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GCE

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6GS01 General Studies Unit 1 AS

General Comments

This unit was taken by over 9,000 candidates. Section A consisted of multiple-choice questions covering a wide range of difficulty which were answered by candidates with varying degrees of success. Section B provided an opportunity for relatively straightforward extraction of exemplars, which were answered successfully, as well as three questions (25, 26 and 27) which were much more challenging. The responses to these questions indicate that a significant minority of candidates need to read the question more carefully to achieve success. The questions in section C produce 40 of the 90 marks available for the paper and, on the evidence of the length of many candidates' responses, they need to manage their time more effectively and leave more time to tackle it. That said, there were some really good answers, where candidates produce forceful and logically argued cases in support of difficult problems.

Questions 1-20

Questions 1-20 are multiple choice and the answer key can be found in the mark scheme. Statistical data relating to the questions is available on ResultsPlus.

Question 21

This question was poorly answered. The key word in the sentence before is “like” which should have alerted candidates to the proximity of an analogy. Many candidates elected for “inductive”.

Question 22(a)

This question was well answered. There were many examples in the passage that could be used.

22 From **paragraph 4** write out

(a) **two** phrases that contain only fact

(2)

- 1 Society in the 14th century was feudal and highly centralised. 80% of the population consisted of peasant farmers.
- 2 ~~Most of the population~~ had moved into cities, and these urban dwellers were dependent on the rural peasants for food production.



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Examiner Comments

Refer to points 2 and 5 in the mark scheme. This candidate scores 2 marks.

22 From **paragraph 4** write out

(a) **two** phrases that contain only fact

(2)

- 1 "urban dwellers were dependant on the rural peasants for food production"
- 2 "80% of the population consisted of peasant farmers."



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Examiner Comments

Refer to points 3 and 6 in the mark scheme. This candidate scores 2 marks.

Question 22(b)

This question was also fairly well answered but unlike question 22a there was only one answer. Candidates were referred to paragraph 4, and the answer came in the first sentence, containing the word "thought".

(b) one phrase that contains only opinion.

(1)

The roman empire had become highly centralised and bureaucratic.



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Examiner Comments

This is factual – no marks.

Question 23

This question was well answered, and the majority of candidates gained at least two marks.

23 List **three** ways in which modern developed countries are like the Roman Empire.

1 We have a large urban population

2 We believe we are undestructable

3 We would not be able to control an epidemic.



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Examiner Comments

1 mark for first phrase as it relates to bullet point 2 on mark scheme - large urban population since they have moved to the cities.

1 mark for second phrase - bullet point 5, they appear to be incapable of being destroyed.

23 List **three** ways in which modern developed countries are like the Roman Empire.

1 highly centralised

2 highly bureaucratic

3 much of the population has moved into cities



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Examiner Comments

Phrases 1 & 2 give the same marking point (i.e. 1 mark)

3rd phrase is bullet point 2 in mark scheme for 1 mark

Question 24

This was a more testing question, but was reasonably well answered.

24 Give **three** pieces of evidence from the passage that support the view 'Our technology and use of resources are so extensive that we tend to think that we can control our own destiny' (lines 3-4).

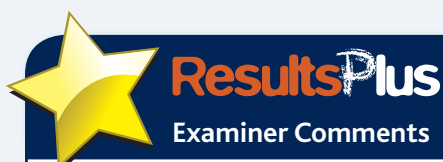
- 1 We now also have a vast pharmaceutical industry devoted to developing new drugs.
- 2 Most of the serious diseases of the past are now controlled through inoculation & by the use of antibiotics & antiseptic procedures.
- 3 Plagues are rare and can easily be controlled.



This candidate scored 2 marks.

24 Give **three** pieces of evidence from the passage that support the view 'Our technology and use of resources are so extensive that we tend to think that we can control our own destiny' (lines 3-4).

- 1 Europe still continued to develop both economically and socially.
- 2 Serious diseases are now controlled through inoculation and by the use of antibiotics and antiseptic procedures.
- 3 a vast pharmaceutical industry devoted to developing new drugs.



This candidate scored 2 marks as Phrase 1 is incorrect.

Question 25

The majority of candidates did not perform well on this question. Many candidates failed to gain any more than the basic mark for perceiving that much of the evidence in the piece is mainly opinion. Of those that went further very few expressed anything more than the idea that the plague may not have been the only reason for the downfall of the Empire. A rather frequent misreading of the question was for the candidate to comment on whether the Roman Empire was weak or not, rather than a critique of the explanation. The moral of this is to read the question carefully. It was rare for 4 marks to be awarded.

25 Show how the explanation of the downfall of the Roman Empire is weak.

because it says "However, it is said that..."
and by saying "It is said that" it implies it is
just a theory not fact. It also is implying that
the "plague with a 30% death rate struck and
after that the empire appeared to go into a steep
decline" may have been the only reason for the
empire's downfall. It doesn't, however, give any
reasons for why or how the plague made it
go into a steep decline" and once again opinion
words like "appeared" are used.



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Examiner Comments

- 1 mark for theory not fact
- 1 mark for 'may have been the only reason' - bullet point 2
- 1 mark for 'any reasons for why the plague made it go in to a steep decline'

25 Show how the explanation of the downfall of the Roman Empire is weak.

The statement 'removing a large proportion of the peasantry through disease had a devastating effect' explains the downfall of the Roman Empire. Yes this statement may be true but there is no quantifiable evidence to back up this point. How many peasants died? what were the direct results? what did this lead to? All of these questions need answering to make a case for a substantiated argument.



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Examiner Comments

The mark is for 'no quantifiable evidence'. The questions subsequently posed by candidate only illustrate the fact of 'no quantifiable evidence'.

25 Show how the explanation of the downfall of the Roman Empire is weak.

The Roman empire had become highly centralized and bureaucratic. Much of the population had moved into cities and these urban dwellers were dependant on the rural peasants for food production. Removing a large ~~proportion~~ proportion of the peasantry through disease had a devastating effect.



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Examiner Comments

The candidate copies phrases from the passage with no commentary - no marks

25 Show how the explanation of the downfall of the Roman Empire is weak.

~~The~~ The passage does not explain the length of time which could be classified as the 'downfall'. It makes the Roman "urban dwellers" sound incompetent as to how much they were "dependent on the rural peasants". It fails to note how financially the peasants' deaths had such a big impact; how did effect the emperors/~~em~~ caesars? Furthermore, "steep decline" is somewhat ~~very~~ vague, it would be a stronger informant if it referenced the vast empire the Romans had and how each country it conquered diminished. Some of the passage sounds mis-guided or too opinionated. For instance, "it is said that" makes the information sound more like hearsay than of well-documented fact. Finally, the explanation doesn't account for the aftermath of the downfall which may inform further.



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Examiner Comments

- 1 mark for 'length of time'
- 1 mark for 'effect of the plague not explained'
- 1 mark for 'some of the passage is too opinionated'

25 Show how the explanation of the downfall of the Roman Empire is weak.

The explanation of the downfall of the Roman Empire is weak because there is not enough information of the actual downfall, there needs to be more depth and facts to inform us, the readers, why there was a downfall and its effects to everyone involved. In paragraph two there needs to be more information about the Roman Empire, and the time period. AD 170. In paragraph 3 there's explaining on how the Black Death affected Europe as a whole, when we really want to know how it directly affected the whole of the Roman Empire. We are getting told facts, Black Death killed one third of the population. This is NOT the downfall, this is the end product, it's NOT explaining the actual downfall of the Roman Empire.

(Total for Question 25 = 4 marks)



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Examiner Comments

- 1 mark for 'needs to be more depth and facts'
- 1 mark for 'no information about time period'
- 1 mark for 'downfall and its effects'

Question 26

Most candidates scored 3 or 4 marks for this question, but this hides a more basic weakness since many candidates gained two marks for communication, leaving only one or two marks out of five for the judgement on the effectiveness of the author's explanation. Too many candidates failed to read the question carefully and wrote their own story on the development of European society after the Black Death rather than analysing how effective the passage was. Several candidates compounded this error by believing that the Roman Empire failed due to the Black Death in the 14th Century.

26 In the passage, how effective is the explanation of why European society was able to develop after the Black Death?

Relate your answer to the passage. Apply thinking and analytical skills to evaluate the strengths and weaknesses of the evidence and arguments used by the writer. You are not being asked to give your own opinions on the issues raised.

The passage clearly states that 'Europe continued to develop both economically and socially,' showing how the effects of the Black Death did not long-term damage to Europe. However, the reasons for this aren't stated as clearly or convincingly. The passage also claims that 'Medical knowledge was very limited,' which would surely be a ~~reason~~ argument against how well Europe coped with the pandemic.

Additionally, the extract describes how 'society in the 14th century was feudal and highly decentralised' in contrast to the centralised and bureaucratic nature of the Roman Empire. This gives a fairly effective explanation for how Europe was able to develop after the Plague, yet the reader is required to use his/her own deductive skills to understand that due to the ~~nature~~ ^{structure} of the Roman Empire, disease was able to spread, and many were left without food, but the European society was structured differently, therefore would be better equipped to cope with a pandemic. However, this is not clearly expressed

to the reader so doesn't give a full explanation.

The only statistical data used in the passage refers to the amount that perished during the black death (one third of the population of Europe) and the percentage of peasants in the 14th century (80%). These figures cannot be used as evidence as they are used out of context, for example ^{with} the lines; '80% of the population consisted of peasant farmers, and the urban population was relatively small'. This sentence does not explain how this fact ~~aff~~ affects why Europe continued to develop, as again one is required to use deductive skills, based on the example of the Roman Empire to fully understand.

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Examiner Comments

Marks are awarded for the following points in the mark scheme
W3 and W1 - 1st paragraph
E3 and S1 - 2nd paragraph
S2 - start of 3rd paragraph
Total of 7 marks - 5 marks for the text and 2 marks for communication

26 In the passage, how effective is the explanation of why European society was able to develop after the Black Death?

Relate your answer to the passage. Apply thinking and analytical skills to evaluate the strengths and weaknesses of the evidence and arguments used by the writer. You are not being asked to give your own opinions on the issues raised.

In the passage there is a very contradictory argument over the effectiveness of European society to develop after the Black Death; firstly the writer states that, 'Europe continued to develop both economically and socially,' which would assume that Europe was able to develop. However, the following sentence contradicts the writers' argument, 'Medical knowledge was very limited,' which makes the reader feel that perhaps European ~~was not able to~~ society was not able to develop; if they had no knowledge of why the plague was spreading then they could not take measures to prevent it in the future.

However, towards the end of the passage, the writer does give an effective explanation as to why European society was able to develop after the black death, ~~it~~ ~~was~~ 'society in the 14th century was feudal and highly decentralised... the urban population was relatively small.'

This suggests that European society was able to develop after the plague because society had not been reliant on a minority of the population for food or resources, as they were in the Roman Empire, ~~which~~ that were then wiped out by the plague. Instead, European society were ~~2~~ ²80% peasant farmers, and even after

the large proportion of deaths, there were a large number of people providing resources for society to continue develop.

The explanation of Why European Society was able to develop after the Black Death is effective; it summarises the key idea that there were enough people providing resources after the plague for society to develop. However, much of this explanation comes from the readers' ability to analyse the text, rather than making clear the reason that society was able to develop after the Black Death, and for this reason, the passage is not completely effective at explaining this point.

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Examiner Comments

Marks are awarded for the following points in the mark scheme

W1 - 1st paragraph

S1 - 2nd paragraph

S2 - 3rd paragraph

E1 - final paragraph

Total of 7 marks - 4 marks for the text and 3 marks for communication

26 In the passage, how effective is the explanation of why European society was able to develop after the Black Death?

Relate your answer to the passage. Apply thinking and analytical skills to evaluate the strengths and weaknesses of the evidence and arguments used by the writer. You are not being asked to give your own opinions on the issues raised.

The passage talks about the European society and the way it developed after the Black Death. This explanation is effective as it states the fact that the Black Death killed one third of the population. Then the passage goes on to look at the 'outcomes'.

When looking at how the European society is able to carry on developing, there is a comparison. This is very effective as it proves that they carried on developing because '80% of the population consisted of peasant farmers'. This meant there was still enough people to carry on the food production unlike the Roman Empire.

The weakness of the explanation however, is that it only says 'Europe continued to develop both economically and socially' because it doesn't give us any statistics or evidence for this the statement could be wrong.

Overall, the passage is effective in explaining how the European society was able to develop after the Black Death but for it to be completely effective it would need some

Facts and figures on how far it has been carried on to develop.

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Examiner Comments

Marks are awarded for the following points in the mark scheme.

1st paragraph contains a fact irrelevant to the argument - therefore no marks

S1 - 2nd paragraph

W3 - 3rd paragraph

E1 - final paragraph

Total of 5 marks - 3 marks for the text and 2 marks for communication

26 In the passage, how effective is the explanation of why European society was able to develop after the Black Death?

Relate your answer to the passage. Apply thinking and analytical skills to evaluate the strengths and weaknesses of the evidence and arguments used by the writer. You are not being asked to give your own opinions on the issues raised.

The explanation of why European society was able to develop after the Black Death, is, like the explanation of the Roman Empire's downfall, rather vague and weak. The information is too brief and doesn't show an effective line of ~~argument~~ argument. For example, lines 10-11 have both an argument that "Europe continued to develop" and an argument stating "knowledge was very limited". The writer's evidence isn't alluded to strongly, nor is referenced in a footnote (a common feature of article-writing).

Nevertheless, where evidence seems diluted or abridged, a well-made comparison is included. The inclusion of today's society, in relation to the older European societies, shows how European society could develop ("controlled through ~~in~~ inoculation"), albeit rather vaguely.

Some may argue there are few ~~is~~ strengths to his explanation. Much of the passage looks at "the Roman Empire" (lines 6-8, 17-23 and 24) and little of the "14th century" Europe. ~~is~~ For this reason, the reader knows little about the "plague" other than it "killed one kind of the population" and therefore less about ~~is~~ a development after.

In conclusion, the passage ~~is~~ can't really be seen as ~~effective~~ effective. In fact, it is very much ineffective and it sheds little light ("Europe continued to develop both economically and

socially" being the largest piece of information on the subject of Europe's development after the plague/black death.

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Examiner Comments

Marks are awarded for the following points from the mark scheme
E1 - 1st paragraph; note that similar E1 point made in final paragraph, but can't be credited twice
W3 - 3rd paragraph
Total of 5 marks - 2 marks for the text and 3 marks for communication

Question 27

The mean mark for this question was four. Since the common mark for communication was two, this means that the average candidate scored about two out of five for their argument. Most responses contained references to the development of medicine and subsequent increased chances of survival. The better answers usually also referred to the previous plagues and the fact that humanity survived. The answers gaining full marks contained one or more of the remaining three points. Much extra information was introduced about swine flu and AIDS that was irrelevant and therefore gained no marks. A small number of students commented at length on the quality of the passage rather than answering the question.

27 Use the information in the passage to argue that in fact the outlook is **not** bleak for humanity.

The passage is able to explain that ^{through} the developments of technology and through the research of particular drugs, we have been able to reduce the number of deaths caused by particular illnesses. The passage also explains how Europe has been able to control the majority of most serious illnesses. ~~Europe~~ Most of the serious diseases of the past are now controlled through inoculation and by the use of antibiotics and antiseptic procedures.

The passage argues that the history of the plague is in the past and that the European society has continued to develop, therefore being able to move on and continue. This provides a positive look on what Europe has overcome in the past and what it is continuing to overcome now.

Although in the past the plague killed one third of the population of Europe, at the time in the 14th century Europe was 'decentralised', 80% of the population consisted of peasant farmers and the urban population was relatively small. This meant that people were unable to afford medical, health care, therefore there is more hope today than there was in the 14th century.

As the passage states 'Europe continued to develop economically and socially' and they are continuing today. There has not been

an outbreak of the plague since. Therefore there is still hope for
humanity.

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Examiner Comments

Marks were awarded for the following points in the mark scheme:

A3 and A4 - 1st paragraph

A1 and A2 - 2nd paragraph

3rd paragraph uses information not in passage

Final paragraph repeats earlier marking point

Total of 7 marks - 4 marks for the text and 3 marks for communication

27 Use the information in the passage to argue that in fact the outlook is **not** bleak for humanity.

The outlook is not bleak for humanity because of our extensive knowledge of disease and its methods of treatment. As stated ~~in~~ in the passage we can cure most plagues, we do have vast pharmaceuticals and we can respond to ~~a~~ a lot of diseases we are under attack from. The first form of attack against disease ~~is~~ mental or physical is understanding and knowledge, and we as a whole have a lot. For example Bird Flu that was rumored to threaten our society within several weeks and vaccine and treatment was being developed and produced ~~as~~ in response. Although yes, as the passage shows there have been wipe-out diseases such as the plague/Black Death society as a whole has always overcome it eventually. Yes, many lives were lost but many survived and as stated in the passage Europe still managed to develop both economically and socially. The outlook is not bleak for humanity, we have survived everything it has thrown at us previously and now with even more knowledge and understanding it is looking more positive than ever.

Disease can put a strain on humanity that is shown by the passage in the apparent 'downfall' of the Roman Empire' and damage can and probably will be done but nothing to lead us to believe that the outlook for humanity is bleak.

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Examiner Comments

Marks were awarded for the following points in the mark scheme:

A3 - fifth line

A1 and A2 for 'wipe-out diseases such as plague...overcome it eventually'

Total of 5 marks - 3 marks for the text and 2 marks for communication

General points on questions 28 and 29

There were many good answers seen, but some candidates missed out on AO2 marks by being too one-sided and failing to look at both sides of the argument. In common with earlier questions some students failed to understand the question and wrote about the quality of the statements (lack of statistical evidence in the passage etc.) rather than marshalling their own thoughts. There was evidence particularly in Q29 of students having to rush their answers, producing work in note format only or stopping in mid sentence. The quality of written work varied from the almost illegible to the very precise (but not always easily read!). The quality of spelling, grammar and punctuation left a great deal to be desired.

Question 28

On average, candidates gained only 5 or 6 marks out of 16 for their knowledge and understanding, marshalling their evidence and arguing cogently.

In general, candidates answers did not go into great depth, only picking up a few marks for each assessment objective. A significant minority seemed to take offence at the statement and use their time to criticise what they perceive to be the inadequacies of religion. Another common strategy seemed to be to ignore the question and write an essay about science versus religion. There were low scoring answers despite the length of the essay, because there was a tendency to ramble around the topic. Some candidates were carried away with their thoughts on knife crime or youth culture rather than addressing the argument. Many candidates equated morality and criminality too closely, assuming that all immoral behaviour was criminal and would or should be punished by a prison sentence. Many talked about moral relativism e.g. 'no person or religion has the right to tell you what to believe. It's up to you'. A lot of candidates did however pick up that religion itself could be the cause of immoral behaviour. But many candidates simply agreed with the assertion and tried to provide evidence to back it up rather than criticise the assertion. In fact a surprisingly large number of candidates failed to state that this assertion could not be proved. For the AO1 descriptors, A1, A2 and A9 in the mark scheme were by far the most common points mentioned: most candidates mentioned the bible/ten commandments, noted the influence of parents or other social factors and gave examples of religious fundamentalism and associated terrorism. Candidates in general covered all other points, except A10 that was only awarded rarely. For the AO2 descriptors, B6 was given for virtually all responses. B1 and B2 were also very common. All the other points were covered, although B3, B5 and B7 were rare.

28 'There is more immoral behaviour in modern society because fewer people are religious.'

Critically examine this assertion.

If one was to assume that moral behaviour stemmed from religious teachings, such as the Ten Commandments, then it would be fair to assume that there is a greater immoral behaviour in a secular society. However, ~~much of~~ it could be argued that moral behaviour ~~is~~ ~~programmed into humans from birth~~, that a sense of right is dependant on a persons' upbringing and teachings, which would assume that the rise in immoral behaviour was not linked to the fact that fewer people are religious.

If a large proportion of society are religious then they believe that God or a greater power will punish any immoral behaviour, therefore causing them to act in a moral manner. However, in many countries that are still very religious, such as Afghanistan and India; it could be argued that there ~~was~~ ~~is~~ an equal amount of immoral behaviour. Just because in ~~the~~ ~~countries~~ ~~the~~ religious societies there is a belief that people will be punished for immoral behaviour, this does not always prevent people from acting immorally.

It could be argued that there is more immoral behaviour in society nowadays because of a change in culture and increase in media's influence. A large amount of media, in particular media that is targeted at younger generations, such as video games, music

videos and self-broadcasting sites, ~~encourage~~ discourage moral behaviour, deeming it as an uncool way to act. Many music lyrics ~~en~~ talk about crime and jail time as though it is something to be proud of, which is what young people have to aspire to; if a young person hears their idol talking about taking drugs and committing crimes they may be inclined to do the same. In contrast, previous generations had more 'moral' icons to aspire to, which assumes it is not because of a fewer religious people that there is more immoral behaviour.

Whilst it is fair to argue that religion instills morals into its followers, it is not right to assume that this is the only outlet for encouraging moral behaviour. Citizens are aware of what is right and wrong because of their upbringing. If people are brought up with good morals, then they will have moral behaviour. So perhaps a rise in immoral behaviour stems from a lack of good parenting, or ~~the~~ fault in the schooling system for not putting enough encouragement into moral behaviour.

The assertion that moral behaviour comes from a belief in religion is a mere assumption; because religion is not the only outlet for moral behaviour it is not fair to assume that the rise in immoral behaviour ~~is~~ is due to fewer religious people. Other factors, such as parenting or schooling may be involved in the rise in immoral behaviour.

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Examiner Comments

This is an example of an above average answer. Marks were awarded for the following points from the mark scheme:

A1 and B4 - first sentence

A2 - end of 1st paragraph

B1 and A8 - 2nd paragraph

A6, A7 and B5 - 3rd paragraph

B9 - 4th paragraph

AO1 gained 5 marks, AO2 4 marks

Total of 12 marks, 9 for the text and 3 for communication

28 'There is more immoral behaviour in modern society because fewer people are religious.'

Critically examine this assertion.

There is a decreasing trend in the religious population and ~~an~~ increasing trend in immoral behaviour, leading to ^{an} inference that people tend to make that there is a clear causal connection between the two, however from this assertion, there is only in fact a correlation. It is possible that the two are related.

In the traditional lifestyle in the 19th century, more women were housewives or had low-paid seasonal jobs meaning there ~~is~~ was far more time to be with the children, teach them the moral values that are necessary ^{for} young people believe and of course attend church services, prayers at the mosque, mandir or synagogue. In today's world however, there are far more jobs for women, far more well-paying work available and more social clubs and entertainment places for women to go.

In the traditional lifestyle it was uncommon for children to stay in education after the age of 15, ~~so~~ after which the young people would be immersed into the adult lifestyle of earning money for the family. This is when they would be taught morals and ~~more~~ how to behave maturely. There was no time to commit crimes

and there ~~was~~ were few crimes possible to commit. In today's world, there are more educated people, women especially ~~and~~ ^{who are} more successful increasing the gap between wealthy and poor people. The busy lives of these successful ~~business~~ business men and women result in the decrease in spare time to educate children ~~is~~ in social behaviour and make them understand what is ~~right~~ right and what is wrong. This does not mean that ~~there~~ people are now ~~more~~ behaving immorally due to not being religious, only that people have ~~more~~ ^{less} opportunity ~~and~~ to be religious as ~~they~~ ~~as~~ there is not enough religious teaching and people are too busy.



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Examiner Comments

This is a weak answer. Marks were awarded for the following points from the mark scheme:

B6 - 1st paragraph

A2 - 2nd paragraph

A10 and B9 - end of last paragraph

AO1 gained 2 marks, AO2 2 marks

Total of 7 marks, 4 for text and 3 for communication

28 'There is more immoral behaviour in modern society because fewer people are religious.'

Critically examine this assertion.

The statement above considers only one possible reason for an increase in immoral behaviour and believes it to be the correct one. This could be a bias statement made by a religious person in which case the ~~esse~~ validity must be questioned, however this does not mean that it is incorrect. Religion is centered on doing the right thing and improving society, so it would seem that being religious would prevent you from committing a crime.

On the other hand terrorists ~~believe~~ attacks are justified by ^{certain} ~~the~~ terrorist groups based on their religious beliefs, so is their behaviour still immoral? They are doing what they believe is right. Immoral behaviour is based on what individuals believe to be wrong and right.

~~This would see~~ killing people in terrorist attacks is seen to be very immoral, yet in some cases it is justified by religion. ~~and would therefore make the statement true~~ In this light the statement would be seen to be true and false.

There are other reasons that are often seen to be causes of immoral behaviour aside from religion.

Crime rates are often higher in areas of where there is less economic stability. This has nothing to do with religion. ~~yet so~~ ~~proves religion not to be the only factor~~
 It is also known that children that have bad upbringings for various reasons can sometimes be involved with immoral behaviour.

In light of the evidence to state that less religion in modern society is the reason for increased immoral behaviour is incorrect as it is not the only factor involved.

Populations now are alot larger than previously so chances are that ~~more~~ immoral behaviour will increase proportionally to this.

~~And due to the vast differences in the amount of money.~~ Due to current economic issues, more people are under greater problems with regards to money, which will therefore correspond to the earlier discussion of crime and immoral behaviour relating to economic stability.



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Examiner Comments

This is another above average answer, but below average communication skills. Marks were awarded for the following points from the mark scheme:

B6, B1 and A1 - first paragraph

A9 - 2nd paragraph

B9 - 3rd paragraph

A3, A2 and B5 - 4th paragraph

B8 - final paragraph

AO1 gained 4 marks, AO2 5 marks

Total of 11 marks, 9 for text and 2 for communication

Question 29

Timing issues were significant on this last question. A number of responses were quite brief and the proportion of blank scripts at this point was higher than with earlier questions. However, the mean mark for this question was very similar to Q28, rather surprising considering examiners' comments that some candidates seemed to be running out of steam at this point. The title of this question was interesting and thought provoking but, although candidates responded to it well, genuinely comprehensive and detailed answers were relatively rare. A significant minority of candidates relied on the strategy of restating information given in the rubric to the question. They needed to go further than this, as the information provided was intended to stimulate candidates' thinking, not to provide copying opportunities. Many candidates showed a lot of concern for animals and the environment. Many blamed humans for depleting the animals' environment and suggested it was our moral duty to protect endangered species. Most candidates supported the concept of a zoo, as most of the information was about this, but a lot of candidates talked about the possible cruelty of zoos and lack of need for them as much of the conservation work can be done without the need for traditional zoos. A small minority of candidates misunderstood the question and answered on the nature of the evidence provided (opinion, fact, etc.) rather than discussing the issues themselves and unfortunately these candidates could not be rewarded. Marshalling the evidence and producing an argument was tackled better than a demonstration of knowledge and understanding. Perhaps because candidates were running out of time, 'bullet point answers' cropped up regularly. Relatively few responses scored above 12.

29 Some people believe that zoos have several important purposes. They provide the means to protect and preserve endangered species, and in some cases they have enabled the reintroduction of such animals to habitats in which they have become extinct. They also serve to educate the general public about the ecology and conservation of unusual animals, while providing information in a vivid and entertaining way. Finally, keeping animals in zoos provides the opportunity for research on the behaviour, health and reproduction of wild animals.

On the other hand, some people believe that it is unacceptable to keep any animal captive in a zoo. They argue that it is cruel and leads to the animals behaving in a distressed manner. In any case, they believe that all animals should be free to roam.

Critically examine these opposing points of view.

Well you could argue on both cases
 but to be honest there both as
 important to each other. Some people
 believe that zoos have many purposes
 one of them which is to protect
 the animals well being. This can be
 a good thing as it provides with
 a home. Its important that they
 feel that they are wanted as this

Can protect on the animals themselves. While animals are present in the zoo, it enables you an insight into their own behaviour and life style. Health and reproduction are other factors that come into context as well.

On the other hand that its best to keep animals captive inside the zoo.

The only positive as a result of this is that they can keep an eye on them. It is though that keeping them ~~in~~ captive is very cruel and cause to become distressed ~~in some way~~ ~~to~~ some degree. But in my opinion I believe animals have the right to be free in order to do what they want in order to be satisfied.



ResultsPlus

Examiner Comments

This is an example of a weak answer, with poor communication skills. Marks were awarded for the following points from the mark scheme:

A3 and B2 - 1st paragraph

A11, B7 and A6 - 2nd paragraph

AO1 gained 3 marks, AO2 2 marks

Total of 6 marks, 5 for the text and 1 for communication

Zoos are a type of ex situ conservation - this is where animals are taken out of their natural environments and bred in captivity. In modern societies e.g. in England and UK there are strict laws that state the animals must be kept in suitable conditions, fed properly etc. Zoos are used to make a profit because many people come to visit the animals. Yes they educate the people but surely the same information can come from nature documentaries. Why distress animals by making them hear the knocking on their windows, flashing of cameras etc.

Animals that are under threat of being extinct should be put through a breeding programme then when it's safe to do so they should be put back in the wild where they belong unless the animal is too weak, frail or damaged to go in the wild.

For learning about their behaviour etc. in today's modern society courses etc. can easily be put in jungle etc. to see the animals do their thing.

Zoos should be carefully looked at in places like India where animals are often kept in harsh conditions. A recent case is where in a zoo rhinos were reproducing too much so in an attempt to cull a rhino they gave it too much anaesthetic and the help

less creature dies - this is ridiculous! The Rhinos should be put back into the wild where they belong and are actually under threat of extinction - not castrated! Zoos can be helpful in helping to breed animals that were otherwise endangered e.g. the white tiger but this is in vain unless they go back where they belong. The government could help fund an education on 3D zoo almost like a safari using technology to both educate and entertain the public.

Oppositely it is wrong to say that all animals act in a distressed manner in Zoos. If they're in good as natural environments with sufficient food supply, medical aid and a shelter then I don't think they will be showing distress and it is not cruel so long as they would be a better off in captivity than in the wild it's okay.



ResultsPlus

Examiner Comments

This is an above average answer. Marks were awarded for the following points from the mark scheme:

A3, B1, A5, A4, B7 and B11 - 1st paragraph

B5 and B7 - 2nd paragraph

A11 - 3rd paragraph

B1 repeated in final paragraph so not credited

AO1 gained 4 marks, AO2 5 marks

Total of 11 marks, 9 for text and 2 for communication

6GSO2/01 General Studies AS Unit 2

General Comments

About 12,000 candidates took this first summer-series Unit 2 paper of the new specification. It was encouraging to see that centres and teachers had obviously had more time to study additional resources published by Edexcel and to become familiar with the demands of this specification. In terms of content, there were some really good answers covering all parts of the specification and many students seemed to have made good use of the Student Book in preparing for this examination. As in the January exam, there was a relative weakness in the area of thinking and analytical skills (covered on pp5-8 of the Student Book) – many candidates encountered difficulty in assessing the strength of evidence and argument in the second Section B passage. Some candidates wrote too much in response to the lower-mark questions, leaving themselves insufficient time to answer some of the questions (eg Q26,29, 30 31) with higher mark tariffs.

Questions 1-20

Questions 1-20 are multiple choice and the answer key can be found in the mark scheme. Statistical data relating to the questions is available on ResultsPlus.

Question 21

This question was poorly answered. In line with the information given on page 5 of the Student Book, key characteristics of deductive arguments identified on successful answers included (i) arguing from the general to the particular or (ii) if the premises are correct/true the conclusion is inescapable/ cannot be false or (iii) the premises guarantee the truth of the conclusion and the conclusion will not go beyond what the premises require or (iv) deductive arguments are usually limited to inferences relating to maths and definitions or rules of formal logic. Many unsuccessful answers said 'includes facts' or 'gives both sides of the argument' or 'includes statistics' – none of which related to the essential features of deductive arguments.

21 Give **one** key characteristic that would help you identify a deductive argument.
You do not need to refer to the passage to answer this question.

Moving from the general to the specific.

Moving from a general point to reach a specific point.



ResultsPlus

Examiner Comments

This candidate scored 1 mark. This closely matches the first point in the mark scheme – arguing from the general to the particular.

21 Give **one** key characteristic that would help you identify a deductive argument.
You do not need to refer to the passage to answer this question.

If the premises before it is true and is factual and it leads to a true conclusion.



ResultsPlus

Examiner Comments

One mark is awarded because this answer is close enough to the second bullet point of the mark scheme: if the premises are correct/true the conclusion is inescapable/ cannot be false.

21 Give **one** key characteristic that would help you identify a deductive argument.
You do not need to refer to the passage to answer this question.

If the premises before it is true and is factual and it leads to a true conclusion.



ResultsPlus

Examiner Comments

Hopefully different people would be able to reach the same conclusion if presented with identical premises in a deductive argument but the same could be true of an inductive argument – the answer is not sufficiently explicit to gain a mark.

Question 22

This question was well answered. In explaining 'environmental factors' that might contribute to the under-performance in maths by girls in some countries, most candidates were able to refer to educational opportunities available, time (years) at school or length of full-time education, subjects thought appropriate to boys and girls respectively (eg girls being expected to work domestically so having little need for maths or a belief that maths is too hard for girls) or to discuss social and/or religious attitudes including the wish to deny education to girls by the Taliban in Afghanistan. Just a few candidates seemed to encounter difficulty with the term 'environmental factors' and they tried to answer the question in terms of 'green' issues, generally with only modest if any success.

22 'Environmental' as used in the passage (line 7) refers to 'the surroundings or social context within which humans exist'.

Give **three** examples from **paragraphs 1–3** of 'environmental factors' that might contribute to the under-performance in maths of girls in some countries.

1. Boys do not have more innate ability at maths than girls, but are often given greater educational opportunities.
2. In some societies it is accepted that girls will work domestically and so have little need for the mathematical skills as boys.
3. This view has been supported by religious teachings.



ResultsPlus

Examiner Comments

These answers match points 1, 5/6 and 4 in the mark scheme, respectively, so it is easy to justify awarding 3 marks.

22 'Environmental' as used in the passage (line 7) refers to 'the surroundings or social context within which humans exist'.

Give **three** examples from **paragraphs 1-3** of 'environmental factors' that might contribute to the under-performance in maths of girls in some countries.

- 1 It does not exist in countries where men and women have access to similar resources and opportunities.
- 2 Many societies believed that girls lacked the mental ability to cope with the demands of maths and were better suited to the study of other subjects.
- 3 The view has been supported by religious teachings.



ResultsPlus

Examiner Comments

The first part of the answer explains why underperformance DOESN'T occur in some countries - the reverse of the question! However, the second and third parts of this answer do pick up the seventh and fourth points, respectively, in the mark scheme so 2 marks are awarded.

- 1 the religion which is most dominant in the particular area.
- 2 educational establishment of which the student attends
- 3 legislation within country.



ResultsPlus

Examiner Comments

The first part of the answer matches the fourth bullet in the mark scheme - so 1 mark is gained. The other two answers need to be more explicit to score a mark. The reference to the 'educational establishment' attended could refer to educational opportunities but it doesn't do so explicitly. The same problem arises with the third point mentioning 'legislation' which could refer to years of compulsory education.

Question 23

Most candidates were able to identify at least one clear limitation to the statistical information provided in the passage. Often the adequacy or representativeness of the sample used was questioned, as were the difficulty of comparing 'points' and percentages and the comparability of the tests used and/or the ages of pupils when testing occurred. A few strong answers recognised that 'averages' could be misleading if they were skewed by a relatively small number of untypical results. Some answers sensibly queried the basis on which a society might be regarded as a 'gender equal society', sometimes also going on to point out that an apparent correlation between achievement and the nature of a society need not be causal at all. Where candidates failed to score marks it was often because their responses were not expressed in a sufficiently clear and explicit manner for examiners to be sure they understood the points being made.

23 Explain why the statistical information given in **paragraph 4** has limitations.

The statistical information in paragraph 4 has limitations because for a conclusion for a global hypothesis, the sample size of the study was far too small, for the number of countries and the number of people. In the sample size that small, ~~the~~ a few anomalous results would have a big impact on the data.



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Examiner Comments

This answer picks up the problem of sample size (both in terms of number of countries and numbers of children) so this earns 1 mark which is bullet 7 in the mark scheme. At the end, the candidate comments on anomalous results as in bullet 9 of the mark scheme to gain a second mark.

23 Explain why the statistical information given in **paragraph 4** has limitations.

Every country is different so you can't generalise. They ~~don't~~ use averages and not all girls would fit into that.



ResultsPlus

Examiner Comments

At an implicit level, we might believe we understand the points the candidate is trying to convey. Successful answers, however, need to be more explicit than this, and so the candidate scores no marks.

Question 24

Candidates performed well on this question. Having been asked to identify and copy out two statements from paragraph 4 supporting the view that the gender-gap 'does not exist in countries where men and women have access to similar resources and opportunities', most candidates confidently cited statements such as

- 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.

A few answers inappropriately offered the quote that 'in Turkey girls scored 23 points below boys' while other answers which failed to achieve full marks generally did so because the quotes they selected did not come from the required paragraph or instead of writing out extracts from the text, they produced a paraphrase or – in a tiny minority of cases – they wrote out the whole paragraph, effectively making no selection at all!

24 Identify and copy out **two** statements from **paragraph 4** that support the view that the gender-gap 'does not exist in countries where men and women have access to similar resources and opportunities'.

1. Turkey girls scored 23 points below boys.
2. In Iceland & Norway girls scored just as well as boys or better.



ResultsPlus

Examiner Comments

The first point mentioning Turkey is specifically excluded in the mark scheme - so 0 marks. The second part is close enough to the text and matches bullet 1 in the mark scheme. The candidate has added the word 'just' which is not in the text. If this point had been paraphrased much further the mark could not have been awarded; however, it would be unreasonable to deny a mark for the addition of one word.

24 Identify and copy out **two** statements from **paragraph 4** that support the view that the gender-gap 'does not exist in countries where men and women have access to similar resources and opportunities'.

1 In more 'gender equal societies' such as Iceland and Norway, girls scored as well as boys or better.

2 The maths gender gap almost disappeared in Sweden.

**ResultsPlus**

Examiner Comments

This answer matches bullets 1 and 2 in the mark scheme and is therefore awarded 2 marks.

24 Identify and copy out **two** statements from **paragraph 4** that support the view that the gender-gap 'does not exist in countries where men and women have access to similar resources and opportunities'.

1 "in more 'gender equal societies' such as Iceland and Norway, girls scored as well as boys or better"

2 "In Britain, girls did only slightly less well, scoring an average of 0.7% less than boys".

**ResultsPlus**

Examiner Comments

This answer matches bullets 1 and 3 in the mark scheme so 2 marks are awarded.

Question 25

Most candidates were able to select at least one of

- 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.

Those who did not gain the mark had generally selected other less appropriate statements.

25 Identify and copy out **one** statement that supports the view that there is a world-wide gender-gap in some subjects.

"The research also found a striking gender gap in reading skills. In every country girls perform better than boys in reading".



ResultsPlus

Examiner Comments

The candidate writes out bullets 3 and 4 of the mark scheme - they come sequentially in the passage and are both listed as acceptable in the mark scheme.

25 Identify and copy out **one** statement that supports the view that there is a world-wide gender-gap in some subjects.

Researchers analysed data from more than 276000 children in 40 countries. Globally boys tend to ^{out}perform girls in maths.



ResultsPlus

Examiner Comments

The second sentence matches bullet 1 in the mark scheme so 1 mark can be awarded. The first sentence is not essential and would not have earned a mark on its own but it is not excluded in the mark scheme so there is no reason to withhold the mark.

Question 26

On average, candidates gained 3 or 4 marks for this question, of which 2 or 3 marks tended to be for quality of communication. Less successful answers usually involved candidates simply explaining the nature-nurture debate rather than explaining why it was of interest to scientists. Generally better answers asked how far genes (or the environment) determine intelligence, drive, identity, personality, life expectancy, quality of life, behaviour and values. Some responses focused on genetic abnormalities, whether medical science could overcome such problems and how far it might be ethically right to try to do so. Many answers considered what behaviour might be determined genetically often referring to studies of twins or how different gender behaviours arise while others often had interesting things to say about how the nature-nurture debate might help us achieve better understanding of aggression and criminal and/or deviant tendencies.

26 Briefly explain ways in which scientists are particularly interested in the nature-nurture debate.

Scientists are particularly interested in this debate as it is a topic which looks at whether people are the way they are because of genetics, or because of their social environment and their experiences, through learning.

The nature debate could help scientists an explanation for a person's identity and personality, and that it is genetics which determined their personality and identity, and it wouldn't matter whether they were brought up in a certain way by their parents or had certain experiences, because the way they are was already determined by their nature, their genetic genes from their parents.

It ~~is~~ supports the conclusion that 'they were born that way'.
Scientists are interested in the nature ~~to~~ debate because it would mean that people are born that way they are due to a certain factor e.g. their upbringing, social contact. For example feral children who are not brought up by humans, this is a factor which determined their behaviour because of their upbringing and this would explain their ~~their~~ behaviour. It could also be used to research and ~~parent~~ parent children becoming for example - aggressive



ResultsPlus

Examiner Comments

In the introduction, this answer neatly summarises the nature-nurture debate, earning 1 mark. The second paragraph refers to identity and personality, matching bullet 1 from the mark scheme. Following this there is a discussion of the impact of nurture (social contact is mentioned) which earns 1 mark for bullet 6. Right at the end, the candidate briefly refers to aggression and, given the previous discussion, this justifies a fourth AO2 mark for last bullet point. In addition 3 marks are awarded for AO4.

4+3=7 marks awarded.

26 Briefly explain ways in which scientists are particularly interested in the nature-nurture debate.

The nature - nurture debate has been ongoing for a great period of time now. Scientists are particularly interested in the debate because there is so much evidence being discovered as we speak to support either side of the argument. and there is surely more evidence to be uncovered.

'Nature' side of the debate is of particular interest to scientists because,

'Nurture' side of the debate is of particular interest to scientists too because.



ResultsPlus

Examiner Comments

This candidate makes 3 simple points. In the first 4 lines s/he considers behaviour as in bullet 2 (1 mark). Then his reference to humans adapting to different environments matches bullet 6 for a further mark. And finally his reference to IQ gains the mark from bullet 1. 2 marks awarded for AO4.

3+2=5 marks awarded.

26 Briefly explain ways in which scientists are particularly interested in the nature-nurture debate.

Scientists are interested in the nature-nurture debate for various reasons. One reason can be to study how well the education system works, or how much we learn from life and experiences. For example, General Studies tests opinions which have been taught, but a lot of the information is that learnt from the environmental factors and parenting.

Another reason could be to understand the brain better. Scientists know we only use some of our brain but things like habits are thought to be given + learnt from nurture. But there is still the question of if a person was in a different home would they act differently. The only way to prove this is by using identical twins but sending them to two different families. There they could be monitored over years to find similarities + differences. However this would be made harder by having to find multiple sets of twins to prove it works.



ResultsPlus

Examiner Comments

This candidate discusses nature and nurture fairly loosely but his/her points match bullets 1/2 and 6 in the mark scheme closely enough to have been awarded 2 marks for AO2 and 2 further marks for AO4.

2+2=4 marks awarded.

Question 27(a)

Scores for this question were generally low because instead of seeing 'middle ground' as part of a consensus or majority view which avoided extremes or the further limits of left or right, many candidates spoke about compromise, neutrality, being unbiased or sitting on the fence. 'Middle ground' opinions are often principled and explicit and involve none of these things so such an approach could not be awarded credit.

27 (a) Explain the term 'middle ground' (line 3).

(2)

In politics, the 'middle ground' is a term used for central political ideologies, inbetween left (Socialism) and the right (Fascism). As a result, middle ground politics does not carry the radical views of these extreme ideologies, and is seen as a moderate consensus in the centre of the political ideological spectrum.



ResultsPlus

Examiner Comments

The candidate sees the 'middle ground' as being between 'left' or 'right' and gains 1 mark for saying this. The second sentence justifies a second mark with its reference to a 'moderate consensus' in the 'centre of the political... spectrum'.

27 (a) Explain the term 'middle ground' (line 3).

(2)

"middle ground" ~~also~~ means a neutral and un-biased view on events that isn't politically "left wing" or "right-wing" but just gives an ~~un-biased~~ equal-sided argument allowing individuals to judge it themselves.



ResultsPlus

Examiner Comments

The candidate recognises that the 'middle ground' involves neither 'left wing' nor 'right wing' and gains 1 mark for saying this. It is also claimed that the 'middle ground' is neutral and unbiased - this isn't the case so a second mark cannot be awarded.

Question 27(b)

Many candidates did not understand that the left generally favour state intervention, social engineering, socialism or communism with a particular focus on addressing the needs of the working class, including the poor and needy, through a fairer distribution of income and/or wealth. A significant number made no attempt at answering the question.

(b) Explain the term 'left-wing' (line 5).

Left wing politics support socialism,⁽²⁾ they consider the rights of the populace as a whole to be of the utmost importance. Communism is the theoretical extreme of left wing politics.



ResultsPlus

Examiner Comments

This answer gains two marks - it matches bullet 1 (extreme left wing is Communism) and bullet 3 (socialism/Labour Party).

(b) Explain the term 'left-wing' (line 5).

Left wing refers to generally socialist parties⁽²⁾ who are intended to support the working class and extreme left wing is communism.



ResultsPlus

Examiner Comments

This candidate correctly recognises 'left wing' as involving socialist policies that aim to support the working classes, reflecting bullets 3 and 7 in the mark scheme so 2 marks are awarded.

(b) Explain the term 'left-wing' (line 5).

(2)

'Left-wing' is another word used for describing the political spectrum. The 'left' being the socialist view point. ~~Labour~~
The UK's Labour Party is ~~see~~ generally seen as 'left-wing'.



ResultsPlus

Examiner Comments

This candidate is awarded one mark for identifying the 'left wing' in terms of socialist views and the Labour Party. There isn't enough here to justify awarding a second mark.

(b) Explain the term 'left-wing' (line 5).

(2)

The term 'left wing' refers to a set of ~~opinions~~ opinions and beliefs on one extreme side. often used when speaking of political agendas found in parliament.



ResultsPlus

Examiner Comments

As the candidate says, the term 'left wing' refers to a set of opinions and beliefs - but to gain a mark s/he needs to indicate what these might be.

Question 27(c)

The mark was awarded to any of (new) Labour; Liberal Democrats; Scottish Nationalists; Welsh Nationalists; Greens; Respect (all of which are represented in the UK Parliament, the European Parliament or a devolved parliament). A surprising number of candidates gained no marks because they gave Conservative, UKIP or BNP as their answers.

(c) Name **one** major UK political party which is generally described as left-wing.

(1)

Greenpeace



ResultsPlus

Examiner Comments

Greenpeace is a pressure group so the candidate cannot be awarded a mark. If the candidate had given 'Green Party' as the answer, the mark could have been given.

(c) Name **one** major UK political party which is generally described as left-wing.

(1)

Liberal democrats



ResultsPlus

Examiner Comments

The candidate correctly identifies the Liberal Democrats as a 'left wing' party

(c) Name **one** major UK political party which is generally described as left-wing.

(1)

the conservatives



ResultsPlus

Examiner Comments

The Conservatives are a 'right wing' party so a mark cannot be awarded.

Question 28

This question was poorly answered. The essential difference between an assertion and an argument is that the former is not supported by evidence while the latter is so supported – as indicated on pages 5-8 of the Student Book. Candidates offered all kinds of characteristics of both assertions and arguments but most were erroneous or irrelevant because they missed the essential difference.

28 'The broadcast and print media are direct rivals' (line 7) is an assertion. Explain the difference between an assertion and an argument.

an assertion is an opinion that has no room for movement, and is based on opinion not factual evidence.
an argument is one persons beliefs opposing anothers with valid evidence to back up.



ResultsPlus

Examiner Comments

This answer gains two marks for recognising that the essential difference between assertions and arguments is that the former are unsupported by evidence while there is evidence to justify and support the latter.

28 'The broadcast and print media are direct rivals' (line 7) is an assertion. Explain the difference between an assertion and an argument.

An assertion is an opinion stated as fact by someone, whereas an argument also gives evidence and normally uses persuasion to support their reasoning.



ResultsPlus

Examiner Comments

The answer correctly explains the nature of an argument (evidence to support reasoning) but fails to mention the absence of evidence in the case of an assertion, so only 1 mark can be awarded.

28 'The broadcast and print media are direct rivals' (line 7) is an assertion. Explain the difference between an assertion and an argument.

An assertion is when the statement is fact, an argument is when it can be more or less probable, for example in "Inductive Argument".



ResultsPlus

Examiner Comments

Some assertions may be true or factual but many are not - so that part of the answer can gain no marks. The essential feature of an argument, inductive or otherwise, is that it is supported by evidence. No mark can be awarded because that point is not explicitly stated.

Question 29

On average, candidates scored 3 marks for this question, of which 2 marks tended to be for quality of communication. A common mistake was that many candidates engaged with content and arguments of the passage rather than restricting themselves to a consideration of how effectively the writer had supported his claim. Few answers said that the article contains much unsupported opinion and few facts, with little hard evidence and the possibility that the writer of an article in The Guardian could be biased. Rarely was it pointed out that the writer's claims are largely assertive – a very weak form of presentation or that the argument is inductive (but inductive arguments are much weaker than deductive arguments in terms of the 'reliability' of the conclusion reached).

29 How effectively does the author support his claim that the print media has presented a biased view of the BBC?

Relate your answer to the passage. Apply thinking and analytical skills to evaluate the strengths and weaknesses of the evidence and arguments used by the writer. You are not being asked to give your own opinions on the issues raised.

In all, the author does not use any data or evidence to support his claim. However, the author does name certain publications where he gained his information. Also, the use of rhetorical words such as "hopes to convince" and "does echo" gives a slightly humorous factor but confirms the bias of the source. The quotes are not directly sourced to their spoken person and the author uses a lot of inductive arguments to provoke a reaction from the audience.

The author also uses fallacies to win over the reader and so effectively ~~so~~ backs up his claim. He argues that on behalf of Britain, which is a majority he can speak for. This would have more credibility if supported by a percentage also confirming his conclusion. The author himself admits "some things must be taken for granted".

However, Peter Wible does include the BBC's

aim to show it as a dependable and just business. Instead of downgrading it, he lets them have their say. But he does not include other forms of media, to show them as unbiased in comparison to the BBC. Therefore these are the weaknesses in the evidence and arguments used by the ~~reader~~ writer.

The strengths of the piece is that the writer does include outside quotes and presents an ^{deductive} argument for the BBC. However, his finishing statement does reveal he himself is persuaded against the BBC having a 'bias' view due to its long-standing dedication to a "factually accurate approach".

**ResultsPlus**

Examiner Comments

The answer receives 2 marks for AO3 - these are for recognising little evidence/bias (m/s question ii) and for referring to types of argument (m/s question iv) though deductive arguments are incorrectly identified. A further 3 marks are awarded for AO4.

2+3=5 marks awarded.

29 How effectively does the author support his claim that the print media has presented a biased view of the BBC?

Relate your answer to the passage. Apply thinking and analytical skills to evaluate the strengths and weaknesses of the evidence and arguments used by the writer. You are not being asked to give your own opinions on the issues raised.

In the passage there ~~is~~ some evidence provided to back up the points being made. For example, the author gives the quote, "Last week, the Daily Telegraph attacked BBC bias, insisting its definition of 'mid the middle ground was false and, in reality, it propagates a liberal consensus'". This shows that the author has effectively supported his claim that "the Daily Telegraph attacked BBC bias". He has ~~also given lots of~~ provided the reader with lots of sources to ~~find~~ where print media are biased toward the BBC. For instance, they list newspapers which will present this, "Telegraph, Times, Mail or Sun". This shows that the author has not assumed that because one newspaper is biased that all print media are, which makes the information they provide the reader with more valid and relevant.

However, although there is a quote provided in the opening paragraph, there is not much other evidence to support the claims. It may have been useful to interview a journalist or editor of one of the accused newspapers or even ask the BBC for their views on the topic.



ResultsPlus

Examiner Comments

This answer does not address m/s questions (i) (iv) and (v) but it can earn 2 AO3 marks from the other two questions since the nature of evidence and the overall subjectivity of the piece are established. A further 2 AO4 marks were also awarded.

2+2=4 marks awarded.

29 How effectively does the author support his claim that the print media has presented a biased view of the BBC?

Relate your answer to the passage. Apply thinking and analytical skills to evaluate the strengths and weaknesses of the evidence and arguments used by the writer. You are not being asked to give your own opinions on the issues raised.

The author of the passage, Peter Wilby, supports his claim that the print media has presented a bias view of the BBC by ~~the~~ giving a list of the newspapers that had had a rant about the BBC in the past week, calling it a medium that "propagates a liberal consensus". The print media gives no acknowledgement that the BBC cannot be 100% unbiased, and gives no ~~more~~ solid facts to back up its arguments. ~~The~~ Wilby acknowledges the difficulty in being totally neutral and discounts the printed media's accusations effectively.



ResultsPlus

Examiner Comments

The answer gains one AO3 mark in response to m/s question (v) dealing with the writer's overall conclusion. It is also awarded 2 marks for communication (AO4).

1+2=3 marks awarded.

Question 30

This question about factors which can influence change in the arts was prefaced by a paragraph of stimulus which got candidates thinking creatively. Unfortunately a minority of answers failed to take account of the instruction that they should refer to change in just one art form. Examiners credited the comments made in respect of the first discipline mentioned only. Marks were allocated separately for AO1 and AO2. AO1 involves knowledge and understanding usually seen in the form of an example, judgement or factual statement. For AO2, we are looking for 'so ...' or 'therefore ...' or 'because ...' or 'so what this means is ...' statements. Where these words (or similar) could be placed in front of something a candidate had written what followed usually involved explanation, interpretation, evaluation, integration of ideas and selection of suitable materials/examples so an AO2 mark can be awarded for each such point. Art, music and film/drama were disciplines selected by a good proportion of candidates – they used the ideas from the stimulus and often developed them in interesting and relevant ways. Inevitably those who wrote in a descriptive way tended to achieve few if any marks for interpretation or evaluation so their AO2 score was sometimes poor.

30 Read the passage and answer the question which follows, using information and knowledge of your own as well as the information given in the passage below.

Life would be very boring without change. This is as true of the arts as of any other aspect of human existence. One of the great joys of life is that each generation develops its own unique style of art – whether it be in painting, sculpture, music, literature or any other creative areas. It is interesting to speculate about the sort of works that a Mozart, Shakespeare or Michelangelo might have created if they had lived in the twenty-first century. Instead, as people of their own time, they created works of art that their contemporaries would understand and enjoy. In many ways it is a bonus that the products of their genius survive and can be enjoyed today.

What different factors can influence change in the arts? In your answer you should refer to change in **one** of art **or** film **or** music **or** literature **or** drama.

There are many different factors which influence change in art; particularly in music. One of these transitions in time can be seen in the 1960's, where a big change took place in terms of music. This was due to new styled lyrics, which talked about things matters which people could actually relate to, for example poverty, or homosexuality. This type of lyrical change was seen in bands such as The Beatles & The Rolling Stones. This change of music lyrics was important, due to the fact that in the previous decade; the 50's, & music was devoted to love & affection, as were the lyrics, by artists such as Elvis Presley. Therefore it was

a drastic change when new ~~the~~ rock 'n' roll bands started singing about homelessness or infidelity. I think that this drastic change was caused by the youth of the 1960's, or their spirit or beliefs, or the younger generation.

Another factor, other than the mentality of the youth, which contributes, is the atmosphere at the time period. For example, in the late 1910's, 1920's or 30's Jazz was a popular style of music, or this could have been due to the victory of the Allies in the First World War, which led the generation to feel relaxed, or therefore enjoy by listening to calming but exciting music.

To conclude, there are a lot of different factors which contribute to a change of arts, such as the youth or atmosphere of the time being two important ones.

**ResultsPlus**

Examiner Comments

The candidate sees the 1960s as a period of big change in music (AO1 - 1) with the change being in terms of the topics (eg poverty, homosexuality) on which some lyrics were based (AO2 - 1). Previously lyrics involving artists such as Presley were focused on love and romance (AO2 - 1). The change had been brought about by the spirit and beliefs of the younger 1960s generation (AO1 - 1), contributing to change in the arts (AO2 - 1).

In the second paragraph this answer considers the importance of the atmosphere of the age seeing the emergence of jazz and the victory of the Allies (AO1 - 1) and listening to calming, but exciting music (AO2 - 1).

The answer is clear to read and easy to understand so 3 marks are awarded for AO4.

3+4+3=10 marks awarded.

Freedom of speech, War, Acceptance of change, Liberal reforms, Individuals.

The first factor to be considered is the freedom of speech which can allow change to take place. What may have been illegal before is now legal and so can be published. For example, the Bible in English in 1538 allowed others to interpret the Bible and understand it. Equality allows people to express themselves without fear of repression. For example, the book *Lady Chatterley's Lover* was banned for many years as well as the song 'Je t'aime' in Britain.

Another factor is war. War tends to be a time when artists develop the most vivid and memorable moments. The *Guernica* depicted devastation in Spain after the Nazi bombings during World War Two. In music, Vera Lynn's song, 'We'll Meet Again', created a hope for victory and freedom.

The acceptance that change is needed allows gifted individuals to bring to the forefront new ideas and concepts. Without the Pope's tolerance, Michelangelo's painting of *Christine Chapel* would never have happened. This example refers to the Renaissance, when new cultural reforms took place prompted by the new-thinking ideas of Erasmus and Luther concerning humanism. Evidence of change is shown through the arts time periods as movements naturally change e.g. Renaissance, Baroque, Romantic, Modern.

The development of equality for woman, has meant their ideas are now seen on an equal level. For example, actresses like Audrey Hepburn are just as famous and talented as male actors. This new equality was shown ahead of its time by Jane Austen in her feminist novels or by Sam Mendes', the American director, film American Beauty.

People can find freedom through music as it changes to rock, jazz and soul. The African slaves in America used to sing chants to keep their morals high. This has gone on to form the creation of gospel choirs which bring communities together.

In conclusion, the acceptance of change and its outcomes, have allowed the movement of arts to effect peoples everyday lives.



ResultsPlus

Examiner Comments

If the answer had been about how changes in society impact on all of the arts, this candidate would have secured a higher mark. As it is, the first art form discussed is literature with references to freedom of speech (AO1 - 1), previous illegality (AO2 - 1) and interpretation of the Bible (AO2 - 1), no fear of repression (AO1 - 1) and Lady Chatterly's Lover. (AO2 - 1). So no other art form can be considered (NB3 in the m/s) nor any of the examples taken from painting, music or film.

In the second paragraph there is a valid observation about the impact of war on art (AO1 - 1) but the examples cannot be credited since they relate to other disciplines and they do not count as mark-worthy 'contrasts' because (NB4 in the m/s) they do not add to our understanding of literature and writing. In the following paragraph the general idea that in times of change, gifted individuals bring forward new ideas and concepts (AO1 - 1) can be exemplified in terms of the Renaissance, Erasmus and Luther (AO2 - 1). A mark is earned by the reference to 'individual determination for change / strong personalities' (AO1 - 1) and another mark for the reference to the 'development of equality for women' (AO1 - 1). The writing is clear and accurate so 4 marks are awarded for AO4.

6+4+4=14 marks awarded.

There are many factors that can change the arts, especially music. ~~handbook~~ Today there are many improvements that have been made to instruments, giving a different sound and style. The invention of electric guitars ~~opened~~ opened up several new genres of music including Punk, Rock and Indie music. These ~~new~~ new ~~inventions~~ instruments, including drums kits and bass guitars as well as amplifiers allowed people to express themselves, people experimented with sounds, an example being the group Led Zeppelin and their song Kashmir where the lead guitarist Jimmy Page used a bow from a violin to create a unique sound on the electric guitar. The more instruments invented, the more combinations can be used.

Another ~~is~~ factor influencing the change in music is society. In the era of Mozart and other classical composers there were two clear cut groups of people, the nobility and peasants. It was only the wealthy who could afford, or have the time to gather about a piano and listen to the music. The society was such that ~~was~~

Music that was melodic and ~~was~~ that gave a tune to dance to in a ballroom was accepted ~~on the part of~~ in the era of Punk and rock music the ~~the~~ ideas of the youth culture was rebellion. The dramatic style of this music allowed teenagers to break away from their parents' ideals. It's not only over time that music styles can change, but over countries too. The culture of each country is different and be it ~~the~~ African style music, or Irish ballads, there are distinctive differences in style.

With moving technologies and the change in living people are free to have ~~their~~ their own opinions and tastes. This means that music ~~can~~ has to cover a large number of genres, especially in modern commercialised

times. Music has adapted to suit the tastes of people, be it blues or jazz.
pop music.

The invention of overseas travel meant that different cultural styles of music could be heard by more people, meaning that different styles could merge together to create a new style.

In conclusion many factors can change music styles; new instruments, new structure of society or the multi-cultural society of the modern times. People are still opinionated and there is a music style for everyone.



ResultsPlus

Examiner Comments

This answer starts with a suggestion that change in music can be seen through changes in instruments which give a different sound and style (AO1 - 1). So the coming of electric guitars can be seen to lead to Punk, Rock and Indie music (AO2 - 1). New instruments allow people to experiment with sound (AO1 - 1) as exemplified by Led Zeppelin/Jimmy Page/unique sound (AO2 - 1). The more instruments developed, the more different combinations are possible (AO2 - 1).

The second paragraph sees society divided between nobility and peasants (AO1 - 1) with melodic music from Mozart and other classical composers (AO2 - 1). The candidate then refers to modern-day youth culture, the music of rebellion (AO1 - 1) and the ability of young people to break away from the music choices of their parents (AO2 - 1). Cultures in different countries also dictate different styles (AO1 - 1).

Music provides choice in a commercial world (AO2 - 1) being adapted to suit people's tastes (AO2 - 1). Then the impact of overseas travel is discussed (AO1 - 1), with different styles merging (AO2 - 1). The answer is written clearly and accurately so 4 marks are awarded for AO4

6+8+4=18 marks awarded.

Question 31

This question was marked in the same way as Question 30 above and the same AO1 and AO2 rules were applied. The graph proved to be accessible to candidates who in most cases used the information it contained thoughtfully and well. However, some candidates seemed to forget that the graph is based on percentages not absolute numbers, and if the working population rises, this may or may not change the balance of employment between males and females. Sometimes candidates referred to people coming to work in the UK, from the EU or further afield, forgetting that such workers would themselves be males or females and therefore included in the figures

Assess reasons for and the significance of differences in the patterns of male and female employment shown in the graph.

Overall, the graph shows a decrease in male employment, and an increase in female and average employment.

One possible reason for the increase in ~~the~~ rate of female employment could be due to ~~the~~ women wanting to have the same opportunities opened to them, as those opened to men, and working is the best possible way for this to occur.

This fact may too have led to the decrease in male employment as men can now depend upon women, in the same way women used to depend on men throughout most of the 20th century.



ResultsPlus

Examiner Comments

The basic trends in the graph are discussed in the first paragraph relating to men (AO1 - 1) and women (AO1 - 1). Paragraph 2 sees women seeking to take advantage of the same opportunities as men (AO2 - 1) and working is the best way to achieve this (AO2 - 1). The final paragraph speculates whether more men may now be dependent on women, as women were previously more dependent on men (AO2 - 1). Communication is clear overall so 3 AO4 marks can be awarded even though the answer is brief.

2+3+3=8 marks awarded.

Assess reasons for and the significance of differences in the patterns of male and female employment shown in the graph.

The rate of employment for working age women rose from 56% to 70% between 1971 and 2005. The most significant and likely cause for this increase in employment for women, is the changing mind set. ~~Between women very~~ ~~of this~~ I mean women are no longer late on the traditional housewife role as much, and it is now accepted that women are just as welcome in almost any work place as men are. These changing attitudes to women over the years, means over they have more confidence to go out into the workplace.

Many more mothers work now than are in employment now, as costs of living with children increase, mothers feel need to work to survive. As mothers work, they may have to hire a nanny - again increasing female employment.

Between 1971 and 2005, there is been an increase in opportunities for women. For example with the NHS developing, there's an ever-growing need for nurses and female assistants. Also with fewer traditional nuclear families around and more single parent families, it's ever-more important for women mothers to earn an income to live.

Male employment fell from 72% to 71% between 1971 and 2005 because there's been a decline in some industries, which offered many male employment opportunities. For example the coal industry has declined which has previously held many jobs for men.

Frictional unemployment may play a factor in the reduction in male employment. This is when frictional unemployment is when people move between jobs frequently causing temporary unemployment. This is often associated

with a growing economy and as our economy has generally been growing between 71 and 05, this may have caused an increase in frictional unemployment.

In total employment rates have remained around the same between 1971 and 2005. If this ~~number~~ rate is changed into solid figures however total employment has risen from about 4.5 million to over 30 million. This is because our country's population is increasing massively, especially because of immigration.

In conclusion, female employment rose between 1971 and 2005 mainly because of many's attitudes and increasing opportunities for women. Male employment however fell a bit because of the decline of certain industries and increasing frictional unemployment.



ResultsPlus

Examiner Comments

This candidate scored 16 marks

The answer starts by establishing the extent of change of female employment over the period (AO1 - 1) and sees this in terms of women being less inclined to be satisfied with a traditional housewife role (AO2 - 1) and that women are now welcome in, and have more confidence to enter, the workplace (AO2 - 1). Many mothers now go out to work for economic reasons (AO1 - 1) and this in turn increases female employment of nannies or child minders (AO2 - 1). The third paragraph recognises the greater opportunities for women (AO1 - 1), supported by the NHS example (AO2 - 1). This is specially important as more women are now single parents (AO2 - 1).

In the next paragraph the fall in male employment is noted (AO1 - 1) and linked to the decline of some traditional industries such as coal (AO2 - 1). Frictional unemployment is discussed (AO1 - 1) and is seen as a sign of growth in the economy during the period of the graph (AO2 - 1). Employment rates have overall stayed about the same (AO1 - 1) but a further mark is inappropriate in this paragraph since the answer deals with 4.5M incorrectly. The increase in opportunities for women has already been credited in third paragraph so no further mark awarded.

The writing is clear and therefore 3 AO4 marks can be awarded.

6+7+3=16 marks awarded.

Assess reasons for and the significance of differences in the patterns of male and female employment shown in the graph.

It appears that whilst the employment rate of working age men is falling rapidly, the rate for working age women is increasing. This has happened as the number of economically active people in the UK has increased dramatically.

Women also have a younger retirement age than men. This may be due to the physical fitness and expectations for men over that of women. It seems that men and women are becoming increasingly closer in their employment rates. This may be due to the acceptance of the female's role in the workplace overtime. Women were traditionally seen as housewives whose role it was to stay at home, cook, clean and look after the children. However, with time and laws regarding equality and human rights being passed by parliament, women's roles have ~~seen~~ vastly improved and are no longer seen as the traditional housewife.

Also, play-schools, nurseries and other forms of day care now make it possible for mothers to leave their children to go to work, this shows that the circumstances and opportunities have improved over time.

Moreover, the introduction to Margaret Thatcher as prime minister showed the nation how strong willed and strength of character can be expressed in a woman. eg, from her efforts in the Falklands war. This was a base for to show that women can still get the top jobs that men also go for.

So, why the decline in men's working rates? This may be due to the percentage of women now taking the mates jobs.

**ResultsPlus**

Examiner Comments

The first paragraph clearly sets out the employment patterns in the period (AO1 - 1) and notes the increase in economically active people (AO1 - 1). Women's earlier retirement age and possible reasons for it are discussed (AO1 - 1), (AO2 - 1) as is the greater acceptance of women in the labour market (AO2 - 1). Women's traditional roles in the home (AO1 - 1) have changed as a result of equality and human rights legislation (AO2 - 1). Child care is more available now (AO1 - 1) so women can more easily take advantage of employment opportunities (AO2 - 1). Margaret Thatcher is seen as having helped women ('strong will and strength of character') to gain acceptance in employment (AO1 - 1). The answer is easy to read and understand so 3 marks are awarded for AO4.

6+4+3=13 marks awarded.

Appendix A: Statistics

6GS01: Challenges for Society

Grade	Max.Mark	A	B	C	D	E
Raw boundary mark	90	55	50	46	42	38
Uniform boundary mark	100	80	70	60	50	40

6GS02: The Individual in Society

Grade	Max.Mark	A	B	C	D	E
Raw boundary mark	90	58	53	48	43	38
Uniform boundary mark	100	80	70	60	50	40

Notes:

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary Mark: the minimum mark required by a candidate to qualify for a given grade.

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