

Mark Scheme (Results)

Summer 2012

GCE General Studies (6GS02)
Paper 01

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Question Number	Answer	Mark
1	A inductive argument	1

Question Number	Answer	Mark
2	C none of the writers is an expert in education	1

Question Number	Answer	Mark
3	A greatest in state schools	1

Question Number	Answer	Mark
4	B both belief and opinion	1

Question Number	Answer	Mark
5	C both facts and opinions	1

Question Number	Answer	Mark
6	A he had no evidence to justify the claim	1

Question Number	Answer	Mark
7	C a subjective statement	1

Question Number	Answer	Mark
8	D can be verified with evidence	1

Question Number	Answer	Mark
9	C Man Booker Prize	1

Question Number	Answer	Mark
10	D Baroque	1

Question Number	Answer	Mark
11	C creativity	1

Question Number	Answer	Mark
12	B William Hogarth	1

Question Number	Answer	Mark
13	C attempts by government to influence people to behave in a particular way	1

Question Number	Answer	Mark
14	B they reduce crime levels	1

Question Number	Answer	Mark
15	D in the family	1

Question Number	Answer	Mark
16	A workers do not have the skills required by employers	1

Question Number	Answer	Mark
17	B a media-generated belief that social order is threatened	1

Question Number	Answer	Mark
18	B supposedly deviant groups blamed by the media for social problems	1

Question Number	Answer	Mark
19	D nine or more	1

Question Number	Answer	Mark
20	C male MPs outnumbered female MPs by about 4:1	1

Section B

Question Number	Answer	Mark
21	<p>1 mark for each point (or similar) – (max 3) – eg:</p> <ul style="list-style-type: none"> • Population/geography- eg - Broadband availability is poor in some remote or sparsely populated areas. • Business - eg - Demand for broadband is likely to be high in areas where there is a high concentration of businesses • Technology - eg - Broadband speeds (essential for watching television)are much better in some areas than others • Costs/Income - eg - Since people have to pay for broadband services, demand is likely to be greater in areas where incomes/wealth are higher rather than lower • Age - eg - The young may be more familiar with new technologies than some older people so take-up may be greatest where more young people live <p>Allow other credible responses</p>	3

Question Number	Answer	Mark
22	<p>1 mark for</p> <ul style="list-style-type: none"> • Scotland 	1

Question Number	Answer	Mark
23	<p>1 mark for</p> <ul style="list-style-type: none"> • England and Northern Ireland <p>BOTH COUNTRIES MUST BE GIVEN</p>	1

Question Number	Answer	Mark
24	<p>Award up to 4 marks as indicated below:</p> <p>For correct method - ie 2009/10 Number of people using services in Wales = Number of households x proportion of households using services x mean number of people per household <p style="text-align: right;">AWARD 1 MARK</p> <p>For correct 2009 number of people - ie 1,000,000 x 0.18 x 1.1 = 198,000 <p style="text-align: right;">AWARD 1 MARK</p> <p>For correct 2010 number of people - ie 1,000,000 x 0.23 x 1.2 = 276,000 <p style="text-align: right;">AWARD 1 MARK</p> <p>For subtracting 2009 figure from 2010 figure (even if calculations are incorrect) 276,000 - 198,000 = 78,000 <p style="text-align: right;">AWARD 1 MARK</p> <p>OR</p> <p>For reaching an answer of 78,000 (even if method or calculations are not given or not clear) <p style="text-align: right;">AWARD 4 MARKS</p> </p></p></p></p></p>	4

Question Number	Answer	Mark
25	<p>Award 1 mark for point for each credible limitation (max 4) eg:</p> <ul style="list-style-type: none"> • The data focuses on broadcasting only so conclusions about use of the internet must be limited to this aspect only thus the data tells us nothing about other applications of the internet such as business use, social networking or playing games Award 1 mark • Although 9,013 is a bigger sample than is used by some polls its accuracy is unlikely to be more than +/- .3% in 95% of instances. Or if there is reference to balance/bias... Award 1 mark • Since the sample is also split between the four countries of the UK, we do not know for certain whether correct weightings were used and even if they were, the subdivision makes calculations of changes from one year to another potentially less reliable Award 1 mark • For discussion about the accuracy or reliability of statistics Award 1 mark • A serious limitation in the methodology is to ask people not just how they themselves behave but about the behaviour of other members of their household - this reduces reliability considerably Award 1 mark • Even if a person is totally aware of members of the household accessing television services via the internet, they may not be willing to say so if, for example, they do not hold a television licence Award 1 mark • For answers which focus on fast changing technology which may compromise the reliability of conclusions. Award 1 mark • Arguments or conclusions based on broad trends could be well supported by such data but if based on finer detail, their reliability could be seriously challenged Award 1 mark <p>After marking the answer for AO3 (thinking and analytical skills), assess it for communication, AO4.</p>	4

Question Number	Mark	AO ₄ : Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO ₄ marks are NOT dependent upon the AO ₁ or AO ₂ marks.
25	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably (ie less than about 6 lines/50 words of own writing).
	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
26	<p>Award 1 mark for any simple possible reason against clearly stated (or similar) - - Max 3 - eg:</p> <ul style="list-style-type: none"> • An ICM opinion poll in 2005 showed that 78% of the UK public thought 18 was the correct age. <p>OR</p> <p>only 18% backed votes for 16 year olds.</p> <ul style="list-style-type: none"> • 16-year-olds are said to lack the necessary experience of life. • Young people often make instant emotional decisions rather than reasoned judgements. • Although 16 yr olds can become young soldiers at 16 they are not considered old enough to serve on the front line until 18 • Although young people can get married at 16 or 17, they cannot do so without their parents' permission up to age 18 when they are deemed to be adults. 	3

Question Number	Answer	Mark
27a	<p>Award 1 mark for simple definition of evidence embracing <u>all three of these elements</u> - eg:</p> <ul style="list-style-type: none"> • Evidence consists of <u>observations or information or facts or data...</u> • which enable us to <u>support or verify or prove or justify or back up (or reject)...</u> • some <u>statement, claim, opinion, argument or conclusion.</u> 	1

Number	Answer	Mark
27(b)	<p>Award 1 mark for a simple example given. Award a second mark for a simple explanation of <u>why</u> it is evidence such as the statements underlined (or similar)</p> <p>In paragraph 2 the following statements could be regarded as evidence:</p> <ul style="list-style-type: none"> • Lib Dem MP, Stephen Williams commented that ' Bristol's twin city, Hanover, has recently extended the vote to 16-year-olds and it was found that they are twice as likely to turn out to vote in elections as people in their late 20s'. <u>This could be seen as evidence supporting the lowering of the voting age because it suggests (i) that elsewhere the voting age is being lowered and (ii) that young voters in other areas take the responsibility seriously</u> • But an ICM opinion poll showed that 78% of the UK public thought 18 was the correct age with only 18% backing 16. 16-year-olds were thought to lack the necessary experience of life. <u>This could be seen as evidence opposing the lowering of the voting age because it suggests that the idea was opposed by a clear majority and supported by a relatively small minority.</u> • In 2010 the Labour Party officially supported the policy which is also backed by the UK Youth Parliament. <u>This could be seen as evidence supporting the lowering of the voting age because it suggests that more organisations now support the idea.</u> <p>Do not give any credit to answers based on the statement in line 2: 'In 2005 'Votes at 16' was rejected in Parliament by 8 votes - 136 to 128.'</p>	2

The passage includes points for lowering the voting age and candidates are asked to evaluate them (i.e. critically commenting for or against). **Award marks as indicated below - max 5.**

Points for lowering the voting age

- Lib Dem MP, Stephen Williams commented that ' Bristol's twin city, Hanover, has recently extended the vote to 16-year-olds and it was found that they are twice as likely to turn out to vote in elections as people in their late 20s'.
- In 2010 the Labour Party officially supported the policy which is also backed by the UK Youth Parliament.
- Campaigners say 'At 16, we can leave school, work and pay taxes, leave home, get married, join the armed forces, and make lots of decisions about our future.
- ... We're all interested in issues; from climate change to racism, from education to crime. Stopping 16 and 17 year olds from voting implies that we aren't real citizens'.
- At present both the Isle of Man and Jersey allow voting at 16.

NOTE: The statement in line 2: 'In 2005 'Votes at 16' was rejected in Parliament by 8 votes - 136 to 128.' should **not** be considered an argument for lowering the voting age.

Mark AO2 by asking yourself the following questions and awarding a mark where appropriate:

- Does the answer refer to an argument for lowering the voting age?
If YES award one mark
- Does the answer refer to the strength/adequacy of an argument for lowering the voting age?
If YES award one mark
- Does the answer refer to two or more arguments for lowering the voting age?
If YES award one mark
- Does the answer refer to the strength/adequacy of these arguments for lowering the voting age?
If YES award one mark
- Does the answer reach a clear overall conclusion?
If YES award one mark

After marking the answer for AO2 (evaluation/interpretation), assess it for communication, AO4. Note that this question is not testing thinking and analytical skills, AO3.

Question Number 28	Mark	AO4: Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO1 or AO2 marks.
	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably (ie less than about 6 lines/50 words of own writing).
	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 29	Context
	<p style="text-align: center;">Source 4: Anything can be art....</p> <p>Most anyone interested in art has heard someone make this statement. But if it is true, then anyone can be an artist simply by declaring him/herself to be one. In what other line of work can a person 'be' something, simply because they say so? Consider the following:</p> <ul style="list-style-type: none"> • I am an artist, because I say so. • I am a plumber, because I say so. • I am an airline pilot, because I say so. • I am a surgeon, because I say so. <p>While plumbers, airline pilots and surgeons work according to objective rules, artists occupy a subjective world of their own imagining. Surely, then, if someone wishes to declare themselves to be an artist, why should anyone disagree?</p>
Marking Guidance	
After marking the answer for AO1 and AO2, assess it for communication, AO4.	

Question 29	Mark	AO1: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
	0-8	<p>Award 1 mark for each valid point of knowledge/understanding up to a maximum of 8 marks. <u>No more than 3 AO1 marks should be awarded to parts of answers which focus largely on points about plumbers, airline pilots and surgeons as in the stimulus. However, if there are evaluative comments related to such points, they may be fully credited for AO2.</u></p> <p>Answers must focus on how far the designation 'artist' (regardless of the artistic discipline being referred to – eg. music, poetry, film, drama, painting, sculpture or literature etc.) is to be seen in objective or purely subjective terms. This may be discussed in terms such as:</p> <ul style="list-style-type: none"> • nature of works of art, their strengths and qualities • training, experience or inspiration of artists • how far a definition of art and artists is to be viewed only in aesthetic terms • how and why artistic forms and styles change • the tendency for artistic innovation to be initially met with scepticism • the capacity of history to re-appraise artists and their works • whether artists really do occupy '<i>a subjective world of their own imagining</i>'. <p>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.</p> <p>Some these issues will be debated and awarded marks for AO2 (see next page). Examiners' assessments here should weigh the knowledge and understanding answers present in relation to what makes an artist.</p>

Q29	Mark	AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions
	0-8	<p>Award 1 mark (or 2 marks if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of whether or not a person can simply declare themselves to be an artist in a subjective manner or whether such a designation has an objective dimension – those who only consider one of these aspects will be limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> • Selecting: identifying and applying relevant evidence • Interpreting: showing how evidence helps to answer the question • Evaluating: assessing the strength of the evidence in support of the question • Integrating: using evidence to develop a coherent argument/conclusion <p>Note – evidence can be information, data, concepts or opinions supporting an argument or conclusion</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"> ○ if art depends substantially on imagination, who is to say one person's representations are less acceptable than others? ○ if there are distinct objective criteria for discerning artistic or aesthetic merit, can they change over time? ○ if so, does this mean they are not immutable and there is some evident variability - a case of 'to-day's garbage, tomorrow's art'? ○ if art is at least partly a representation of the society in which it is rooted, can the artist seeking to promote social reforms not reasonably declare his/her work to be art and himself/herself to be an artist? ○ if someone represents feelings and impulses honestly, who is to say this is or isn't art?

		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.
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Question 29	Mark	AO4: Communicate clearly and accurately in a concise, logical and relevant way. Note: The AO4 marks are not dependent upon the AO1 and AO2 marks.
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably (ie less than about 6 lines/50 words of own writing).
	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 30	Context	
	<p>Ten billion pounds is being spent on hosting the London 2012 Olympic and Paralympic Games over 17 and 12 days respectively. That's £350m a day, or quite a lot of money not spent on building new schools and hospitals. A million extra people are expected to visit London and the economy will benefit by billions of pounds, creating new jobs in the short term at least. Britain will be proud to run a world-class event especially if our sports stars can top the medals table. But will anything worth having - whether economic or social - remain when the Games are over?</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Question 30	Mark	AO1: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
	0-8	<p>Award 1 mark for each valid point of knowledge/understanding up to a maximum of 8 marks. Answers must focus on whether there are short or long term benefits to be gained from having the 2012 Olympic Games in London. This may be discussed in terms such as :</p> <ul style="list-style-type: none"> • in the short term - many jobs were created both to build the facilities and to run the events.....but some established businesses had to move • looking to the future - much new infrastructure (road/rail) was created which will still be available to Londoners in the long term but who will use the Olympic Stadium etc? • some people argue the work done to prepare for the Games will regenerate the eastern parts of London and help to establish the Thames Gateway area in both social and economic terms • given the cuts being made by government following the problems encountered by the world's economic system, would it have been better to spend £10 billion on hospitals, schools, etc? • many visitors will come to London for the Games or see the Games all over the UK on television - this could be a big long-term benefit to the tourist industry in both social and economic terms • people of all colours, classes and occupations will enjoy and participate in the Games - this could have a positive impact in promoting social aspirations. • just as England winning the football World Cup in 1966 or Team GB gaining 47 medals in the Beijing Olympic Games in 2008 boosted morale and confidence (gain in social terms), so the 2012 Games are likely to do the same, particularly if Team GB does well <p>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.</p> <p>Some these issues will be debated and awarded marks for AO2 (see next page). Examiners' assessments here should weigh the knowledge and</p>

		understanding answers present in relation to the Olympic Games.
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Q30	Mark	AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions
	0-8	<p>Award 1 mark (or 2 marks if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of whether the 2012 London Olympics should be viewed as an expensive mistake or as a great opportunity in terms of economic, or social perspectives; answers should clearly focus on both of these perspectives – those who only consider one will be limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> • Selecting: identifying and applying relevant evidence • Interpreting: showing how evidence helps to answer the question • Evaluating: assessing the strength of the evidence in support of the question • Integrating: using evidence to develop a coherent argument/conclusion <p>Note – evidence can be information, data, concepts or opinions supporting an argument or conclusion</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"> ○ some people complained loudly about their homes or businesses being moved to make way for the Olympic Stadium etc - if the buildings are well used after the Games, there will have been long term benefit in economic terms, but can this be justified in social terms? ○ the East End of London is one of the most multicultural parts of the UK - have these communities borne the brunt of the construction of the Olympic Park without sharing adequately in the benefits? ○ some people argue that if the Games go well (in terms of medals etc for Team GB) the Games will be justified but if we do badly, there are bound to be criticisms (eg as after England's poor performance in 2010 World Cup) ○ a claim sometimes made to support the Games is that it provides a fantastic marketing opportunity for the UK - but how tangible is this likely to be in terms of benefits such as employment and prosperity? ○ wouldn't the vast expenditure have been better directed to schools or hospitals or improvements to infrastructure outside London? ○ these could be big financial benefits for a few businesses but little for others

		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.
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Question 30	Mark	AO4: Communicate clearly and accurately in a concise, logical and relevant way. Note: The AO4 marks are not dependent upon the AO1 and AO2 marks.
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably (ie less than about 6 lines/50 words of own writing).
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

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