

Mark Scheme (Results)

June 2011

GCE General Studies (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/>

June 2011

Publications Code UA027981

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.

Quest. No.	Question	Mark
1		
	<ol style="list-style-type: none"> 1. The subject is of great public interest 2. Grabbing attention of the public for an important topic 3. The topic is, or can be, presented sensationally/excitingly/it has received Hollywood treatment 4. To increase sales of newspapers 5. To simplify a complex issue for readers 6. To be in line with fashionable trends 7. To raise awareness of environmental issues/change readers' attitudes <p>On the other hand -</p> <ol style="list-style-type: none"> 8. Different papers have different views and some are sceptical of anthropogenic climate change 9. Some see the debate as a political, rather than a scientific one/ it is a conspiracy to increase taxes <p>One mark each point up to 3</p>	3

Quest. No.	Question	Mark
2		
	<ol style="list-style-type: none"> 1. Research is a generic term for the use of scientific methods 2. Collects and uses (empirical) data/observations 3. Produces hypotheses based on the data/observations 4. Tests hypothesis against known event / carry out experiments 5. Suggests further tests of the hypothesis/checks reliability/repeats experiments/controls 6. Results in justifiable conclusions/theory 7. Scientific research is often the result of many scientists working together/peer review 8. Scientific research may focus on a specific problem (e.g. medical research into cancer/cystic fibrosis/diabetes/etc.) <p>1 mark each point, up to max 4</p> <p>Answers can receive full marks if they focus solely on scientific "method" OR if they note the objectives and overall approach of scientific research and mention an example OR if they take points from both.</p>	4

Question No.	Question	Mark
3		
	<ol style="list-style-type: none"> 1. A volcanic eruption in 1815/only one eruption referred to/suggest looking at other eruptions 2. This was followed by lower temperatures logged in 1816/only one instance of lower temperatures/suggest looking at other instances of lower temperatures 3. This in itself does not constitute "proof" – it requires similar instances to indicate a causal link 4. Possibility of another factor involved 5. The proficiency/quality/accuracy of the operators/equipment used might be challenged <p>1 mark each point up to 3</p>	3

Quest. No.	Question	Mark
4		
	<ol style="list-style-type: none"> 1. It allows them to track changing weather patterns 2. Captains needed to log very accurate weather details in order to know where they were 3. Readings were almost always taken in the shade of the cabin/taken in the same way 4. The readings were therefore directly comparable to modern readings 5. Oceans cover three quarters of the earth, therefore their influence on the climate is correspondingly great/lack of data from sea compared with land <p>1 mark each point up to 2</p>	2

Question No.	Question	Mark
5		
	<ol style="list-style-type: none"> 1. Suggests that scientists/newspapers may seek public attention by linking or making apocalyptic predictions /evidence may therefore be biased 2. Record-breaking losses in Arctic summer ice "could easily be due to natural fluctuations"/evidence may ignore other explanations 3. More recent evidence (Met Office) indicate that there is a detectable human impact/indicating evidence is always incomplete 4. The source points to a possibility/assumption rather than a fact/the evidence is of correlations 5. The conclusion that climate change is real is by inference/induction / it is always open to refutation 6. Any reference to journalists, for example, providing opinions contrasting with an authority such as the Met Office <p>1 mark each point up to 4</p>	4

Quest. No.	Question	Mark
6		
	<p>Indicative content</p> <p>AO2 Source 1 provides hardly any information on the inevitability or otherwise of climate change. Source 2 contains several indications that it may be inevitable, but also comments that coming to a conclusion is difficult. A good mark for AO2 must refer to these differences in the sources. Source 1 provides evidence that sometimes major events such as volcanic eruptions can disturb weather systems globally, but that in a relatively short time, global weather can return to its previous more stable state. Source 2, on the other hand, refers to conflicting evidence, and media selection of that evidence. It makes the point that long-term changes in weather are observable, but that normal fluctuations in weather may combine with the long-term trends to create exceptional conditions – which supports the doomsayers. However, these conditions can improve subsequently through normal variation, which then is picked</p>	

upon by the change-deniers. A claim is made, based on Met Office data, that long-term sea-ice changes are observable, and that all summer sea-ice will be gone by 2100. For the changes to be inevitable, insufficient changes in human behaviour and natural conditions will occur in order to avoid it. Neither source provides evidence on this point.

A good answer (4 marks) should mention both aspects of the two sources in this respect.

Weaker answers (2 marks) are likely only to mention one interpretation of the evidence – yes, we are all going to experience climate change OR no, there is too much political scaremongering on this issue.

Award AO2 marks according to the level scheme below.

Assess AO2 according to the levels mark scheme (out of 4 marks). This can be done by assessing how far the candidate has addressed opposing viewpoints and drawn a justified conclusion. It is not necessary to assess the quantity of information used.

Assess AO3 according to the marking points in the table (up to 6 marks).

Add AO2 and AO3 marks together (out of 10 marks).

Assess 6QWC separately (out of 4 marks).

A02	<i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i> (Up to 4 marks)	Mark
	Level	Criteria
	0	Fragmentary, content is inaccurate, missing or miniscule, reaches no conclusion.
	1	Limited, (mainly) one sided answer with a simple conclusion
	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
	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. At the lower end, explanatory comment is simple and restricted. At the top end 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
	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. At the lower end, the range is limited and the evidence is evaluated in a simple way. At the top end, the range is wider and the evaluation is more developed.
		0
		1
		2
		3
		4

A03	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i> (Up to 6 marks)
A03	<p>Candidates should make clear the nature of the evidence they are using. Allow 1 mark for each question that you can answer YES.</p> <ol style="list-style-type: none"> 1. Does the candidate comment on whether or not the evidence comes from reliable scientific measurements (e.g. from the Met Office)? 2. Does the candidate comment on whether or not the argument is dependent on authoritative statements? 3. Does the candidate make it clear that the media may have axes to grind? 4. Does the candidate test whether the media arguments rely on assertions, beliefs or opinions, which are not scientifically supported? 5. Does the candidate question whether or not scientists provide us with unbiased information? 6. Does the candidate question whether or not journalists interpret scientific findings correctly? 7. Does the candidate make a supported comment on the strength of the evidence? <p>1 mark each point up to a maximum of 6.</p>

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 (as is sometimes the case in section B)	(0 marks) <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 mark) <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 marks) <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 marks) <i>(Above average)</i>

Question No.	Question	
7(a)		
	Answer	Mark
	1. Studies of psychiatric cases 2. US studies of prisoners Only two examples in the passage	2

Question No.	Question	
7 (b)		
	Answer	Mark
	1. Little basis, since they don't produce conclusive evidence that violence is genetically determined 2. If there was evidence of a genetic basis for criminal behaviour, then there could be a moral debate about personal responsibility for criminal behaviour 3. This would also question whether people should be punished for criminal behaviour 4. Such debates will be affected by the ethical system adopted – utilitarianism, social contract 5. Moral issue of testing the population or criminals 6. Moral issue of monitoring those with extra Y chromosomes, or providing treatment/support 7. Labelling has its consequences, eg psychological damage, practical issues - discrimination 1 mark each point, max 4	4

Question No.	Question	
8		
	Answer	Mark
	1. There is a pattern/link/relationship between variables 2. For example, having Y chromosome(s) and criminality and aggression 3. Correlations can be positive or negative/weak or strong 4. Correlation does not prove that changes in one variable cause the changes in another One mark for each point, max 4	4

Question No.	Question	
9		
	Answer	Mark
	<ol style="list-style-type: none"> 1. If possession of the Y chromosome causes aggression... 2. ...then only men will show violent behaviour 3. However, there are women who behave violently 4. It is possible that such women have a Y chromosome 5. Women have 2 X chromosomes, which might counteract the effects of having the additional Y chromosome 6. The different chromosome make-up of men and women hinders our understanding of the causes of aggressive behaviour 7. Genes for violent behaviour may occur on chromosomes OTHER THAN the Y chromosome 8. Violent behaviour may have an environmental/social cause, rather than genetic/chromosome origin <p>One mark for each point, max 3</p>	3

Question No.	Question	
10		
	Answer	Mark
	<ol style="list-style-type: none"> 1. The problem is that the studies are ONLY of criminals, not overall population, therefore biased 2. We are given little or no information about the distribution of XYY cases amongst law-abiding population 3. The links, where given are not very close/correlations are weak/correlations do not adequately suggest a cause 4. If genes for criminality are to be found on the Y chromosome, are they more widespread in the population? 5. If so why are they not expressed in more males? 6. Factors in the environment (upbringing, social status) may cause criminality 7. Not all criminals become prisoners/many are never caught/low IQ criminals are overrepresented because they are more likely to be caught. 8. Not all criminality is the same so the causes may be complex. 9. Any comments about very small sample size/more observations needed/more evidence required 10. The studies have only been on one sex <p>1 mark each point up to 4</p>	<p>4 marks</p>

Quest. No.	Question	
11		
Indicative content		Mark
	<p>A02</p> <p>The source quotes one study (Scottish psychiatric unit) which reported a higher than expected number of males with an extra Y chromosome. This has led to unjustified assertions about the role of the Y chromosome, as the writer points to later findings about the way in which the XYY males may have come to be in prison.</p> <p>The source indicates the deficiencies in the scientific evidence provided from other studies.</p> <p>The claim is therefore not justified because the studies are flawed or incomplete.</p> <p>There is no evidence to show the extent to which the public were misled. It may be that the flawed studies had no impact.</p>	
A02	<i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i> (Up to 4 marks)	
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	<p>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.</p> <p>At the lower end, explanatory comment is simple and restricted.</p> <p>At the top end it is:</p> <p>either clearly interpreted and applied to a single view of the question</p> <p>or addresses different views in a superficial way with few specifics and little or no development</p>	3

4	<p>Evidence is used to examine contrasting viewpoints.</p> <p>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.</p> <p>At the lower end, the range is limited and the evidence is evaluated in a simple way.</p> <p>At the top end, the range is wider and the evaluation is more developed.</p>	4
---	--	----------

A03	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i> (Max 5 marks)	
<p>Mark A03 by asking yourself the following questions and awarding a mark for each point where appropriate:</p> <ol style="list-style-type: none"> 1. Does the candidate refer to identified, but not necessarily quoted, evidence? 2. Does the candidate subject the evidence to albeit limited critical scrutiny? 3. Does the answer distinguish between fact and opinion? 4. Does the answer identify any issues of bias or prejudice? 5. Does the candidate refer to the strength or weakness of arguments used? 6. Is an overall objective assessment made of the sufficiency of the evidence and arguments presented? 		5

A04	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> {Max 4 marks} <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 (as is sometimes the case in section B)		(0 marks)
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 mark)
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 marks)
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 marks)

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 exemplifications 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 A)2/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>AO1 The tenor of the assertion is liberal and seems to be common sense. The assertion contains several premises:</p> <ul style="list-style-type: none"> • Humans can behave peaceably and helpfully to each other • Science can meet all human needs • Science can do more for humans than they think • It is possible to have an indefinite period of material prosperity <p>The statement can be contextualised with knowledge of the author – possibly the best-regarded British PM ever, and credited with bringing the UK through the most difficult wartime ever experienced.</p> <p>AO2 Each of these can be analysed/challenged</p> <ul style="list-style-type: none"> • “Humans can behave peaceably and helpfully to each other”. This is statement of belief, and the problem is that it is possible for some to behave in this way, but not, apparently, others. The question must whether humans can decide (rationally?) to do this, or are there other factors in human nature that may prevent them doing so, even though it seems to be in the interests of all. • “Science can meet all human needs”. This can be challenged since it is materialistic and appears not to recognise emotional and social needs. Others may include spiritual needs, but that depends on your view of “spiritual” and whether they are distinct from emotional needs. • “Science can do more for humans than they think”. Science recognises that there are problems that cannot be solved from a purely practical standpoint (we are unlikely ever to visit another solar system); but at heart science does not recognise boundaries, even though they might be too difficult to cross. Science and technology can deliver solutions to human problems (depending, of course, on the nature of those problems) – but in so doing may create new problems. • “It is possible to have an indefinite period of material prosperity”. This might be challenged because we don’t really know what humanity wants on such a scale. It is also possible that natural disasters will prevent such a forecast. When Churchill was writing he could not have anticipated predictions of global warming and climate change. • Many of the most rapid and important advances in science and technology came about when there have been conflicts and stress. Peace may reduce the pressure for advancement and change <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 science and material prosperity, societal objectives and human needs. They may also bring together ideas from other areas – ethical issues, utilitarianism, aesthetic issues about human</p>	

living.

A01	Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines			
A02	Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.			
LEVEL	AOs	Indicators of level	Mark	Mark range
0	AO1	Irrelevant or facetious answers	0	0
	AO2	Irrelevant or facetious answers	0	
1	AO1	Insufficient evidence to assess	0	1
	AO2	Incomplete or inconclusive answer	1	
2	AO1	Limited (in variety or amount) range of evidence drawn from a simple discipline	1	2-6
	AO2	Superficial or formulaic answer	1-5	
3	AO1	Some evidence used from two or more disciplines	2	8-13
	AO2	Issue examined from one or more viewpoints but in a superficial <u>or</u> unbalanced manner	6-11	
4	AO1	Range of evidence drawn from two or more disciplines, showing some understanding	3	14-18
	AO2	Issue examined in a balanced and coherent way from two or more viewpoints	11-15	
5	AO1	A good range of evidence, showing clear understanding	4	19-20
	AO2	A balanced perceptive and evaluative answer	15-16	

A03	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations. (Max 4 marks)		
Mark A03 by asking yourself the following questions and awarding a mark for each point where appropriate: <ol style="list-style-type: none"> 1. Does the candidate refer to identified, but not necessarily quoted, evidence? 2. Does the candidate subject the evidence to albeit limited critical scrutiny? 3. Does the answer distinguish between fact and opinion? 4. Does the answer identify any issues of bias or prejudice? 5. Does the candidate refer to the strength or weakness of arguments used? 6. Is an overall objective assessment made of the sufficiency of the evidence and arguments presented? 			4

A04	<p><i>Communicate clearly and accurately in a concise, logical and relevant way</i></p> <p><i>The A04 marks are not dependant upon the A02 and A03 marks</i></p>
	Mark range
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 (as is sometimes the case in section B)	(0 marks)
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 marks)
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 marks)
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 marks)

Question No.	Question
13	
Indicative content	
<p data-bbox="213 392 277 421">AO1</p> <p data-bbox="213 423 1015 459">This topic needs to be started by a survey/discussion.</p> <ul data-bbox="213 461 1295 779" style="list-style-type: none"> • What is meant by statistics? • Will the data be anonymous? • What statistics are collected? – Census/ demographic /medical /financial /social /commercial /crime and others • Reasons for government collecting data • Demographic data to help to meet the demands of say, an increasing population (schools, roads, infrastructure) • Financial – tax revenues and prediction of future government needs • Social – costs of schools, roads, hospitals etc. <p data-bbox="213 817 277 846">AO2</p> <p data-bbox="213 848 1321 1097">Data collection by governments can therefore be justified on many grounds – and as a result governments are able to provide better services and use taxes in a more efficient way. This is an ideal situation, and it is possible for governments (or any large organisation) to misuse the data it collects. There are moral issues about the confidentiality of data, and profound concerns about say, the holding of DNA records for people who have been arrested but never charged of any crime.</p> <p data-bbox="213 1135 507 1167">Synoptic features</p> <p data-bbox="213 1169 1318 1382">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 statistics. They may also bring together ideas from other areas – scientific, technological and sociological and not least the ethical issues on the collection and use of data on individuals and state control.</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	8-13
	A02	Issue examined from one or more viewpoints but in a superficial <u>or</u> unbalanced manner	6-11	
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. (Max 4 marks)</i>
<p>Mark A03 by asking yourself the following questions and awarding a mark for each point where appropriate:</p> <ol style="list-style-type: none"> 1. Does the candidate refer to identified, but not necessarily quoted, <i>evidence</i>? 2. Does the candidate subject the evidence to albeit limited <i>critical scrutiny</i>? 3. Does the answer distinguish between fact and opinion? 4. Does the answer identify any issues of bias or prejudice? 5. Does the candidate refer to the strength or weakness of <i>arguments</i> used? 6. Is an overall objective assessment made of the <i>sufficiency</i> of the <i>evidence</i> and <i>arguments</i> presented? 	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 range
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 (as is sometimes the case in section B)	(0 marks)
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 marks)
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 marks)
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 marks)

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

Telephone 01623 467467
Fax 01623 450481
Email publication.orders@edexcel.com
Order Code UA027981 June 2011

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

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

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

