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Examiners' Report

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Introduction

Most candidates responded well to the paper. There were few answer spaces left blank. More candidates seemed to have had some preparation as shown by the improvement in AO3 scores in some questions.

The exam followed a similar structure to previous years and made comparable demands on the candidates. Both sources proved to be accessible and relevant to the majority of candidates. The longer questions, such as the two mini-essays and the long essay, were answered particularly well.

Section A

The source for this section was an article exploring modern transport issues - in particular driverless cars and intelligent transport systems. The article was an opinion piece with the author arguing that more research should be done on intelligent transport systems, or the 'automotive social network' as he described it, rather than producing better driverless vehicles. The obvious bias of the piece did give scope for candidates to score well at AO3 in question 6. Candidates responded positively to the topic and showed an excellent appreciation of the issues involved.

Section B

The source for this section was another article exploring the differences in the gender roles of men and women and the factors influencing them. One aspect of it was an investigation of the 'nature-nurture' debate but it also included an examination of the scientific procedures involved in trying to determine how gender roles are created. Candidates also responded positively to this topic and produced some excellent discussions about the role of gender in modern society.

Section C

Twice as many candidates attempted question 13 than question 12 but there was a wide range of well-balanced and knowledgeable essays on both topics. Candidates, in general, made serious attempts to produce essays of a high standard, using a good breadth of well-organised evidence, discussed at great length in some cases, and reached satisfactory and well-justified conclusions. Candidates were well aware of the important issues involved.

Question 1

A straightforward question to start the exam. Driverless cars are very much in the news at present as the technology has reached the point where it is being rigorously tested on roads. This question is asking candidates to consider the possible advantages and disadvantages of driverless vehicles. This was answered well with many students scoring three or four marks. There were more marks given for advantages rather than disadvantages - the increased safety aspect and restrictions on drivers being the most popular answers. The expense and the possible increase in the number of unemployed drivers were the most popular correct disadvantages given. Quite a few suggested that driverless cars would be more dangerous as they might be more prone to technological failures leading to car crashes and dire consequences for the occupants. This was not accepted as this would only be a rare event as the extensive testing of the cars and their software would probably eliminate any such possibilities. It was also suggested that these cars would not react as quickly as human drivers in such a situation as someone stepping in front of the car. However, these cars will be well-equipped with sensors, will probably be much more sensitive to changes in the environment and certainly react faster than humans as stated in the source ('responding to all surprises with a gentle deceleration').

This example is worth 2 marks.

SECTION A

Answer ALL questions.

You should aim to spend no more than 30 minutes on this section.

Read Source 1 on the separate insert and then answer questions 1–6.

- 1 Using your own knowledge, give **two** advantages and **two** disadvantages of using driverless cars.

Advantages

1 There will be less risk of dangerous driving on the roads.

2 They would follow a GPS route so shouldn't get lost.

Disadvantages

1 A driverless car may not be as successful in quickly reacting to unexpected situations as humans.

2 They would be very expensive



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Examiner Comments

There is 1 mark for the first advantage but not the 2nd - following a GPS route is not a unique feature of driverless cars. Similarly, the first disadvantage does not gain a mark as driverless cars will probably be able to react much more quickly than human drivers. The second disadvantage is good for the second mark.

This is a good response which is worth 4 marks.

- 1 Using your own knowledge, give **two** advantages and **two** disadvantages of using driverless cars.**

Advantages

- 1 Convenience - the driver can sleep or do work rather than concern themselves with the burden of driving.
- 2 Safer - driverless cars are less threatened by human error, making the roads safer.

Disadvantages

- 1 May increase the cost of car ownership, as driverless cars are more expensive to develop and manufacture.
- 2 Driverless cars rely on expert maintenance - DIY repairs may lead to cars behaving dangerously, as they are not properly calibrated.



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Examiner Comments

2 marks for the two advantages given - drivers being able to do other things whilst driving is a clear advantage. Driverless cars will also probably reduce the number of accidents due to human error.

2 marks for the two disadvantages stated - driverless cars will certainly be rather expensive. This candidate also makes a good point about the effects of possible DIY repairs making these cars more dangerous.

Question 2

Questions about the nature of an inductive argument have been a common feature of General Studies' papers for several years now, so it is surprising that there is a sizeable proportion of candidates who still do not seem to fully understand this type of argument. However, many candidates have obviously been taught this well as they were able to pick up two or three marks here. Others, in contrast, only made vague comments about it being 'just an opinion' or 'it lacks evidence'. Some candidates were not able to correctly state any of the features of an inductive argument but they were able to pick up marks by correctly identifying specific observations from the source and the generalisation that followed on from these premises to the idea of an automotive social network.

.This is a poor example that does not gain any marks.

2 Paragraphs 4 and 5 contain an inductive argument.

What features of an inductive argument are found in paragraphs 4 and 5?

The writer uses his own opinion to explain his point "This seems to me a total underestimation", but also uses evidence to support his point.



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Examiner Comments

This answer includes one of the most common misunderstandings about inductive argument - that it is just an opinion. This is incorrect and there is no identification of any relevant evidence from the source, so no marks can be awarded

Here is a better example that gained all 3 marks.

2 Paragraphs 4 and 5 contain an inductive argument.

What features of an inductive argument are found in paragraphs 4 and 5?

Features of the inductive arguments found in paragraphs 4 and 5, revolve around taking a specific piece of information and generalising it on a larger scale e.g. 'automated traffic flows' and 'automotive social network'.



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Examiner Comments

Here there is a clear statement correctly defining an inductive argument as taking a specific piece of information and generalising from it. An example of each is also given for 3 marks.



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Examiner Tip

Questions about types of argument - such as inductive and analogy - are a common feature of General Studies exams. It is strongly recommended that you make a specific effort to learn about these arguments - how to recognise them and what their strengths and weaknesses are in particular.

Question 3

As this unit is called 'Change and Progress' it is no surprise to see that questions about progress are a regular feature of the exam. So it is disappointing that there are still a number of candidates who do not seem able to give a clear definition of progress. There was a mark available in this question for a general comment about the nature of progress but few students scored this mark. Most were able to score at least one mark for selecting some evidence from the source relating to the advancement in technology that has resulted from the lengthy research and development efforts that have produced driverless cars. Other aspects of progress such as the improved safety on roads, the improvement in the human condition from wasting less time driving, and the increased communication and interactivity of the automotive social network were rarely mentioned by candidates. Some candidates also seemed to forget that the question did ask for evidence to be used from the source and instead wasted time giving lengthy discussions about the nature of progress.

This answer is worth 1 mark.

- 3 Explain, using evidence from Source 1, how the development of driverless cars could be considered to be an example of **progress**.

redesigning the car is using "highly advanced technology" with tests being done by Google into temporarily ceding control to the car which has never been done before.



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Examiner Comments

The reference to 'highly advanced technology' and 'never been done before' gives the idea of technological improvement which is a correct interpretation of the nature of progress for 1 mark.

This answer gained 2 marks.

- 3 Explain, using evidence from Source 1, how the development of driverless cars could be considered to be an example of **progress**.

Progress illustrates a movement forward in society. Evidence of progress is the progression in technology, making it easier for us as humans to move about (the primary purpose of cars). Therefore driverless cars represent a movement forward and a move away from the 'age of Fred Flintstone' where humans are deemed necessary to drive cars. Journey times may be cut down and transport deemed easier, representing progress.



ResultsPlus Examiner Comments

This is a good answer - there is a reference in the second line about 'making it easier for humans to move about' which is good for the mark point about improving the human condition. There is also a reference to a movement away from humans being needed to drive cars which is a good indication of technological improvement. The statement about progress being a movement forward in society is not sufficient for the general mark about progress; there needs to be an additional reference to a positive change or improvement in society to merit this mark.



ResultsPlus Examiner Tip

If the question asks for evidence to be used from the source then you must use quotes or refer to specific passages in order to gain full marks. Some of the marks will be allocated for selecting the appropriate evidence.

Question 4

Some candidates seemed to misunderstand the point of this question and others seemed to misunderstand the meaning of the terms 're-landscaped' and 'autonomy'. Many thought this question was asking about how roads may have to be redesigned to accommodate driverless vehicles whereas it is asking about what has already been done to our roads to limit the freedom of drivers. The term 're-landscaped' is suggestive of physical changes such as traffic islands, kerbs and speed bumps but the mark scheme was expanded to include other aspects of the landscape of the road that posed some kind of restriction on drivers such as speed limits, road signs and traffic lights.

This answer scored 2 marks.

- 4 Giving examples, explain what you understand by 'we have already re-landscaped Britain's roads to limit the autonomy of the private car' (paragraph 5).

Things like one way roads limit the freedom of private cars, meaning they can not drive anywhere they want. Another example is the introduction of bus and taxi only roads. Again this means that private cars can not take any route they want.



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Examiner Comments

Here the first sentence is giving a summary of the question and scoring 1 mark for one-way roads. There is a second mark for a reference to 'bus and taxi only roads'.

Here is a better answer that scored 3 marks.

- 4 Giving examples, explain what you understand by 'we have already re-landscaped Britain's roads to limit the autonomy of the private car' (paragraph 5).

Speed restrictions have been put in place with heavy penalties for those caught driving above them. Sign posting such as one-way systems and weight restrictions prohibit total movement in any direction desired. Width restrictions stop larger vehicles and divert them different ways.



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Examiner Comments

In this response there are references to speed restrictions, sign posting, one-way systems, weight restrictions and width restrictions - all of which are worth 1 mark each - maximum 3 marks.



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Examiner Tip

Candidates do need to look at the number of marks given for a question. Many candidates lost marks here because they only mentioned one or two examples of driver restrictions.

Question 5

The source is an article praising the benefits of intelligent transport systems so this question is asking candidates to list some of the features of such a system, either from their own knowledge or by using evidence from the source. There is quite a lot of relevant evidence in the source and many candidates were able to score three or four marks by quoting this. Some candidates thought the question was asking for a definition of 'intelligent' whilst others seemed to go off at a tangent and focus on one particular point such as public transport systems.

In this example the candidate was credited with 2 marks.

- 5 Using information from Source 1 or your own knowledge, describe the main features of an 'intelligent transport system'.

An intelligent transport system is one that receives feedback from the environment through sensors and has the ability to respond and interact with enough assurance against failure. It requires a minimum amount of human interaction as it is able to respond automatically.



ResultsPlus Examiner Comments

In this answer the candidate has made two good points about intelligent transport systems: 'receives feedback . . . through sensors', and 'ability to respond and interact'. Both are worth 1 mark each.

This example gained full marks.

- 5 Using information from Source 1 or your own knowledge, describe the main features of an 'intelligent transport system'.

An intelligent transport system is one that can analyse traffic flows, detect incidents such as collisions. It would then be able to communicate to the driver and alter routes, signs and speed regulate speed limits to overcome car accidents and traffic jams.



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Examiner Comments

This candidate has managed to identify the key features of an intelligent transport system and express them very succinctly. There are marks for 'analyse traffic flows/ detect incidents', 'communicate with the driver', 'alter routes. . .speed limits' and 'alter. . .signs'. Total 4 marks.

Question 6

This mini-essay question is a familiar type of question that has been a regular feature of 6GS03 exams since the specification was first assessed. It is designed to encourage candidates to examine the evidence and arguments used in the source. In this example the source is a one-sided opinion piece in favour of more research being done into intelligent transport systems and automotive social networks rather than individual self-contained driverless cars. Four marks for this question are given for AO2 which is for the quality of the candidate's treatment of the evidence - selecting relevant and appropriate evidence from the source, discussing and evaluating the author's arguments, examining both sides of the author's case and drawing a justified conclusion. Five marks are given for AO3 which is for identifying the types of evidence and arguments used in the source and discussing their relative weaknesses and strengths in the context of the author's case. The principal error made by many candidates is focusing on the issues raised in the source rather than the evidence and arguments used by the author in the presentation of his case - it is not asking for a more in-depth discussion of his case.

The performance of many candidates in this question shows a distinct improvement over previous years, many scored at least three out of four for AO2 and three or four out of five for AO3. They were able to recognise that the source was a biased piece which included little relevant factual evidence, just a set of opinions from the author plus some weak arguments from induction or analogy.

This is good example that scored full marks.

- 6 The author is arguing for more research to be done on intelligent transport systems rather than driverless cars.

Outline and assess the **strengths** and **weaknesses** of the evidence and arguments used to justify his case.

(13)

His case can appear weak as, at first, it is based on opinion not fact, for example "this seems to me a total under-estimation of the potential for automating road transport" the argument is explicitly stemming from the author's personal opinion which is evident from "this seems to me" - this argues from no facts or research but from personal view which is a weaker form of argument. He then proceeds to extol the virtues of automated traffic control systems "being developed in cities" this is a stronger argument as the author gives specific examples: "many major cities" -

"programmable signage" ~~and~~ which given they are current successes, makes the argument stronger. However the inclusion of the location of the tests, namely "in cities" seems to discount the potential for a nation-wide automated transport system, both in cities and the countryside, thus weakening the author's argument that the successes found in cities will be repeated everywhere into a fully "intelligent public transport system".

Furthermore the author uses ~~an~~ inductive reasoning using the success of automated cars and transport systems to support the postulated idea of a successful "automotive

social network" - ~~an~~ inductive reasoning can often ~~be~~ require a leap of faith, as is the case here - simply because there has been success with automated cars in some locations an automated "intelligent transport systems" in others does not prove that the two combined would be the "social solution" the author believes it to be.

Therefore, although the author uses evidence of automotive cars from ^{current} research and this arguably strengthens his case, ~~the~~ overall, the reasoning and arguments are very weak as he relies on inductive reasoning - which is not

full-proof - and often contradicts ~~as~~ himself, or rely too heavily on proposed ideas ~~as~~ "you could ~~enter~~ authorise roads" - without evidence to suggest this is a possibility. Also, the argument is explicitly an opinion which is weaker than an argument from fact/evidence.



ResultsPlus Examiner Comments

AO2 - a focused, balanced discussion examining both sides of the argument. Good selection of relevant evidence both for and against the author's case. Some evidence evaluated and a well-justified conclusion - 4 marks.

AO3 - relevant evidence selected; factual evidence and opinion identified; comments on quality of evidence used; comments on the strengths of arguments used; appropriate conclusion produced - 5 marks.

AO4 - well written and coherent arguments. Very few errors - 4 marks.

Total 13 marks

In contrast this answer only scored 6 marks.

- 6 The author is arguing for more research to be done on intelligent transport systems rather than driverless cars.

Outline and assess the **strengths** and **weaknesses** of the evidence and arguments used to justify his case.

(13)

Intelligent transports systems are vehicles and potentially objects which move us from A to B assessing different options and circumstances along the journey, to make the journey for the user quick, reliable and user friendly.

One of the more obvious pieces of evidence represented by the author is 'relandscaped Britain's roads to limit the autonomy...' this shows that the government has 'ruined' the British landscape to supply more cars, therefore potentially using up for space to build roads for intelligent transport systems, where as no roads might be needed.

Paragraph 5 also shows that the author writer wants to use the roads for cars, to integrate them for 'train tracks, underground systems, or cycle lanes'. This could provide to be very expensive and most definitely cause air and noise pollution. The strength of this procedure is that more space isn't being used up, therefore no ^{new} wildlife could potentially be harmed during the process.

In my opinion I ~~do~~ agree with the writer to spend more time

on intelligent vehicles compared to cars due to the noise and huge pollution which cars cause, and the traffic jams which occur on a daily basis, not mentioning the death rates caused by cars.



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Examiner Comments

AO2 - limited range of evidence used. One-sided discussion which has focused on the issue and not on the evidence or arguments used by the author. No appropriate comments on the quality of evidence. 2 marks.

AO3 - has selected some evidence from the source but no obvious conclusion. 1 mark.

AO4 - reads well, arguments broadly coherent though syntax a little clumsy. 3 marks.

Total 6 marks

Question07

Many candidates were able to correctly identify an analogy from the three examples in the source. Fewer scored a second or third mark as they were not able to give an appropriate weakness of this type of argument. Candidates are still not fully aware of the different types of arguments.

This example only gained 1 mark.

SECTION B

Answer ALL questions.

You should aim to spend no more than 30 minutes on this section.

Read Source 2 on the separate insert and then answer questions 7–12.

- 7 Write out an analogy used in Source 2 (paragraphs 1–3). Explain why argument from analogy might be considered to be weak.

Analogy

Using fMRI to spy on neurons is like using
Cold-war-era satellites to spy on people

Explanation

This could be weak if the analogy isn't a
good comparison to the original problem.
It could also be weak if the reader doesn't
understand the comparison the original thing
is made against.



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Examiner Comments

A correct analogy has been identified - 1 mark. However, 'isn't a good comparison' is too vague so there is no mark for the weakness.

This example scored 2 marks.

- 7 Write out an analogy used in Source 2 (paragraphs 1–3). Explain why argument from analogy might be considered to be weak.

Analogy

'Using fMRI to spy on neurons is like using Cold-war-era satellites to spy on people'.

Explanation

There is very limited similarities between the two instances for example the brain scanning technique of fMRI is much more advanced and used for a ~~an~~ greater purpose than 'cold-war-era satellites'. Furthermore, to compare unpredictable people to predictable neurons is unjustified.

(Total for Question 7 = 3 marks)



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Analogy correctly identified for 1 mark. There is also an appropriate weakness given - 'very limited similarities' and then the answer goes on to explain why they are really very different - 1 mark.

Question 8

There were quite a few blank responses for this question and many candidates did not score more than one or two marks. Many were able to get a mark for describing how other evidence that supports a different interpretation of the results would be a valid means of challenge. Quite a few referred to falsifiability but that was not really appropriate for this question though some did go on to add that scientists would retest or repeat the experiments and if they found different results that would also be a significant challenge to the original interpretation. There was some relevant evidence quoted in the source about the imprecise nature of fMRI technology but only a few candidates wrote about it.

This example only gained 1 mark.

- 8 Professor Rippon disagrees with the findings of research conducted using fMRI technology (paragraphs 1 and 2). How might the outcomes of any scientific research be challenged?

A scientist will come up with a hypothesis and experiment it. They will then share their evidence with other scientists who will try and prove them wrong. If other scientists get different results or results that contradict the original hypothesis then the scientific research is challenged. This can be done with proof of the findings, they can be challenged by other scientists in person or online.



ResultsPlus Examiner Comments

Here the candidate makes one good point that if the scientist gets results that contradict the original hypothesis then the latter can be challenged - 1 mark. This candidate does not seem to have noticed that there were 4 marks for this question which implies four bullet points.



ResultsPlus Examiner Tip

A reminder to candidates that they must consider the number of marks for a question. 4 marks suggests they should be looking to make four good points in their answer.

This is a better example that scored 3 marks.

- 8 Professor Rippon disagrees with the findings of research conducted using fMRI technology (paragraphs 1 and 2). How might the **outcomes of any scientific research be challenged?**

There is always a limited sample size of scientific research so the results aren't ~~the~~ always going to be generalisable. Also with fMRIs you can't find at the cause and effect. The cause of the ^{observed} ~~genetic~~ difference between the male and female brain may be down to gender or it may be due to external factors, meaning it is difficult to pinpoint the exact cause of the difference. The research may be challenged as it is falsifiable so someone may do similar research on fMRIs and find completely different results to ~~the~~ the previous research.



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Examiner Comments

There are three good points made in this answer: a reference to small sample size; a reference to external factors which may have not been taken into account; and a reference to someone else finding different results with the same technique that would challenge the original research. 3 marks.

Question 9

This question asks candidates to explain what the phrase 'it is full of the drip, drip, drip of the gendered environment' means to them. This was well answered as most candidates understood that the phrase is alluding to the underlying social attitudes and expectations about gender that pervade our society. Many were able to score 3 or 4 marks for this question.

Here is an example that scored full marks.

- 9 Explain what you understand by the phrase 'It is full of the drip, drip, drip of the gendered environment' (paragraph 3). Give an example of a 'gendered environment' from Source 2 to illustrate your answer.

the idea of separate roles for each gender is slowly but surely fed to us, consciously or unconsciously from infant through adulthood. The example given in source 2 is the choice of toys for babies and young children. Girls are given dolls and the like and encouraged to 'mother' the doll, reinforcing the 'mother image' while boys are cars which encourages activeness and idea boys do not nurture as it makes them less more girly.



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There are four good points to be found in this answer. On the second line 'slowly but surely fed to us' is a good description of the incessant nature of these expectations. Then in the third line 'unconsciously' is another good indication of the subtle and unnoticed way these gender messages are propagated. The example of a gendered environment given ('girls are given dolls etc.') achieves a third mark. The reference to 'mother image' identifies the stereotypical nature of these roles for a fourth mark.

This example was given 2 marks

- 9 Explain what you understand by the phrase 'It is full of the drip, drip, drip of the gendered environment' (paragraph 3). Give an example of a 'gendered environment' from Source 2 to illustrate your answer.

This phrase means that the world is full of ^{gender} stereotypes. Females are expected to do a role in society whereas men have other stereotypes. For example men are usually seen as strong so stereotypically we associate them with the one who does the most hard-working, physically challenging work for example in military.



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Examiner Comments

There are two points in this response that are worth 1 mark - 'stereotypes' mentioned three times, and 'Females are expected', references to the social expectations of gender roles. This candidate has not given an example of a gendered environment from the source as asked by the question, so only achieves 2 marks.



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Examiner Tip

If a question asks you to give an example from the source to illustrate your answer then you must do that if you want to gain full marks. In this example the candidate lost out on another mark because they failed to do that.

Question 10

This is another AO3 question that, like question 6, is asking candidates to critically examine the evidence and arguments used by Professor Rippon in the source to justify her conclusion. Once again a number of candidates misread or misunderstood the question and focused their discussion on the issues involved rather than the quality of the evidence. Many candidates only scored one or two marks for this question. Some candidates recognised that the Professor of neuroscience is an authority but that some of her claims were merely assertions and not backed up with evidence. There was some factual evidence presented from scientific studies as well as some opinion, and some of her more emotive statements are suggestive of bias.

A long answer which only scores 1 mark.

10 Professor Rippon claims that gender differences in the brain emerge only through environmental factors and are not innate (paragraph 2).

Critically examine the evidence and arguments used in Source 2 to justify this conclusion.

In source 2 we can see how there are arguments for and against Professor Rippon's statement. The fMRI scans are evidence against Rippon's statement because they support and show differences in the environmental factors in gender differences of the brain showing how different parts of the brain are active during different activities of the male and female brain. However, the evidence that supports Rippon's claim includes the study of London black cab drivers and how their brains adapt after training. This supports Rippon's argument because it shows the plasticity of the brain and how it will adapt in different situations and how women train themselves and their brains to different situations e.g. multi-tasking.



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Examiner Comments

This candidate has only discussed the issues of Professor Rippon's case though they do look at the pros and cons. However, there are no comments on the quality or types of evidence or arguments. The only AO3 mark that can be given is for the selection of relevant evidence from the source.



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Examiner Tip

If a question asks you to examine the evidence and arguments used in a source then you must learn to recognise it as an AO3 question. Then you must comment on the types of evidence or arguments used, and also comment on the strengths and weaknesses of such evidence.

Here is a good answer which scored 4 marks.

10 Professor Rippon claims that gender differences in the brain emerge only through environmental factors and are not innate (paragraph 2).

Critically examine the evidence and arguments used in Source 2 to justify this conclusion.

The statement "gender differences in the brain emerge from environmental factors and are not innate" is an opinion, a weak form of argument as it gives a personal belief and emotion to the article which is subjective. There is also arguments from authority as "Professor Rippon points to earlier studies" this shows that there has also been tests carried out before previous to this, and although arguments from authority are usually trustworthy they can sometimes be biased.



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Examiner Comments

There are four AO3 marks to be found in this answer. There is relevant evidence selected in the first three lines. This evidence is identified as opinion and therefore subjective - for the second mark. An argument from authority is identified for a third mark. Finally, a fourth mark can be given for the recognition of possible bias mentioned in the last line.

Question 11

This type of mini-essay is designed to encourage candidates to develop a balanced argument showing awareness of different viewpoints. However, there were many answers to this question which were not well-balanced and as a result their AO2 score was limited to level 2 which has a maximum of 6 marks. Most seemed to focus on the traditional stereotypes, especially in the treatment of children or in the home or at work. Some answers merely expanded on some of the issues arising out of the source which again limits their AO2 score to 6 marks. Others developed themes with a more historical perspective and examined the changing attitudes over the past century. Relatively few mentioned the more modern concepts of gender being a social construct or the recent phenomenon of 'gender fluidity'.

There were some candidates who thought that this was an AO3 question, though there was no reference to evidence or arguments in the question.

This answer scored 10 marks in total.

11 How does gender influence the roles that men and women have in society?

Using your own knowledge and evidence from Source 2, critically consider this question.

(14)

Gender plays a huge role in influencing men and women in society. As the source states there is segregated toys with "giving dolls to girls and cars to boys" which gives children roles to play from childhood. Often these are reinforced in the playground. Both boys and girls often slip neatly into "traditional stereotypes" and they pick subjects and degrees to match. Women are more likely to go into nursing and become nurses than men as the idea of the nurse (female) assisting the (male) doctor is ingrained in society. Furthermore, nursing is seen as a profession needing high levels of care and compassion - traditionally female

traits. In addition, the role of mother causes women to leave jobs to give birth to and then look after children and giving rise to the man as the wage earner. Women get maternity leave while most men are unable to take paternity leave due to preconceived ideas. The source states changes in the brain are caused "to be" "because society expects that" and so the different genders become gain different expectations due to societal pressures and traditions.

Overall, gender influences male and female roles in society because on ingrown stereotypes of the roles of men and women caused by millennia of traditions.



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Examiner Comments

This is an answer which discusses some aspects of gender and its influence on the roles of men and women in society but in a rather unbalanced way. It only seems to explore one viewpoint - that of gender roles being mainly influenced by environment. AO2 - top of level 2 for 6 marks.

AO4 - answer is well-written, it reads fluently and the arguments are coherent - no obvious mistakes, so 4 marks.

Total 10 marks

This answer scored 12 marks in total.

11 How does gender influence the roles that men and women have in society?

Using your own knowledge and evidence from Source 2, critically consider this question.

(14)

Due to social stereotypes ^{it can be argued that} gender does have an effect on how men and women behave in society. One example of this is sexual liberation. There has been a long history of men being expected to control their wives and be the more dominant person whilst women must be chaste and be submissive to their husbands. These ideals have led to society, in the present, ~~see~~ viewing men as accomplished if they have sexual experience and a sense of homosocial competition between men to try and have sexual exploits with many women. In contrast to this women are generally looked down upon and labelled 'sluts' or 'promiscuous' if they have sexual experience. This has therefore led to men having a more dominant role within society. In source 2 there is the suggestion that 'gender differences in toys' can also have an influence on social roles. This can be seen in the stereotype of boys playing with cars and girls playing with ~~stuffed~~ babydolls. This influence from a young age may have led to societies ideals that women should take care of the home ~~whilst~~ and children whilst men should

go out and work, therefore leading to women being given more maternity leave and men receiving less paternity leave from work. As well as this there is only male ~~profes~~ professional sponsored Formula 1 driving races and there is no female equivalent. This could be due to girls and women not being not being inspired to pursue that path because of their influenced gender roles. In contrast to this it could be argued that there has been a change in societies view of gender roles and the practices put in place to try and stop influencing children at a young age about their role in society. For example, previously in schools women were taught skills like cooking and needle work as these were skills they would need in the home where as men were taught maths, ~~and~~ english and physical education for the workplace. These ideas have changed amongst many Western society which now promote an ~~eq~~ equal inclusive education for both males and females which allows them to develop their own path and social role in society without their education ~~bee~~ being biased and influencing their decision.



ResultsPlus
Examiner Comments

A balanced discussion using a wide range of evidence, both from the source and their own knowledge, which is examined from different viewpoints. Some of the evidence has been critically developed and evaluated. AO2 - top of level 3, 9 marks.

AO4 - well-written and coherent arguments but a number of spelling and grammar mistakes, 3 marks.

Total 12 marks.

Question 12

The least popular of the two essays but those who attempted it tended to score slightly higher than those doing question 13. Many who did attempt it produced some excellent well-balanced and detailed discussions about the various economic indicators and different measures of economic progress with examples from a variety of countries. Many were also able to include useful considerations about the meaning of progress and the difficulties of trying to compare rates of progress in different cultures and economic systems. Some did become a little repetitive about the subjective nature of happiness as an indicator, and others discussed ways of measuring happiness/GDP without linking it to progress.

This is a good example that scored 22 marks overall.

Happiness is a very subjective measurement and it has many contributing factors. It is impacted by job satisfaction, family life, weather, income, living standards, holidays/other benefits, environment and much more. It is also very hard to measure. For example a poor person that is given £20 out of nowhere will be extremely happy whereas a wealthy person will not be anywhere near as happy. Also just because people are happy doesn't mean the country is progressing. If everyone is content with their lifestyle but no one is striving for more then there will be no progress. Also sometimes people need to be a little unhappy in order for a country to progress. For example

China has been the fastest growing economy in the world that has progressed from agricultural work to mass industries. This has seen income per head increase whereas happiness could have decreased. As industries have grown there has been more pollution which has resulted in many Chinese people wearing face masks when they're outside which would reduce someone's happiness. How much the happiness is effective is subjective and dependent on the individual. However this is not a good way of collecting official government data because it is up to so much interpretation. People with the exact same circumstances could rate their happiness so differently just because of their personality and outlook on life. Optimistic people could score highly whilst pessimistic could score low.

Other ways of measuring a country's progress include Gross Domestic Product (GDP), Human Development Index

(HDI) and many more. The benefits of these is that they're easier to collect than happiness figures and they are directly linked to a country's progress.

GDP measures the amount of goods a country produces which can reflect living standards and economic growth. It is good because it shows how the country's economy is doing but not the individual's progress. HDI however takes into account GDP per capita, life expectancy and education levels. While this is slightly harder to collect this data than GDP on its own it is much better than happiness. It takes into account both the economy's progress along with the health, education and living standards of its population. While GDP focuses on the country and GNH focuses on the people, HDI offers a good middle ground that reflects the progress of the country as a whole.

Overall the happiness measurement being used as a sole measurement for a country's progress has more

drawbacks than benefits. While it can reflect the population's feedback on a country's progress it is too subjective to have any substantial backing that definitively shows a country's progress. A mixture of it with other measurements as demonstrated by the use of HDI would be the better option for showing progress. However as a sole measurement there are more drawbacks than benefits.



ResultsPlus
Examiner Comments

AO1/2 - a wide range of evidence used in a balanced discussion with well-developed arguments and a justified conclusion. Low level 4 - 15 marks.

AO3 - reference to subjective nature of happiness and a conclusion - 2 marks.

AO4 - reads clearly, arguments are lucid and well-developed - 5 marks.

Total 22 marks

The idea of using happiness as the sole measure of a country's progress is a negative one because other factors need to be considered to gain a fair understanding.

Although happiness is an important factor when reflecting on a country's economic progress it should not be the only factor considered. The problem with the measure of happiness is that the Hawthorne effect can occur, when the person says what is wanted to be heard rather than the truth. In other words it is highly

likely people will lie about how happy they are in the fear of being disciplined; a method like this could not be carried out in strict countries like north and south Korea.

Other factors such as the previous method of income per head should be considered to gain a fairer, more representative reflection on the countries progress. The idea of various factors all to be considered in harmony with each other would gain an even greater understanding and representation of the state of a countries economical progress.

In contrast, the idea of using happiness as the sole measure of a country's progress can be seen as beneficial as it is an un-complicated somewhat effective way of measuring progress in a country.

In conclusion, the idea of using happiness as the sole measure of a country's progress is ~~more~~ negative because of the lack of consideration of other important factors to gain a more representative reflection. However, this can be seen as beneficial because of its ease of use and a suggestive solution to the failed previous methods of reflection.



ResultsPlus

Examiner Comments

AO1/2 - limited range of evidence used, resulting in unbalanced discussion though several pertinent points raised. Mid-level 3 - 10 marks.

AO3 - credit given for reference to survey respondents lying, plus a conclusion - 2 marks.

AO4 - broadly understandable, reads well and arguments easy to follow - 4 marks.

Question 13

The most popular of the two essays but many candidates seemed to stop short of really developing their arguments for and against medical euthanasia. Some tended to focus rather narrowly on issues such as the emotional distress it caused to families or the financial burdens on the NHS. Religion, morality and the law were also common themes explored by many. Trips to Switzerland also featured regularly. Many candidates produced well-balanced discussions, using evidence from at least two different disciplines, looking at both sides of the arguments for and against euthanasia, and produced well justified conclusions.

This is a weak example that only scored 13 marks.

Terminally ill patients choosing their death is called euthanasia.

One reason why they ~~are~~ should be allowed to die at their own choice is because it is a fact that many terminally ill patients suffer and endure pain therefore should be able to state when they want to die.

However ~~in my opinion~~ⁱⁿ some people's opinion ~~some~~ terminally ill people may not want to die sooner ~~at~~ before and may ~~be~~ be influenced by the pain and sadness terminal illness brings along with it so they regret it in the end.

On the other hand ~~suffering~~ in some people's opinion if the patient is terminally ill and be heading for death then they should get to choose when ~~the~~ and if they want to speed the process ~~up~~.

Despite this it is a fact that many patients who are suffering from illnesses such as cancer do recover therefore if they are ill and suffering and choose to die they may not ever be able to have the opportunity of recovery.

Furthermore people who are terminally ill and suffering should consider euthanasia a human right as it is the individual's freedom of choice on what they do and do not want to do.

In conclusion as ~~to~~ ~~the opinions over~~ ~~every~~ individuals have rights on their lives and in everything else such as choosing when to have sex, getting tattoos, smoking, binge drinking they should be given the rights to ~~end~~ end their lives if they are in pain or suffering however this should rely on doctors analysis.



ResultsPlus Examiner Comments

AO1/2 - limited evidence used though there is an attempt at some balance and there is a conclusion. Low Level 3 = 8 marks.

AO3 - factual evidence identified plus a conclusion, 2 marks.

AO4 - broadly understandable but arguments not very coherent and a lack of punctuation, so 3 marks.

Total 13 marks

A very good answer which scored 26 marks.

"Patients who are suffering and terminally ill should be allowed to die at a time and place of their own choosing" is a debate in which there are many in agreement and many in opposition, to answer this question I will critically examine this view through the themes of religion, the law, philosophy, medicine.

From a religious perspective ~~people should~~ in the Christian faith there is the belief that 'all life is sacred in the "sanctity of life" as it was made by God, thus there is the inference that only God has the right to take it away, thus it is his choice when and where they die not of the suffering or the terminal illness, then they are supposed to succumb to God's will. However, some Christians believe in Compassion as ~~the~~ the bible states "love thy neighbour as thyself"; thus teaching an idea of compassion, thus causing you to consider if

you were suffering would the compassionate thing to do to you be to allow you to die even if it meant overriding the principle of thou shalt not kill, thus many believe that the choice is subjective to the situation to do the kindest thing for them, I agree with this as life is sacred, however, the quality of life should be taken into consideration.

From the perspective of the law some patients are allowed to die ~~and~~ at a time and place of their own choosing as legally anyone over the age of 18 can refuse potentially life saving treatment ^{including} if they are suffering or terminally ill, for example a Jehovah's witness may be suffering and need a blood transfusion, however, if they refuse treatment like in this case on religious grounds then they are allowed to die in a place and time of their own choosing if no other treatment is available, or a cancer patient is legally allowed to discontinue therapies like chemotherapy which cause suffering, thus they will be aware that they will die within a certain

timeframe legally, however, suicide of those ~~in pain~~ terminally ill or in suffering is also legal, however, it may be condemned as unethical, but the law does not take away a person's choice of when and where to live and die in this matter. However, assistance in any way with suicide of the terminally ill or suffering ^{shape or form} via a physician or a loved one is condemned by the law as a criminal offence as it is euthanasia seen as murder, although many disagree with this law as with the assistance of the physician it allows for the terminally ill and suffering to die comfortably through drugs in a safe manner, thus it is dependent on the situation of the death. ~~However, I believe that~~

This is a strong argument as it poses ethical issues upon whether it is acceptable to help those that are terminally ill and suffering and if to leave them in that state unethical.

^{philosophists}
Many ~~to~~ believe that the terminally ill should be allowed to choose when and where to die as if they are already suffering and condemned to die

within a time period anyway to allow them to choose is ethically sound as it allows them to die with dignity in a way that a death chosen by the illness does not permit them to a painless or dignified death and may be seen as more distressing to their loved ones to watch them suffer.

Medically speaking, patients in a terminal or suffering nature are prevented from seeking physician assisted euthanasia as doctors must take the Hippocratic oath which promises to ~~not~~ not cause any harm unto the patient, thus by helping them to end their life, they may be seen as breaking the Hippocratic oath as they are ending a life, however, many would argue that as the medicine cannot provide them with a good enough quality of life it would do them more harm psychologically to keep them alive than to allow them to die at the time and place of their choosing.



ResultsPlus

Examiner Comments

AO1/2 - a well-balanced argument that uses a wide range of evidence and there is some evaluation, so a good Level 4 = 17 marks.

AO3 - identifies subjective evidence, quotes factual evidence (the law) and there is a conclusion, 3 marks.

AO4 - clearly written, coherent arguments, complex sentences - some spelling mistakes, 6 marks.

Total 26 marks

Paper Summary

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

- Read the question carefully. Then read it again and highlight any key words. Many candidates are still losing marks because they have misinterpreted the question or misunderstood what the question is actually asking.
- Check the number of marks given for a question. This should be part of exam technique. Candidates are losing marks because they are not developing sufficient points in their answers to cover all the marks for a question.
- Applying AO3 criteria needs to be practised thoroughly - use past papers or try analysing articles in the press.
- Draw up a plan for the longer questions, even if it's just a simple list or spider diagram.
- Poor handwriting in exams is still a concern. If an examiner finds it difficult to read what a candidate has written, they will also find it difficult to award the appropriate marks. Please write as clearly and legibly as possible.

Grade Boundaries

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