

Mark Scheme (Results)

January 2011

GCE 2008

GCE General Studies Unit 6GS03 Paper 01
Change and Progress

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

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

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

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

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

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

January 2011

Publications Code UA026340

All the material in this publication is copyright

© Edexcel Ltd 2011

General Marking Guidance

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

Question No.	Question	Mark
1		
	<ol style="list-style-type: none"> 1. It provides sensational reporting which will sell newspapers 2. It can create "moral panic" or words to that effect 3. Moral panics can provide a crusading point 4. This allows the media to attract public attention to themselves 5. People like to hear about alleged police brutality/anything that is critical of the police 6. To raise awareness of hazards to public safety issues (eg poor stadium design) 7. Media may have an agenda to discredit a group that creates disorder 8. Informing the general public about crowds/riots so they do not happen again in the future 9. They may be responding to political pressure <p>1 mark each point Max 3</p>	3

Question No.	Question	Mark
2		
	<ol style="list-style-type: none"> 1. Lack of consent of those filmed/invasion of privacy/lack of freedom/infringement of human rights 2. Appropriate reference to 'Big Brother' or 'Nanny State' (Statement only - no credit) 3. Are the recordings retained and if so are those on record aware of this? 4. Will the police/authorities make use of/misuse the recordings for other purposes? 5. Who decides what use is to be made of the recordings? 6. Do those filmed, and shown to have done nothing wrong, have the right to have the film removed or destroyed? 7. Showing the film publicly (via news channels for example) could be a problem for some individuals, even if they are innocent of any wrongdoing 8. What about positive implications? Eg Could lead to prosecution - justice/ improved public safety 9. Greatest good of the greatest number/if you have nothing to hide etc (any 'Utilitarian' argument) <p>1 mark each point Max 4</p>	4

Question No.	Question	Mark
3		
	<ol style="list-style-type: none"> 1. You need to have a measure of behaving considerately or inconsiderately 2. You need to have a measure of whether people are strangers or not 3. Any indication of setting up comparative situations 4. Comparison of behaviour of groups of individuals known to one another with groups where individuals are not known to each other 5. You need to observe and record behaviour in crowded circumstances... 6.where there is also some stress 7. You need to produce a correlation between the measures 8. Are there any measures of expectation of considerate behaviour in crowds? 9. Any indication of repeated observations rather than single instances <p>1 mark for each point Max 4</p>	4

Question No.	Question	
4		
		Mark
	<p>For up to 2 marks (show/explain/imply an understanding of the concept of progress)</p> <p>A1. It is a subjective idea A2. Indicating a general improvement in life chances for most of the population A3. Can apply to physical/technological improvements A4. But may also apply to social, individual and political aspects of human life A5. Any other valid point</p> <p>For up to 3 marks (apply the concept to the circumstances of the change from small rural groups to large urban societies)</p> <p>B1. The family group may be able to survive comfortably if conditions are favourable B2. but there is likely to be better protection from environmental disasters B3. more resources may be available if managed on larger scales B4. There are more possibilities for technical improvements B5. These improvements may also be easier and quicker to implement B6. a counter argument can be made to show that living in much larger groups does not necessarily promote the life chances of an individual, e.g. the large group in some ways may not consider the needs of many individuals B7. Living in a large urban society may mean that individuals have fewer freedoms than in the small family group, since they have to conform to the expectations of the society B8. Possibility of more poverty/environmental degradation/loss of sense of community could be seen as the reverse of progress B9. Economic and industrial development may provide more opportunities for employment/education B10. Moving away from subsistence living B11. City life potentially more open/tolerant/diverse/liberal/less conservative social attitudes</p> <p>Max 5</p>	5

Question No.	Question	
5		
A02	Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.	Mark
	<p>Evidence, from unnamed sources is provided that: Crowd problems, especially violence, are in fact rare</p> <ol style="list-style-type: none"> 1. Individuals in crowds can behave considerably to one another 2. The implication is that this happens in all crowds 3. And therefore if so, crowds should be left, where possible, to manage themselves 4. Police policy is stated (again on authority, without a source) to ignore these positive points 5. However this fails to address problems where there is too large a crowd for the space - leading to potential for crushes to develop 6. Implication is that the police should somehow prevent these accumulations 7. Police should use tested methods of crowd control 8. A counter-argument to this is that such police action can provoke bad crowd behaviour.... 9.even in crowds that congregate without such intentions 10. Any relevant evidence, not necessarily mentioned in the passage that is introduced by the candidate <p>1 mark each point Max 4</p>	0-4

A03	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i> (Max 6 marks)	
Criteria		Mark
Makes no use of facts, opinions or beliefs.		0
Uses examples of facts, opinions and belief in the evidence presented		1-2
Uses examples of facts, opinions and belief in the evidence presented and makes explicit reference to facts, opinions and belief in some of the evidence presented		3-4
Uses examples of facts, opinions and belief in the evidence presented and makes explicit reference to facts, opinions and belief in some of the evidence presented Shows understanding of the limitations of different kinds of evidence		5-6

AO4	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> (Max 4 marks) <i>The AO4 marks are not dependent upon the AO2 and AO3 marks</i>	
A mark should be given for the level of written communication using these guidelines		
The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably		0
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication		1
The answer is broadly understandable; writing is in the correct form. Arguments are on the whole coherent, and grammar and spelling do not inhibit communication		2-3
The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors		4

Question No.	Question	Mark
6		
	<p>For up to 2 marks (AO1):</p> <p>The answer must address what is meant by <i>artistic creativity</i>:</p> <ol style="list-style-type: none"> 1. The production of an artefact/piece/object/work (which can include abstractions such as music, or ideas, as in a novel) 2. It is the creation of something new and personal - albeit within an existing genre or form of art <p>Note that artistic creativity does not have to be 'innovative' in the sense of producing a new genre</p> <p>For 1 mark (AO2)</p> <ol style="list-style-type: none"> 3. The explanation is extended in an appropriate way, for example, explaining the genre or using an example such Asimov's novels or Monet's 'Impressionist' paintings etc 	3

Question No.	Question	
7		Mark
	<p>A1-5 - award up to 2 marks if any one of these is described It is not necessary for the candidate to use technical (philosophical) language. Any of the following, expressed in lay terms is acceptable</p> <p>A1. A form of reasoning using the categorical imperative (which can be implied) / for example the candidate may invoke the concept that you must not harm or kill another human being</p> <p>A2. A form of reasoning that is deontological / i.e. they are based on rules that must be followed and can be considered to be duties or obligations (such as may be laid down in religious authority). This is a modern form of the categorical imperative</p> <p>A3. The candidate can also describe consequentialism / (in other words, actions whose morality is judged by their consequences - it may be right to kill a murderer who is about to kill someone else, even though killing a human is usually wrong)</p> <p>A4. Social contract / whereby laws (hence deciding whether actions are right or wrong) are determined for the benefit of society as a whole. There are various forms of it - Locke, Hobbes and J-J Rousseau may be quoted</p> <p>A5. They may name any other form of moral reasoning e.g. natural law/absolutism; utilitarianism (a form of consequentialism) / any development</p> <p>For up to two marks (one each point)</p> <p>B1. The laws are applied to robots, which are only machines...</p> <p>B2. ...rather than humans, so how could they be considered a form of moral reasoning?</p> <p>B3. The moral reasoning could be thought of as being imposed upon the makers or users of the robots...</p> <p>B4. ...because the robots are agents of human beings</p> <p>B5. Hence one might argue they are not really based on moral reasoning at all, merely a set of safety rules</p> <p>B6. The laws might be seen as a copy of a moral imperative applicable to humans (avoid violence to others) applied to robots in their dealings with humans</p>	4

Question No.	Question	
8		
	Answer	Mark
	<ol style="list-style-type: none"> 1. Intelligence implies an ability to reason 2. In relation to the function of a weapon 3. This must mean an ability to make a decision 4. It can work things out in a human way/it can think like we do 5. Based in prescribed criteria, whether the weapon operates or not 6. The term has been used in a military sense, however 7. And is applied to weapons which seek out their target 8. This is not necessarily an "intelligent" property 9. Can operate without human input after set-up 10. Able to maximise the impact of their actions 11. Can only do what it is programmed to do 12. Its behaviour will always be predictable <p>1 mark each point Max 3</p>	3

Question No.	Question	
9		
	Answer	Mark
	<p>Two benefits from</p> <ol style="list-style-type: none"> 1. Potentially very patient 2. Able to be very consistent 3. May be useful/more efficient at for very specific tasks, such as housework; or monitoring 4. Not distracted by human issues (personal and social) 5. Could be specially programmed for individual needs 6. Able to work long hours/continuously 7. Different, valid use of technology (e.g. can use Internet to order groceries) <p>1 mark each point Max 2</p> <p>Two drawbacks from</p> <ol style="list-style-type: none"> 1. Possible lack of ability to adapt to human needs 2. Possible inability to perceive new issues 3. Danger of removal of normal (human) interactions / old people not worthy of human care 4. Possibility of machine malfunction 5. Different, valid issue with technology of any kind <p>1 mark each point Max 2 NB - no credit for cost issues as these are ill-defined and not possible to predict</p>	4

Question No.	Question	Mark
10		
Indicative content		Mark
A03	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	
	<p>Up to 2 marks:</p> <ol style="list-style-type: none"> 1. (i) This is a statement of fact, which can be easily verified from many different sources 2. (ii) This is a prediction expressing an opinion about the future 3. (i) is therefore more easily justified 	2

Question No.	Question	Mark
11		
Indicative content (these are examples of what candidates may write, but are not prescriptive. Candidates may introduce quite different ideas/content, and these can be accepted. The important thing is to decide on the level from the descriptors, from which examiners allocate a mark)		Mark
	<ul style="list-style-type: none"> • Devices like this have been of interest to humanity for a long time (from which we can infer they will continue to be so) • Deriving from man's use of machines for human task (improving resources, transport and fighting/defence, and also entertainment) • They are likely to continue to be developed for these purposes and there is no sign that there is a reduction in interest, indeed quite the opposite • Many countries have used huge resources in this area • The argument is based on unsupported assertions by the writer, but the evidence is testable by searches through the literature and news channels • A contrary conclusion could be derived from the beliefs of other experts that there are inherent flaws in the reasoning that robots will be able to have many more human-like properties in the future 	

AO2	<i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>		
	Level	Criteria	Mark
	0	Fragmentary, content is inaccurate, missing or miniscule, reaches no conclusion	0
	1	Limited, (mainly) one sided answer with a simple conclusion	1
	2	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
	3	A developed answer which largely examines one viewpoint or looks at two sides of the argument in a superficial and unspecific manner Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions Explanatory comment may be simple and restricted but it is either clearly interpreted and applied to a single view of the question or addresses different views in a superficial way with few specifics and little or no development	3
	4	Evidence is used to examine contrasting viewpoints Selects, interprets and begins to evaluate evidence to show clear awareness of differing points of view, and uses it to draw a justified conclusion or conclusions The range may be limited but the evidence is at least evaluated in a simple way At the top end, the range is wider and the evaluation is more developed	4

AO3	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i> (Max 3 marks)	
	Criteria	Mark
	Makes no use of facts, opinions or beliefs	0
	Uses examples of facts, opinions and belief in the evidence presented	1-2
	Uses examples of facts, opinions and belief in the evidence presented and makes explicit reference to facts, opinions and belief in some of the evidence presented	3-4
	Uses examples of facts, opinions and belief in the evidence presented and makes explicit reference to facts, opinions and belief in some of the evidence presented Shows understanding of the limitations of different kinds of evidence	5-6

A04	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> <i>The A04 marks are not dependent upon the A02 and A03 marks</i>	
A mark should be given for the level of written communication using these guidelines		
The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably		0 <i>(exceptionally poor)</i>
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication		1 <i>(below average)</i>
The answer is broadly understandable; writing is in the correct form. Arguments are on the whole coherent, and grammar and spelling do not inhibit communication		2-3 <i>(average)</i>
The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors		4 <i>(above average)</i>

SECTION C

Marking of Questions - Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content is **not** exhaustive. It is intended as a guide and it will be necessary for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained.

Candidates should always be rewarded on the quality of thought expressed in their answers and not solely on the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- is relevant to the question and is explicitly related to the question's terms
- argues a case when requested to do so
- is able to make the various distinctions required by the question
- has responded to all the various elements in the question
- where required, explains, analyses, discusses assesses and deploys knowledge appropriately rather than simply narrates.

Using the levels mark scheme

Examiners must mark initially on the AO2/AO3 levels. In order to arrive at a level, examiners must look for a best fit to the descriptors. Within the level, examiners must start at the middle mark and move up or down according to the quality of response.

Having fixed the level, the answer should be assessed using the AO3 and AO4 descriptors. Answers which are placed in the lower levels are unlikely to achieve a high mark in AO3.

Examiners are required to make use of the full range of marks.

Question No.	Question
12	
Indicative content	
<p>Indicative content (these are examples of what candidates may write, but are not prescriptive. Candidates may introduce quite different ideas/content, and these can be accepted. The important thing is to decide on the level from the descriptors, from which examiners allocate a mark)</p> <ul style="list-style-type: none"> • The answer needs to consider something of the nature and history of slavery • How has it come to be considered to be unacceptable? • Develop the notion of international agreements, notably the UN declaration of human rights • Is it more acceptable in certain societies than others, and if so why? • What constitutes slavery in the modern world? • Candidates may develop the idea of wage/economic slavery • Child labour, forced labour, prostitution and people trafficking are all to be found in the modern world • The view is pejorative, but is open to investigation and validation • How can we establish whether slavery (however defined by the candidate) is commoner now than at any other point in history? • The problem with this is we may be unable to make quantitative assessments of societies more than 1000 years ago <p>Synoptic features Candidates are required to look at the question from a range of viewpoints and disciplines. They need to draw together, or compare and contrast, different ideas on the nature of freedom and slavery. They may also bring together ideas from other areas - ethical issues, e.g. utilitarianism</p>	

A01	<i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines</i>			
A02	<i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>			
LEVEL	AOs	Indicators of level	Mark	Mark range
0	A01	Irrelevant or facetious answers	0	0
	A02	Irrelevant or facetious answers	0	
1	A01	Insufficient evidence to assess	0	1
	A02	Incomplete or inconclusive answer	1	
2	A01	Limited (in variety or amount) range of evidence drawn from a simple discipline	1	2-6
	A02	Superficial or formulaic answer	1-5	
3	A01	Some evidence used from two or more disciplines	2	7-13
	A02	Issue examined from one or more viewpoints but in a superficial <u>or</u> unbalanced manner	5-11	
4	A01	Range of evidence drawn from two or more disciplines, showing some understanding	3	14-18
	A02	Issue examined in a balanced and coherent way from two or more viewpoints	11-15	
5	A01	A good range of evidence, showing clear understanding	4	19-20
	A02	A balanced perceptive and evaluative answer	15-16	

A03	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i> (Max 3 marks)		
Criteria			Mark
Makes no use of facts, opinions or beliefs			0
Uses examples of facts, opinions and belief in the evidence presented			1
Uses examples of facts, opinions and belief in the evidence presented and makes explicit reference to facts, opinions and belief in some of the evidence presented			2-3
Uses examples of facts, opinions and belief in the evidence presented and makes explicit reference to facts, opinions and belief in some of the evidence presented Shows understanding of the limitations of different kinds of evidence			4

A04	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	
	<i>The A04 marks are not dependent upon the A02 and A03 marks</i>	
		Marks
	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably	0
	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication	1-2
	The answer is broadly understandable; writing is in the correct form. Arguments are on the whole coherent, and grammar and spelling do not inhibit communication	3-4
	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors	5-6

Question No.	
13	
<p>Indicative content (these are examples of what candidates may write, but are not prescriptive. Candidates may introduce quite different ideas/content, and these can be accepted. The important thing is to decide on the level from the descriptors, from which examiners allocate a mark)</p> <ul style="list-style-type: none"> • Answers need to expand on the nature and functions of education • These are not simply utilitarian • Education can be argued as functioning to maintain a society and its existing power structure as the view implies - this needs to be explained in more detailed. It is a point of view that is sustainable and could be supported by reference to pre-Victorian (industrial revolution) ideas on the poor as needing only enough education to operate machines. Going further back, knowledge of academic languages, the ability to read and write were withheld from the lower classes since the ruling class believed (rightly) that this would give them power • Opposing arguments come from a libertarian view of the function of education - a society educated at all levels is potentially more powerful, as it is capable of benefiting from the knowledge and understanding of all its citizens • It could be argued that it is perfectly acceptable to aim to produce citizens who attain a "standard", i.e. an appropriate level, as this gives everyone an equal life chance • The idea of "restricting dissent and originality" is more contentious. In this case, why educate anyone at all? <p>Synoptic features</p> <p>Candidates are required to look at the question from a range of viewpoints and disciplines. They need to draw together, or compare and contrast, different ideas on the nature of education and its function in society. They may also bring together ideas from other areas - historical, artistic, scientific, technological and sociological.</p>	

A01	<i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines</i>			
A02	<i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>			
LEVEL	AOs	Indicators of level	Mark	Mark range
0	A01	Irrelevant or facetious answers	0	0
	A02	Irrelevant or facetious answers	0	
1	A01	Insufficient evidence to assess	0	1
	A02	Incomplete or inconclusive answer	1	
2	A01	Limited (in variety or amount) range of evidence drawn from a simple discipline	1	2-6
	A02	Superficial or formulaic answer	1-5	
3	A01	Some evidence used from two or more disciplines	2	7-13
	A02	Issue examined from one or more viewpoints but in a superficial <u>or</u> unbalanced manner	5-11	
4	A01	Range of evidence drawn from two or more disciplines, showing some understanding	3	14-18
	A02	Issue examined in a balanced and coherent way from two or more viewpoints	11-15	
5	A01	A good range of evidence, showing clear understanding	4	19-20
	A02	A balanced perceptive and evaluative answer	15-16	

A03	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i> (Max 3 marks)		
Criteria			Mark
Makes no use of facts, opinions or beliefs			0
Uses examples of facts, opinions and belief in the evidence presented			1
Uses examples of facts, opinions and belief in the evidence presented and makes explicit reference to facts, opinions and belief in some of the evidence presented			2-3
Uses examples of facts, opinions and belief in the evidence presented and makes explicit reference to facts, opinions and belief in some of the evidence presented Shows understanding of the limitations of different kinds of evidence			4

A04	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> <i>The A04 marks are not dependent upon the A02 and A03 marks</i>	
		Mark
	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably	0
	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication	1-2
	The answer is broadly understandable; writing is in the correct form. Arguments are on the whole coherent, and grammar and spelling do not inhibit communication	3-4
	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors	5-6

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

Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

Order Code UA026342 January 2011

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

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