

Mark Scheme (Results) January 2009

GCE

GCE General Studies (Unit 6GS01/01)

General Marking Guidance

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

Question Number	Answer	Mark
1	B	1

Question Number	Answer	Mark
2	C	1

Question Number	Answer	Mark
3	D	1

Question Number	Answer	Mark
4	D	1

Question Number	Answer	Mark
5	D	1

Question Number	Answer	Mark
6	A	1

Question Number	Answer	Mark
7	C	1

Question Number	Answer	Mark
8	D	1

Question Number	Answer	Mark
9	A	1

Question Number	Answer	Mark
10	C	1

Question Number	Answer	Mark
11	C	1

Question Number	Answer	Mark
12	C	1

Question Number	Answer	Mark
13	C	1

Question Number	Answer	Mark
14	A	1

Question Number	Answer	Mark
15	D	1

Question Number	Answer	Mark
16	B	1

Question Number	Answer	Mark
17	B	1

Question Number	Answer	Mark
18	D	1

Question Number	Answer	Mark
19	A	1

Question Number	Answer	Mark
20	C	1

SECTION B

Question Number	Acceptable Answers	Reject	Mark
21	<p>Advantage 1 from</p> <p>Easier to take in whole picture/patterns/trends; Comparisons/differences between categories easier;</p> <p>Reverse argument that comparisons etc are more difficult with a table.</p> <p>Disadvantage 1 from</p> <p>Loss of detail or precision/exact figures not so easily accessible;</p> <p>Reverse argument that precise figures are easily obtained from a table.</p>	<p>General comments that charts are easily misread unless this relates to loss of precise figures.</p> <p>Charts may be drawn inaccurately.</p>	2

Question Number	Acceptable Answers	Reject	Mark
22	Theft from vehicle		1

Question Number	Acceptable Answers	Reject	Mark
23	Theft of vehicle		1

Question Number	Acceptable Answers	Reject	Mark
24	<p>Uses 30/15 or shows that 2 vehicles = 1%; 200 vehicles stolen altogether;</p> <p>(award 2 marks for 200 even if no calculation)</p>		2

Question Number	Acceptable Answers	Reject	Mark
25	<p>only some crimes/crimes against property/doesn't show crimes against the person/doesn't show murder/rape/assault etc;</p> <p>figures are percentages/no of crimes not shown/may be based on small no of cases/sample size/different numbers of crimes;</p> <p>figures may be local/national/particular police force;</p> <p>DNA sampling may be used more frequently in particular eg high-profile/selected cases;</p> <p>DNA/non-DNA cases may differ in resource/cost terms/complexity eg more time/money has been spent on DNA cases;</p> <p>Source of data/purpose or method of collection unknown/possibility of bias;</p>	<p>Percentages are rounded;</p> <p>"other factors" which are not specified;</p> <p>some cases are not reported;</p> <p>time-scale/trend over time/old figures;</p>	3

Question Number	Acceptable Answers	Reject	Mark
26	<p>Cold/unsolved cases;</p> <p>familial searching (allow search for or identify family members);</p> <p>increased detection/no of cases solved/more criminals caught;</p> <p>increased deterrence/deters further crime;</p>	<p>Can be used even when DNA contaminated;</p> <p>Reduces prison population;</p> <p>Less crime;</p>	4

Marking Guidance		
After marking the answer for AO2, assess it for communication, AO4.		
Question Number	A02: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	Mark
27	<p>Identifying may reveal unknown familial connections; cross-contamination is still possible; samples retained from innocent suspects/infringes civil liberties; probability of a chance match can be uncertain; DNA profiles may be misused for other purposes;</p> <p>Assessing / expanding Eg explanation of how any familial connections may be a problem; Eg civil rights issues should not arise for criminals;</p>	<p>up to 4 marks for identifying</p> <p>up to 2 marks for assessing / expanding</p>
Mark	Descriptor	
	<p>A04: <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The A04 marks are NOT dependent upon the A02 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.	

Question Number	Acceptable Answers	Reject	Mark
28	suspect arrested ; in connection with a recordable offence; Award 2 marks even if both are put together as one reason with a second irrelevant reason		2

Marking Guidance:		
After marking the answer for AO3, assess it for communication, AO4.		
Question Number	AO3: <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	Mark
29	<p>Increased detection is fact/based on statistics; “sleep-walking to Big Brother” is opinion/emotive/intended to arouse fears; Government has lost data is a fact; “Does not bode well” is an opinion; Benefits outweigh disadvantages is opinion; Deterrence is fact/based on statistics/independent research; “The innocent have nothing to fear” / conclusion is opinion/based on little evidence/poorly supported;</p> <p>Factual evidence is stronger than opinion;</p>	4
	Mark	<p>Descriptor</p> <p><i>AO4: Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The AO4 marks are NOT dependent upon the AO3 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 Number	Background	
30	<p>Personal carbon allowances (PCAs), along with regulation and carbon tax, were put forward in the Stern report as ways of achieving the 80% reduction of 1990 carbon emissions in the UK by 2050, agreed at Kyoto. The Climate Change Act, passed in November 2008, allows the UK government to introduce carbon allowances without further primary legislation. The question asks candidates to consider the benefits and disadvantages of such a scheme for UK citizens, not to comment on the wider issues of global warming and climate change.</p> <p>PCAs present some obvious potential difficulties about how the allowances would be allocated. PCAs could lead to some form of personal carbon trading which might benefit poorer people who generally have a lower carbon footprint ie it would be redistributive rather than a regressive flat-rate tax, or might even allow for some form of personal carbon offsetting. What would a “personal” allowance mean - would it be the same for every individual irrespective of age or other factors? How would the government ensure compliance with any scheme and what would it cost? Technology may offer some possibilities but it is not yet clear what the technical difficulties might be. Also, the government record for large-scale data systems is not encouraging.</p> <p>Against these potential difficulties we have to set the fact that climate change has to be tackled and the UK is committed to implementing the Kyoto agreement. PCAs seem a fair way of meeting our collective commitment to reduce the national carbon footprint. PCAs will raise the level of “carbon literacy” and encourage changes in behaviour while still allowing for some element of personal choice.</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	Descriptor AO1: <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
	0-8	Award 1 mark for each valid point, up to a maximum of 8 marks, such as: A1 CO ₂ is the main greenhouse gas; A2 CO ₂ is produced by burning fossil fuels/oil/coal/gas; A3 CO ₂ traps sunlight; A4 examples of uses of fuels such as industry, transport, domestic heating, agriculture (allow up to 2 marks for different examples); A5 there are other greenhouse gases such as CH ₄ ; A6 examples of production of CH ₄ such as agriculture, landfill sites (allow up to 2 marks for different examples); A7 examples of the effects of global warming eg ice caps melt, sea levels rise, extinction/migration/ loss of habitat of species (allow up to 2 marks for different examples); A8 reference to Kyoto/our commitment to reduce CO ₂ emissions; A9 allowance would have to be tracked in some way eg electronic card; A10 any such scheme might have a large cost; A11 any such scheme might be open to abuse; 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.

Level	Mark	Descriptor
	0-8	<p><i>A02: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p> <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"> • 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</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>B1 PCAs are fair; B2 because it is the same for everyone/does not depend on income; B3 PCAs might enable us to fulfil our (Kyoto) commitments; B4 PCAs would affect different people in different ways (because they have different needs/resources/income/age); B5 give examples (allow up to 2 marks for different examples); B6 PCAs would raise awareness of the issues around climate change; B7 PCAs would encourage an eco-friendly lifestyle eg recycling, more careful use of resources, micro-generation schemes. switch to public transport, improvement in health (allow up to 2 marks for different examples); B8 reduced CO2 means less global warming; B9 people would be forced to make some changes in lifestyle; B10 (because) we all have a (large) carbon footprint/CO2 emissions must be reduced ; B11 people would still have some choices; B12 (compared to) other schemes eg taxation/regulation; B13 Enforcing quotas would be problematic because of technical problems, black marketeering, non-compliance (allow up to 2 marks for different examples); B14 (which could lead to) bureaucratic nightmare/very high cost;</p> <p>Any other valid points must be credited.</p>

Mark	Descriptor
	<p><i>AO4:</i> <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.

Question Number	Background	
31	<p>The relationship between the human race and other animals has two distinct aspects. We have always hunted or farmed animals, mainly for food, and have used them as beasts of burden or working animals since the first settled communities were formed. What began as a working relationships developed in some cases into companionship and pets are now very common. Cats and dogs are very popular in the UK as in other countries, but there are also a wide variety of other animals kept as pets.</p> <p>Human concern for the welfare and treatment of animals has a long history, but the 20th century saw an increasing awareness and willingness to act in relation to perceived problems. This question asks candidates to consider how we in Britain treat our pets and farm animals. Although this is related to the question of animal testing, the treatment of animals and animal rights should be considered within the context given.</p> <p>The existence of charitable organisations such as the PDSA and RSPCA seems to reflect public awareness and concern for the welfare of animals, as does the extensive legislation such as the Animal Welfare Act of 2006. The recent campaign by the RSPCA has highlighted the continuing incidence of cases of animal abuse. However groups such as the Animal Liberation Front display a much more extreme approach.</p> <p>The question of animal rights was addressed directly by the philosopher Peter Singer during the 1970s when he argued that a utilitarian approach should consider the treatment of animals and humans on an equal basis. Many people who argue along these lines have become vegetarians/vegans - the number of vegetarians ion the UK peaked at about 3.25 million following the BSE crisis but has declined by about 50% since then. While most people would reject such an argument, we do seem to have a notion of some basic animal rights.</p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	Descriptor <i>AO1:</i> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
	0-8	Award 1 mark for each valid point, up to a maximum of 8 marks, such as: A1 There are a number of animal welfare/rights groups in the UK eg RSPCA/RSPCB/PDSA/ALF (allow up to 2 marks for different examples); A2 (some of which are) charities/funded by public; A3 treatment of animals is subject to legislation; A4 cases of mistreatment of both farm animals and pets are common in the media; A5 BSE/foot and mouth/bird flu may be linked to poor treatment of animals (allow up to 2 marks for different examples); A6 conditions for some farm animals are very poor eg battery hens/intensive farming/animals dying in transit (allow up to 2 examples); A7 costs of veterinary treatment are high; A8 welfare standards for farm animals pushes up cost of food; A9 (some) animal may have some rights/there is disagreement about animal rights/animals have equal rights; A10 there are different ethical bases for considering animal rights; A11 such as utilitarianism; 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.

Level	Mark	Descriptor
	0-8	<p><i>A02: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p> <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"> • 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</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>B1 the existence of PDSA/RSPB etc demonstrates public concern for animal welfare;</p> <p>B2 examples eg PDSA vet clinics, campaign by RSPCA (allow up to 2 marks for different examples);</p> <p>B3 (increasing) legislation demonstrates that as a society/country we care about animals;</p> <p>B4 continuing mistreatment/media stories show that many are not concerned with animal welfare;</p> <p>B5 high costs of veterinary care leads to some mistreatment;</p> <p>B6 welfare of farm animals depends on consumers being prepared to pay higher cost of food;</p> <p>B7 increasing demand for free range/ethically sourced animal products demonstrates public awareness/concern (allow up to 2 marks for different examples);</p> <p>B8 disagreement about animal rights leads to a wide range of views/opinions/different ethical basis for rights/treatment of animals (allow up to 2 marks for different examples);</p> <p>B9 exemplified by vegans/vegetarians/ALF/militant groups/hunting or fishing (allow up to 2 marks for different examples);</p> <p>Any other valid points must be credited.</p>

Mark	Descriptor
	<p><i>AO4:</i> <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.