final paragraph)</li> <li>• improve employment opportunities/working conditions/aim to reduce unemployment</li> <li>• greater efforts to reduce crime and drug-taking</li> <li>• promote healthier lifestyles/ sporting or community activities</li> <li>• ensure healthcare provision is as equal as possible across the country</li> <li>• encourage people to get better training/qualifications, leading to better-paid jobs</li> <li>• tackle extreme social deprivation/poverty in parts of cities/ improve incomes</li> </ul>	5

Question Number	Mark	<b><i>AO4: Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO2 marks.</i></b>
24	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.



Question Number	Answer	Mark
25	<p><b>1 mark for each point (max 2) - eg</b></p> <p>To answer this question effectively, candidates will need to recognise that verification means 'proving' he is what is claimed - eg:</p> <ul style="list-style-type: none"> <li>• is he a scientist at all? what is he a professor of? we would need to find evidence that he has undertaken research or has expertise/ specialist knowledge in science - physics, chemistry, biology, etc</li> <li>• what evidence (eg from the internet) might support the idea that he is a <u>leading</u> scientist? qualifications or the job he holds could all provide such evidence</li> <li>• publications, accessing a reliable website, evidence of experience, showing he was an authority on the subject, could also provide evidence that he is a 'leading scientist'</li> <li>• the paper itself is considered by many to be a sufficiently respected /authoritative source, to itself justify the description</li> </ul>	2

Question Number	Answer	Mark
26	<p><b>Award one mark for fact only phrase:</b></p> <ul style="list-style-type: none"> <li>• The USA largely depends on individuals paying for treatment (ALLOW 'when needed through private medicine' TO BE ADDED)</li> <li>• the USA has lower life expectancy than the UK.</li> </ul> <p><b>Award one mark for opinion only phrase:</b></p> <ul style="list-style-type: none"> <li>• The NHS and the welfare state have been doing well</li> <li>• we must not squander what has been achieved</li> <li>• This may well be the reason why...(ALLOW 'the USA' TO BE ADDED) (BUT DO NOT AWARD A MARK IF 'the USA has lower life expectancy' IS INCLUDED)</li> </ul> <p><b>Note: if answers include both bullet point one and two for their opinion-only answer they should be credited with the mark.</b></p>	2

Question Number	Answer	Mark
27	<p><b>Award one mark for type of argument:</b></p> <ul style="list-style-type: none"> <li>• argument from authority (Dr Leon)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• argument from cause</li> </ul> <p>Note - No marks may be awarded for 'analogy' in (a); therefore no marks may be awarded for discussion of weaknesses of analogies in (b).</p> <p><b>Award one mark for evaluation of type of argument chosen</b></p> <ul style="list-style-type: none"> <li>• argument from authority - depends on the expertise of the person cited – but experts can (and often do) disagree</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• argument from cause - relationship may not be causal; correlation may be spurious</li> </ul> <p>Note – references to facts, evidence, statistics, status, etc are unlikely to lead to successful answers.</p>	2

Question Number	Answer	Mark
28	<p><b>(a) Award one mark for:</b></p> <ul style="list-style-type: none"> <li>• Statement 3 (directly supports)</li> </ul> <p><b>(b) Award one mark for:</b></p> <ul style="list-style-type: none"> <li>• Statement 2 (directly contradicts)</li> </ul>	2

Quest Numbe	Answer	Mark
29	<p>The question asks candidates to assess the effectiveness of</p> <ul style="list-style-type: none"> <li>• <b>evidence</b> and</li> <li>• <b>arguments</b> used by the writer to</li> <li>• <b>demonstrate</b> that “the postcodes gap” between life expectancy rates could be closed</li> </ul> <ul style="list-style-type: none"> <li>• By contrasting the UK with other countries, the passage shows that differences can be made to rates and that deliberate policies can improve them</li> <li>• Arguments need to be supported by evidence - does the writer provide appropriate evidence to support the view expressed?</li> <li>• The passage identifies the extent of the problem for both men and women and shows how extreme it can be (eg Russia/USA/Portugal/Denmark/UK)</li> <li>• There are points made which suggest (but do not exactly establish clear causes) reasons for the 'postcodes gap' eg - widespread poverty, unsatisfactory or overcrowded housing, sporadic employment or jobs involving heavy labouring, lack of good qualifications and better-paid jobs, crime, drug taking, lack of healthy lifestyles</li> <li>• Note that there are no deductive arguments in this passage.</li> </ul> <p>Mark AO3 by asking yourself the following questions and awarding a mark where appropriate (<b>max 4</b>):</p> <ul style="list-style-type: none"> <li>▪ Does the candidate critically discuss/examine the <u>evidence</u>? <b>If YES award one mark</b></li> <li>▪ Does the candidate compare life expectancy rates in different countries or adjacent areas? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to <u>gaps, flaws or bias</u>, perhaps specifically commenting on <u>facts and opinions</u>? <b>If YES award one mark</b></li> <li>▪ Does the candidate discuss the <u>strength</u> of the writer's <u>arguments</u>? <b>If YES award one mark</b></li> <li>▪ Is a plausible <u>final objective assessment</u> made for the passage's success in demonstrating that the life expectancy gap could be closed <b>If YES award one mark</b></li> </ul> <p>After marking the answer for AO3, assess it for communication, AO4.</p>	4

Question Number <b>29</b>	Mark	<b><i>AO4: Communicate clearly and accurately in a concise, logical and relevant way.</i></b> <b><i>Note - The AO4 marks are NOT dependent upon the AO3 marks.</i></b>
	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.

## **Section C - Introduction**

Since we are not using a levels mark scheme, we focus on individual points or statements made by candidates, giving a separate mark for each. AO1 involves knowledge and understanding which we shall usually see in the form of a factual statement. For AO2, we are looking for 'so . . .' or 'therefore . . .' or 'because... ' or 'so what this means is . . .' statements. If you can put these words (or similar) in front of something the candidate has written then it is probably involving explanation, interpretation, evaluation, integration of ideas, exemplification (selection of suitable materials/examples) so 1 AO2 mark can be awarded for each such point.

Q 30	Context	
	<p>The UK government contributes billions of pounds every year to bodies such as the Commonwealth, NATO, the European Union and the United Nations, including its various agencies. This money is used for economic, social, political, cultural, humanitarian and peacekeeping activities.</p> <p>To what extent is this sort of expenditure justified, for example by the outcomes achieved?</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Q 30	Mark	Descriptor1 <b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b>
	0-8	<p>Award <b>1 mark</b> for each valid point of knowledge/understanding up to a <b>maximum of 8 marks</b>. Answers must focus on the issue of expenditures and outcomes achieved - ie some tangible examples and simple evaluation of outcomes are needed.</p> <p>This may be discussed in terms of any or all of (or other valid):</p> <ul style="list-style-type: none"> <li>• economic - efforts to achieve economic stability, activities of World Bank/IMF</li> <li>• social - attempts to limit discrimination, secure equal rights (eg for women in Afghanistan)</li> <li>• political - work of Commonwealth Secretariat, further integration in EU - eg emerging foreign policy role through High Representative following Lisbon Treaty</li> <li>• cultural - role of UNESCO and Commonwealth (eg Commonwealth Games)</li> <li>• humanitarian - NATO involvement in Libya to protect civilians from Gaddafi; activities in former Yugoslavia; aid from UN/EU for those involved in East Africa famine or Bangladesh floods; work of UNICEF and UNHCR</li> <li>• peacekeeping - UN activities in Darfur, South Sudan, Liberia, Ivory Coast, Haiti, Cyprus and Kosovo</li> </ul> <p><i>The above points are illustrative only and not exhaustive. <u>Answers which directly challenge such views with appropriate evidence/arguments should gain credit.</u> Any other valid points must be credited, even if they don't appear in the list above.</i></p> <p>Some of these aspects will be debated and awarded marks for AO2 (see next page). <b>Examiners' assessments here should weigh the knowledge and understanding presented in support of whatever aspects of overseas spending the candidate has chosen to discuss.</b></p>

Q30	Mark	<b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i>
	0-8	<p>Award <b>1 mark (or 2 marks</b> if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of specific expenditures and outcomes achieved – those who only consider one of expenditures or outcomes will be limited to a <b>maximum of 6 marks</b>.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• <b>Selecting:</b> identifying and applying relevant evidence</li> <li>• <b>Interpreting:</b> showing how evidence helps to answer the question</li> <li>• <b>Evaluating:</b> assessing the strength of the evidence in support of the question</li> <li>• <b>Integrating:</b> using evidence to develop a coherent argument/conclusion</li> </ul> <p><i>Note – evidence can be information, data, concepts or opinions</i></p> <p>The following aspects of expenditures/outcomes could legitimately be explored -- eg:</p> <ul style="list-style-type: none"> <li>• Does a serious role remain for NATO now Cold War has ended? Its impact in Libya suggests perhaps it does, but does experience in Iraq, Syria and Afghanistan confirm this?</li> <li>• Britain has stuck to its overseas aid commitments in spite of financial/economic problems at home - is this justifiable?</li> <li>• Much UN activity is involved in promoting human rights - is this a case of trying to impose Western values on the rest of the world where other traditions exist</li> <li>• Although countries such as Rwanda and Mozambique (with no previous links to UK) have now joined the Commonwealth, does this body have a serious role in the modern world?</li> <li>• Other critical points, if supported by suitable evidence/argument, should be given credit.</li> <li>• Many opinion polls in the UK are critical of UK involvement in the EU, yet the Single Market is now crucial to UK economic welfare - should the UK try to change the relationship?</li> </ul> <p><b>ALL valid points must be credited.</b></p>

Q 30	Mark	<p><b><i>A04:Communicate clearly and accurately in a concise, logical and relevant way.</i></b></p> <p><b><i>The A04 marks are not dependent upon the A01 and A02 marks.</i></b></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 31	Context	
	<p><b>Communications since the 1960s</b></p> <ul style="list-style-type: none"> <li>• Since the early 1960s the rail network has been almost halved. There are fewer train stations but the numbers of rail passengers and car-owners have soared.</li> <li>• At the same time the number of domestic and international flights has increased as foreign holidays have become commonplace.</li> <li>• Now there is instant world-wide communication via the internet and 24-hour rolling television news.</li> </ul> <p>Which particular changes in travel, broadcasting or electronic communications have, over the past 50 years, had the most significant effect on life in the UK, and why?</p>	
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	<p><b>AO1:</b> <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 of knowledge/understanding, (or 2 marks if there is some development or much greater detail) up to the maximum of 8 marks.</p> <p>Candidates can be credited for using the information provided as well as other information of their own.</p> <p>To some extent, a candidate's priorities may depend on the part of the country in which she/he is located. Any of the topics raised in the introduction (or similar) can be explored further:</p> <ul style="list-style-type: none"> <li>• television - increasing range of channels, services</li> <li>• telephone - growth of mobile services</li> <li>• motorways - now reach most parts of the country</li> <li>• trains - intercity &amp; high speed services more used as commuting increases - steam trains now seen as heritage/leisure interest only</li> <li>• Eurotunnel now means trains can replace travel by air/sea</li> <li>• domestic and international flights - foreign holidays have become commonplace.</li> <li>• instant world-wide communication eg via internet and 24-hour rolling television news.</li> <li>• e-mails, social networking sites, skype now widely used</li> <li>• <b><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above. Examiners' assessments here should weigh the evidence of knowledge and understanding concerning creativity, (AO1) as presented by candidates.</i></b></li> </ul>

Q31	Mark	<b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i>
	0-8	<p>Award 1 mark (or 2 marks if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to identify which of the changes in the communication has had the greatest effect on social/economic life AND WHY – answers which are limited to a discussion of just one aspect of this issue should be limited to a <b>maximum of 6 marks</b>.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• <b>Selecting:</b> identifying and applying relevant evidence</li> <li>• <b>Interpreting:</b> showing how evidence helps to answer the question</li> <li>• <b>Evaluating:</b> assessing the strength of the evidence in support of the question</li> <li>• <b>Integrating:</b> using evidence to develop a coherent argument/conclusion</li> </ul> <p><i>Note – evidence can be information, data, concepts or opinions</i></p> <p>The strongest answers will offer clear reason as to why one development is more significant than another with clear 'then and now' comparisons. They may focus on</p> <ul style="list-style-type: none"> <li>• speed of communication - we expect to be able to convey information and obtain answers much more swiftly than previously</li> <li>• extent of travel - especially as motorways and improved rail services have made commuting more possible</li> <li>• use of laptops/tablets/ mobile phones etc - which are much more portable than original computers or telephones via landlines</li> <li>• impact of skype etc - completely new ways to communicate</li> <li>• but some may see 24 hour rolling news as completely changing the way we view events - and see this as a disadvantage</li> <li>• but so many of these changes may be unwelcome to some candidates who will offer criticism for which, if legitimate, they should be given credit.</li> </ul> <p><b>Any other valid points must be credited.</b></p>

Q31	Mark	<b><i>AO4:Communicate clearly and accurately in a concise, logical and relevant way.</i></b>  <b><i>The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></b>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.



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