

Examiners' Report
June 2013

GCE General Studies
6GS03 01

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Introduction

The paper enabled candidates to show a good range of general knowledge and to demonstrate an ability to argue and criticise, which is of course the intention of the specification. Very few blank spaces were seen, and there were hardly any spoilt or facetious answers.

Marks were in a similar range as last year, and some very high scoring responses were seen.

Section A

There was a good response to the questions on this section which showed that candidates were aware of the country's policies and development in relation to rail travel. As expected, answers displayed a range of political views on the projects, but much sensible comment, both positive and negative emerged. Good, too, were the economic judgements made on travel options.

Section B

This was also a topic to which most candidates could relate. Nelson Mandela's illness was a live issue, and many candidates referred to his life and achievements warmly. It must be impossible for a young adult not to have knowledge and views on the internet/worldwide web, and there were many opportunities for candidates to reflect on its significance for them, and appreciate the changes it has brought to the world. Several, clearly, could not imagine a world without it.

Section C

For once, the essay options were almost equally taken up, with the slightest of bias to Question 12, on resources and economic growth. Both essays elicited knowledgeable responses, the major difference between a high and low scoring answer depending on whether it was one-sided, and on the quality of evidence produced.

Question 1

This question asked for a comparison, from the point of view of the traveller, of rail versus road travel. The great majority of answers took this to mean travelling in a car on the roads, rather than by bus or coach, but correct answers could include either or both. There were many marking points and most candidates gained 2 or 3 marks. A common criticism was a failure to qualify their answer. For example - 'Travelling by train is quicker than by car' - was a frequent response, but it could gain no marks because it is not always true. Apart from the fact that many short haul trains would not go faster than a car, the answer is an insufficient explanation. In order to gain a mark, the answer had to point out that, for example, intercity trains will certainly take you between major destinations quicker than a car, but if you are travelling between destinations not served directly by fast trains, a car will probably be quicker. It all depends too on the length of the journey. The other answer where candidates fell down related to the cost of travelling by car versus rail. It was not sufficient to say that rail, or car was cheaper or more expensive, because it depends on the nature and length of the journey - a car journey cost must be judged on the basis of the individual traveller cost, in order to compare with the price of a train ticket. Many answers did realise, sometimes only briefly, the importance of a fair comparison, and could gain the mark. A minority of answers did take into consideration all the costs of a car journey, realising that insurance, road tax, garaging and maintenance had to be taken into account. All such matters only required a brief mention to gain a mark. Quite a few answers mentioned differences in carbon dioxide emissions, or air pollution. These answers did not gain a mark because the question referred specifically to the traveller, rather than the environment. Although one might argue that effects on the environment could well impact on individual humans at some point in the future, this was not considered to be worthy of a mark on this occasion.

This is an example of a response that scored 2 marks.

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 1-5.

1 For the traveller, state three differences between making a journey by rail compared with road.

1 A longer journey by rail will be quicker

2 by rail is more environmentally friendly - as per person a rail train emits less CO₂

3 A journey by rail may encourage people to sit and rest if they would otherwise be driving.

(Total for Question 1 = 3 marks)



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Examiner Comments

This answer was awarded 2 marks. The first point just managed to score, because of the qualification 'longer journeys'; the third point on what the traveller might be doing on a train also scored. The second point on the environment illustrates a common, but non-scoring point.



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Examiner Tip

The question needs to be read carefully - it is about the traveller, not the environment.

This answer scored all 3 marks.

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 1–5.

- 1 For the traveller, state three differences between making a journey by rail compared with road.

1 Longer distances covered quicker

2 & The benefit of not having to drive so as to use travel time productively (e.g. Doing paperwork)

3 Economic differences such as not having to buy fuel and the option of the snack cart

(Total for Question 1 = 3 marks)



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Examiner Comments

This example illustrates several common 'just gets the mark' issues. Point one receives the mark because there is a qualification indicated in the longer distances. The second point is a clear match to the mark scheme; the third point implies that rail travel could be cheaper, and you have services to hand, rather than having to stop the car. So there are a possible 4 marks here, but the maximum allocated to this question is only 3. Hence 3 marks were awarded.

Question 2

This question asked for a historical perspective on rail travel. A surprising number of answers did not make it clear what era they were commenting on (19th century or 21st century), and others thought that as few people could afford cars in the mid-19th century, the trains were therefore a boon. However, the majority were able to recognise the significance of mass public travel by rail in the developing industrial society of the 19th century. They found it more difficult to compare this with HST in the 21st century, and marks awarded were mostly 2 or 3.

This is an example of a response that scored full marks (4/4).

- 2 Briefly state and compare two contributions to human progress in the UK made by the introduction of the railways in the 19th century, with two expected contributions from the high-speed rail networks in the 20–21st centuries.

Two contributions made by introduction of railways in the 19th century could be that people could get to a place they wanted to much quicker, ~~and~~ and different towns started to connect as there was ~~no~~ now easy access to them.

Two expected contributions from high-speed rail networks in the 20–21st century could be that people were getting to places much quicker, and encouraging people to use trains so pollution may decrease, also with things

like congestion, which could also fall.

(Total for Question 2 = 4 marks)



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Examiner Comments

There were 2 marks awarded for comments on the 19th century - improved connections between town and improved speed of personal travel. There were also 2 marks for HST networks - speed of movement and less pollution (additionally, reducing congestion was mentioned but maximum marks had already been achieved).

This example did not score any marks.

- 2 Briefly state and compare two contributions to human progress in the UK made by the introduction of the railways in the 19th century, with two expected contributions from the high-speed rail networks in the 20–21st centuries.

railways have boost the economy of local areas - "could provide the boost of £1.5 billion to £3. billion to the economy of the area". Rail will also improve ways of transport, as it much cheaper and quicker for travelling long distances.



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Examiner Comments

No marks were awarded for this answer because there is no indication of which era is being referred to.

Question 3 (a)

The answer to this question was not difficult, since most of it was in the name, and most candidates could score 2 marks here. A common omission was a failure to explain, albeit briefly, the quantification of costs and benefits. Many candidates seem to think the benefits were solely in terms of the fares paid by customers, and others thought that costs were solely in terms of building the rails and stations. Answers only needed to allude to these points, rather than give a detailed explanation. Some candidates with knowledge of economics were well equipped to answer both this question, and the next.

This answer was awarded only 1 mark.

3 (a) What is meant by the term 'Benefit-to-Cost Ratio' (paragraphs 4 and 5)?

(3)

The term indicates if the cost equates to more or less than the potential benefit to be earned. ~~The~~[^] ratio clearly ^{and} quickly demonstrates the two sides to ~~the~~ the reader of an article.



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Examiner Comments

This answer gives just enough of an explanation of B/C ratio to gain a marking point. Apart from that, the rest is difficult to follow.

This answer was awarded 2 marks.

3 (a) What is meant by the term 'Benefit-to-Cost Ratio' (paragraphs 4 and 5)?

'Benefit-to-cost ratio' ^{refers} ~~means~~ to the outcome ^{money made (3)} in relation to the money spent. Therefore the money it would cost to build the route to the east would generate more profit long term with a 'benefit to cost ratio' of 5.61.



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Examiner Comments

This response describes outcome as money made (ie benefit) for 1 mark. Another mark was awarded for 'money it would cost to build the route'. Both these marks were only just achieved.

This answer could not be awarded any marks.

3 (a) What is meant by the term 'Benefit-to-Cost Ratio' (paragraphs 4 and 5)?

(3)

It means that the cost of the high speed railway needs to have a large range of benefits for people. So that the ratio balances out for example the benefit to cost ratio of 2.46 compared to only 1.88 for the less direct route via Manchester meaning there is more of a benefit to use the high speed railway to Manchester.



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Examiner Comments

This answer does not refer to positive financial benefits or to financial costs and consequently does not explain the ratio at all.

Question 3 (b)

Candidates often gave answers which carried on from Question 3(a), but failed to show clearly how the B-C ratio could be used for evaluating different routes. Many answers were of the 'the bigger the ratio, the better the project' type, which could only gain 1 mark. Since the ratio is simply a number, you could have a large B-C ratio, but in absolute terms this does not indicate the size of the investment in any one route which is an important consideration when looking at the possibility of bias in the source.

This response gained 2 of the 3 marks available.

(b) How could it be used to evaluate different high-speed rail routes?

(3)

- It can compare the rail route on cost therefore evaluating which is the cheapest, but then look at the route in accordance to benefit. By putting it in a ratio it measures it therefore giving it a statistical value. This provides an easy comparison. It will also ~~ensure~~ ^{ensure} ~~avoid~~ ~~building~~ ~~something~~ ~~that~~ ~~will~~ ~~be~~ ~~provide~~ ~~progress~~ ~~for~~ ~~society~~. And avoid building something which is economically harmful.

(Total for Question 3 = 6 marks)



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Examiner Comments

This answer makes a comparison of ratios for 'it can compare the rail routes' OR 'this provides an easy comparison'. There is another mark for saying ratio shows which is a better return for 'avoid building something which is economically harmful'.

This response gained all 3 marks.

(b) How could it be used to evaluate different high-speed rail routes?

(3)

Ratios can be easily compared to one another to see if one route is better than another. For example if one route has a ~~ratio~~ "Benefit-to-cost ratio" of 4:6 and another had one of 5:6, then the second route would have a higher profit than the first. Showing that the second route would be more useful than the first.

(Total for Question 3 = 6 marks)



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Examiner Comments

1 mark was awarded for stating ratios, another for making a comparison, and another for commenting on the ratio with the greater benefit.

Question 4

This question was well-answered by most candidates – they could empathise with house owners on the line of the route, spot dangers of various kinds to the environment, and suggest that such vast sums of money might be put to better use. They were not asked to distinguish between moral and political issues, but a good number did, showing that they are aware of ethical reasoning and utilitarian justifications.

This response was awarded 2 marks.

4 State three moral or political issues that may arise with the introduction of a high-speed rail network.

- 1 If high-speed rail networks continue to keep growing there will be no nature to observe as it would be tracked over with rail lines.
- 2 Providing that much electricity to high-speed rail network and possibly more networks could really damage ~~the~~ the atmosphere with pollution.
- 3 We don't have the money to keep building as we are already in heap loads of debt and the rail line is not needed by the public.

(Total for Question 4 = 3 marks)



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Examiner Comments

The first point shows there is an environmental damage problem (1 mark). The second point is a repetition of an environmental problem and therefore no mark is gained. Finally, for point three there is a resource allocation problem which gains a mark. 2 marks awarded in total.

This answer was also awarded 2 marks.

4 State three moral or political issues that may arise with the introduction of a high-speed rail network.

1 Cost far too much money that the Government doesn't have to spend.

2 Will reduce house values of the houses at which it is built next to.

~~3 What's going to power the high speed~~
Will be a danger to families living near it with children.

(Total for Question 4 = 3 marks)



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Examiner Comments

There are 2 marks for describing a resource issue, and showing an effect on one section of the community. The last point was a common one, but it is not realistic and is equally applicable to any modern form of transport so was not awarded any marks.

Question 5

This question asked candidates to assess the quality of evidence and argument in the source. It was evident that some candidates did not know how to deal with such a question - many still think they must paraphrase, or even repeat, the source's argument, with the addition of whether they agree with it or not. On the other hand, those candidates who spotted that the source could possibly be biased, and was selective in its presentation of statistical and numerical data, were on their way to earning a good mark for both AO2 and AO3.

This response was awarded 6 marks.

- 5 Explain the strengths and weaknesses of the case for a high-speed rail extension to Leeds and Sheffield as presented in Source 1, discussing how well the case is justified.

A strength of having the new rail road expansion is that factually it promotes an increase in employment (3 million jobs) and in this economic climate it would be beneficial.

It would mean that as a society we could have more urbanisation, therefore having more people working in a smaller place.

It could provide a boost in the economy of ~~up~~ £1.5 billion to £3 billion pounds.

This would mean that there was an increase in ^{government} ~~total~~ spending helping to

boost the economy. High benefit to cost ratio.

~~However it would mean~~ it would show the technological advancements of the country and therefore promote it as a highly statused country.

However it would mean there is a higher taxation which would mean people who are unemployed would struggle.

~~Is it really needed?~~ The rail routes that are used are efficient enough as it is. Therefore questioning if it would be a waste of money.

~~The~~ The opinions and beliefs of the people would have to be considered, they are the people that use it. If they said they didn't want it why should the government go through with it.



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Examiner Comments

Marks were allocated as follows:

AO2 - This is a list of points extracted from the source with a few comments made on these points and it does not reach a conclusion on how well the case is justified. The conclusion simply points out that peoples' opinions would have to be considered rather than a justification for the case. For Level 2 marks the mark scheme states: 'Selects and marshals a limited range of evidence to draw a simple conclusion, which may or may not be appropriate. There may be little explanatory comment.' 2 marks were achieved here. AO3 - Use of data (1 mark). A consideration of peoples' opinions and beliefs (1 mark). 2 marks awarded. AO4 - The answer is basically in a list form but is understandable and spelling and grammar do not inhibit communication. 2 marks awarded.

A total of 6 marks were awarded.

This response was awarded 10 marks.

5 Explain the strengths and weaknesses of the case for a high-speed rail extension to Leeds and Sheffield as presented in Source 1, discussing how well the case is justified.

- ~~① - Boost economy - strong argument but isn't explained~~
- ~~② - Connect people + jobs - strong argument~~
- ~~③ - Benefit to ratio - seems impressive but isn't explained~~
- ~~④ - faster journeys - yes - but not developed - but still strong~~
- ~~⑤ - Justified but some parts need explaining better.~~

A first argument presented in source one is that it will provide a boost in the economy of the areas it is built in. This argument is supported by statistics such as "a boost of 1.5 billion to 3 billion". This appears a strong argument but it is slightly underdeveloped. The statistics

is stated and not explained. However it is still a sound valid point.

A second argument presented is that building a high speed rail line will connect "6.7 million people and 3 million jobs". This is a convincing argument because most if not all of the population are concerned as to whether they will gain ~~of~~ or retain a job.

This is further supported by the northward example of the Tees Valley and Tyne and Wear.

A third argument presented is that the construction and completion of the railway will yield a high benefit to cost ratio and high economic benefits. This initially appears a convincing argument, however, it is not sufficiently developed. To a person who does not understand the term 'benefit to cost' ratios, whilst the term seems impressive, ~~the~~ the lack of understanding detracts from its strength as an argument.

A final argument is that it will provide faster journeys. This is a sound argument but needed to be ^{expanded} ~~expanded~~.

Overall the case is well justified but certain aspects needed deeper explanation.



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Examiner Comments

Marks were allocated as follows:

AO2 - Level 3 marks were awarded because there is selection and interpretation of evidence and it looks at three arguments from the piece. 3 marks. AO3 - Refers to the use of data (1 mark). Refers to the making of comparisons in referring to statistics and job opportunities (1 mark). Discusses the limitations of data (1 mark). A comment on the justification is made in the conclusion (1 mark). 4 marks. AO4 - 3 marks.

A total of 10 marks were awarded.

Question 6

Most candidates spotted the giveaway word 'like' and answered correctly with the telephone analogy. Very few gave the other possible analogy in the use of the word 'web' itself and where this might have come from. However gaining 1 mark did not guarantee the acquisition of any more, and there was very little development of the answer to explain how analogy is used in an argument, and whether comparison with a telephone was now a useful one.

Question 7

This question produced a good range of responses. The most obvious answer – that large and complex devices are very costly, and that the expense is shared between countries – turned up as expected. Some very comprehensive answers indicated a general interest in the LHC. Answers gaining little or no credit included 'the LHC is so big that it has to be built in more than one country'. Another common correct answer focused on the drawing together of the best physicists in the world, with the widest range of specialisms and knowledge.

This is an example of a response that scored 2 marks.

- 7 CERN, is a major international research organisation. Its best known current investigation uses an enormous device – the Large Hadron Collider (LHC) – to develop a greater understanding of the universe and the laws of physics.

Suggest why research like this is a product of international collaboration.

It is a product of international collaboration because of the costs involved in producing the equipment. In order to have the knowledge to build the machine, there must be a collaboration of most of the experts in the field. This international collaboration would also mean that people's theories can be tested and proven by other experts, therefore making it more reliable. International collaboration would also mean that it ^{would reduce the likelihood of it} ~~would not~~ be used as a weapon against other countries.

(Total for Question 7 = 3 marks)



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Examiner Comments

In this answer 1 mark was awarded for the 'costs involved', and another for pooling the expertise of a large number of people.

This response is a good 3 mark answer.

- 7 CERN, is a major international research organisation. Its best known current investigation uses an enormous device – the Large Hadron Collider (LHC) – to develop a greater understanding of the universe and the laws of physics.

Suggest why research like this is a product of international collaboration.

~~Research~~ Research like this needs and relies on international collaboration as the projects cost an awful lot of money, which is more easily come by from several different governments. The LHC is also a complex piece of equipment which will be needed many great minds to build. These minds will all come from all over the world as CERN is a world-renowned research lab, (like the equivalent of Oxford Uni or Cambridge) everybody in the science, and physics world will aspire to work there.

(Total for Question 7 = 3 marks)



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Examiner Comments

1 mark was awarded for 'costs an awful lot of money', another for 'needed many great minds to build' and finally another for 'everybody ... will aspire to work there'.

Question 8

This question prompted much direct quotation from the source, sometimes with no, or little, interpretation in relation to the actual question.

This response scored 3 marks.

8 In what ways has the web changed since its invention in 1990?

Initially, there was 'no mouse, no graphics, just plain text' - this has changed greatly, people now use a mouse to 'point-and-click' to navigate through the web instead of hitting away at keys. There are also many people now who make a living out of web design - reinforcing the aesthetically pleasing graphics of the web. It is also more widely used for a wider range of reasons, not just for science minds to share their latest findings, but for children to study, or for a traveller to 'blog' about their latest holiday.



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Examiner Comments

The 3 marks gained here were for - 'using graphical tools'; 'many more people using' and finally 'wider range of reasons for using the web'.

This is another response which was awarded 3 marks.

8 In what ways has the web changed since its invention in 1990?

The web is now ^{used} ~~used~~ by many people for ^{the research or} many different things, rather than just scientists using it for physics.

It is also available to many more people than before as computers are cheaper.

There are more websites and these have different roles, such as online shopping, book reviews, and an online library or videos.

It is accessible on other devices such as tablets and phones.

(Total for Question 8 = 4 marks)



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Examiner Comments

Marks were awarded for 'used for many different things rather than just science', 'It's also available to many more people' and 'tablets and phones'.

Question 9

This question produced a good range of answers, and many mark-worthy responses. Candidates demonstrated a good degree of political awareness, and had clearly used the internet/web to examine opinions and search for information. As a group they clearly believe that the internet has provoked more open government and politics, but there were a few cynics among them. Political control of internet activity was also commented on.

This response scored 3 marks.

- 9 Explain how features of the web described in Source 2 are used in politics and government.

The people can now use the internet to voice their concerns and opinions to the government.

Political parties can advertise their intentions to the public using the internet.

Domestic and foreign can now communicate and share important information ~~quicker~~ quicker than ever.



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Examiner Comments

Although it is brief this answer mentioned enough to gain 3 marks.

This is an example of a response which did not score any marks.

- 9 Explain how features of the web described in Source 2 are used in politics and government.

Hypertext is used hugely in politics ~~in~~ and government everyday. For example just clicking from one web-page to another, and browsing between links sent via email much more easily than if it didn't exist.



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Examiner Comments

This is a generic comment and does not apply solely to politics and government so no marks were awarded.

Question 10

This question was answered correctly in its entirety by the majority of candidates. It was probably a little too accessible and provided little discrimination between candidates.

Question 11

This question required an analysis of the source and some thought about the nature of revolutions and contributions to human progress. A significant minority simply focused on the WWW and how it has changed the world, with no reference to the other profound events taking place at the time of its inception. This meant the mark for AO2 could not exceed Level 2, since there was no consideration of any other point of view. A large proportion of answers did reflect on the other events mentioned, but often very superficially. AO3 marks were rarely above 3. As in previous years, answers would often use facts and opinion and draw a conclusion, but would very rarely comment on the strength of evidence, or what form of reasoning the candidate was using.

This response scored 9 marks.

11 In paragraph 1 of Source 2, the invention of the web is implicitly compared with other major events in 1990.

Evaluate the justification developed in Source 2 for making this comparison.

The other major events in 1990 had a great impact on many people's lives, the freedom of Nelson Mandela. It was a massive part of many people as well as the for many Germans when Germany was reunified. ~~By 1990~~ The text uses these examples to illustrate a point that the invention of the web had had a major impact on millions of people's lives. Many would say they could not live without it and that we are highly dependent of it. The text is using these examples as a comparison as they are in the same decade of each other and people living at that time may have great memory of them all occurring. All the events that occurred in 1990 have had a major impact and are all noted down in history, as a revolution.

However, the comparison to the freedom of from prison of Nelson Mandela can be argued that it is nowhere near the same revolution as the invention of the internet. Nelson Mandela showed strength and courage as he spent 27 years in prison, ~~not~~ he fought against many beliefs and laws of that time including racism and the freedom of from prison brought a ~~two~~ high relief and justice to the world. It was an act of of bravery and is completely different to the creation of the internet. Although we could say that they both have an impact on peoples lives, they ~~are~~ are an impact on different ways,

The Space Shuttle discovery can be used as a comparison as they are both achievements. Carrying the Hubble space telescope into orbit can be seen as a massive achievement in the ability to make this happen but also help improve the development of scientific knowledge, the creation of internet is also argued to be another massive achievement that has helped improve the knowledge and development of scientists, physiologists and thousands more. The Hubble space telescope into orbit will have been a team effort - just like Berners-Lee's team in experimenting and testing the use of the internet. Therefore, this could be used to justify the use of the Hubble Space as a comparison.



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Examiner Comments

Marks were allocated as follows:

AO2 - The answer presents some evidence for supporting opposite views on the question, therefore considers two sides of the argument and reaches Level 3. 3 marks. AO3 - There is some use of data (1 mark), an understanding of the limitations of subjective ideas (1 mark) and a comparison of those views (1 mark). 3 marks. AO4 - There are some slightly confusing spellings/expressions ('comparison') but this does not detract from the writing. 3 marks. Total = 9 marks.

This response scored 6 marks.

11 In paragraph 1 of Source 2, the invention of the web is implicitly compared with other major events in 1990.

Evaluate the justification developed in Source 2 for making this comparison.

The source is justified in comparing the creation of the world wide web to other major events in 1990 as it revolutionised the way in which people access information, communicate and live their lives. These effects are similar to those resulting from the freeing of Nelson Mandela and the reunification of Germany as it affected the lives of ordinary people and the vast majority of them. Due to the creation of the world wide web peoples quality of life has been improved as they have become more aware of the world around them and have been enlightened by the wealth of information that they have access to, this is similar to the effects resulting from the shuttle discovery putting the Hubble telescope into orbit, as this allowed us to discover more about the universe in which we live.



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Examiner Comments

Marks were allocated as follows:

AO2 - Selects and marshals a limited range of evidence to draw a simple conclusion. Little explanatory comment. 2 marks. AO3 - The answer states that 'the source is justified' but what follows is simply drawing information from the source. 1 mark. AO4 - 3 marks.

Total = 6 marks.

Question 12

The best answers used evidence and examples for both question statements. However, too many candidates failed to raise their AO1/2 level by focussing too much on the first statement, producing unbalanced answers. Candidates frequently did not show much competence in spotting weaknesses or key points when arguing – some did show evidence of an internal debate but there is still some way to go in this respect. In this question, a key issue is to look at the history of disaster predictions. Most candidates should have come across the classic Malthusian proposition – that human population increase will inevitably lead to hunger, disease, starvation and death. Since he made that forecast, we have never come near that consequence (which is not to say that there isn't hunger and starvation, but the bitter irony is that our food production globally would meet all current human needs, if distributed equitably). Resources (energy, minerals, water) are, however, predicted to be limited – might not the prediction fail as it has so far for food? What examples of human innovation and creativity help us here? Many candidates touched the surface of these ideas – which, in the context of the brief time available, was no mean achievement. The same comments about AO3 in Questions 5, 11 and 13, apply here as well.

A total of 13 marks were awarded for this answer.

If growth is at a high and is sustained for a long period of time, resources will be at an all time low which makes it realistic that with such growth the world can't handle such pressure on the resources. But a counter argument to the first point is that researchers are focusing all their concentration and time into coming up with alternative methods in which will take over from the original resource usage and provide a new option. How realistic this is, is debatable but the resources we are using at the moment are still at a high quantity so there is still plenty of time before the public need to worry about running out of resources.

The opposing view of saying "human creation and innovation will always be able to sustain economic growth" is putting the ability to sustain the growth down to pure luck and no factual data, this would be considered as very ~~useful~~ unrealistic as what would happen if nobody

did ~~come~~ come up with anything to sustain growth, the statement would be invalid. Where as the first statement does show evidence as if the world has a high growth but limited supplies. Unless somebody finds an alternative resource to what we are using now the world will run out of their specific resource which then would cause mass panic.



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Examiner Comments

Marks were allocated as follows:

AO1/AO2 - This is a confused and confusing piece of writing with very little hard information. However, the candidate has addressed two views superficially. The marks must then be at the bottom of Level 3. 8 marks. AO3 - Refers to the making of comparisons and an understanding of the limitations of data. 2 marks. AO4 - The answer is broadly understandable, in the correct form, but not very well-expressed. 3 marks. Total = 13 marks.

It is believed that a country's economy should continue to grow to sustain and improve the living standards of the population. How is this possible with the dramatic increase in population?

The increase of population in some countries is occurring at such a fast rate that the economy does not have time to grow to sustain the living standards. A growth in population means that there is a greater need for hospitals, food and ~~all~~ all of the other resources in a country.

The world's resources include food. Most food ~~will~~ will rely on water and plants to grow, for example sheep eat grass. But, the increase in population has led to a decrease in farming land, because the land is needed for ~~building~~ building.

Therefore, there will not be enough food to support a growing population.

Furthermore, all of the buildings and resources need money put into them, after all nothing is for free. ~~There is~~ This leads to a reduce in money in the economy and therefore the living standards of the population reduce.

On the other hand, the new buildings create jobs. People are needed to build the buildings, sustain the buildings and other things. This creates a greater flow of money in the economy.

Human creativity has led to high rise buildings being built, to occupy less floor space. These ideas will be able to sustain economic growth in the short run due to the fact that less ground space is being used and so there is more room for other buildings and/or farmland.

Another human innovation is occurring in the food industry, where crops are being genetically modified to live in different harsh conditions. This will increase food productivity.

~~All of the human innovations are not suitable at the moment.~~

All of the human creativity and innovation are fine to sustain economic growth at the moment but it is not known how it will sustain it in the future when the population is larger and we are beginning to run out of resources.

Both of the views presented can be seen as unrealistic. In the long term it is not known how big the population of the world will expand to and therefore, how long will our resources last. After all, plants take time to grow.

On the other hand, some say that human creativity and innovation will always be able to sustain economic growth is also unrealistic. How can anyone say that it will always be able to sustain economic growth when they do not know the way of the future.

In conclusion, I believe that the countries' economy will not be able to continually sustain and improve the living standards, unless some drastic changes occur.



ResultsPlus

Examiner Comments

Marks were allocated as follows:

AO1/AO2 - This answer considers a range of evidence from more than one discipline, for example discussing food supplies, increase in population, buildings and other resources. The issue has been considered from two viewpoints - the candidate has discussed how creativity and innovation apply in different areas but the factual content and approach points to the lower end of the range. 14 marks. AO3 - The candidate has referred to their own beliefs and therefore subjectivity. They have used data. 3 marks. AO4 - Top of the middle range of communication marks. Reasonable paragraphing, broadly understandable, but too many small issues to award the high range marks. 4 marks. Total = 21 marks.

Question 13

The best answers looked at two forms of government - often democratic and dictatorships and utilised real-life examples to support their points of view. Weaker answers tended to look at UK political parties in a general and superficial fashion. However, a serious short-coming of most answers concerned a consideration of what might constitute 'a full and happy life'. A minority of answers did touch on the uncomfortable truth that many dictatorships allow most of their citizens to live untroubled and relatively happy lives, in return for overlooking the manner of treatment of dissidents. Perhaps this was just too big an aspect for a relatively short essay question.

This answer scored 25 marks.

The significance of democracy to the happiness of humans lies in the empowerment of the individual, provides and the sense of belonging and of a position in something greater than one self it engenders.

In a true democracy - i.e. where every voice is equal and it is the people, not private interests and lobbying groups, that control the government and their own lives - every citizen is granted a maximum amount of empowerment through the democracy. Voting, the most basic expression of democracy, is a very real and physical way of an individual expressing their beliefs and views in a manner that renders real benefits and change in society. This is only true, though, when it is apparent that it is the people that are in control, and that the system is just and fair.

America and Venezuela are two countries to juxtapose to show the importance of granting power to the people to create a healthy and active political life to citizens. The US uses a convoluted and unrepresentative electoral college system in electing its presidents, where votes are not granted votes purely based on their size and where votes also operate on a 'winner take all' basis, meaning losing states receive the whole of candidates' attention. This is a system where it is possible to win with 22% of the popular vote, and in turn American presidential elections have abysmally low turnouts.

Venezuela, however, uses a direct vote which is examined and audited by

a non-partisan authority, done using a secure electronic voting system and supervised by both parties. Vote fraud is all but non-existent. In this year, during the presidential election, Venezuela had a higher turnout than

America has ever received. This is clearly a sign of a healthy, vibrant democracy, and a large part of that is a securely fair and secure voting system which assures every voter that their vote is equal to every other, and that what they are doing makes a difference.

There is much to be said for Chavez's 'Bolivarian Revolution' in creating a healthy democracy in Venezuela - He systematically empowered and enfranchised the poor of Venezuela and brought them from social and political exclusion into the heart of his party and the country itself - Slavoj Žižek has praised him as coming closest to realising the Marxist ideal of the dictatorship of the proletariat, and he has done this by enfranchising and building a political system around the proletariat of Venezuela - the people: the 'demas'. Through decapitating the economy, Chavez created a country that the Jimmy Carter foundation has praised, as have many other NGOs, for its democracy.

America, conversely, is rife with corruption, lobbying, unfair elections and lies has a politically apathetic population. True democracy brings people out to vote and to be politically and socially active, and this grants them a meaningful existence, as Venezuela has clearly shown. A corrupt and unjust system, such as America's, or even Britain's, where governments have rarely been ousted in popular majorities, produces uncaring and politically resigned citizens who are deprived of the empowerment of democracy and are thus devoid of much meaning in their lives, or are forced to find it elsewhere.

It stands, then, that democracy is only really the answer when implemented fairly and justly, with power belonging to the people, not to corporations or lobbyists. Thus, after all, is the meaning of the word - 'demos' meaning the people, and 'kratos' meaning power. In many nations only the latter is recognised, but in the few where the people are granted power,



ResultsPlus
Examiner Comments

Marks were allocated as follows:

AO1/AO2 - The candidate has produced evidence about two political systems in some detail. However, it does not cover the issue of the happiness of citizens ie by defining what that happiness might be and how it could be measured. Although providing an interesting analysis and comparison of two apparently democratic systems it does not completely answer the question as set since the issue of happiness is not sufficiently covered. So although the essay is of high quality it can only reach the middle of Level 4. 16 marks. AO3 - The candidate uses data (details of Venezuelan and American voting systems and their outcomes) (1 mark). They have made comparisons of the data (1 mark). They have also considered subjective views and opinion (second paragraph) (1 mark). 3 marks. AO4 - This essay is extremely well-written with few, if any, grammatical or spelling errors. The structure is well-thought-out and the meaning is clear and coherent. Although it is not always easy to read, part of this may be due to handwriting, it does not detract from the communication evident. 6 marks. Total = 25 marks.

Democracy is one of the best ways to achieve a good life for its people because the people have a say in how the government is run and this is important since it affects them.

Through democracy the government can be persuaded to perform the correct action for its people, without democracy the government may make decisions without considering the impact on its citizens and this could result in people leaving the country or riots.

However, democracy is not ~~not~~ perfect. The people may dislike an option because it negatively affects them but it may be best for boosting the economy for example and this would give them a better lifestyle in future.

The people may not be very informed of certain things and so they may disagree through a lack of knowledge, democracy does not prevent bad or disagreeable decisions being made and so riots may still occur if the people feel strongly enough.

Taking everyone's votes is a lengthy process and thus it is not practical in a crisis situation, in this situation an autocratic decision must be made regardless of the people's ~~opinions~~^{opinions}.

If a vote is taken and the result is close such as 55% yes to 45% no, then the 45% are not having their opinions valued and so democracy cannot keep everyone happy.



ResultsPlus
Examiner Comments

Marks were allocated as follows:

AO1/AO2 - The answer refers to the relationship between a government and its people and whether a government needs to consider the views of its own citizens. It distinguishes between democracy and autocracy. It considers whether a substantial minority might not feel happy with the decisions in a democracy and how this might be considered a weakness. None of this is considered in any depth. This takes the answer to Level 3 because it is somewhat superficial. 10 marks. AO3 - Making comparisons (discussion of the vote in the last paragraph) (1 mark). Consideration of subjective views (reference to opinions in several places) (1 mark). 2 marks.

AO4 - The answer is well-organised, paragraphs are used sensibly, meaning is clear. 5 marks. Total = 17 marks.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- There is still a need to learn thoroughly about the strength of evidence and the nature of arguments. A few sessions on this would make the biggest difference to candidates' scores.
- Some time spent on considering how bias creeps into argument and discussion could follow the previous point. Both of these could be abstracted daily from the popular press.
- The handwriting and general untidiness of many scripts causes problems for examiners. It is a concern if examiners are unable to award a mark simply because they cannot understand what has been written (after struggling for some time to do so). Please write as clearly and legibly as possible.

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>

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