

# Mark Scheme (Results) January 2010

**GCE**

## **GCE General Studies (6GS01/01)**

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## General Guidance on Marking

All candidates must receive the same treatment.

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

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

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

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

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

## Using the mark scheme

The mark scheme gives:

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

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

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

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

## 6GS01/01

### Unit 1: Challenges for Society

#### Section A

Question Number	Answer	Mark
Q1	A	1

Question Number	Answer	Mark
Q2	A	1

Question Number	Answer	Mark
Q3	C	1

Question Number	Answer	Mark
Q4	C	1

Question Number	Answer	Mark
Q5	A	1

Question Number	Correct Answer	Mark
Q6	D	1

Question Number	Answer	Mark
Q7	B	1

Question Number	Answer	Mark
Q8	A	1

Question Number	Answer	Mark
Q9	D	1

Question Number	Answer	Mark
Q10	B	1

Question Number	Answer	Mark
Q11	D	1

Question Number	Answer	Mark
Q12	A	1

Question Number	Answer	Mark
Q13	D	1

Question Number	Answer	Mark
Q14	C	1

Question Number	Answer	Mark
Q15	B	1

Question Number	Answer	Mark
Q16	B	1

Question Number	Answer	Mark
Q17	B	1

Question Number	Answer	Mark
Q18	D	1

Question Number	Answer	Mark
Q19	D	1

Question Number	Answer	Mark
Q20	C	1

## Section B

Question Number	Acceptable Answers	Mark
21	<p>Any two of:  degenerative;  group of syndromes;  affects/harms <b>more</b> older people OWTTE;  (accept <b>mainly</b> older, <b>most</b> are over 65)</p> <p>DO NOT ACCEPT</p> <p>Affects old people (no comparison);  There is no cure;  More expensive;  1 in 20 over the age of 65 or 1 in 5 over 80;  also known as Alzheimer's;  reference to line numbers alone;</p>	2

Question Number	Acceptable Answers	Mark
22	<p><b>Strength</b> - 1 mark from</p> <p>Factual/empirical/can be checked/objective/scientific/quantitative;  Allows comparisons to be made/trends identified/analysed;  Stronger evidence than opinion/can support opinion;  Provides evidence eg for decision-making;</p> <p><b>Weakness</b> - 1 mark from</p> <p>Variation occurs because of gender/social group/occupation/genetic inheritance/lifetsyle/location;  Does not tell you about individuals/generalization;  Does not give explanation/meaning;  Sample size may be small/not known/unrepresentative;  Ignores outliers/doesn't show spread of ages at death/standard deviation;</p> <p>DO NOT ACCEPT</p> <p>Averages do not apply to everybody/all;  It is an approximation/lacks precision;</p>	<p>1</p> <p>1</p>

Question Number	Acceptable Answers	Mark
23	<p>2000-1840 = 160 years = 16 decades (give a mark for 16 or 160 or 2000-1840 seen anywhere in calculation);  =32 years; (award 2 marks for 32)</p>	2

Question Number	Acceptable Answers	Mark
24	Government/state/NHS; Charities/charitable events/(charitable) donations;  DO NOT ACCEPT - reference to NICE	2

Question Number	Acceptable Answers	Mark
25	Any four from the following 5 marking points  <b>Success of modern medicine (1 mark)</b> More successful or effective drugs/treatments/cures/technology/research/ improved or increased life expectancy; NOT JUST Modern medicine <b>Specific example of above (1 mark)</b> eg cure for leukaemia, transplants, xenotransplants, stem cell, IVF or any other reasonable example; NOT JUST More medicines needed, or medicines needed for longer <b>Resource allocation (1 mark)</b> Resources are limited/NHS competes for resources/funding is limited/drugs are rationed (by NICE)/medicines can be costly/more people need treatment; <b>Decision-making (1 mark)</b> Eg by politicians/doctors/PCTs/hospitals/postcode lottery; <b>Conflicting priorities (1 mark)</b> (Clinical) need/age/quality of life/ability to pay (eg private treatment)/issue of fairness;  IGNORE References to animal testing or religious issues unless specifically related to the marking points above	4

Question Number		
26		
Marking Guidance:		
After marking the answer for AO3, assess it for communication, AO4.		
	<b>A03:</b> <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	Mark
	<p>Award up to 2 marks for answers which identify 1 or 2 of the following pieces of evidence ( ie answers which do not refer to fact/opinion are limited to 2 marks)</p> <p>More people living longer;  Degenerative disease/dementia/Alzheimer’s more likely as age increases/reference to 1 in 20 over 65 or 1 in 5 over 80;  Proportion of population/number of sufferers increases;  Cure is unlikely;  Resources stretched;</p> <p>Award up to 4 additional marks for answers which</p> <p>Identify any piece of evidence as</p> <p>More people living longer which is fact;  Degenerative disease/dementia/Alzheimer’s more likely as age increases/reference to 1 in 20 over 65 or 1 in 5 over 80 which is fact ;  Proportion of population/number of sufferers increases which is fact;  Cure is unlikely which is opinion;  Resources stretched is opinion;</p> <p>For fact accept statistic/empirical/based on studies/scientific</p>	Max 4
	Mark	Descriptor  <b>A04:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i>  <i>The A04 marks are NOT dependent upon the A03 marks.</i>
	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate’s own writing to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant, there are very few grammatical or spelling errors.



Question Number	Acceptable Answers	Mark
27a	<p>Ethical or moral theory/reference to right or wrong;            (Based on) consequences/outcomes/results;            Rather than being based on intentions/duty/virtue (religion);            Maximizes happiness/benefits/pleasure/good/greatest happiness of greatest number;            Minimizes unhappiness/pain;            Values people equally/everybody matters;</p> <p>Do not credit specific examples of using utilitarianism unless the points above are covered explicitly</p>	3

Question Number	Acceptable Answers	Reject	Mark
Question Number			
27b			
<b>Marking Guidance</b>			
After marking the answer for A02, assess it for communication, A04.			
	<p><b>A02:</b>  <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>		Mark
	<p>Identifying improved health as the desired outcome;</p> <p><b>Up to 3 marks for example(s)</b>            Identifying one example of treatment/disease eg dementia, organ transplants, cancer;            Identifies/compares with second example;            Exemplifies or discusses problem of resource allocation in the context of examples given of treatment/disease;</p> <p><b>Up to 3 marks for applying utilitarianism</b>            Identifies specific benefit of a treatment;            Identifies possible limitations of a treatment;            Mentions/discusses difficulty of decision-making/comparing benefits and limitations;            Resources could be allocated in different ways eg more treatments, more staff, more research;</p>		<b>Max 5</b>

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

## Section C

Question	Background	
28	<p>Most statistical data eg from the British Crime Survey or police records show that crime has reduced during the last 10 years, while at the same time the number of prisoners has reached record highs. As a percentage of population, the UK has one of the highest numbers of prisoners in Europe. The rate of recidivism is also very high, with a large number of crimes being committed by repeat offenders. So although the number of offences committed may have fallen while the number of prisoners has increased there is no obvious causal link between these statistics. Given the number of repeat offenders, the statistics could show that prison does not work as a deterrent. Another argument is that relative economic well-being has helped to reduce crime. The recent warnings within the Ministry of Justice that crime may increase as we enter recession would support this view. Sentencing policy also has to be considered, for example are there more crimes for which prison is available as a punishment, or have judges and magistrates been encouraged to impose custodial sentences eg in the fight against knife and gun crime. The question of whether prison works also has to be looked at in terms of the objectives of custodial punishment. Prison clearly serves the purpose of removing the danger to the public posed by violent criminals, but legal punishment is also meant to serve other purposes such as proportionate retribution, education and rehabilitation.</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	Descriptor <b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
	0-8	<p>Award 1 mark for each valid point, up to a maximum of 8 marks, such as:</p> <p><b>Punishment is intended to serve different purposes (max 3 marks)</b>            A1 deterrence            A2 rehabilitation            A3 retribution            A4 re-education            A5 protection of public;</p> <p><b>Characteristics of prison population</b>            A6 any reference to reoffenders            A7 large proportion of crimes committed by reoffenders            A8 make up large part of prison population            A9 people in prison for minor offences</p> <p><b>Other factors which affect crime rates/prison population (max 3 marks)</b>            A10 economy            A11 sentencing policy/political climate            A12 number of prison places            A13 law enforcement/number of police/arrests            A14 changes in types of crime (eg internet fraud)/fewer or more serious crimes</p> <p><b>Other forms of punishment (max 2 marks)</b>            A15 community service            A16 fines            A17 tagging            A18 ASBO            but <b>NOT</b> capital punishment</p> <p><b>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.</b></p>

Level	Mark	Descriptor <b>A02:</b> <b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></b>
	0-8	<p>Award 1 mark for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically examine conflicting views/alternative viewpoints. Candidates who give consideration solely to one side of the question are limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• Selecting: identifying and applying relevant evidence</li> <li>• Interpreting: showing how evidence helps to answer the question</li> <li>• Evaluating: assessing the strength of the evidence in support of the question</li> <li>• Integrating: using evidence to develop a coherent argument/conclusion</li> </ul> <p>Note - evidence can be information, data, concepts or opinions</p> <p>The following areas are likely to be addressed by a majority of candidates, but candidate responses are not restricted to these areas. Other valid points must be credited, even if they don't appear in the list below.</p> <p><b>Arguments in favour of effectiveness (max 6 marks)</b>  B1 Prison achieves the purpose of protection of public;  B2 Prison achieves the purpose of retribution  B3 number of prisoners may be down to desire for retribution;  B4 which is fuelled by some politicians/press/public pressure;  B5 re-education of some prisoners</p> <p><b>Arguments against effectiveness (max 6 marks)</b>  B6 There may be a correlation between figures but this does not necessarily imply a cause;  B7 loss of job or family support may mean rehabilitation is poor;  B8 (re)education is poor in prisons may mean rehabilitation is poor;  B9 If deterrence works why are there recidivists/high number of prisoners?;  B10 Particularly since very large number of crimes are committed by a relatively small number of repeat offenders;  B11 Prisoners learn from other criminals/join gangs/take drugs  B12 Prisoners can become institutionalised/life too comfortable  B13 prisoners do not serve the full term  B14 spontaneous nature of some crimes  B15 other forms of punishment can be more effective</p> <p><b>Other relevant points</b>  B16 Whether prison is effective as a punishment depends on what it is intended to achieve;  B17 additional factors mean any link is not easy to establish;  B18 more data is needed to confirm/deny link;  B19 financial cost of imprisonment</p> <p><b>Any other valid points must be credited.</b></p>

Mark	Descriptor
	<p><b>A04:</b>  <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The A04 marks are not dependent upon the A01 and A02 marks.</i></p>
0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

Question Number	Background	
29	<p>The Copernican revolution, or more generally the scientific revolution of the 16<sup>th</sup> and 17<sup>th</sup> centuries which Copernicus is sometimes seen as igniting, challenged the accepted ideas about the place of humans in the universe and therefore the significance attached to their existence. Most of the teaching in Europe was centred on the church, and many of the ideas about science and astronomy can be traced back to Aristotle. The geocentric model of the solar system was based on the work of the Egyptian astronomer Ptolemy. The Earth was placed at the centre of the solar system, with the Sun and planets rotating around it in “perfect” spheres, although Ptolemy could only explain the observed motion by using spheres within spheres or epicycles. The heliocentric Copernican model still used spherical orbits but placed the Sun at the centre of the known Universe. This profound change removed humankind from the centre of God’s creation. The work of Brahe and Kepler developed Copernicus’ ideas and Newton provided gravity as an explanation for planetary orbits. There are still some small religious groups who hold that the Earth is at the centre of the Universe</p> <p>The advent of Darwinism in the 19<sup>th</sup> century provided an equally serious challenge for traditional thinkers. Although evolution had been put forward before to explain the diversity of life on Earth, Darwin was able to provide a mechanism by means of natural selection. Together with the strength of the evidence from the fossil record, this made evolution an irresistible theory for many thinkers. Already displaced from the centre of God’s universe, humankind was not even created by God, according to Darwin, but came about because of the forces of nature. In Darwin’s time some of his opponents argued that the fossil record had been placed in the earth by God during the creation described in various religious texts. Creationism is still a strongly held belief in many parts of the world, including the USA.</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	Descriptor
0-8		<p><b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p>Award 1 mark for each valid point, up to a maximum of 8 marks, such as:</p> <p>Answers may include one or more of Big Bang theory, Geology eg plate tectonics or age of earth, but most common examples are:</p> <p>Copernicus  A1 Earlier geocentric model puts earth at centre;  A2 Model associated with Ptolemy;  A3 Later heliocentric model puts Sun at centre;  A4 Model associated with Copernicus;  A5 Further developed by Brahe/Kepler;  A6 Explained by Newton/gravitational law;</p> <p>Darwin  A7 Earlier teaching that humans created by God/creationism;  A8 Examples from religious texts;  A9 Darwin puts evolution as an alternative;  A10 Explained by natural selection;  A11 Supported by evidence of fossil record/DNA;</p>

		<p><b>Other General Points</b>  A12 Scientific theories are based on evidence;  A13 Scientific evidence can include observations/experimental data;  A14 Scientific theories are open to testing/can be falsified;  A15 Older/religious knowledge is based on belief/texts/not on evidence;  A16 Which are not open to doubt;</p> <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>
Level	Mark	Descriptor
		<p><b>A02:</b>  <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>
	0-8	<p>Award 1 mark for each valid point, up to a maximum of 8 marks.</p> <p>The question requires candidates to critically examine conflicting views/alternative viewpoints. Candidates who give consideration solely to one side of the question are limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• Selecting: identifying and applying relevant evidence</li> <li>• Interpreting: showing how evidence helps to answer the question</li> <li>• Evaluating: assessing the strength of the evidence in support of the question</li> <li>• Integrating: using evidence to develop a coherent argument/conclusion</li> </ul> <p>Note - evidence can be information, data, concepts or opinions</p> <p>The following areas are likely to be addressed by a majority of candidates, but candidate responses are not restricted to these areas. Other valid points must be credited, even if they don't appear in the list below.</p> <p><b>Links scientific theory to older knowledge</b> eg geocentric with heliocentric or evolution with creationism  B1 1 mark for simple link  B2 1 mark for explaining how they conflict  B3 1 mark for explaining significance of conflict</p> <p><b>Strength of evidence</b>  B4 1 mark for simple comment on strength of evidence  B5 1 mark for amplification</p> <p><b>Purpose of Science/Religion</b>  B6 because science is evidence based it can only deal with issues where evidence is available;  B7 Religion deals with matters of faith which cannot be tested and therefore should not conflict with science;  B8 Conflict can arise because science progresses;  B9 As new techniques/knowledge becomes available;  B10 Which forces reassessment of belief;</p> <p><b>Any other valid points must be credited.</b></p>

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





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