

ResultsPlus

Examiners' Report January 2011

GCE General Studies 6GS03 01

ResultsPlus
look forward to better exam results

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Examiners' Report that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

ResultsPlus

ResultsPlus is Edexcel's free online tool that offers teachers unrivalled insight into exam performance.

You can use this valuable service to see how your students performed according to a range of criteria - at cohort, class or individual student level.

- Question-by-question exam analysis
- Skills maps linking exam performance back to areas of the specification
- Downloadable exam papers, mark schemes and examiner reports
- Comparisons to national performance

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus.

To set up your ResultsPlus account, call 0844 576 0024

January 2011

Publications Code UA026340

All the material in this publication is copyright

© Edexcel Ltd 2011

Introduction

This specification has been operational for two years, and on the evidence of candidates' performance on this unit, centres have prepared well for it. The theme of this unit - change and progress - anticipates that candidates will have knowledge and understanding of a fast-changing, technological world and the problems visited on humanity as a result of change. It has always been an expectation that candidates will appreciate that evidence for an argument may be strong or weak, and that when arguing that they need to make this clear. In essays and long answers on this paper, many candidates do make the nature of evidence explicit, but fewer go on to explain how this strengthens or weakens an argument. Nevertheless, this is progress. This paper expected an understanding of forms of moral reasoning (Q2 and Q7), and the application of that reasoning to modern issues. Section A dealt with, as recent events turned out, a highly topical issue - riots and crowd control. It was therefore a little surprising that very little reference was made to the student grant disturbances. Where appropriate, answers were usually restricted to the G8/G20 riots and the now very historical poll tax riots, probably because they were referenced in the source. Section B was on the impact of technology on our lives, and elicited a good response on the whole. In both sections, answers to the longer last question were an improvement on previous sessions because candidates were making better evaluations of their evidence, although there are still too many answers which paraphrase the source.

The last section offered two essays - one which was presumed to allow a response which might include personal experience of education, and the other on a global problem with local resonance. Understandably, the former was twice as popular. Both elicited some excellent answers, and even the poorer made worthwhile points.

Very few candidates left an item blank, which is a distinct improvement on previous sessions. Also there were very many fewer facetious responses and the general impression was of a paper to which candidates felt they could respond in a worthwhile way.

Answers are frequently spoiled in their presentation by careless and untidy writing. The examples provided in this report may give a false overall impression of this since we have chosen them to be clear so that the content can be easily read and understood.

Question 1

This question asked candidates to consider the motives of the media in sensational reporting of crowd behaviour, referred to in the source. The most obvious scoring point, and used in a majority of answers, was that news like this will provide spectacular headlines and photos, which will attract the public's attention, resulting in better sales. Many candidates were unable to go much beyond this - the most common further responses usually related to newspapers raising an awareness of problems in crowd behaviour. Very few talked about "moral panics" or mentioned political motivation or pressure. Surprisingly few candidates referred to the recent student demonstrations. The question discriminated quite well, but rather few candidates obtained the maximum mark.

- 1 Give three reasons why the mass media exploit the idea of the 'rampaging crowd' (line 14).

- 1 As the idea of a 'rampaging crowd' makes a more interesting news headline over a "sensible crowd", thus sells more papers as its more dramatic/exciting.
- 2 It helps justify police strategies against crowds; if a crowd is described as "rampaging" it explains ^{the} ~~a~~ police use of "forceful action".
- 3 It frightens people and fear sells news more efficiently than good news - whilst also possibly preventing people from joining crowds



ResultsPlus

Examiner Comments

This answer covered three marking points. Besides the common answer on selling more papers, the candidate has considered the issue that arises from crowd behaviour - police actions. The final point mentions the media's role in trying to prevent antisocial or dangerous behaviour.

1 Give three reasons why the mass media exploit the idea of the 'rampaging crowd' (line 14).

1. Large crowds have the potential for serious damage to individuals and property.

2. Disasters such as that at the Hillsborough football stadium and at Mecca during the Hajj, remind us how easily crushes can happen.

3. Occasionally people in crowds may do dreadful things that as individuals they wouldn't.



ResultsPlus

Examiner Comments

This answer illustrates one of the most common faults in candidates' answers - when in doubt, paraphrase or copy out sentences from the source. For all three responses, the answer consists of a perfectly correct paraphrase from the source, but which does not constitute a reason or motive for media reporting. It is possible that the candidate thinks that media motives can be inferred from the extracts, but this is a fundamental mistake.



ResultsPlus

Examiner Tip

Examination technique is needed here. The candidate should identify the key words - "reasons", "exploit" and "idea of the rampaging crowd". Once this is done, at least one reason becomes apparent.

Question 2

Few candidates explained what they understood by a "moral issue", although in most cases, it was correctly implied. By far the most common response was a reference to the loss of privacy and/or infringement of human rights. "Big Brother" was a frequent mention, but it was not always clear whether the reference was to Orwell's or Channel 4's incarnation. After that, there was surprisingly little consideration of some of the contentious aspects of police use of CCTV. Very few candidates, it seemed, knew that the police made their own recordings, most thought the question was about fixed street cameras (although, of course, recordings made by these can be used by the authorities if necessary). Only a minority of candidates made anything of the positive aspects - although a few said that they didn't mind being filmed, since they were never breaking the law.

The question discriminated well, but very few candidates obtained full marks

2 Police in the UK often monitor and record the actions of crowds through CCTV cameras. What moral issues are raised through the collection of this information?

CCTV cameras can ~~store~~ send images which can help crowd control and which could save lives potentially (or at least lead to criminal convictions for wrongdoers), so from one perspective CCTV cameras are morally correct as they can prevent bad things happening if used correctly.

However, others see it as an invasion of privacy leading to a 'big brother' type state where ^{people's} every action is monitored by ~~public~~ law enforcement agencies. This is morally wrong in a supposedly 'free' state and some people argue it is ~~off~~ a violation of human rights. How the information is stored raises another privacy ~~issue~~ issue - digital data can be lost easily or hacked into, and is often retained for longer than necessary.



ResultsPlus

Examiner Comments

This is a good answer, gaining all the marks.



ResultsPlus

Examiner Tip

However, the answer would be improved if the issues were identified through bullet points. Continuous prose is all very well, but not essential. Even when split into two paragraphs, the examiner has to interpret the answer and would find it easier to give credit if the moral issues were stated or listed - for example, the use of CCTV cameras is essential in protecting the public from criminal behaviour, hence morally right.

- 2 Police in the UK often monitor and record the actions of crowds through CCTV cameras. What moral issues are raised through the collection of this information?

The police lack a matter of consent, the crowd may not be doing anything wrong however police can encourage violence by their actions. The crowds will often become resentful and unire against the police, the police may not record everything that they have been so therefore the data may not be valid.

**ResultsPlus**

Examiner Comments

This answer illustrates a common fault - not appearing to address the question. At least one moral issue should be stated/discussed. Here there is a hint - "the crowd may not be doing anything wrong" - but the straightforward question that has to be answered is - "Are the police doing right/wrong?"

**ResultsPlus**

Examiner Tip

Show candidates how to identify the key phrase "moral issue", and consequently directly tackle the question.

- 2 Police in the UK often monitor and record the actions of crowds through CCTV cameras. What moral issues are raised through the collection of this information?

Several moral issues through the collection of CCTV information.

It can be seen as breaching the right to privacy, which should be respected by the police because it is a basic right to which all humans in the UK are entitled.

In addition, the issue of how the police will use the information is also raised as it could go against confidentiality which, again, should not be abused.

The fact that surveillance such as CCTV is constantly being used suggests that ~~the~~ the UK is a 'nanny state' where everyone is being monitored and being controlled; which is another moral issue.



ResultsPlus

Examiner Comments

Although not specifically listed or numbered, this answer clearly lays out three moral issues.

Question 3

Many candidates were able to gain at least one or two marks for this question by saying that a comparative situation was necessary, and with some indication of controlling the variables. In this context a scientific approach is difficult. Anyone trying to investigate this problem has to identify and measure how commonly considerate behaviour has been expected in the past, and candidates rarely mentioned this. Many queries about this arise (whose expectations, what constitutes considerate behaviour, etc) and higher scoring candidates were able to score by commenting on just one or two of these. Generally candidates have a better appreciation of how such a question should be tackled, and more than an inkling of how scientific methods might be used in behavioural problems, than they have shown in past papers. However, this question did not discriminate well - a large majority of candidates gained up to half the marks.

3 Briefly outline the information you would need to collect to support the idea that considerate behaviour towards strangers in a crowd situation is more common than might be expected (paragraph 3).

In reality crowd violence is very rare. Crowds usually behave sensibly, provided there is no reason for fear. Even in frightening crowd situations, members of the crowd tend to behave considerately to others, even if they are strangers. Some psychologists claim that crowds in a potentially disastrous situation such as a terrorist attack will behave sensibly if left to their own devices.



ResultsPlus

Examiner Comments

While this is a perfectly sound piece of writing, it does not begin to answer the question. It paraphrases some of the evidence provided in the source, reflecting the candidate's underlining of the last half of the stem of the question. The key command requirement - "outline the information you would need to collect" - has been ignored.



ResultsPlus

Examiner Tip

The candidate is advised always to identify the command words and phrases in the question.

- 3 Briefly outline the information you would need to collect to support the idea that considerate behaviour towards strangers in a crowd situation is more common than might be expected (paragraph 3).

Investigations would have to be carried out in a large number of different crowd situations (eg. football fans, concert crowds). The behaviour of individuals in these situations would need to be studied using CCTV for example or by interviewing people who were there, to ~~give~~ determine whether the 'rampaging crowd' image portrayed by the media is accurate or if individuals in crowd situations are ~~not~~ actually more considerate to strangers because they are in the situation together so provide a united front.

(Total for Question 3 = 4 marks)



ResultsPlus

Examiner Comments

This coherently written answer covers three major points from the mark scheme - setting up a comparative situation, measuring crowd behaviours, interviewing individuals with an objective. It only narrowly misses a fourth marking point.

Question 4

Answers generally achieved at least one or two marks - usually along the lines that "increased tolerance in larger societies is a good thing". Many candidates described the benefits of transport and services well. Overcrowding was seen as the main drawback of urban living. A small number of candidates did not read the question and compared contemporary rural and urban settlements; others were unclear about the timeline for example implying pre industrial phones.

A common failure was not making explicit what is understood by "progress" - a key concept in this unit. Although answers commonly made an implicit assumption that things get better, they needed to show how an improvement in the human condition is achieved.

The question discriminated well, and higher scoring candidates were able to access the upper mark range.

- 4 Use your own knowledge to describe how far the development from small, rural groups to large, urban societies can be seen as 'progress'?

This development can be seen as progress due to ~~our~~ rising the rise in ~~poor~~ personal ~~hygiene~~ hygiene which has improved standards of living for people in the city compared to rural societies. Also, ~~this~~ this development has ~~made~~ increased ~~pro~~ social security as police help to keep order and peace within urban cities whereas fighting may occur in rural groups. But, this development may not be seen as progress, as an urban society is not as close as the rural villages since people in large cities don't know each other that well.



ResultsPlus

Examiner Comments

A rather simple, but common kind of answer - larger groups can improve social conditions, exemplified by hygiene (water supply implied) and social order.

- 4 Use your own knowledge to describe how far the development from small, rural groups to large, urban societies can be seen as 'progress'?

This development is known as 'urbanisation'. The UK was one of the first countries to develop large, urban societies, provoked mainly by the Industrial Revolution of the 18th century. Urbanisation is the migration of people from small rural settlements to larger settlements: ~~rural~~ towns and cities - such as London and Manchester. This can be seen as progress because the amenities and facilities in these ~~rural~~ ^{urban} areas are usually of better quality and are more available than in rural areas. For example, health services, public services (eg. fire and police), education, shops are developed in the urban areas and are a large part of progressing the country from ~~work~~ working mainly in the primary sector (eg. agriculture) to the secondary sector (eg. manufacture) and finally

(Total for Question 4 = 5 marks)

the tertiary and even quaternary sector (services and high tech industries). This shows the development of a country by industrialisation and ~~helps~~ usually helps them progress into the next stage of the demographic transition model because they are wealthier.



ResultsPlus

Examiner Comments

An almost complete answer - including an explanation of the meaning of progress.

Question 5

Although this question produced better answers than long answers assessing AO2 and AO3 in previous sessions, the form of the answer needs greater attention. Many candidates at higher levels questioned the evidence in a sensible way, but too many make a woolly reference to the claim. Restating the claim at the start of the answer would help the candidate to acquire the relevant evidence from the passage. When using evidence, answers often classified it as belief, opinion or fact, but then did not make the value of it explicit.

The range of total marks obtained for this question was very broad and provided very good discrimination between candidates.

5 Some psychologists claim that current strategies for dealing with crowds are inappropriate.

How adequately do the evidence and arguments introduced by the writer support this claim?

The first paragraph suggests that being in crowds ~~was~~ comes naturally to us as humans and has ever been beneficial to ~~us~~ the development of our species. The writer points out that most human live in crowded conditions and so should be able to cope with crowded situations. This suggests that crowds should be dealt with in a more effective way, supporting the claim, because these disasters that happen in crowds are against our nature.

The write supports the claim by highlighting two disasters that were caused by crowds - The Hillsborough football stadium and ~~the~~ Meccaduring the Hajj. The first sentence in paragraph three does not only support the claim but suggests that current strategies may actually make crowd situations worse.

~~The~~ ^{However} on the other hand, the write suggests that ~~it is~~ it may not be the current strategies that are causing crowds to end in disasters but infact the fault of the mass media - portraying different crowds as something they are not, eg: football crowds commonly painted as drink-sodden mobs. The

Writer then says that 'crowd violence is very rare' and 'crowds usually behave sensibly'. This ~~goes~~ ~~against~~ contradicts the claim because it ~~says~~ suggests that the current ways of dealing with crowds are adequate. ~~It~~

However, ^{in the text} the arguments ~~to~~ ~~the~~ ~~outweigh~~ the arguments against it. This is supported by evidence, using examples such as the poll tax riots in 1990 and the G8 and G20 protests. These are all situations the writer feels could be dealt with better, like the claim says, because the crowd was ~~provoked~~ provoked into violence rather than preventing violence.

The writer ~~also~~ ~~also~~ also says that 'crowds in disastrous situations will behave sensibly if left to their own devices' - Although this is not proven the writer is suggesting there is no need for interference at all.



Examiner Comments

The selection of evidence in this answer is comprehensive, gaining 4 marks for AO2. While the nature of the evidence is referred to, the authority for it is not described or evaluated and therefore the highest level for AO3 is not achieved. The writing is well organised and clear, and the organisation of the piece is good. The few modifications and amendments do not detract from the writing and the quality of communication is therefore good.

- 5 Some psychologists claim that current strategies for dealing with crowds are inappropriate.

How adequately do the evidence and arguments introduced by the writer support this claim?

The writer portrays that not all crowds are like those shown by the media, which are incited by the police's attempts to contain them. In paragraph 4, the writer outlines this point that a crowd will turn against the police which act violently towards them in order to break them up. The police sometimes assume that a crowd may act violently when in fact the aggressiveness only starts after the police interfere. This indicates that the current police strategy may not be effective and causes many unnecessary complications.



ResultsPlus

Examiner Comments

A weak answer that does at least utilise extracts from the source, for an A02 mark of 2. There is virtually no attempt to assess the nature and worth of the evidence, so that only 1 mark is possible for A03. The writing is very clear, though brief, and the English good. It earns the communication mark of 3.

Question 6

There were many responses along the lines of 'artistic creativity is when someone creatively tries to make something in an artistic way'. A minority of candidates failed to mention the production of an artefact/abstraction and the personal nature of artistic creativity. However, many answers gained two marks; the commonest omission was not extending the explanation with an example, or by discussing Asimov's creativity.

Overall this question provided rather weaker discrimination, although the higher scoring candidates did tend to score 2 or 3, as opposed to the lower, with 1 or 2.

6 The stories of Isaac Asimov demonstrate artistic creativity.

Explain what is meant by the term 'artistic creativity':

it means to think outside the box and to imagine or concirios or to think up something that may happen.



ResultsPlus

Examiner Comments

This answer struggles to define originality, but nothing related to artistic endeavour.

Artistic creativity refers to the creation of a emotive piece which is usually original yet inspired. The work of Asimov is mostly science fiction which is a specific genre of books, films and games etc. The things that Asimov writes about are fiction and created by himself. Therefore his work is artistic, as it is created in the form of an art and creative as it is all his own work.



ResultsPlus

Examiner Comments

This answer illustrates the key points - a nearly adequate description of artistic creativity, with the personal aspect clearly implied, and an extension into the work of Asimov as an example

Question 7

Few responses addressed moral reasoning in an acceptable way. Centres should perhaps provide more adequate preparation in this area. It appeared to be only those candidates with a background in philosophy and ethics or religious studies who gained the marks available, even though moral reasoning appears in several places in the General Studies specification. A fundamental issue - can you apply moral reasoning based on human experience to the actions of robots which are after all devices constructed by humans? - was side-stepped by many candidates.

The question discriminated well - most of more able candidates scored half marks or better, at the other end, most candidates scored zero or 1.

7 Identify a form of moral reasoning and explain how it is related to the Laws of Robotics.

The form of moral reasoning may be that of Natural Law. The robot uses this form of moral reasoning because it must follow the 'primary precepts' of natural law where protection of the innocent is the key rule. Natural law is against killing because it states that humans or in this case robots, never have the authority to kill or deem a life 'not worth living'. Natural law also promotes harmonious living in society which is shown through the second law in which robots must obey instruction if it leads to harmony.



ResultsPlus

Examiner Comments

This answer shows a good understanding of natural law and is able to extend the notion to the robotics laws.

That someone would not go and hurt another person. This relates to the laws of robotics as it should not be able to hurt a human to get a task done.



ResultsPlus

Examiner Comments

Although a very brief, weak answer the candidate has a simple moral precept - humans must not harm each others, and is just worth one mark.

Question 8

Many candidates did well on this question and showed good understanding of the qualities of intelligent weapons. Only about half defined their terms of reference, or referred to intelligence in the most general way. Most however linked their response to the passage and there was a general consensus that any machine was only as intelligent as its creator and/or operator. . However, some responded by saying ‘weapons can’t be intelligent because they hurt/kill people’, or by confusing intelligence with power as in ‘a nuclear bomb is more intelligent than an ordinary bomb because it kills more people’.

At the lower end, candidates struggled to get one mark, at the other a majority gained 2 or 3.

8 To what extent can the behaviour of any weapon be described as ‘intelligent’ (line 23)?

Intelligence and being programmed are totally different things, humans have brains which are creative and defines with greater intelligence, where as a weapon can only be tailored to be one thing over another, for example a missile can be trained to 'heat seek' onto a heat signature, this would mean it is more effective, but not intelligent. Human brains have more computing power, millions times that of the fastest computers today, as such a weapon ~~with~~ cannot be defined as intelligent, as it does not have its own thought.

(Total for Question 8 = 3 marks)



ResultsPlus

Examiner Comments

This answer covers the major points of the mark scheme, and clearly demonstrates how a programmed weapon is intelligent in only the most limited way. It could be improved by attention to the meaning of "intelligence" as the candidate takes an understanding of this as read.

8 To what extent can the behaviour of any weapon be described as 'intelligent' (line 23)?

Artificial intelligence in robotics which can make decisions based on a sequence of events, which allow it to determine its next actions, and then act upon that decision, is a robot that can fire a weapon at an enemy without the aid of a human.



ResultsPlus

Examiner Comments

A brief answer that shows the candidate has an appreciation of artificial intelligence and that this is applicable to weapons. It gains two marks.

Question 9

Many candidates included references to cost, cost-effectiveness or "doing people out of jobs". References to these issues were not credited because they could be given as an answer in almost any form - "robots are too expensive to make", or "robot are cheap and cost effective", or, commonly, "they do humans out of a job". Since all such comments are highly speculative and could be presented as both benefits and drawbacks, they were not credited.

A few candidates missed the end of the question ("in caring for the elderly") and consequently answered the question in general terms. They may have referred to the benefits of technology or robots to humanity in general, in which case marks were awarded for points in the scheme which were clearly related - for example, failures in technology such as malfunctions or power cuts.

This question also discriminated well, very few in the upper range scored less than two marks, and at the other the great majority gained up to and including 2.

9 Give **two** benefits and **two** drawbacks arising from the increased use of technology, such as robots, in caring for the elderly.

Benefits

1. one advantage is that they may be able to do housework that elderly people may struggle to do.
2. ~~they~~ ^{they} may be able to do work quicker than the elderly person may be able to.

Drawbacks

1. many elderly people are very independent and ~~may~~ may not want to rely on a robot to help them.
2. many elderly people will want to do housework in order to keep active.



ResultsPlus

Examiner Comments

This is an example of a very good answer - all the points match almost exactly those on the mark scheme

- 9 Give **two** benefits and **two** drawbacks arising from the increased use of technology, such as robots, in caring for the elderly.

Benefits

- 1 They do not need to sleep, eat or drink therefore can be on hand 24 hours a day 7 days of the week.
- 2 Sometimes robots can do the particular job better than humans ever could, as they are built specifically for that particular job.

Drawbacks

- 1 Robots are not humans, they do not have any emotional capabilities, therefore lack passion & kindness.
- 2 They can not ever be trusted totally, they can be faulty or go wrong at any time.



ResultsPlus

Examiner Comments

This answer makes one point in varied ways. The two benefits mentioned overlap, and can only be credited with one mark. The drawbacks are similar, but do not add up to a point on the mark scheme - after all it is hardly a drawback of technology itself if people don't wish to, or won't use what is available.

Question 10

This question required an interpretation of the term "justifiable". Many candidates gained full marks on this question, as they, correctly, pointed out that there was evidence that computers in the past could do more limited things than modern computers. The second statement is a prediction of the future, about which one can only speculate. A small minority of candidates tried to justify the second statement by saying that it is obviously not possible for a computer to do this, for example, because robots didn't have arms or legs so how could they possibly play football. Many candidates, however, made quite appropriate references to a need for objective evidence, quantifiable data and appropriate measurements.

The question provided poor discrimination as the great majority of candidates gained two marks.

10 (i) Computers have become more powerful (line 24).

(ii) Computers ... will never take us on in a game of football (lines 30–31).

Explain which of these statements can be justified more easily.

(i) can be explained more easily than (ii). (ii) cannot be completely proved as in the ~~far~~ future we cannot know what technological advances there will be in the future. (i) is a measure of a computers power from the past to the present and therefore can be monitored and supported or disproved.

(Total for Question 10 = 2 marks)



ResultsPlus

Examiner Comments

A good, complete answer, similar to many candidates who picked out the impossibility of "proving" a future event.

10 (i) Computers have become more powerful (line 24).

(ii) Computers ...will never take us on in a game of football (lines 30–31).

Explain which of these statements can be justified more easily.

Computers have become more powerful can be justified more easily by the evidence presented with an Apple Mac. This computer is at the top of the hiererchial technology and is the most powerful piece of equipment on the market.



ResultsPlus

Examiner Comments

This answer failed to score because the candidate has not appreciated the nature of the evidence required. The answer focusses on the fact that there is a computer that is "the most powerful", but does not compare its power with those in the past.

Question 11

Responses were similar in many respects to Q5, as, although answers identified evidence from the source, very few responses were truly evaluative. Most candidate lifted exemplars from the passage, the best commented on their worth.

Although many answers equated robots with computers, this was overlooked in the marking. Many appeared horrified at the prospect of robots taking over the care of their elderly relatives. A considerable number took the view that robots in the form of PCs and mobile phones had already become an essential part of our lives although they did recognise that these were not the type of robots envisaged in the passage. Some discerning candidates pointed to the fact that the image of robots as friendly butlers/slaves was somewhat dated and that research in robotics had taken a different direction, describing industrial applications. Somewhat surprisingly none mentioned their military applications especially with mines and other explosive devices, etc. This of course was not in the passage but it could be linked to their increasing usefulness.

The question provided a good range of marks, and discriminated well.

11 Evaluate the strengths and weaknesses of the evidence used in the passage to support the view that robots will become an essential part of human life in the future.

The passage has a divided view whether robots will become an essential part of human life or not.

The passage illustrates that although machines that carry out human tasks have always intrigued us, their abilities have always been limited and predictable.

Furthermore Isaac Asimov had the view that his three laws should be built into the machines heads (line 10 to 15). These laws were because of the concern that robots might compete with humans or threaten the human existence, and their behaviour might become unpredictable - is this a good or bad thing for the future?

However, the possibility of robots becoming a real role in human lives has been divided - some say that we have already produced machines that behave in ways that mimic the behaviour of some invertebrate animals and therefore - there is no reason we will stop here. Computers have become more powerful and the range of tasks that they can achieve has widened.

On the other side of the spectrum however, experts argue that robots will never come to challenge humans in their breadth of capabilities - they will never develop human emotions and because

of this their use will have to be controlled through strict ethical guidelines.

Therefore, whether robots will become an essential part of human life, does come with strengths and weaknesses, is one fault that they do not have emotional feelings one of the largest strengths of all? And the increased fear of robots taking over our existence all together is now present in our minds.

**ResultsPlus**

Examiner Comments

This illustrates a well-balanced answer, although the common fault, of not commenting on the relative value of opinion, belief and fact in supporting an argument is not at the highest level, is evident.

11 Evaluate the strengths and weaknesses of the evidence used in the passage to support the view that robots will become an essential part of human life in the future.

Robots may become a part of ~~human~~ human life in the future as technology is under constant and rapid change. "there is no reason to suppose that we will stop there" highlights the view that technology is an innovative and dynamic sector that holds no boundaries. As robots have already been created, there is no superficial evidence to suggest that they will not become a part of human life. Robotics are being used in many factories which suggests they are gradually being introduced. As computers have become a powerful tool, this demonstrates that robots and technology is unpredictable, anything can happen.

On the other hand, as the data reaches back to 1920, it can question the existence of robots. As we are now in 2011, surely if robots were going to be part of the human life, then they would be around now? Also humans ascertain certain skills through life, and as robots would be programmed with one view, then perhaps it is not practicable for robots to be part of human life, and ~~she~~ would never outweigh human capabilities.

In conclusion, with the evidence presented it is correct to say that in the short-term it is unlikely robots will be our friends. In the long-term who knows. Technology is unpredictable.

**ResultsPlus**

Examiner Comments

Although apparently well-written, this answer becomes weak at several points, and strays into uncertain territory. It draws on some information in the source, but in the last paragraph becomes very difficult to understand - "...as the data reaches back to 1920, it can question the existence of robots."

Question 12

Although the less popular essay, it drew many passionate responses. There were some very broad definitions of 'slave': wage, fashion, sweatshop, sex trafficking, illegal immigrants and the subjects of totalitarian regimes, all of which were justified and acceptable. It was less common for the answer to address effectively the more difficult idea - is slavery less evident in the modern world? It was generally assumed that slavery was widespread if you accepted these broad definitions. The role of international organisations was rarely commented on. Higher scoring essays did consider the African slave trade, and Britain's role in previous centuries, in an attempt to assess its previous extent. There were several essays of distinction.

The total marks provided a very good discrimination between candidates - at the lower end the majority scored between 8 and 17, at the upper, between 17 and 25.

In modern, Western civilisation slavery is seen as unacceptable yet throughout Africa and south-east Asia slavery is still a major problem. Even in Western democracies like Britain, illegal human trafficking takes place and many agree that it is an even bigger problem now than it was in the 18th century.

Slavery was a huge market in the 1700's. Sailors would go to Africa, capture men, women and children, put them in cramped ships and sail to the Americas where they were sold to work on sugar, tobacco and cotton plantations. Slavery ended in ~~the~~ Britain in the early 1800's thanks to the efforts of William Wilberforce and other anti-slave trade protesters. While the slave trade became illegal in Britain, slaves were still used in America until 1865 after a bloody four year civil war which split the US into two. ~~Lincoln's~~ Lincoln's emancipation proclamation ended slavery in the US and the trade of humans to work for nothing ended. However illegal trafficking takes place across the world and this has led to the claim that slavery is still a huge problem.

Across the world people are bought and sold for sex. People, often young girls are forced to lives of depravity by adults who take all the profit. This trade is wide spread across south-east Asia and Africa yet happens almost everywhere in the world. These people live a life they do not want to and as they are young and vulnerable it is made worse. Clearly the fact

thousands of people are made to do things against their will, be it sexual and though manual labor, thus it's a huge problem. some claim that more people are made to work against their will than slaves there were in the 1700's. This problem is brought to our attention through the efforts of organisations such as amnesty international and other anti-slavery campaigns. clearly slavery is still a huge problem and the fact that it is now illegal is all the more worrying.

However some would dispute this. Thousands of Africans were forced to work in plantations in the west indies and deep south in the 18th century. They were taken from their homes, beaten and some starved to death. This seems far more heinous than modern slavery rules. The fact is that slavery in its traditional sense no longer happens in the west so any claiming it is a huge problem seems illfounded and particularly offensive to the millions of afro-americans ~~at the~~ whose ~~ancestors~~ ancestors lived slavery and segregation for hundreds of years. Some feel that it is up to ~~the~~ countries and governments to stop slavery and those in the west should not interfere with other sovereignty by ~~giving~~ giving lectures on morality when they were involved in a far worse case that was still in practice 150 years ago.

To conclude slavery was and still is a

problem. While Slavery is a problem in some areas of the world it is a dying industry that we should all denounce and work to end. I feel that slavery was a far larger problem in the 1700 and 1800's and before that in the Roman empire. In his Gettysburg address of 1863, Lincoln reminded Americans that 'all men are created equal' and may pursue 'life and liberty'. Two years later the slaves were freed and America reunited. Thankfully slavery is now illegal in most places in the world and we now see that it is wrong. We must not forget the pain of the slaves and our nation's despicable acts in allowing and prospering from other peoples misfortune. This is why I feel that while still a problem, modern slavery is no where near as problematic or widespread as it was not 200 years ago.

**ResultsPlus**

Examiner Comments

A well-written, comprehensive essay. The weakest aspect is the lack of evaluation of the evidence used, although it is clear that the candidate is referring to historical sources. It is redeemed in this respect by reflection on the nature of slavery then and now, and whether we have enough evidence to make the judgement. The candidate is not aware of some African countries where old-fashioned slavery is still practised.

Slavery is a subject which could be argued is extremely unacceptable, and challenges a person's human rights.

In the developing world, countries such as Cambodia, parts of India (slums), humans are used as slaves to create the goods we rely on in the developed countries, and most people don't realize what lives people lead to create our essentials. Without sweatshops, the clothing we wear in our culture would be non-existent. However, the wage paid, and the hours worked by human beings is horrific. In the past, people were used as out and out slaves, and were bought to do what their owners told them to. This is an infringement of people's lives, yet this still happens, just in a different form. Butlers, chauffeurs and cooks are in a way were treated slaves who would never be hurt if they did something wrong. Sweatshops, people are employed but work for next to nothing. The life style of getting up at 5 am and not finishing until 9 pm is often normal in the developing world, yet they just accept this life as that is what they are born into. These people are not slaves in the same way people used to be slaves, but in modern day culture, the life they lead

shows that they are somewhat prisoners to their lifestyle, and to ours as well. If we didn't live in such an outlandish, marvelous fashion, they wouldn't have to slave to cater for our needs.

Therefore, it could be argued and supported with extreme evidence that slavery is as prominent today as it has ever been, it just has a different form compared to the stereotypical slave.

**ResultsPlus**

Examiner Comments

This is a well presented short essay. The major fault is that it is one-sided - it states a position about slavery in relation to sweat-shops, and some evidence about that, but little else. As a result it falls into level 2 for A01 and A02.

Question 13

This essay was the most popular but frequently the responses were stereotyped. If education was defined it was usually in a very narrow sense and a small minority only took a wider view and considered differing views on education past and present. Most answers focused on common curriculum, strict uniform rules and draconian teachers. Apparently they still exist and repeatedly stifle the creativity of their students. This was a stimulating question for those still in the educational system, and although some answers from candidates were quite 'passionate' most responses did at least manage to maintain a balance of opinions. The idea of a standard citizen was often glossed over, or simply ignored. Some students with knowledge of sociology adopted a Marxist approach, addressing the notion of the hidden curriculum and the role of education in reproducing the relations of production of capitalism. Many discussed the role of education in encouraging originality and produce people with the skills needed; very few tackled the 'restrict dissent' aspect as well.

The marks provided a good discrimination between candidates, at the lower end most total scores were between 9 and 18, and at the other between 17 and 25.

The ^{aim} ~~role~~ of education is arguably to
 Although the agreed aim of education, is to cultivate
 originality and independence, it is arguable that the
 structure ~~is~~ of education ~~has~~ has developed
 in such away that ~~its~~ ^{its} role ~~has become~~ ^{is now to produce the}
 opposite.

Evidence of this is in the system of examinations such
 as GCSEs ~~and~~ and A-levels in this country, ^{with a syllabus which} ~~which~~ regularly
 encourages teachers to ~~be~~ merely teach students to
 'pass an exam' rather than look deeper into a subject
 at the risk of being penalized in the exam. ~~Evidence~~
 It has been printed in reputable newspapers ~~and~~ Such as
 the Times and reported on the BBC that ~~the~~ the above
 point is true and that the pressure on teachers to educate
 their pupils to answer questions rather than ask them,
 and thus
~~is~~ going against Socratic ^{es'} ~~the~~ theory, has led to
 a lack of originality in students as they become 'standard
 citizen' with similar grades to everyone else.

However, there is evidence to the contrary as the ^{recent} ~~the~~ ^{introduction of} "academy status" in schools ~~and~~ gives
 the ~~the~~ schools and colleges ^{the freedom} to ~~be~~ adapt the
 syllabus and specification to fit the needs of their
 students. This shows that originality isn't being
 restricted as it is being encouraged in the schools by
 government. ~~The schools are~~ ~~is~~ ~~regularly~~ Through
 this method, the government is ~~encouraging~~ giving

many institutions the ability to challenge possible problems with teaching pupils to ~~learn~~ ~~and this shows that~~ ~~the~~ ~~of~~ ~~merely~~ ~~pass~~ ~~every~~ as the emphasis can now shift to ~~asking~~ ~~the~~ ~~pupils~~ asking questions in order to further their education. This will cultivate originality and imagination in pupils and teachers.

Higher education has always been a way of encouraging students to ~~attivate~~ ~~their~~ ^{become original and} independent ~~and~~ ~~with~~ as they are able to pursue their own interests whilst also maintaining their rights such as the forming of student unions. This is a form of personal education as fighting so actively for personal rights would have had less of a prominent role in their lives until they reach adulthood. ~~and~~ ~~it~~ ~~shows~~

The existence of student unions, ~~and~~ which are actively encouraged by educational institutions shows that dissent isn't stifled by education as in fact a very important part of an individual's education.

~~From childhood, parents are careful~~

The relationship between parents and their ~~child~~ offspring is arguable an example of how ~~education~~ ^{early} education ~~can lead a child to be~~ means restriction in dissent as ^{importance is always placed on} ~~parents are always~~ ~~on~~ ~~their~~ authority. However, there ^{are} always disagreements and challenges to authority as the child matures.

into a teenager which has been cultivated as they grow older and rebel against this. It is difficult to tell whether this ~~means~~ independence has been restricted or encouraged by their education as a number of factors ~~that~~ would have contribute to this. ^{However,} ~~the~~ when intelligence is aquired, it is assumed that originality, dissent, and individuality will also come with this new knowledge ~~so~~ and so the view that the ~~above three~~ role of education is to limit the above three can be disputed

**ResultsPlus**

Examiner Comments

Quite a wide range of evidence is brought forward, from different sources. The argument is reasonably described, and the candidate draws an unsurprising conclusion. The essay is free of sociological dogma, and considers the effects on students in a sympathetic manner. A reasonable lower level 4 answer for A01 and A02

(13) Each individual is required by ~~our~~ our expectations to have been educated, whether or not the education was good or bad is irrelevant but we are expected to know certain essentials in our everyday life to live like normal human beings should: A standard citizen would probably be described as having a good education, no learning difficulties or special needs/disability.

In our education systems today, ~~the~~ the governments main aims addressed in the curriculum are mainly to create a decent knowledge of a range of subjects, especially maths, science and english. These three subjects are classed as the most significant and you can get by in life by just being educated in maths and english. being able to read and write is an absolute must unless there is a certain obstacle in your way. But is it fair to assume people want to be classed as standard? Being educated ~~can~~ might be classed as an above average citizen ~~as the~~

**ResultsPlus**

Examiner Comments

Unfortunately an essay that has not been finished in time (these are relatively rare, although some candidates may rush to draw a conclusion). This is a low level 2 answer, and hardly any discussion of evidence is here.

This paper was successful in producing a wide range of responses from the candidates, reflecting the range of ability taking it. The questions attracted relevant and thoughtful replies on matters of considerable importance. There are, however, some more mundane points that would repay the attention of teachers and candidates.

1. There are some technical terms that candidates should know, but with which too few are totally familiar. These are referenced in the AS Student book, and in the amplification sections of the specification. They include forms of knowledge, types of argument and moral reasoning. It is good that these terms are better known now than in the past, but teachers need to stress them vigorously with their students. They are particularly important in questions where candidates are asked to justify or evaluate an argument or assertion, or to recognise the form(s) of argument employed in a source.
2. Examination technique in identifying the key command words in the question. Some candidates read a question as though it is asking for a restatement or paraphrase of the source. The only time when this is an expectation is when the candidate is asked to identify particular phrases or a sentence from the source explicitly.
3. Some essays and long answers would benefit from clearer paragraphing. It would be repetitious to ask for better handwriting, but the truth is that the presentation of too many candidates' work leaves a lot to be desired.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publications@linneydirect.com

Order Code UA026340 January 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Edexcel Limited. Registered in England and Wales no.4496750
Registered Office: One90 High Holborn, London, WC1V 7BH

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

