

Mark Scheme (Results)

Summer 2016

Pearson Edexcel in GCE General  
Studies (6GS01/01)

Unit 1: Challenges for Society

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## 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.

## Section A

| Question Number | Answer      | Mark |
|-----------------|-------------|------|
| Q1              | A fact only | 1    |

| Question Number | Answer         | Mark |
|-----------------|----------------|------|
| Q2              | B opinion only | 1    |

| Question Number | Answer  | Mark |
|-----------------|---------|------|
| Q3              | C 3,900 | 1    |

| Question Number | Answer           | Mark |
|-----------------|------------------|------|
| Q4              | D Rehabilitation | 1    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| Q5              | B 18 month prison sentences are more effective than 6 month prison sentences. | 1    |

| Question Number | Correct Answer              | Mark |
|-----------------|-----------------------------|------|
| Q6              | A right to medical services | 1    |

| Question Number | Answer                            | Mark |
|-----------------|-----------------------------------|------|
| Q7              | C Whether euthanasia is justified | 1    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| Q8              | D The DNA from GM plants can enter and change human cells. | 1    |

| Question Number | Answer  | Mark |
|-----------------|---------|------|
| Q9              | B 1850s | 1    |

| Question Number | Answer         | Mark |
|-----------------|----------------|------|
| Q10             | C philanthropy | 1    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| Q11             | A mobile phone networks do not need a large infrastructure | 1    |

| Question Number | Answer            | Mark |
|-----------------|-------------------|------|
| Q12             | D nuclear reactor | 1    |

| Question Number | Answer                                  | Mark |
|-----------------|---|------|
| Q13             | B Life on Earth was created by a deity. | 1    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| Q14             | B There is no formal link between state and religion. | 1    |

| Question Number | Answer               | Mark |
|-----------------|----------------------|------|
| Q15             | C join a trade union | 1    |

| Question Number | Answer                                  | Mark |
|-----------------|---|------|
| Q16             | C Gravitational bending of light waves. | 1    |

| Question Number | Answer                    | Mark |
|-----------------|---------------------------|------|
| Q17             | A depends on observations | 1    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| Q18             | D Observation - hypothesis - testing - theory | 1    |

| Question Number | Answer                    | Mark |
|-----------------|---------------------------|------|
| Q19             | D Principle of Simplicity | 1    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| Q20             | D Most science is based on induction and most mathematics is based on deduction. | 1    |

## Section B

| Question Number | Acceptable Answers   | Mark |
|-----------------|--|------|
| 21              | <p>The <b>only</b> acceptable answers (though they may be expressed in slightly different language) are listed below. Award 1 mark for each bullet point (max 3):</p> <ul style="list-style-type: none"><li>• Nuclear power / generating electricity</li><li>• Sterilizing (equipment)</li><li>• Scanning (machinery)</li><li>• Irradiating (food)/Killing bacteria/Killing pathogens</li><li>• Medical applications / medical field</li></ul> | 3    |

| Question Number | Acceptable Answers  | Mark |
|-----------------|---|------|
| 22              | <p>The <b>only</b> acceptable answers (though they may be expressed in slightly different language) are listed below. Award 1 mark for each bullet point (max 2):</p> <ul style="list-style-type: none"><li>• nuclear weapons/nuclear bombs / atomic bombs</li><li>• harmful virus</li><li>• to damage food/crops</li><li>• biological attack on humans</li></ul> | 2    |

| Question Number | Acceptable Answers   | Mark |
|-----------------|--|------|
| 23              | <p>Answers should establish simple points such as the following:<br/>(Max 3)</p> <ul style="list-style-type: none"> <li>• Science is the pursuit or development of knowledge/understanding / explanations / how and why things happen</li> <li>• Science involves the process of observation / experimentation / is empirical / hypothesis / theories / testing</li> <li>• Science is inductive</li> <li>• Technology is the <u>application of scientific knowledge</u> /<u>use of science</u> for practical purposes or developing machinery or equipment</li> </ul> <p>Examples of technology without explanation do not score. Ignore reference to deduction or falsification.</p> <p><b>Note - if an answer covers more than one of the points above in one statement, all the points made should be credited.</b></p> <p>No more than 2 mark may refer to science only.</p> | 3    |



|   |   |       |
|---|---|-------|
| Question Number   |   |       |
| 25  |   |       |
| Marking Guidance  |   |       |
| After marking the answer for AO2, assess it for communication, AO4. |   |       |
|   | <b>A02:</b><br><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>   | Mark  |
|   | <p>Award 1 mark for the general idea of each modern advance in medicine (20<sup>th</sup> century onwards). Allow more than one example from each group. (Max 2)</p> <p>The following list is not exhaustive - allow any reasonable advances such as:</p> <ul style="list-style-type: none"> <li>• Scanning - MRI, CT, X-ray, ultrasound, gamma ray</li> <li>• Procedures - transplant, transfusion, artificial organs/interventions, stem cell treatment, cloning, IVF, genetic modification, bionic limbs</li> <li>• Treatment - gamma, x-ray, ultrasound therapies, named drugs, vaccines, chemotherapy, monoclonal antibodies, antibiotics</li> </ul> <p>Do not allow abortion ( not a modern advance)<br/>Do not allow euthanasia/humane executions</p> | 2     |
|   | <p>Allow 1 mark for linking an ethical issue/problem to each of the answers given Max 2) - this relate to issues such as:</p> <p>Allow each marking point once only.</p> <ul style="list-style-type: none"> <li>• cost or rationing</li> <li>• religious objections</li> <li>• potentially damaging outcomes/side effects</li> <li>• animal testing</li> <li>• destroying embryos / foetus</li> <li>• designer babies / eugenics</li> </ul>   | 2     |
|   | Note: Allow other ethical concerns relating to medical advances chosen if relevant  | 2+2=4 |

|      |   |
|------|---|
| Mark | Descriptor<br><i>AO4:</i><br><i>Communicate clearly and accurately in a concise, logical and relevant way.</i><br><br><i>The AO4 marks are NOT dependent upon the AO2 marks.</i>  |
| 0    | The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little (i.e. 4 lines/50 words or less) of the candidate's own writing to assess reliably. |
| 1    | The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.   |
| 2    | The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.   |
| 3    | The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant, there are very few grammatical or spelling errors.  |

| Question Number | Acceptable Answers   | Mark |
|-----------------|--|------|
| 26              | <p>Award 1 mark for each statement explaining how restricting publication of research could damage scientific progress (Max 3) - e.g.:</p> <ul style="list-style-type: none"> <li>• scientific data is regularly published to share information and encourage open debate between scientists and researchers</li> <li>• leads to wasteful duplication</li> <li>• open sharing of findings and discoveries contributes to verification of work</li> <li>• Allows other scientists to develop work further</li> <li>• restrictions will slow down progress</li> <li>• funding/financial rewards for scientists may depend on publications</li> </ul> | 3    |

| Question Number<br>27. | <i>A03: Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>   | Mark |
|------------------------|--|------|
|                        | <p>Answer</p> <p>The question asks candidates to assess the strengths and weaknesses of different types of evidence and arguments using examples from Source 1.</p> <p>Source 1 gives examples of possible ways in which nuclear technology may be used for peaceful or aggressive/defensive reasons; the strength of this evidence will need to be considered.</p> <p>The source outlines Rotblat's suggestion that scientists might be constrained by an ethical code in the same way that the medical profession has been for many years - what are the strengths and weaknesses of this idea?</p> <p>The source also looks at how a utilitarian approach might dictate scientists' behaviour - but might this provoke more problems and dilemmas?</p> <p>The final suggestion is to restrict the publication of research - might this help or would it create more problems than such a step might solve?</p> <p><b>Mark AO3 by asking yourself the following questions and awarding a mark where appropriate (max 5):</b></p> <p>A. Does the candidate refer to or discuss evidence from the passage?<br/>If YES award one mark</p> <p>B. Does the candidate correctly refer to different <u>types</u> of evidence - e.g. objectivity, subjectivity, facts, opinions? Ignore empirical.<br/>If YES award one mark</p> <p>C. Does the candidate refer to the <u>sufficiency</u> of the evidence or any gaps, flaws or bias? e.g.: does the author supply adequate evidence to back his argument?<br/>If YES award one mark</p> <p>D. Does the candidate correctly refer to <u>named types</u> of</p> |      |

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|  | <p>argument (e.g.: inductive argument, analogy, causal or from authority - ignore deductive)?<br/> <b>If YES award one mark</b></p> <p>E. Does the candidate make a qualified statement referring to strength of argument / evidence? e.g.: fact is a stronger evidence. Inductive arguments tend to be stronger than authority.<br/> <b>If YES award one mark</b></p> <p>F. Does the candidate identify specific evidence (e.g.: a quotation) as fact or opinion in the passage?<br/> <b>If YES award one mark</b></p> |                |
|  | <b>After marking for AO3, assess it for communication, AO4.</b>   | <b>5 (AO3)</b> |

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|-----------------|--|---|
| Question Number | <b>A04:</b><br><i>Communicate clearly and accurately in a concise, logical and relevant way. Note: The A04 marks are not dependent upon the A03 marks.</i> |   |
| 27              |  |   |
|                 | Mark   |   |
|                 | 0  | The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little (i.e. 4 lines/50 words or less) of the candidate's own writing to assess reliably. |
|                 | 1  | The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.   |
|                 | 2  | The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.   |
|                 | 3  | The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant, there are very few grammatical or spelling errors.  |

## Section C

### INTRODUCTION

Since we are not using a levels mark scheme, we focus on individual points or statements made by candidates, giving a separate mark for each.

AO1 involves knowledge and understanding which we shall usually see in the form of a factual statement.

For AO2, we are looking for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements. If you can put these words (or similar) in front of something the candidate has written then it is probably involving explanation, interpretation, evaluation, integration of ideas, exemplification (selection of suitable materials/examples) so 1 AO2 mark can be awarded for each such point.

| Context   |   |
|---|---|
| <p>The first spacecraft was the Soviet satellite Sputnik launched in the 1950s. In 2013 India launched a spacecraft to orbit and survey Mars. During the intervening years space missions included moon landings, the Soviet MIR space station, and the Voyager spacecraft which have been travelling since 1977, taking pictures of the outer planets. The cost of the International Space Station so far has been estimated at £90 billion and each American shuttle craft launch cost more than £1 billion.</p> <p>Examine the proposition that we should abandon all space exploration and instead spend the money on eradicating poverty and hunger on Earth<br/>(8 AO1, 8 AO2, 4 AO4)</p> |   |
| Q28   | <i>AO1:</i>   |
| Mark  | <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>  |
| 0-8   | <p>The question requires a discussion of the relationship between space exploration and alleviating poverty/hunger - those who only consider one of these aspects will be limited to a <b>maximum of 6 marks</b>.</p> <p>Award 1 mark for each valid point, up to a maximum of 8 marks, such as:</p> <p>A1 - Space exploration has had technical spin-offs e.g. use of satellites, materials science, electronics (plus award 1 mark for each of 3 separate examples).</p> <p>A2 - Threat of asteroids needs to be monitored</p> <p>A3 - Some countries have large military/scientific spend and also have extensive poverty e.g. India, China</p> <p>A4 - There are already organizations dealing with problems e.g. OXFAM, UNHCR (plus award 1 mark for each of 3 separate examples)</p> <p>A5 - Exploration is an essential part of extending scientific knowledge/satisfying human curiosity (plus award 1 mark for each of 3 separate examples)</p> <p>A6 - Every new discovery adds to understanding our place in the Universe (plus award one mark for up to 3 separate examples)</p> <p>A7 - There will always be problems such as poverty etc but perhaps less so than in previous years because of scientific/technological advances (plus award 1 mark for each of 3 separate examples)</p> <p>A8 - Poverty and hunger are increasing / a large percentage of the world is in poverty.</p> |

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|  | <p>A9 - There are alternatives available to fund poverty reduction (examples gain 1 mark each - Max 3)</p> <p>A10 - Poverty / hunger are often a result of unfair distribution of resources rather than a lack of resources.</p> <p>A11- Any other appropriate statement, e.g. money spent may not be of any use.</p> <p>A12 - Relevant use of material from source.</p> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above. Where candidates relevantly use information from the stimulus, this should be awarded marks.</i></p> <p>Some these issues will be debated and awarded marks for AO2 (see next page). Examiners' assessments here should weigh the knowledge and understanding presented in support of whatever aspects of space exploration/alternative spending the candidate discusses.</p> |
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|-------------|--|
| Q28<br>Mark | <i>A02: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i>   |
| 0-8         | <p>The question requires a discussion of the relationship between space exploration and alleviating poverty/hunger - those who only consider one of these aspects will be limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <p><b>Selecting:</b> identifying and applying relevant evidence<br/> <b>Interpreting:</b> showing how evidence helps to answer the question<br/> <b>Evaluating:</b> assessing the strength of the evidence in support of the question<br/> <b>Integrating:</b> using evidence to develop a coherent argument/conclusion</p> <p><i>Note - evidence can be information, data, concepts or opinions</i></p> <p><i>A02 points typically relate to A01 points and add explanation, interpretation and/or evaluation. The points made inevitably depend on the A01 points but are likely to include such points as:</i></p> <p>B1 - Cost and benefits of space exploration - how this has already helped mankind.</p> <p>B2 - In a democracy, people often do not want another country to be ahead of our country; some may see the 'space race' as part of a larger conflict.</p> <p>B3 - Not all space exploration is undertaken by individual countries so costs are shared between a number of countries.</p> <p>B4 - In a country with big social and economic divisions, better off people may not understand or recognise the urgency of the poverty/hunger crisis. People may see it as a waste of money.</p> <p>B5 - Could we be sure that money diverted from space exploration would be used to reduce hunger/poverty rather than road building or more fanciful schemes?</p> <p>B6 - Could the money spent on space exploration really make a difference to poverty/hunger? Difficulties in helping suffering in war torn nations.</p> |

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|  | <p>B7 - Potential value of space exploration is priceless as it may save the future of mankind.</p> <p>B8 - Ethical / moral considerations of the need to eradicate poverty as a priority over space exploration.</p> <p>B9 - Up to 3 marks for drawing and developing a valid conclusion.</p> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></p> |
|--|---|

|             |   |
|-------------|---|
| Q28<br>Mark | <p><b><i>AO4:</i></b><br/><i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></p>   |
| 0           | The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little (i.e. 40 words/5 lines or less) of the candidate's own writing to assess reliably. |
| 1           | The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.                                |
| 2           | The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.   |
| 3           | The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.  |
| 4           | The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.  |

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| <b>Q29</b>   |  |
| <p>Humans have domesticated and used animals to provide food, clothing, labour and companionship for thousands of years. As modern medical science has developed, animals have also been used to test drugs and medical procedures. Britain introduced the Cruelty to Animals Act in 1876 in an early attempt to regulate the treatment of animals. More recently, philosophers such as Peter Singer, have argued that animals have rights, but there is no consensus on whether such rights should apply to all or some animals, and what specific rights should be recognised.</p> <p>How strong are arguments for and against recognition of animal rights?<br/>(8 AO1, 8 AO2, 4 AO4)</p> |  |
| Mark   | <p><i>AO1:</i><br/><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p>  |
| 0-8  | <p>The question requires a discussion of the arguments for and against animal rights - those who only consider one of these aspects will be limited to a <b>maximum of 6 marks</b>.</p> <p>Award 1 mark for each valid point, up to a maximum of 8 marks, such as:</p> <p>A1 - Some animals have similarities to humans—others less so—what criteria should be used to decide?</p> <p>A2 - Animals can experience pain/distress.</p> <p>A3 - Other animals e.g. insects do not have same awareness / level of consciousness / sensitivity to pain / distress.</p> <p>A4 - Do we need to differentiate / draw the line somewhere: how do we decide?</p> <p>A5 - What rights do any of these species have? Does factory farming contravene animal rights?</p> <p>A6 - Should mankind assume we have the right to decide regardless of the interests of other species?</p> <p>A7 - What is the case for refusing to recognise rights for animals? E.g. they are needed for drug testing / food.</p> <p>A8 - Organisation / legislation which protect animals exist (1 mark extra for each named example, Max 3).</p> <p>A9 - Do pets have more rights than wild animals?</p> <p>A10 - Religious interpretations of animal rights.</p> |

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|  | <p>A11- Any other appropriate statement.</p> <p>A12 - Relevant use of material from source.</p> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above. Where candidates relevantly use information from the stimulus, this should be awarded marks.</i></p> <p>Some these issues will be debated and awarded marks for AO2 (see next page). Examiners' assessments here should weigh the knowledge and understanding presented in support of whatever aspects of animal rights the candidate discusses.</p> |
|--|---|

| Mark | Descriptor   |
|------|--|
| 0-8  | <p data-bbox="331 304 1263 338">Award <b>1 mark</b> for each valid point, up to a maximum of 8 marks.</p> <p data-bbox="331 375 1414 485">The question requires a discussion of the arguments for and against animal rights - those who only consider one of these aspects will be limited to a <b>maximum of 6 marks</b>.</p> <p data-bbox="331 525 1325 558">Points should be used to demonstrate how evidence is marshalled by:</p> <ul data-bbox="331 562 1398 751" style="list-style-type: none"> <li>• <b>Selecting:</b> identifying and applying relevant evidence</li> <li>• <b>Interpreting:</b> showing how evidence helps to answer the question</li> <li>• <b>Evaluating:</b> assessing the strength of the evidence in support of the question</li> <li>• <b>Integrating:</b> using evidence to develop a coherent argument/conclusion</li> </ul> <p data-bbox="331 789 1252 823"><i>Note - evidence can be information, data, concepts or opinions.</i></p> <p data-bbox="331 856 1414 966"><i>A02 points typically relate to A01 points and add explanation, interpretation and/or evaluation. The points made inevitably depend on the A01 points but are likely to include such points as:</i></p> <p data-bbox="331 999 1414 1071">B1 - Any rights have to be limited/defined as they are for humans, so who is to decide what the rights should be?</p> <p data-bbox="331 1108 1154 1142">B2 - Do animals have any rights to decide for themselves?</p> <p data-bbox="331 1180 1414 1251">B3 - What should be the role of animal welfare organisations such as RSPCA?</p> <p data-bbox="331 1289 1414 1360">B4 - Would international agreement be possible given variety of attitudes in different countries?</p> <p data-bbox="331 1398 1414 1470">B5 - Are animal rights a luxury which can be afforded only in rich countries?</p> <p data-bbox="331 1507 1203 1541">B6 - Could animal rights take precedence over human rights?</p> <p data-bbox="331 1579 1365 1612">B7 - Would rights be defined to combat cruelty e.g. starvation, beating?</p> <p data-bbox="331 1650 1414 1722">B8 - Is it relevant that alternatives to use of animals are now available e.g. testing drugs on animals.</p> <p data-bbox="331 1759 1187 1793">B9 - What are the arguments for denying rights for animals?</p> <p data-bbox="331 1831 1414 1864">B10 - The existence of laws / organisations demonstrate many people</p> |

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| <p>accept the idea of animal rights.</p> <p>B11 - Development of religious / ethical issues.</p> <p>B12 - Up to 3 marks for drawing and developing a valid conclusion.</p> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></p> |
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| Q29  | <p><b>A04:</b><br/><i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The A04 marks are not dependent upon the A01 and A02 marks.</i></p>  |
| Mark |   |
| 0    | The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little (i.e. 4 lines/50 words or less) of the candidate's own writing to assess reliably. |
| 1    | The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.                                |
| 2    | The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.   |
| 3    | The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.  |
| 4    | The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.  |

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