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Examiners' Report June 2010

GCE General Studies 6GS03

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Introduction

This was the second session of the GCE2008 specification for this unit. Just under 5000 candidates took the paper.

Candidates made good attempts to answer the whole paper, and there were very few blank responses to questions. As in January, the time available did not appear to be a problem; most candidates finished the section C essay without appearing to be rushed. It might be helpful for teachers to discuss strategies for maximising candidates' scores - for example, by considering whether to tackle the longer essay question first. Although the tidiness of candidates' responses still leaves much to be desired, very few answers were illegible. Since the papers are scanned and read on screen, using an ink with a strong contrast is very helpful, and our advice on this has been heeded.

The biggest concern about candidates' knowledge and understanding of the specification in this paper is a continued lack of understanding of some basic concepts in argument. One of the main aims of the General Studies specification is to raise awareness in the skills of presenting a case, and detecting weaknesses in an argument. It is, therefore, a surprise to find apparently limited understanding of the main forms of argument and strengths and weaknesses of evidence. In this paper, Q7 required a basic understanding of "scientific method". While many candidates could make a start, too many floundered by talking about "proving" theories conclusively. It is very important in this specification that candidates understand that science does not deliver a final "proof". All scientific theories are open to examination - although this does not mean that because they can be questioned, they are therefore "not true". Q10 looked for an understanding of an argument by analogy, and why such arguments are open to question. Although higher scoring candidates could readily identify an analogy, they were much less successful in explaining why such arguments are usually weak. In questions where marks for AO3 are awarded, candidates as a whole tend to overlook the need to recognise that they must support their evidence (Is what you have written supported by sources you have read, or could be established through research, or, is it hearsay, or just your personal opinion?). Objectivity and subjectivity are apparently better understood these days, but candidates are not skilful in making their understanding applicable to the question they are answering. The reason that these qualities are sought and tested are to enable students to recognise and counter the poor arguments and reasoning that fill our daily lives. However, candidates for this specification have improved in this respect over the years.

Question 1(a)

This question tested candidates' understanding of the specification section - "How do we measure changes in society?" in a specific context described in the source. Candidates generally found at least one and often two reasons for the collection of information on death certificates. The marking allowed for candidates who could work out from the data recorded, any information that might be inferred.

1 (a) Give two reasons why the government collects data from death certificates. (2)

1 Recording changes in the virulence of certain bacterium.

2 To see which age groups are more at risk from certain bacteria.



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Examiner Comments

This has two correct marking points - the first is one that can be quoted almost directly from the passage, the second is a reasonable extrapolation from the data that is recorded.

1 (a) Give two reasons why the government collects data from death certificates. (2)

1 Recording changes in virulence of certain bacterium.

2 To record population changes.



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Examiner Comments

The first reason given is a marking point taken directly from the source, however the second reason given cannot be deduced from information in the source, and cannot be inferred from the data recorded (to know about population changes requires more information than how someone has died).

Question 1(b)

A straightforward question in which most answers centred around the MRSA question. Candidates sometimes developed one point instead of making two separate points, most notably when talking about lifestyle factors or underlying illness.

(b) What are the limitations of data collected from death certificates?

(2)

Death certificates give only the cause of death, it cannot give cures for the bacterium that may have caused the person to die. It also doesn't take into account the lifestyle and health of the deceased, nor does it mention any other problems they may have had (eg- asthma). (Total for Question 1 = 4 marks)



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Examiner Comments

This answer gained one mark for noting the absence of lifestyle information. The comment about cures in first sentence is not relevant to the question.

(b) What are the limitations of data collected from death certificates?

(2)

Data collected from death certificates do not explain the individual circumstances that may have led up to the death. For example, a person may have been depressive ~~and~~ for a year or more before their death, but the certificate would not mention this.

(Total for Question 1 = 4 marks)



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Examiner Comments

The two sentences are all about contributory factors - therefore only 1 mark

Question 2

Most of the candidates correctly identified the graph. However many went on to also describe the incorrect graph as well - sometimes in as much or even more detail. They also went further to suggest reasons for the fluctuations which unfortunately would not result in extra marks for this particular question but cost them time.

2 Describe the trend in the graph showing MRSA as the underlying cause of death.

From 1993 to 2006 MRSA as the underlying cause of death has steadily risen but drops slightly in 2007. From 1993 to 2006 the number of deaths goes from 50 to about 550 then in 2007 drops to 500.

(Total for Question 2 = 2 marks)



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Examiner Comments

This answer makes it clear which graph is being discussed, and the features of the graph are identified so 2 marks awarded.

2 Describe the trend in the graph showing MRSA as the underlying cause of death.

It has a positive correlation and steadily increases from 1993 to 2004 when the number of deaths increase dramatically but the MRSA doesn't increase in tandem, meaning people are dying alot more by other factors.

(Total for Question 2 = 2 marks)



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Examiner Comments

The answer is confusing deaths overall with the incidence of MRSA, and gains no marks.

Question 3

This was a demanding question. Not many candidates gained both marks. It was comparatively common for candidates to recognise that SA infections appeared to be well controlled by existing antibiotics, or that MRSA appeared to be poorly controlled. The second mark on the significance of the observation - for example that it should alert the authorities in some way - was rarely gained.

- 3 Explain the significance of the observation that the number of certificates mentioning *Staphylococcus aureus*, but not MRSA, has been constant from 1993–2007.

This observation suggests that the MRSA strain of the bacterium is a lot harder to control - This is significant as from the graph we see it getting worse.

(Total for Question 3 = 2 marks)



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Examiner Comments

This gains one mark for the alternative first marking point

- 3 Explain the significance of the observation that the number of certificates mentioning *Staphylococcus aureus*, but not MRSA, has been constant from 1993–2007.

This shows that the bacterium is beginning resistant to treatments and therefore is resulting in a higher number of infections and deaths. It will be harder to develop new drugs to prevent the spread of MRSA, as staphylococcus aureus is resistant to penicillin, and meticillin. This means, older people specifically, are at higher risk when ill or in hospital. (Total for Question 3 = 2 marks)



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Examiner Comments

The answer given confuses MRSA and SA, and therefore the explanation does not address the question.

Question 4

Well answered - the commonest answers involved the expectation that you enter hospital expecting to be cured, not gain another infection, or the indication that there may be hygiene issues in the hospital.

4 MRSA is often referred to as a "hospital-acquired" infection. Why are hospital-acquired infections of great concern to health services?

Hospital-acquired infections are of great concern to health services because this means that lots of strain will be put on their facilities such as, hospitals, health centres, etc.

(Total for Question 4 = 2 marks)



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Examiner Comments

A good marking point - indicating the extra demand made of hospital resources.

Question 5

A significant number of candidates are confused about the different types of microorganisms, with many describing SA and MRSA as viruses despite them being clearly referenced as bacteria in the stem of the question. This rendered some of their arguments invalid given that antibiotics are ineffective against viruses. The key point is that candidates need to be aware that many topics require a precise use of relevant vocabulary and care should be taken in its use. A few good candidates did grasp the idea that the widespread use of antibiotics would lead to more problems in future. No one suggested that antibiotic use in other situations would be a problem; large numbers of candidates missed the point altogether and thought we should use antibiotics all the time.

Many candidates did not read the question carefully enough - "assess the strength of the evidence" means that you must look carefully at the passage to see how it might support the idea that using antibiotics indiscriminately may cause problems in the future.

It was anticipated that good candidates would consider bacterial mutations in an evolutionary context, but there were very few who did so.

- 5 MRSA is an example of a genetic change in a bacterium which has developed a resistance to antibiotics. It can be argued that the use of antibiotics will present continuing problems for the medical services.

Assess the strength of the evidence from the passage in support of this argument.

In this passage, there is, in my opinion clear evidence which shows that the use of antibiotics such as penicillin and meticillin can prove harmful to not only the patients being treated but also to the health services.

However, I feel that the patients that antibiotics treats and is beneficial for, outweighs the people who contract the MRSA virus annually. Every year thousands if not millions of people are treated through the use of antibiotics, whether its for bad skin, a cold or a life threatening infection; compared to the 1000 or so people who die from the MRSA virus each year.

Overall, I feel that this evidence is not very strong and cannot support this claim.



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Examiner Comments

(Total for Question 5 = 6 marks)

This answer gains one mark for a comparison of MRSA deaths with the millions cured with antibiotics, another for identifying evidence and another for the conclusion.

Question 6

Few candidates reflected on the "progress" of medical science, but a fair number of candidates adopted the logical approach of producing three headings: ethical, social and economic (problems). This was helpful, as they forced themselves to think more widely about the question.

The most common response to this question related to the ethics of animal research. Some candidates presented very thoughtful discussions of the issues but most were very brief and simplistic in considering the rights and wrongs. Candidates should be encouraged to look at such issues from both sides and then not be afraid to present their own opinion based on the facts and knowledge they have displayed. Many candidates considered that animal testing was the only real ethical issue relating to medical progress, but some mentioned stem cells, IVF, blood transfusions and cloning linked to religious beliefs. A small number worried about organ transplants, particularly from pigs.

There were answers considering the morality of and the social issues from developing life-extending cancer drugs and their allocation. This is a very emotive subject and may well have touched many of the candidates' lives. The passion they felt about the injustice came across but often led to imbalance in their answers. Euthanasia was also popular whilst allowing this if the arguments were secure/ unsure how far this can be assessed as progress.

Very few candidates spent any time on economic issues - for example, can we afford to give all that need them, expensively produced drugs?

6 Progress in medicine can cause ethical, social or economic problems. How can such problems be avoided or minimised?

An example of ^{such} medical technologies is gene therapy and the use of embryonic cells for use in making tissues or organs for transplant.

Ethical issues surrounding it are whether we should be using cells of potential life in this technology. Such an issue can be avoided by preventing the 'cons' of developing such a technology, ~~like~~ like curing heart and lung damage, or finding alternative methods. Bone marrow cells show potential for development.

Economic problems addressed and whether money should be invested in technologies which

may fail or even cause damage. Again the
 'cost' of ~~these~~ studying these technologies
 need to be looked into. The number of lives
 saved if developments succeed would be ~~as~~
 greatly increased and money spent as
 investment would pay off. With an invest-
 ment, ~~that~~ there is no ~~chance~~ chance of
 success.


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Examiner Comments

This answer reaches level 2 for A02 - there is a limited range of evidence and there is limited explanation. It uses evidence, rather than reflecting on its value, and therefore only gains one A03 mark. Communication is a little below average, therefore two marks.

The candidate has classified ethical and economic issues, but not made the most of their classification

- 6 Progress in medicine can cause ethical, social or economic problems. How can such problems be avoided or minimised?

The problems that ^{progress} medicine can cause are those such
 as the cost of free-health-care on the taxpayer, the ethical issues
 with testing new medicines on animals ~~and~~ ~~and~~ and those such
 as who are entitled to access to certain drugs and help, for example some
 life extending but not curative cancer drugs have not been available on the NHS
 as they have been described as too expensive for the little improvement they provide
 This has caused great controversy among many people, but ~~there~~ ^{there} are

some ways to avoid such problems.

One way to make sure these problems are minimised is to make sure there are clear guidelines and rules ~~concerning~~ ^{for them} put in place so that ~~the~~ everyone knows exactly what they can or cannot do. However in some situations, there must also be room for some leeway in special circumstances as problems regarding medicine are never pure black - white and simple. For example

In addition, to avoid economic problems with certain medication, households should be assessed for their financial means to see whether they should pay a contribution towards their healthcare should they fall ill, ^{to share the price} and ^{on the NHS} so people with no spare funds should they fall ill can still be treated.

In conclusion, while there are many complex problems and issues involving ethics, society and ^{the} economy, there are some solutions to minimise the effects.



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Examiner Comments

This is a good answer to a demanding question. The candidate identifies a good range of evidence and draws a justified conclusion - that problems can be minimised. The use of evidence and appreciation of its value in supporting the conclusion gains 2 marks for A03, and the piece is well written, gaining four marks for communication



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Examiner Tip

In a question where there is a list of any sort - here ethical, social and economic problems - it helps the candidate to structure their answer around the list.

Question 7

Candidates' answers varied widely on this question. Marks were awarded if the answer a) recognised the need for a hypothesis, or preliminary explanation and b) suggested that this explanation is tested by experiments or further observations. If these key points were noted, full marks were gained. Common misconceptions involved "proving" things absolutely, evoking the naïve belief that science comes up with true answers.

7 What is meant by the term 'scientific method' (line 30)?

Introducing a hypothesis (a claim about the world) and testing it until it is verifiable.



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Examiner Comments

Although brief this answer gains both marks - using a hypothesis, then testing it, although one has to read "verified" for "verifiable".

7 What is meant by the term 'scientific method' (line 30)?

Scientific method is the method in which things can be explained. Using evidence ~~and~~ to prove a theory.

(Total for Question 7 = 2 marks)



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Examiner Comments

The answer is not clearly expressed but the candidate has given the idea that 1) scientific method creates explanations which are then 2) tested. In this case the candidate has mentioned "proving" a theory, but in the context of an explanation, so 2 marks can be awarded.

Question 8

The wording of this question was quite demanding, although this did not seem to put candidates off.

Most candidates gained at least one mark, only higher scoring candidates gaining both. The acceptable responses were roughly evenly addressed. Commonest errors were to refer to Newton's ability as a student at Cambridge and/or his early work on optics.

- 8 Give two statements, one from each of paragraphs 2 and 4 that support the writer's claim that Newton's comment to Hooke is a 'strangely modest and paradoxical one' (line 32).

- 1 The statement from paragraph 2 would be 'He invented the mathematical technique of calculus, but kept it as his secret tool'.
- 2 the statement from paragraph 4 would be 'He kept things close to his chest'.

(Total for Question 8 = 2 marks)



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Examiner Comments

The first point is clearly in the marking scheme; the second is not something that reflects helpfully on Newton's comment.

Question 9

Most candidates found the question accessible and were able to make a reasonable response. High scorers correctly identified both similarities and differences between artistic and scientific innovation and some very perceptive discussion of the merits of both was given. The poorest answers tended to concentrate on simple statements of the candidate's own preference for art or science and gave very simplistic comments on the value of each to society. Marks were available for comments related to art or science individually, but simple answers that were prepared to consider both on their own merits tended to score these marks whereas one-sided answers tended not to yield credit-worthy responses.

- 9 Newton discovered that sunlight (white light) is a mixture of light of different colours that could be separated and recombined using prisms. The Impressionists discovered that the use of brush strokes of pure paint colour could produce the effect of movement and realism in their paintings.

How similar are scientific discoveries and artistic innovations?

There is a similarity in scientific discoveries & artistic innovations in the idea that they both create new, influential ideas which can shape the views of different parts of society & the way certain things are conducted. I believe they differ in their importance amongst the world as the understanding of the universe is of a higher calibre than the ability to paint a realistic canvas.

(Total for Question 9 = 3 marks)



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Examiner Comments

This answer receives just one mark for "creating new ideas".

Question 10(a)

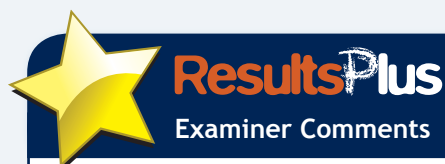
This was fairly universally well answered as most understood the narrative of the analogy and were able to relate the elements and explain how it 'works'. A few completely missed the point and jumped to the conclusion that the question was about Newton and the apple, disregarding any other points read in the text.

10 Newton made use of an analogy in developing his scientific explanation of gravitation.

(a) Identify and explain this analogy.

(3)

Gravitation between the moon & the earth was explained by analogy. The moon is likened to a ball which has been thrown ^{very fast} upward and falls down but thanks to the curvature of the Earth & speed misses its landing to circle the Earth. This analogy is also coupled with the ^{illustration of the} traditional apple falling to Earth.



This is a good answer and explains the analogy well, for 3 marks.

Question 10(b)

The most able candidates prefaced their answer to this question by saying what an analogy is and how it works, and were then able to correctly explain why explanation by way of analogy is a weak form of argument. Others made less concrete references to the differences in strengths of arguments based on evidence and factual data as opposed to those based on opinion, but failed to relate this back to the stem of the question which directly asked about analogy. Although comments were very valid, they failed to fully answer the question. This illustrates the need for candidates to ensure that they answer the question asked as well as demonstrating the range of their knowledge.

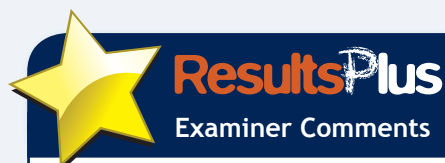
If candidates remembered that analogy requires comparison between two things, they generally scored well. Far too many did not remember and produced apples-based descriptive pieces.

(b) Explain how reasoning by analogy may be regarded as a weak form of argument.

(3)

Because just because two things are alike does not mean they ^{will} ~~can~~ behave in the same way. Also analogy can be an oversimplification or may confuse the matter. An analogy is a casual argument, just because things ^{appear} ~~are~~ similar does not mean they ~~are~~ similar.

(Total for Question 10 = 6 marks)



This answer is worth 2 marks - an analogy is making a comparison, or saying that something is like something else; but it may well lead to over-simplification and hence confusion.

Question 11

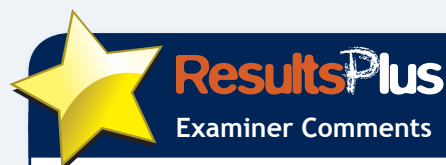
Many candidates chose to interpret the question very broadly and talked in general terms about the development of views of the universe and belief systems, often seeing this as a “religion v science” debate. Consequently many answers were ill-defined and vague. Those who chose to interpret the question very narrowly in terms of Newton’s law of gravitation, using only this to illustrate their answers, tended to give more concise responses which scored more highly.

Many accounts rambled round the subject. Most earned at least one mark for change in beliefs, very few earned 4.

11 How does a major scientific discovery such as Newton’s universal law of gravitation change humanity’s view of the Universe?

Such scientific discoveries change humanity's view of the universe as primarily it gives us a greater depth of understanding which we may previously have been unaware of, or something which we attribute to a ~~an~~ transcendent being such as 'God'. It also motivates us to explore and question other aspects of the universe which we are unaware of, leading to further progress, and a much more informed society than those previously.

(Total for Question 11 = 4 marks)



This gains one mark for noting that Newton gave us a deeper understanding of the universe, and another for encouraging further progress.

11 How does a major scientific discovery such as Newton's universal law of gravitation change humanity's view of the Universe?

It helps to give a scientific understanding to elements of life previously attributed to the supernatural. It can have the effect of moving humanity away from religion as science begins to provide answers to previously religious questions. It also gave weight to the idea that the Earth moved around the sun, so that the idea of a heliocentric universe could be upheld against those who believed that the Earth was the centre of the universe.

(Total for Question 11 = 4 marks)



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Examiner Comments

This is a good answer, reflecting on the change from a mystical view of the heavens and heliocentrism and gains 3 marks.

Question 12

This is one question where a few of the candidates failed to write anything at all. The best answers were structured and discussed "progress" in terms of a starting point before Newton, changes occurring during Newton's lifetime and then subsequent changes that could be seen both in positive and negative terms. They also gave concrete examples to illustrate their points, rather than generalised references to "the good of humanity".

This question highlights the fact that candidates need to realise, and be taught in some depth, the key concepts in each of the General Studies units. "Progress" is a word we use liberally, but often forget its subjective nature. Candidates are at a distinct advantage in answering these questions if they scan the question for such key words, and will benefit from spending a minute or two reflecting on their meaning.

12 To what extent should discoveries such as Newton's be regarded as "progress"?

Near enough all discoveries can be regarded a process until a new theory / discovery comes into light, in which case scientific knowledge and understanding can go back on its self. Furthermore, some discoveries cannot 'progress' in society straight away until they are accepted. For example Alfred Wegener studied the crust of the Earth. He noticed that south Africa and ~~America~~ Canada's coast line seem to fit one another like a jigsaw piece. He also found fossils of the same animal mesosaurs in two different places, he thought that the land must of once being together as the the same species can not have survived in two such different locations. His idea was that at one point there was one crust in the Earth call Pangea which later split into Gondwana land and Laurasia. His ideas were not accepted and progressed as he was not an ~~asap~~ expert on the field and couldn't explain why it happen. However, his discoveries lead to later discoveries of

sea floor spreading at ~~the~~ sea floor ridges and the destruction of crusts at trenches and this in fact progressed society of prediction of earthquakes that can be seen as a ~~process~~ process as ~~they~~ the knowledge is protecting humans.

Moreover, a very famous discoverer of the theory of evolution by Charles Darwin can be regarded a

process and his work studying species of two different islands is still widely taught in schools today and was a major discovery which explain why humans have evolved. On the other hand, some discoveries should not be regarded as process such as the Atomic bomb which in fact causes great security threats and perhaps should never of been discovered. However, generally discoveries should be regarded as process for instance the development of aeroplanes, an overall transport has certainly help to progress society and has lead to increased Globalisation. Therefore, as long as the discoveries benefit society they can be seen as a progress ~~eg guns weapons are are classified~~



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Examiner Comments

This answer gained 8 marks. It developed a scientific discovery different to Newton's. It gained 2 marks for the idea of continental drift, which then led to further discoveries. Problems caused by scientific discoveries such as the atom bomb and technological advancements such as aeroplanes were also worthy of 2 marks.

Although there is reference to much evidence, there is little or no evaluation. There is a reasonable conclusion, but the communication mark is 2 out of 4, because the writing is muddled and confused in places.

12 To what extent should discoveries such as Newton's be regarded as "progress"?

Undoubtedly discoveries such as Newton's should be regarded as 'progress'. By beginning to understand gravity and the natural world we are enhancing our understanding of the universe and look back to periods when we had no idea whatsoever. As well as being mesmerising, Newton's discovery celebrates life and humanity as it has led to the progress of innovations such as flying and furthermore makes us see at what exactly life is. This 'progress' leads us to ask more daring questions as it is a stepping stone. Where did life originate? Is there life on other planets? These questions can only be contemplated because of progress!

However, others may take a different view and not regard it as progress. Some may say we should just accept things are as they seem and there is no need to question. Not all 'progress' is benefactor, 'progress' in science could lead to cloning or the ability to work if babies have downs-syndrome and so we should abort them. Another example

is that 'progress' allows us to engineer babies to our preference.

As we can see, a starry eyed as progress makes us we should never ignore the back door of implications it opens of which not all are as sweet and heart warming as Newton's famous apple.

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Examiner Comments

This answer gains a total of 10 marks. It scores three marks for: referring to innovations originating in a greater understanding of gravitation; the more speculative ideas derived from Newton's leap forward on the nature of the universe; how developments can lead to problems - such as cloning. There are 3 marks for A03 - the answer provides evidence, makes an analysis and draws a reasonable conclusion. Finally the piece is well written so gains full marks for communication.

Question 13

13 In 2008 trial schemes were set up giving parents access to information about convicted paedophiles in their area.

How far are such schemes worthy of support?

This was the more popular of the two essays. Some good responses looking at a variety of features detailed in the mark scheme. Many mentioned recent high profile cases, for example, Sarah Payne and the recent re-arrest of one of the Jamie Bulger murderers. Most were able to balance the rights of parents and children against the rights of the individual who has served their sentence and deserves a second chance. Most not surprisingly came down in favour of the rights of the child especially those who appeared to have a better understanding of the nature of paedophilia. Candidates are clearly capable of being shocked especially by crimes against children. There were some rants and highly biased vendetta type answers. Candidates need to be reminded of the need for balance and consideration of all viewpoints in their answers.

It was clear that this was a question that candidates were able readily to identify with and the majority were able to consider both viewpoints when discussing this question, though they may have had a fairly narrow perspective on the issues raised. High-scoring candidates were able not only to consider from a local, more personal, perspective but were able to consider the wider ramifications in terms of civil liberties and human rights. One point to note is that although most candidates gave persuasive arguments both for and against the trial schemes, they often failed to give a summing up at the end to show that the evidence they had presented supported their conclusion.

The majority of candidates did try to give balanced arguments between the perceived 'safety for parents' versus 'right to privacy' for a time served criminal. Some really good answers also included questions about 'non-convicted paedophiles' - suggesting that greater dangers may exist in the yet to be discovered offenders; other answers suggested logically that similar schemes for 'rapists and murderers' might be appropriate.

This particular scheme is controversial, as are numerous others.

Schemes such as these can be seen as very worthy of support as they benefit and protect the vulnerable, i.e, children. Surely if schemes are set up that protect these children then they should have a lot of support.

As this scheme gives parents access to these convicted paedophiles, it does not give the information to the general public, just those who the police feel

the parent to take the information and use it as they see fit, whether that is warning their children or moving to a different area. It gives the parents control and allows them to feel safe and aware of their environment.

They also ~~would~~ could create a better relationship with the police and encourage co-operation as the parents would feel that they are in 'the know'.

The schemes like these could lower crime and even help the paedophiles as they know people know their crime and so could encourage them to change for the better.

However, schemes like these can also spark dozens of problems.

One of which is the safety of the convicted person. If people know their crime and such a crime like paedophilia then it could spark off a campaign ~~of~~ against this person to the extent where they are not only emotionally, but physically harmed. This could spiral the convicted person into depression or worse and would not encourage them to become a better person. Although, the police would still have a duty of care and should protect this person, regardless of their crime.

Schemes such as these, can be seen ~~against~~

going against a person's basic human right. It is a human right to privacy and to disclose information about themselves only as they see fit. (The media don't agree to this obviously, celebrities are bombarded with paparazzi daily which they did not ask for. However, it could be argued that by going into an industry like entertainment then media bombardment should be expected). The convicted may have come out of prison wanting a better life and looking forward to the future. If they are pestered and bullied about their past they will never have this future and who are we to take this away?

If the police were to disclose information, it would be only in the hope that it would benefit parents because this person is dangerous. If that is the case, why have they been released from prison if they are a danger to the public?

In conclusion, I believe that such schemes should be worthy of support to an extent. Information should only be disclosed to a limited amount of people who could be in immediate danger. However, the police should keep a close eye on the convicted and the people have information and should remove the

convicted with their permission from a situation which has made it dangerous for the convicted to continue living where they are. Information given should also be restricted such as all the details of the crime and when etc.

I believe that everybody has the right to a second chance, so long as they use it and have no thoughts of reverting back to their previous ways and are not a danger to others.

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Examiner Comments

This is a very good essay and receives a total of 25 marks. It reaches a high level for AO1 and AO2. Good points for and against are made. The collation of evidence, assessment of its significance, awareness of bias and a justified conclusion gains full marks for AO3. The piece is very well written with a coherent argument and gains 5 marks for communication.

Arguments for these schemes are that these people are offenders and most likely have something wrong in their head so parents will want to protect their children from these people, who could ruin their child's life. Although it is wrong to have a vigilante attitude to these things if the parents ganged up and excluded these people

from the community or even drove them out the area by heckling them it would be for the greater good. In my opinion depending on the level of the offence should not be allowed in to society and then I wouldn't be here answering this question about these schemes because they wouldn't be necessary.

Arguments against these schemes would be these people would be harassed by the public which is unfair if they have changed or if it was a long time ago. It is also an invasion of privacy, if it was happening to everyone and that the government posted personal information or something secret to yourself to all

your neighbours you wouldn't like it, it will be the same for them. It could cause a panic among parents if they know there is a paedophile in the area, sometimes it is best if people don't know things.

To conclude, I would argue that the arguments for outweigh the arguments against, and therefore I believe that these schemes are worthy of support.

Whether or not people would agree with me, and also support these schemes is their choice.

Though I would say that most people will support these schemes as it increases their child's safety.



ResultsPlus

Examiner Comments

This is not a well written essay, since the language is muddled and confused in parts. However it is reasonably structured, with points for and against, and draws a simple conclusion. It reaches mid level 3. A03 gains 3 marking points - the essay refers to evidence, of which there is some critical scrutiny and draws a conclusion. The quality of communication is not good, but is broadly understandable. The whole essay gains a total of 15 marks.

Question 14

14 "Revolutions in transport technology have created problems for humanity that are impossible to solve."

Critically examine this assertion.

This was the less popular essay. Most candidates restricted themselves to discussions of problems caused by use of fossil fuels in transport and the subsequent consequences for climate change. It was noticeable that there is still a lack of understanding among candidates of the issues involved in climate change, with a significant minority referring to "holes in the ozone layer" as a prime problem. There were some very detailed answers that gave a lot of evidence showing that candidates had taken serious note of the issues involved. Higher scoring candidates addressed other issues such as the effects of transport changes on societies, local and world trade and even the problems of the transition to a more sedentary lifestyle, increasing levels of obesity and the consequences for health and health services. In questions like this, candidates should consider the problem in its widest sense and to ensure that they discuss several different issues affected by the topic. Candidates who clearly spared a little time to plan (and noted it down) almost invariably produced a more coherent response that scored relatively highly.

Most candidates, quite reasonably, concentrated on pollution and global warming as the principal problems, and most had a very optimistic view of the ability of scientists to solve problems quickly, so that we didn't need to worry. Quite large numbers assumed that there was no pollution linked to electric cars, so didn't worry about the pollution resulting from electricity production or indeed the manufacture of these cars in the first place.

"Revolutions in transport technology have created problems for humanity that are impossible to solve." ~~There has been a major modernisation of transport over the past 100 years, what started off as the humble motor car has now transformed into the super cars of this generation. Every year something bigger, better and faster is brought out, and while they may be nice to look at and great to drive the problems that they have begun to have on our environment will change everything and maybe at some point become life threatening. The issue of climate change has become major world news over the last few years as CO₂~~

emissions that are coming off cars and food factories is beginning to have an effect on our environment. The problem with these emissions is not just that they are having an effect on our climate but also the problems that this climate change is causing. The change means that the hole in the ozone layer is getting bigger, this hole then allows in more sunlight however these rays are much more dangerous than usual. These extra sun rays mean the planet is warming up, this has already led to the ice caps in both the Arctic and the Antarctic to slowly melt. There are two major problems with this melting, firstly if the completely melt the animals that live there will have no place to live and therefore will not survive. This could lead to the extinction of such animals. The other major problem with the melted ice caps is again if they melt completely this will lead to a rise in sea levels all over the world. This rise will not be welcomed by the parts of countries that are built on low land, for example the majority of the south of England will be underwater ~~lead~~ meaning loss of homes for those people but also overcrowding in the places built on high land. There are both drastic problems which will have a major impact on the world and they have to be

stopped now, while it is still in its early stages. People have already started trying to stop these problems, in lots of different ways. Car pooling, where people share one car rather than all going separately, this is a great way to save on CO₂ emissions. Also rather than drive you could walk or ride a bike, again it is something easy that could save the planet from a huge change.

Revolutions in transport technology have not only managed to cause global problems but are now trying to find the solution as the invention of cars run off substitutes for petrol has been developed. This will mean you can drive without having to worry ~~be~~ about producing CO₂ and it might just save our planet.

In conclusion although transport may have created many problems, new technology is trying to fix that and save us from major environmental change.

**ResultsPlus**

Examiner Comments

An essay which covers a range of evidence so high level 3. The candidate refers to and critically examines evidence and draws a valid conclusion so 3 marks for AO3. The writing is satisfactory, understandable and coherent but does not reach top level - 4 marks. Overall, this essay was awarded 20 marks.

Grade Boundaries

Appendix A: Statistics

6GS01: Challenges for Society

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	58	53	48	43	38
Uniform boundary mark	120	80	70	60	50	40

6GS02: The Individual in Society

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	60	54	49	44	39
Uniform boundary mark	120	80	70	60	50	40

6GS03: Change and Progress

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	57	52	48	44	40
Uniform boundary mark	120	80	70	60	50	40

6GS04: Beliefs, Values and Responsibilities

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	90	57	51	45	39	33
Uniform boundary mark	120	80	70	60	50	40

Maximum Mark (Raw): the mark corresponding to the sum total of the marks shown on the mark scheme.

Boundary Mark: the minimum mark required by a candidate to qualify for a given grade.

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