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Mark Scheme (Results)

June 2018

GCE General Studies (6GS02/01)

Unit 2: 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.

Section A

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>1</b>	<b>C</b> George Eliot and Charlotte Brontë	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>2</b>	<b>B</b> Mary Shelley	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>3</b>	<b>A</b> 'The Pickwick Papers'	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>4</b>	<b>D</b> Purcell	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>5</b>	<b>B</b> Walter Scott	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>6</b>	<b>A</b> visual artists	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>7</b>	<b>B</b> European Union	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>8</b>	<b>C</b> 650	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>9</b>	<b>B</b> Germany	<b>1</b>

Question Number	Answer	Mark
<b>10</b>	<b>C</b> \$15,405 million ( $1496855 \times 0.02 = 28137.1$ ) - 12,732 = 15405.1)	<b>1</b>

Question Number	Answer	Mark
<b>11</b>	<b>D</b> £37801.25 million ( $60,482 / 1.6$ )	<b>1</b>

Question Number	Answer	Mark
<b>12</b>	<b>A</b> France	

Question Number	Answer	Mark
<b>13</b>	<b>C</b> <b>\$14 385</b> ( $546644000000 / 38000000 = 14$ 385)	<b>1</b>

Question Number	Answer	Mark
<b>14</b>	<b>B</b> is based on new ideas, methods, materials or technology	<b>1</b>

Question Number	Answer	Mark
<b>15</b>	<b>D</b> different cultural identities peacefully coexist	<b>1</b>

Question Number	Answer	Mark
<b>16</b>	<b>B</b> It is uncertain whether social media is the cause or the effect of depression	<b>1</b>

Question Number	Answer	Mark
<b>17</b>	<b>A</b> Analogy	<b>1</b>

Question Number	Answer	Mark
<b>18</b>	<b>A</b> Royal Mail	<b>1</b>

Question Number	Answer	Mark
<b>19</b>	<b>C</b> a verifiable fact	<b>1</b>

Question Number	Answer	Mark
<b>20</b>	<b>D</b> These findings are particularly disturbing (paragraph 3).	<b>1</b>

## Section B

Question Number	Answer	Mark
<b>21.</b>	<p><b>1 mark for identifying 2 points from below (or similar):</b></p> <p><b>In editorials, headlines or other content <i>The Sun</i> could have</b></p> <ul style="list-style-type: none"> <li>• Praised Con leader/PM (John Major)</li> <li>• Praised Conservative policy</li> <li>• Criticised Labour policy</li> <li>• Attacked Labour leader (Neil Kinnock)</li> <li>• Used cartoons or photographs to flatter Con leader and/or humiliate Lab leader</li> </ul>	<b>2 (AO1)</b>

Question Number	Answer	Mark
22.	<p><b>1 mark for identifying 3 points from below (must be based on the passage):</b></p> <p><b><i>The Sun</i> may have influenced referendum voters in favour of Brexit by</b></p> <ul style="list-style-type: none"> <li>• Presenting inaccurate information (eg Queen backs Brexit)</li> <li>• Focus on raising fears over immigration (jobs) or asylum seekers (terrorists)</li> <li>• Painting immigrants as cause of housing problems/crisis</li> <li>• Mega star status given to Boris</li> <li>• Influencing the news agenda by printing far more pro-Brexit articles than pro-Remain</li> <li>• Exaggerations and untruths/bias (eg - over jobs or housing)</li> </ul>	<b>3 A02</b>

Question Number	Answer	Mark
<b>23.</b>	<p><b>Award 1 mark for mentioning the nature of coverage</b></p> <ul style="list-style-type: none"> <li>Broadcasters such as BBC must offer balanced coverage which is neutral/impartial/unbiased/truthful - there is no requirement for newspapers to do this</li> </ul> <p><b>Award 1 mark for referring to regulation</b></p> <ul style="list-style-type: none"> <li>Broadcasters such as BBC must answer to an independent regulator if complaints are made but newspapers have resisted Leveson's proposal for an independent regulator; they claim to regulate themselves</li> </ul>	<b>2 A02</b>

Question Number	Answer	Mark
<b>24.</b>	<p><b>Award 1 mark for each of 2 possible arguments from below (or similar):</b></p> <ul style="list-style-type: none"> <li>Freedom of the press/entitled to express their opinions</li> <li>Right to alert public to fears for the future</li> <li>Better things to spend Britain's money on than EU</li> <li><b>Important to reflect the viewpoints and concerns of readers</b></li> </ul>	<b>2 A01</b>



Question Number	<u>Answer</u>	Mark
<p><b>25</b></p> <p><b>(a)</b></p> <p><b>(b)</b></p> <p><b>(c)</b></p> <p><b>(d)</b></p>	<ul style="list-style-type: none"> <li>• <b>Award 1 mark for each correct answer.</b></li> <li>• <b>If a candidate offers alternative answers - 'x' or 'y' - of which only one is correct, no mark should be awarded.</b></li> </ul> <p>Award 1 mark for 2 <b><u>or</u></b> 4</p> <p>5</p> <p>Award 1 mark for 3 <b><u>or</u></b> 6</p> <p>1</p>	<p><b>4 A03</b></p>

Question Number	Answer	Mark
26.	<p><b>Answers must focus on reasons why newspapers could adopt a particular line over a UK policy issue such as Brexit. (Max 5):</b></p> <ul style="list-style-type: none"> <li>• This could be a decision by the <b>proprietor</b> (eg Rupert Murdoch in the case of the Sun or the Barclay brothers in the case of the Daily Telegraph)</li> <li>• This could be the decision of the <b>editor</b> (eg Paul Dacre in the case of the Daily Mail) or his editorial team</li> <li>• This could be a reflection of the policy line adopted by <b>political parties</b> typically supported by the publication's owners or editorial team - eg The Times which often supports the Conservatives did not come down on one side or the other because the Conservatives were themselves divided while the Guardian supported the anti-Brexit cause as did the Lib Dem and Labour parties to which it often gave general support)</li> <li>• Publications aim to please their readers so if <b>polling</b> or other evidence showed a particular line was popular, a paper might adopt it and then claim the credit for the 'victory' that might follow - eg 'the Sun won it'</li> <li>• Many publications rely heavily on income from <b>advertising</b> so the views of advertisers may influence editorial decisions.</li> </ul>	<p><b>5 A02</b></p>

	If an answer combines some of these five points, marks should reflect the number of the above points which are covered.	
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Question Number <b>26</b>	Mark	<b>A04:</b> <b><i>Communicate clearly and accurately in a concise, logical and relevant way. Note - The A04 marks are NOT dependent upon the A01 or A02 marks.</i></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 (ie less than about 6 lines/50 words) to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.

Question Number	Answer	Mark
27.	<p><b>Award 1 mark for correctly identifying an opinion from Paragraph 3 and a further mark for an explanation of why it is an opinion:</b></p> <ul style="list-style-type: none"> <li>• Paragraph 3 opinions: <ul style="list-style-type: none"> <li>○ Opinion - this boast was 'tasteless and wrong'. No wonder. (cannot be checked/verified)</li> <li>○ Opinion - Murdoch did not want the press.... (cannot be checked/verified)</li> <li>○ Opinion - Some newspapers just can't help themselves. (cannot be checked/verified)</li> <li>○ Opinion - 'the world's most successful newspaper crusade'. (cannot be checked/verified)</li> </ul> </li> <li>• Explanation of opinion: An opinion is based on a belief or view - not evidence that can be checked or verified</li> </ul>	<b>2 A03</b>

Question Number	Answer	Mark
28.	<p>The question asks candidates</p> <ul style="list-style-type: none"> <li>• <b>how effectively</b></li> <li>• the writer’s <b>evidence</b> and</li> <li>• <b>arguments</b></li> <li>• <b>justify</b> the view that the</li> <li>• <b>behaviour</b> and <b>regulation</b> of the press</li> <li>• <b>needs</b> to change</li> </ul> <ul style="list-style-type: none"> <li>• The writer sees democracy as depending on rules and argues that the press is missing from any list of regulated bodies.</li> <li>• Evidence from Reuters Institute of Journalism and Loughborough University shows how an unregulated press behaved in the context of the EU referendum – i.e. in an unbalanced and partial manner.</li> <li>• The claims of The Sun and the Express make it clear which side they were on, poll evidence is introduced to emphasise nature of their content; to some extent this depended on exaggeration and untruths.</li> <li>• While the people allegedly wanted accuracy, the press seem to have given them bias and untruths.</li> <li>• The final paragraph reminds us of the Leveson conclusion that the press needs to be independently regulated.</li> </ul> <p><b>Mark AO3 by asking yourself the following questions and awarding a mark where appropriate (max 4):</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate refer to the behaviour and regulation of the press needing to change? <b>If YES award one mark</b></li> <li>▪ Does the candidate critically consider particular evidence or lack of evidence? <b>If YES award one mark</b></li> <li>▪ Does the candidate make comments about types of evidence – eg objectivity/subjectivity, facts, opinions or bias? <b>If YES award one mark</b></li> <li>▪ Does the candidate consider whether the writer produces an assertion (claim without evidence) rather than an argument (supported by evidence)? <b>If YES award one mark</b></li> </ul>	4 AO3

	<ul style="list-style-type: none"> <li>▪ Does the candidate refer to the writer's argument or to different types of argument? <b>If YES award one mark</b></li> <li>▪ Is a plausible final objective assessment made? <b>If YES award one mark</b></li> </ul> <p>After marking the answer for AO3, assess it for communication, AO4.</p>	
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Question Number <b>28</b>	Mark	<b>AO4:</b> <b><i>Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO1 or AO2 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 (ie less than about 6 lines/50 words) to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.

## Section C

### 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.

Question Number	Context
<b>29</b>	<p><b>A Daily Mile...</b></p> <p>Britain is in the grip of a crisis, with more than a third overweight by the time they leave primary school. But not at Elaine Wyllie's primary school in Stirling. There every one of the 420 children walks or runs the Daily Mile for 15 minutes a day on top of normal PE lessons. Headteacher Elaine said 'After a month the children were transformed.</p> <p>Pride of Britain judge Jason Leonard said: ' Elaine's Daily Mile could help solve the obesity crisis. Her simple idea is brilliant. It could transform kids' health and life chances across the country, and potentially save the NHS billions.'</p> <p style="text-align: right;"><small>Source: adapted from Georgina Stubbs, <i>The Mirror</i>, 27 September 2015 at <a href="http://www.mirror.co.uk/news/real-life-stories/childhood-obesity-crisis-could-overcome-6493728">http://www.mirror.co.uk/news/real-life-stories/childhood-obesity-crisis-could-overcome-6493728</a></small></p> <p>Consider whether all school, college and university students should be required to run at least a Daily Mile every day.</p>

Marking Guidance
After marking the answer for AO1 and AO2, assess it for communication, AO4.

Ques	Mark	<b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b>
<b>29</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>:</p> <ul style="list-style-type: none"> <li>• Obesity is a major problem in the UK for both adults and children</li> <li>• Obesity is a major problem for the NHS which is costing billions of pounds annually in the treatments such patients require.</li> <li>• The simple solution adopted at Elaine Wyllie’s school is cheap - and seemingly both popular and effective.</li> <li>• The children seem to be happy enough to take part - but would the same be true if this was extended to secondary, college and university aged young people?</li> <li>• There is no doubt that running a mile a day would improve most people’s health. (<i>Do not give more than 1 or 2 marks to answers which focus excessively on exceptions or special pleading.</i>)</li> <li>• Would it be justifiable to deny NHS treatment to any who refused to take part in the Daily Mile?</li> </ul> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don’t appear in the list above.</i></p> <p>Some these issues will be debated and awarded marks for AO2 .</p>



<b>Q29</b>	Mark	<b>AO2:</b> <b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></b>
	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 the relationship between obesity and exercise and whether children and young people should be compelled to run a mile a day</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>In recent years it has been found that most candidates make a clear point of knowledge/understanding (AO1) and then offer some evaluation of interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce - eg:</p> <ul style="list-style-type: none"> <li>• Does the Daily Mile work because Elaine is a charismatic teacher? Would it necessarily work elsewhere?</li> <li>• It may work in Stirling but would it work in much more urban areas?</li> <li>• Is it fair to impose this additional target or responsibility onto teachers?</li> <li>• How would teachers or secondary age pupils or university students react to this? Is such compulsion justifiable?</li> <li>• If a student doesn't want to run, should efforts be made to make them?</li> </ul> <p><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.</i></b></p>

Q 29	Mark	<b>AO4:</b> <b>Communicate clearly and accurately in a concise, logical and relevant way. Note: The AO4 marks are not dependent upon the AO1 and AO2 marks.</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 (min. about 6 lines/50 words) to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

Question Number	Context
<b>30</b>	<p><b>The power of art</b></p> <p>Art reflects whatever the artist thinks or feels. Creations of art can often reflect a part of someone's life. Films, songs, plays, musical compositions can all be inspired by real life events. In that sense art can reflect life.</p> <p style="text-align: right;"><small>Source: adapted from Robin McKie, The Guardian, 2 March 2013 at <a href="https://www.theguardian.com/uk/2013/mar/02/beeching-wrong-about-britains-railways">https://www.theguardian.com/uk/2013/mar/02/beeching-wrong-about-britains-railways</a></small></p> <p>Examine the view that the arts actually influence how people think and act as much as they reflect life.</p>
<b>Marking Guidance</b>	
After marking the answer for AO1 and AO2, assess it for communication, AO4.	

Ques	Mark	<b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b>
<b>30</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>:</p> <ul style="list-style-type: none"> <li>• Many artistic forms reflect life - biographies and autobiographies as well as films, songs, musicals, plays, radio and television</li> <li>• Films or books may vividly portray episodes from history such as World War 2 events or in Vietnam</li> <li>• Television has an important role to play in highlighting features of society where change is needed - eg 'Cathy come home' reflecting problems of housing.</li> <li>• In many Shakespeare plays, apart from the histories, there are incidents and episodes which will 'ring true' to audiences as reflections of human nature with which they can empathise.</li> <li>• Much music 'tells a story' as, for example, Elgar did in his Enigma Variations</li> <li>• But equally such artistic endeavours will impact on how people respond - the famous World War 1 recruiting song 'we don't want to lose you but we think you ought to go' is credited with encouraging hundreds of thousands to enlist as soldiers.</li> <li>• Apart from being 'art for art's sake' often the lyrics of songs at music festivals and performances on the fringe in Edinburgh are intended to promote a particular viewpoint, possibly influencing what people think.</li> </ul> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></p> <p>Some these issues will be debated and awarded marks for AO2 .</p>

<b>Q30</b>	Mark	<b>AO2:</b> <b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></b>
	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 both how the arts reflect life and also how they can change opinions or how people act.</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>In recent years it has been found that most candidates make a clear point of knowledge/understanding (AO1) and then offer some evaluation of interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce - eg:</p> <ul style="list-style-type: none"> <li>• Did the audience response to Jeremy Corbyn at Gastonbury encourage people to support the Labour Party?</li> <li>• By showing us elements of life with which we are not familiar, can the arts increase awareness and a desire to promote change - eg issues of disability and inequality in terms of human rights?</li> <li>• Satire, whether in the form of cartoons, Gilbert and Sullivan operettas or late night tv programmes, can help audiences to become aware of wrongs in public life that need to be addressed and corrected.</li> <li>• Once alerted to an issue - poverty, homelessness, discrimination, injustice - it is only natural that some people will be motivated to campaign for change.</li> </ul>

		<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.</i></b>
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<b>Q 30</b>	<b>Mark</b>	<b>A04: Communicate clearly and accurately in a concise, logical and relevant way. Note: The A04 marks are not dependent upon the A01 and A02 marks.</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 (min. about 6 lines/50 words) to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

