

Examiners' Report
June 2012

GCE General Studies 6GS03 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service. See the ResultsPlus section below on how to get these details if you don't have them already.



Get more from your exam results

...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. To set up your ResultsPlus account, call us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2012

Publications Code UA032251

All the material in this publication is copyright
© Pearson Education Ltd 2012

Introduction

Overall, the paper produced a good response from candidates. Very few answer-spaces were left blank, there were only a few facetious or fractious responses, and in general, candidates clearly tried hard to answer a demanding set of questions. Hardly any candidates appeared to run out of time, and if their section C essay was brief, it was because they had little to say, rather than that they were short of time.

Question 1

Some understanding of the nature of scientific experimentation might be expected through the National Curriculum. Although many candidates had an idea that a hypothesis and a test were involved, the overall response was rudimentary. The candidates that used the term 'hypothesis' often scored well in the question. A number of students gained marks for identifying independent and dependent variables.

Surprisingly, very few candidates scored full marks and some students did not understand the question – it was about defining a 'scientific experiment' not about social sites. Very few answers gave any indication that the experiment was not sufficiently controlled to be deemed scientific.

This is fairly typical, referring to collecting and analysing data.

SECTION A

Answer ALL questions.
You should aim to spend no more than 30 minutes on this section.

Read Source 1 on the separate insert and then answer questions 1–6.

1 The blocking of access to Twitter, Facebook and Skype is described in paragraph 1 as an "experiment". In what ways could this be regarded as a scientific experiment?

A scientific experiment is the collection and analysis of data. To see the effects of a certain variable on

This experiment sees the effects of



ResultsPlus
Examiner Comments

A common level of response, it is brief and rudimentary, only just gaining 2 marks.

This answer illustrates an understanding of the nature of a scientific experiment - not perfect, but very good.

SECTION A

Answer ALL questions.

You should aim to spend no more than 30 minutes on this section.

Read Source 1 on the separate insert and then answer questions 1-6.

- 1 The blocking of access to Twitter, Facebook and Skype is described in paragraph 1 as an "experiment". In what ways could this be regarded as a scientific experiment?

AS stated in source 1 the experiment was carried out to investigate 'what impact social media and multitasking were having on college life.' By taking away access to social media websites, ~~the~~ a variable is being changed and the effect of this change was recorded to produce results, like the nature of a scientific experiment. The university were able to observe the difference ~~to~~ to the education and conduct of the research and gain qualitative ~~to~~ data ~~that~~ by interviewing the students.

(Total for Question 1 = 4 marks)



ResultsPlus

Examiner Comments

The mark-worthy points here are:

- a variable was changed
- a hypothesis was created (removal of social media would have an effect on students' work and attitudes)
- access to social media is blocked
- the outcomes were observed
- conclusions were produced after observing the results.

Question 2

Many answers gained full marks for two correct advantages, but many had difficulty with the disadvantages. The most common error was repetition of the distraction element. Cost was another factor that featured highly in responses, but this was ruled out as an answer, because this would be a universal effect, and a person would not be at a "laptop" university without a laptop.

Vulnerability of data in electronic form was, in principle, accepted as an answer, although students would surely have been instructed on back-up systems. A significant number made general statements that were not exclusively applicable to the use of laptops in a university.

A good answer, which is well presented and clear.

2 In a 'laptop university', students are required to use a laptop with internet access for electronic communication. State two advantages and two disadvantages of such an approach to learning.

Advantage 1 It allows pupils to integrate their studies with online communication, meaning they can discuss their lessons with other, like-minded individuals online, speeding their learning.

Advantage 2 It allows students to ask others for help if they're struggling with a certain subject, thus improving their learning.

Disadvantage 1 Students could use the online chat feature for irrelevant purposes, such as talking about general life, meaning they aren't using the laptops as a learning tool.

Disadvantage 2 They students could become distracted by their lap tops meaning they miss out on crucial knowledge imparted by their tutor.



ResultsPlus
Examiner Comments

The two advantages are mark-worthy. The disadvantages are rather close, but are sufficiently different to gain two separate marks.

Total of 4 marks

This illustrates a common problem, with the disadvantages identified.

2 In a 'laptop university', students are required to use a laptop with internet access for electronic communication. State two advantages and two disadvantages of such an approach to learning.

Advantage 1 Students can easily look at the internet and follow notes on the subject they are learning through educational sites.

Advantage 2 Laptops can help a student take notes down quickly and will be able to save the notes and have them all in one area of storage.

Disadvantage 1 Students can get easily distracted by social networking sites, rather than paying attention to the teacher.

Disadvantage 2 Students can be messaging other students about their social life and may be less interested in the subject.



ResultsPlus
Examiner Comments

There are two good marks for advantages, however the disadvantages are essentially two very similar points, and can only gain one mark.

Question 3

It is clear from the answers that most candidates have some understanding about inductive reasoning, insofar as they appreciated that Eric Darr made a specific observation and generalised from it. This much was evident from a straight reading of the source. However, answers varied enormously in how they formalised this insight, with a majority able to speak about a specific observation leading to a generalised, testable, prediction.

An incomplete answer.

3 Show how Eric Darr's argument for introducing the networking block is inductive.

Darr's introduction to network blocking is inductive as it takes time for people to understand the point of the experiment once he has shown them what life is like without networking.



ResultsPlus
Examiner Comments

This answer suggests a hypothesis but nothing about how it came about. Only one mark.

Question 4

It was anticipated that at least one of Burma, China or Iran would provoke the idea of them being repressive (or similar) regimes. Although this was evidently the case with some, many of whom spoke of censorship, for the few there was no idea conveyed that in other countries conditions might be different.

There were some excellent answers referring to the Arab Spring and the use of social networking in gathering meetings when the usual avenues were closed to people. A minority of candidates failed to realise what was being asked and commented about bullying, work ethics and the presumed desire of governments wanting students to study. The latter responses were probably stimulated by the source, although the question did not refer to it.

An answer giving a clear explanation, although the writing is a little difficult to read.

- 4 Explain why countries, including Burma, China and Iran, have blocked access to some social networking sites.

China is a Communist country and they do not want the citizens to be introduced to the whole world of social network sites like twitter, the ideas of people must not be negative towards the government and on a site like this Anarchy could be organised and beliefs or views of the government they do not want people to share with each other.



ResultsPlus

Examiner Comments

Three marking points:

Example of China as a communist/repressive regime

Fearful of outside influence

Do not wish citizens to share dissident views

Question 5

Candidates responded quite well to this question. Most identified the detrimental affect on accessibility to educational resources and that the ban is an infringement on human rights. Very few mentioned the difficulties with authorities trying to police this ban. Most knew that such restrictions could always be avoided by those who knew how to get round the ban. The application of Human Rights legislation and freedom of speech appeared many times, but there was rarely reference to freedom of information. Only a few candidates discussed how it would be enforced or regulated, or, indeed, who has the justified authority to do so.

A fairly typical answer, gaining two marks.

- 5 If schools, colleges and universities only allowed students access to a short-list of approved internet sites, what criticisms could be made of such a policy?

It criticism of only allowing students access to specific sites may include:

- It removed a certain amount of freedom from pupils, some may go as far as a breach of human rights.
- It introduced an element of distrust between teachers and pupils; students feel that are not trusted to decide when it is appropriate to access non-work related sites.
- The short list may not include sites which may be useful to the student.

(Total for Question 5 = 3 marks)



ResultsPlus
Examiner Comments

One mark for restriction of freedom, and another for removing the possibility of access to useful sites.

This is a bit borderline because restriction of freedom implies lack of access, but the point is sufficiently amplified.

A low-level answer.

- 5 If schools, colleges and universities only allowed students access to a short-list of approved internet sites, what criticisms could be made of such a policy?

A criticism to the suggested policy above is that students will feel stressed at the fact only certain sites are allowed. This policy provides little freedom for students because they will have a restricted options to fulfill their free time. A student cannot study all day every day because they will quickly become stressed and burned out. Everybody needs some free time to keep them mentally positive.

(Total for Question 5 = 3 marks)



ResultsPlus
Examiner Comments

One mark for restricting students' freedom, but the rest is weak.

Question 6

Candidates frequently mis-read or misunderstood the question. It was quite common for the answer to focus on the outcomes - were the students able to study better? were they distracted less? and so on. They failed to answer the question - how good is the evidence justifying a potential ban? Examiners were looking for some critique of the form of the 'experiment'. As presented in the source, evidence was largely anecdotal and uncritically accepted, and there was no setting up of groups for comparison.

In addition, although there were some very good answers, far too many candidates discussed their own reactions to the possible banning of social networking sites from all academic institutions, rather than evaluating the evidence. Good answers focussed on the paucity of the evidence and the 'non-scientific' nature of the trial referred to in the source. Many extrapolated to the positive benefits that could, in their view, be gained from such a course of action. A significant minority concentrated on how to get round such a ban!

This form of question is a mainstay of the paper's assessment of AO2 and AO3, and is often posed in this way. It is difficult to understand why candidates do not do better on it, unless they have not been alerted or taught to recognise the question form. A similar situation arose with Q12.

A good answer to this question.

- 6 A possible conclusion from Source 1, is that access to social networking sites should be banned in all academic institutions. What are the strengths and limitations of the evidence used in the source to justify this conclusion?

A strength of this evidence is that some students have ~~not~~ spoken of their new ~~poise~~ ~~of~~ found concentration upon ~~the~~ the block, stating that they have become ~~no~~ less distracted by social media. However this is very limited in its strength, being only here say evidence and only representing a small amount of views. It conjures up something of a bias view, giving no spoken testimony to those who didn't agree with the ban and giving several spoken testimonies on those who did, this leaves many student views unrepresented and establishes no clarity of whether all & a majority of either party did or didn't find it useful.

The evidence is also based on 800 students from ~~in~~ a single university, which compromises ~~the~~ integrity. ~~of~~ ~~a~~ Multiple samples would be needed in order to create a clear link between social media usage and work ~~on~~ quality, as Ivy league university ~~may~~ would surely have a different result from that of a lower one. Even with ~~all~~ this evidence the fallacy of whether

Correlation implies causation can come into question.

In conclusion, there is a distinct lack of evidence to support that social networking should be banned in source one. Most evidence is here-say, the other side of the argument is essentially unheard, even with the sample is relatively small to claim an real legitimacy as evidence and the study lacks control variables to be considered scientific.



ResultsPlus

Examiner Comments

The answer provides good evidence of a constructive argument, which considers more than one aspect, therefore reaching level 4 for AO2.

AO3 is also well-covered. There are references to:

- nature of evidence
- bias
- insufficient sampling
- reliability of measurements.

These received 4 marks.

AO4/QWC - a well-written piece, but lack of clarity in places - 3 marks. Total 11 marks

This example is weak, and is unusual in not gaining any marks for AO3.

- 6 A possible conclusion from Source 1, is that access to social networking sites should be banned in all academic institutions. What are the strengths and limitations of the evidence used in the source to justify this conclusion?

One strength of this, is that students may become more focused on their studies, as they may become less distracted as they will not be able to access social networking sites. So they will pay more attention to tutors and work.

Also another strength is that students may use the resources of a computer more efficiently, than if the social networking sites were prohibited. For example students could spend time in lessons gathering research on topics they have to study, meaning they could gain more knowledge.

A ~~main~~ limitation of this could result in illegal activities taking place in the institution. For example if something is banned, students may feel the need to access the website and through hacking and firewalls which was highlighted in the final paragraph of the source, showing one limitation.

Also another limitation is that, students may become bored without the use of social networking sites, and the sites may be a vital way in which students communicate with each other through instant messaging and video conferencing on Skype, and without this could lead

Students not communicating.

In conclusion, you can see aspects of strengths and limitations of the system blocking as it can lead to greater benefits for the students but also could result in many limitations such as the threat of hacking into systems.



ResultsPlus
Examiner Comments

AO2 - a poor answer to the question - it has only focused on the story itself, and explaining the results; there is almost no comment on the evidence itself - level 2

AO3 - does not address any of the marking points.

AO4/QWC - writing and presentation of reasonable standard, grammar, spelling and punctuation good - 3 marks

Total 5 marks

Question 7

This was a straight-forward question and candidates knew of many such charities. Answers often mentioned events such as *Sport Relief* and *Live Aid*, instead of the actual charities behind them. Many students also named the *Global Agriculture and Food Security Programme*, rather than the charity responsible for it, even though this distinction was explicit in the source.

Question 8

This answer shows the difficulty that some candidates have with identifying a form of reasoning.

- 8 What form of reasoning is being used in paragraph 1? Give reasons to explain your answer.

The Reasoning being used in Paragraph 1 is that of a
So sympathetic Reasoning, as the tone that is used in
the ~~para~~ Paragraph shows the negative consequence that
Poverty has on developing nations as the lack of food
results in deprivation.



ResultsPlus
Examiner Comments

"Sympathetic reasoning" recognises that there is something emotional going on, but only deserves one mark. The rest of the answer just states an obvious point, rather than any reasoning.

Question 9

Answers should have been quite straight-forward. However, the large number of students that failed to get the full set of marks suggests a lack of understanding about the difference between objective and subjective statements. There is a tendency to quote much more than is needed from the source to meet the criterion of an 'objective statement', but this strategy runs the risk of pulling in another phrase which may have a subjective slant.

Some common errors are seen here.

- 9 Give three examples of objective statements from paragraph 2.

- 1 The World agree to halt extreme poverty and hunger by 2015.
- 2 Economic Growth would raise incomes for communities countries and our continent as a whole.
- 3 Credit and Private Sector investments Investments to spur Economic growth.



ResultsPlus
Examiner Comments

Only the first point is totally objective.

This example illustrates a marking issue sometimes encountered. This cannot gain full marks because one example is flawed.

9 Give three examples of objective statements from paragraph 2.

- 1 "Today one out of every six people on earth is undernourished."
- 2 "Economic growth would raise incomes for communities, countries and our continent"
- 3 "The world agreed to halve extreme poverty and hunger. In fact, global ~~poverty~~^{hunger} has increased."

(Total for Question 9 = 3 marks)



ResultsPlus
Examiner Comments

The fully valid point here is 1.

The second point is not objective and the third contains two objective statements. The total mark is 2, since the last example is combined.

A complete answer.

9 Give three examples of objective statements from paragraph 2.

- 1 In 2000, the world agreed to halve extreme poverty and hunger by 2015 as part of the UN millennium development goals.
- 2 In fact, global hunger has actually increased
- 3 Today, one out of every six people on earth is undernourished.



ResultsPlus
Examiner Comments

All three points from the mark scheme are illustrated here.

Question 10

Candidates were careless with their responses – they put the information in their own words but missed out the important phrases e.g. *poorest farmers* became landowners or farmers and candidates stated that the hillside farmers were going to move to somewhere flat. They often did not use the information in the relevant paragraphs. Those that did, gained full marks.

A significant minority attempted to produce an aim quite unrelated to the source, or omitted an aim altogether. Explaining why the Programme was at risk was generally competently done.

A common form of answer.

10 Using the information in paragraphs 3 and 4, give the aim of the Global Agriculture and Food Security Programme, and explain why it is at risk.

The main aim of this charitable programme is to help the world's poorest farmers and poor countries where poverty occurs. This aim is at risk because the lack of additional pledges means that the funds the programme provided originally may be useless. The African countries require the fund to gain support to prevent themselves from further poverty in the future and to fulfill the programme's aim.



ResultsPlus
Examiner Comments

The aim is correctly identified. One risk factor is given - lack of pledges. 2 marks

Question 11

This question was generally well-answered, with most candidates identifying at least one way in which agriculture could be improved. There was a natural tendency to select items from the source, without rephrasing or amplifying them. This was a good discriminator because the more able could explain these well and in their own words. It seemed to cause more problems for mid and lower level responses than was necessary—many looked for additional information not discussed in the source.

A brief answer, but with positive marking points.

11 Using information from Source 2, how could Africa's agriculture be improved?

Africa's agriculture could be improved by economic growth, improvements for farmers such as roads, water and training, financial investment and help from organisations.

Also if the leaders weren't all corrupt and ~~#~~ helped their dying people they would get somewhere.



ResultsPlus
Examiner Comments

Just enough for two marks - improvements in roads and financial investment. *water* and *training* are not specific enough.

The final comment may or may not be true, but is not part of the piece.

11 Using information from Source 2, how could Africa's agriculture be improved?

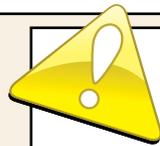
Primarily the land that is farmed needs to be improved so that erosion is not a big problem. If the farmers were given seeds & soils to grow in this would help improve agriculture as well as connecting roads to markets allowing goods to be sold, money that can be invested to assist the farmers, training to cope with climate change & facilities to reduce their post harvest losses would all help to improve Africa's agriculture.



ResultsPlus

Examiner Comments

A full answer, but only just elaborated enough.



ResultsPlus

Examiner Tip

Four clear marks from the scheme:

- reduce erosion
- improving road systems
- training to combat climate change
- reduce post-harvest losses

Question 12

It was quite difficult to find examples of very good answers to this demanding question. In common with answers to Q6, a failure to address the question was the usual shortcoming, with quite a lot of essays about the problem, rather than about the evidence supplied.

Better candidates were able to identify where the author had used evidence and discuss the limitations of it. Few explained that there may be any bias in the report, or that the writer had some knowledge of the topic and that it could be described as an argument from authority.

There was recognition that the evidence was anecdotal and that there were specific problems associated with countries such as Rwanda and Sierra Leone. In most cases, little in the way of further evidence was offered. Too many candidates thought that the only possible source of donations from wealthier countries was charitable, as opposed to governmental.

There were few examples of conclusions referring to sufficiency of evidence or objective assessment.

This is a high-scoring answer.

12 The writers present a case for helping agriculture in African countries by using money from wealthier donor countries. Assess the strength of the evidence they present to support their case. Suggest further evidence that could make it more convincing.

The evidence presented by the writers appears to be opinionated and potentially biased, such as "for our world to be stable, it must become free of the worst forms of deprivation" this declarative insinuates that the wealthy countries should ~~will~~ ~~make~~ ~~the~~ ~~poor~~ alleviate the deprivation that is evident in the poorer countries. The strength of evidence presented does not appear to be that strong as it is short of quantitative facts, ~~as~~ arguments are presented through opinions that may be biased and have agendas, ~~weakening~~ ^{lowering} the strength of the argument. To make their case more convincing I would suggest that the writers ~~must~~ include more quantifiable, matter-of-fact evidence that cannot be argued with, this would make their case far superior than it currently is. Overall, it needs more ^{factual} evidence to improve the argument ~~plausibility~~ and ~~its~~ strength as a compelling piece to persuade richer countries to donate to poorer ones.



ResultsPlus

Examiner Comments

AO2 - this is a good level three answer, since there is consideration of all points of view, but not quite fully enough for level 4.

AO3 - 5 marks - this is probably one of the most complete coverages of this objective - there is reference to:

- opinion/fact/anecdote
- bias
- evidence and
- whether it is strong or not
- scrutiny of evidence

AO4/QWC

Competent but not level 4, because the presentation is not broken up appropriately (all one paragraph).

This is a relatively weak answer - it is an expression of personal opinion, and does not consider adequately the strength of the evidence, and not surprisingly, does not attempt to suggest what the authors could have introduced to make it stronger.

12 The writers present a case for helping agriculture in African countries by using money from wealthier donor countries. Assess the strength of the evidence they present to support their case. Suggest further evidence that could make it more convincing.

I firmly believe that wealthier countries should help out the less fortunate and the ones who suffer from poverty. As stated in the text, in 2000 the world decided to halve the poverty and hunger by 2015. Results show that this has not been inducted and actually poverty has increased. This shows that this aim has not been completely backed and that countries of a wealthier position are not doing enough to help those less fortunate.

The main strength to the text is the evidence that some funding that wealthier countries have provided to Africa has helped. This shows that funding of a high enough degree would help defeat poverty. Africa just requires other countries to help out because they're still short on cash to help all those involved with the poverty. This could bring a better world.



ResultsPlus
Examiner Comments

A02 - not a strong argument - level 2

A03 - 2 marking points:

- evidence scrutinised
- evidence judged for sufficiency

A04/QWC - 2 marks - the argument is not clearly expressed.

Question 13

This was the more popular of the two choices of essay. It is easy to see why, as most answers began, and sometimes continued, in an abstract mode. It was surprising how few managed to define *a better place* or how moral codes are derived.

Most candidates considered national and religious laws, but did not explore the way in which an international code could be policed. However, many discussed cultural differences that would have to be overcome if there was an international moral code, and more able candidates did consider the UN. Relatively few considered in any depth the implications of the international convention on human rights, the nearest thing to an international moral code.

Many candidates discussed current conflicts that would inevitably be a bone of contention and not in line with moral codes that most countries would want in place.

Poor answers were often due to the fact that the candidate wrote a lot about one aspect but very little about the other issues and therefore their response was not balanced. They wrote as they thought, rather than appearing to have a plan in their mind.

A well-structured essay, considering two viewpoints and arriving at a conclusion.

13 'The world would be a better place if there was an international moral code that could be legally enforced'.

Critically evaluate this assertion.

Yes *the world*
avoiding problem
- a U.S. *freedom of choice*
- on the same *people should know to be good*
- *as compare*
attribution

(Total for Question 13 = 30 marks)
includes 6 marks for Quality of Written Communication

14 Since 1801, every 10 years the UK government has conducted a census – a count of all people and households. It is now the most complete source of information about the UK population.

Every household in the country is legally obliged to complete a census form. A small number of people have been prosecuted for failing to comply with this obligation.

Critically evaluate the view that the census is an unwarranted intrusion into people's privacy, and that the government has neither right nor reason to force people to respond.

(Total for Question 14 = 30 marks)

includes 6 marks for Quality of Written Communication

It could be stated that the world would be a better place if there was a legally enforceable moral code by which we all should act - there are arguments both for and against this view.

By providing a moral legal code, people may ~~will~~ feel compelled to act by it.

Whilst many people see prison as a punishment, it may be appropriate to view as a rehabilitation centre in this instance. Those who break the moral code could be sent to prison, be taught the moral code, and why it is good, meaning they will re-enter the world free world a better person.

A second positive may be that it provides a starting point for generation of righteousness. Just as the 10 commandments has lay down a moral code for many thousands of years, a new and updated version may do the same.

Despite these positives, there is no escaping the fact that such an idea (a universal moral code) is utterly abhorrent, and the implementations of such a thing would,

natural mindset:

It is

In conclusion, a legally enforced moral code is not only impractical, as it would require impossible amounts of administration, but also immoral in itself as it would mean the subversion of other cultures and their moral codes.



ResultsPlus

Examiner Comments

AO1/2

Just in level four. Three of the elements are covered, and there is enough consideration of a range of evidence from two viewpoints. 3+11

AO3

Rather weak in this area, some evidence is scrutinised, but not critically. 2 marks

AO4

Well written - 5 marks.

Total: 21

An international moral code is a code of moral rules across an international basis. This can have many benefits as well as drawbacks as I will outline below.

The benefits of an international moral code is that the idea would prevent disturbances in tourism as laws would be known internationally as the same. This would mean breaking the law accidentally would not be possible and arguable when travelling as the law is the same throughout. Another benefit is that substances currently illegal in some countries and legal in others would have to make all of the countries comply to make these substances either legal or illegal.

The drawbacks are; that morals are different between each person so between each country morals are completely different, especially when ~~formed~~ accompanied by religion ie religious morals. This is a drawback because religion is the cause of the greatest wars ever recorded, so the view

that there being a single moral law internationally would create up to 100 amongst different religions possibly causing a new set of deciding which religious morals should be put in place, this would degrade the world to a pile of rubble and be more catastrophic than the creder between the muslims and christians (templars). There are the two biggest religions known for not getting on well, once the thought of one religious moral is thought of the whole world would be in anarchy. Another drawback is if a more powerful country says one thing and a weaker country says an opposition the actual answer will be overruled as the more powerful countries view will be put in place over the smaller weaker country which will overall create inequality amongst countries.

In conclusion I believe that the american 'the world would be a better place if there was an international moral code which could legally be enforced' has benefits but mainly has drawbacks

of war and unequal rights beside
laws which will oversee even a
catastrophic war determining which is
the most powerful country or which is
the most powerful religion.



ResultsPlus
Examiner Comments

A01/2

A low level 3 answer, drawing on a limited amount of knowledge, which is not always directly relevant to the question

8 marks

A03

Only one mark for using some evidence. The answer contains no evaluation or comment on the nature of the evidence being used.

1 mark

A04/QWC

Not well-expressed, ideas are in a continuous flow, rather than presented in a logical structure.

3 marks

Total 12

Question 14

This question on the census was less popular and less well-answered. Many candidates were unsure of what the form looked like and how long it would take to fill in. Many did not know that information from census forms is collated, nobody is identifiable, and the forms are stored securely for 100 years.

A large number discussed the infringement of privacy and suitable punishments for not completing the form in the first instance.

There was a number of very basic, generalised answers which did not go far in addressing the question. There were some 'rants' against the government and responses fully in support of the government. Very few tried to assess the usefulness or otherwise of the information to the management of the country, or to balance the usefulness against the invasion of privacy that many felt to be the major criticism to be directed at the census. In general, there was a lack of depth in the responses and much repetition.

An answer that illustrates common weaknesses in answers to this question - misunderstandings about the census itself.

The government must respect privacy of their people but they must also have an idea of what their people are like.

I feel that this census that the government have carried out can easily be viewed as an intrusion into people's privacy. The government could find new strategies to gather information about the people living in households in the UK. If the government are receiving negative attitudes of the households in the UK, then they should realise that a change in approach is required.

I find that this approach through a census is an honest one from the government. The government could easily have gathered the information they desire in other ways that people would not know about because they would do it without asking for permission. I applaud the honesty of the government on this occasion because I think they have done the gathering of data the right and honest way.

One area that I do not agree with in the census is prosecuting people who fail to take part in it. If they refuse to take part in the census it may be for a legitimate reason like they are very private people. If this was the case, then surely the government could come up with other ways to dealing with them rather than prosecuting them. They could find another honest way to getting the information from a "difficult" household to reassure them that their privacy will be kept.

Obviously, if people are refusing to give the information over to the government because they have something to hide or are breaking the law, then they should be further interrogated. This approach is a way of discovering unknown criminals of the UK and if the criminals are found then they should be rightfully prosecuted. Innocent people would be content with an interrogation because they have nothing to hide.



ResultsPlus
Examiner Comments

AO1/2

Comes somewhere in the middle of level 3. The answer is superficial in parts, and argument jumps from against the census (on privacy issues) to a justification, without much in between.

2 + 8 = 10

AO3

Weak in this aspect. Evidence is used but is not evaluated or referenced, except as a personal belief.

1 mark

AO4/QWC

Quite well-written, and although the argument is weak, it is easy to follow. 5 marks

Total 16

The census conducted every 10 years is the main way in which the UK population is estimated, however it involves giving details about how many people live in a certain address and also the details of each individual person. People are entitled to their privacy and if they do not want to fill it in because they feel that it is a invasion of privacy then they should be able to. They should be able to without the threat of being prosecuted.

Furthermore the census is conducted every 10 years and a lot can happen in 10 years. A family might have moved between 3 to 4 houses by the time they have to fill it in. This can cause a lot of disturbance because the family will have to complete all these details again just because they changed address.

However ~~if it is the census~~ every household in the country are legally obliged to complete a census form. Therefore it is ~~is~~ against the law not to fill in this form, so the government has the right to force people to respond because if people don't they are breaking the law.

Also the census is the main instrument used to calculate the UK population and it is used so that the government know where every single person lives in the UK. This makes the UK a lot ~~other side~~. It can also be used to catch law breakers who commit benefit fraud or tax evasion which can be a great help to society.

The census is a warranted intrusion into peoples privacy because it allows the government to keep the society safer and it allows them to keep in touch with every single homeowner and person living in that house. ~~If anything goes wrong~~ It ~~also~~ also provides stability because they will know if anyone is breaking the law and enjoying more benefits than what they are entitled to.

~~If that makes sense~~

~~If not~~ Government can also force people into filling out this form because it ~~is~~ is against the law not to fill it in. As people are legally obliged to fill it in, the and chose not to, they can be prosecuted because they will be breaking the law.

Therefore the census is a warranted intrusion into peoples privacy and government can force people into filling out this form.



ResultsPlus Examiner Comments

A01-2

The essay suffers from repetition so that although the imposition of a census is justified, there is very little else that the candidate discusses. Therefore, it is a superficial answer using a limited range of evidence.

Level 2 (7 marks). 1+6 =7

A03 2

Marks given for provision of evidence and some scrutiny of it. A04 4

Marks in that the piece is reasonably well-presented and can be followed.

Total 13 marks

Paper Summary

Positive aspects, compared with previous years:

It was noticeable that the structure of the answers was better related to the questions asked.

Some of the logical and philosophical aspects of the specification have been taken up to a greater degree.

There were many fewer illegible or near-illegible scripts.

There was a better structure to the long-answer questions (6 and 12).

However, there was too high a number of answers where the candidates simply did not answer the question that was asked. For example, in Q6, answers frequently limited themselves to a discussion of whether the use or banning of social net-working sites was a good thing or not. However, the question asked for an assessment of the evidence in the source, which could lead to the conclusion that restricting their availability was a good thing.

In Q12, it was common for candidates to digress, commenting on the bad situation in African countries, rather than evaluating the evidence for the proposition put forward by the writers of the source.

A lesson to be learnt, therefore, even though it is so basic and obvious, is to read the question carefully and to make sure you are clear about what is being asked. This must surely form part of a central core of skills for General Studies, even when teaching of the specification is minimal.

The *Quality of Written Communication* (AO4) still leaves much to be desired because handwriting and presentation sometimes make an answer difficult to follow.

The attention of teachers and candidates is drawn to the following:

- The specification assumes that candidates have followed a National Curriculum Science course (or equivalent), and therefore should have a basic understanding of scientific investigation, hypothesis and theory. Very few candidates could explain satisfactorily the elements of a scientific experiment.
- Candidates have improved their understanding of inductive and deductive reasoning, but too often use the terms inappropriately in long answers and essays. They need to be taught how to analyse an argument with greater clarity.
- Questions which expect the candidate to weigh and assess the quality of evidence are frequently set - it is a key aspect of the specification. However, on the basis of answers in this paper, candidates often confused the quality of the evidence with its effect.
- When asked how good is the evidence for an argument, the answer expected is a consideration of the nature of the evidence (fact, opinion, numerical, from authority and so on), and what weight we can place on it.
- Few candidates are able to assess or describe different forms of moral reasoning, or the basis of ethical behaviour. The specification does not require many technical terms, but some understanding of deontology (based on duty), utilitarianism and social contract is expected.

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 publication.orders@edexcel.com

Order Code UA032251 June 2012

For more information on Edexcel qualifications, please visit

www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual
.....



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

