

Mark Scheme (Results) January 2010

GCE 2008

GCE General Studies (6GS03/01)

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does **not** mean giving credit for incorrect or inadequate answers.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark.

Crossed out work should be marked **UNLESS** the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should **NOT** receive credit.

1 / means that the responses are alternatives and either answer should receive full credit.

2 () means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.

3 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

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6GS03/01

Unit 3: Change and Progress

Section A

Question No.	Question	Mark
1		
	Answer	Mark
	C authority (no alternatives)	1

Question No.	Question	Mark
2 a		
	Answer	Mark
	<p>Any valid point, such as:</p> <ul style="list-style-type: none">• More householders deciding to depend on mobile for convenience• More affordable/versatile mobiles have become available• Rental too high• Rental not worth it when using mobiles as well• Communicating using the Internet/Skype/VOI protocols <p>I mark for a correct point</p> <p>Do not allow generic comment on the deployment of “new technologies”.</p>	1

Question No.	Question	Mark
2 b		
	Answer	Mark
	<p>Any valid point, such as:</p> <ul style="list-style-type: none">• Number of households in UK• Number of people in a household own a mobile phone• Number of other people (not in a household) who own at least one mobile phone	2

	<ul style="list-style-type: none"> • Number of people have more than one mobile phone • Number of redundant/unused mobile phones are in households <p>1 mark for each point up to 2</p>	
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Qu.	Question	
3a		
	Answer	Mark
	<p>Any valid point, such as:</p> <ul style="list-style-type: none"> • individuals have rights/one such right might be privacy in communications • unless they are wrong-doers • potential for inhibiting freedom of speech • do governments determine the validity of these rights, maybe they help to define a hierarchy of rights • who in government is in a position to make the decision whether or not to use the information and how? • Potential for misuse of information gathered • for the protection of the general public, governments may wish to justify the retrieval of information on mobile phone use and/or users' locations • any discussion about forms of morality (eg absolute/relative) • different ethical issues depending on different forms of government <p>1 mark any correct point up to 4.</p>	4

Qu	Question	
3b		
	Answer	Mark
	<p>Any valid point, such as:</p> <ul style="list-style-type: none"> • Networks must abide by the law in relation to privacy, so the ethical issues are in principal the same as those faced by government • Networks actually have the data and therefore might be expected to be more rigorous in maintaining confidentiality • Networks might want to gather statistical information (rather than data on individuals) and justify retrieving information for their own use – e.g. market research, competitive advantage, improvements to service/network/packages offered • Safeguards for use of information by networks – e.g. they may not use information without the agreement of their customers/ the terms and conditions will probably state that the company reserves the right to use statistical information from individual usage. <p>1 mark any correct point up to 2 Any one point expanded gains 2 marks</p>	2

Question No.	Question	
4		
	Answer	Mark
	<p>Any valid point, such as:</p> <ul style="list-style-type: none"> • A disadvantage might be that technology changes, and the implant may need to be changed frequently in the future • A problem might be with the charging up of the device • It might present a health risk • Can it be turned off (to go to sleep)/how do you operate it? • How could you text? • It will be a way of keeping track of you – civil liberties? • It might be used as a bugging/recording device (presumably not photos!) • Security issues, e.g. candidates in exams • Cost of implant <p>1 mark each point up to 2</p>	2

5		
	Answer	Mark
	<ul style="list-style-type: none"> • Changes to written language occur all the time – not necessarily a good or bad thing • It would be a bad thing if writing became ambiguous or more difficult to follow • It might be good thing if English spelling was rationalised • Since this is a private thing for individual and used on a particular device, then it is up to them and the people they communicate with what forms of writing they are prepared to accept • It might be a bad thing if it prevented individuals understanding writing in standard English • Quicker messaging may be more useful than grammatical and spelling accuracy/ you need to know how to spell to begin with/ you need to keep within a limited number of characters when making a text. • Abbreviation can lead to more information in any one text, therefore cheaper <p>1 mark any correct and appropriate point up to 3 Award up to 2 marks for development of any one point</p>	3

Question No.	Question	
6		
AO2	Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.	Mark
	<p>Since the candidate is asked to assess the mobile phone's usefulness/significance in relation to the other devices listed, answers should refer to other devices such as:</p> <ul style="list-style-type: none"> • Sound systems • Radio (communicating, communicating) • Labour saving devices in the home (impact on householder's time / ability to go out to work etc) <p>One mark for different comparison points with other devices, up to a maximum of 3</p> <p>Innovative advantages for the mobile phone:</p> <ul style="list-style-type: none"> • Portability/convenience/size/cost/ease of use • Versatility/other functions (only count one mark for more than one e.g. of versatility and personal usefulness) • Not tied to landline/popularity proven by the rapid spread of its use, even in developing countries where it has proved to be cheaper than landlines, and therefore available to more people. • It has changed the way in which people communicate • It has increased the speed at which information/news/pictures is disseminated (might include the mobile's use by dissident groups/civil disobedience/against intolerant regimes etc). <p>Up to 5 marks for different advantages/significance Award up to 2 marks for development of any one point</p>	0-6

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

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

Question No.	Question	
7a		
		Mark
	<p>Any valid point, such as:</p> <ul style="list-style-type: none"> • Ethnicity/race/residential status • Region • Age • Income/wealth/social class/occupation/employed • Education/qualifications • Marital status <p>Do not allow “religion” or “gender”</p> <p>1 mark each point up to a maximum of 2</p>	2

Question No.	Question	
7b		
		Mark
	<p>Any valid point, such as:</p> <ul style="list-style-type: none"> • survey is dependent entirely on internet access • The sample is self-selected • this will introduce bias • because those with more definite views are more likely to respond/ the sample will be skewed • no mention is made of how the 120 000 were selected, so casting further doubt on the survey's validity • Difficult to check whether the responder is giving truthful answers e.g. no proof of gender <p>1 mark each point up to 3</p>	3

Question No.	Question	
7c		
		Mark
	<p>Any valid point, such as:</p> <ul style="list-style-type: none"> • Younger generation more likely to present dissenting view against tradition/ not cool to be religious • Older people may be more reflective and considering their own mortality • Society has changed, and the expectation of belief is less in modern times/ more 30/40 years ago • Older people were brought up in a less questioning culture and more of them just accepted that they should believe • More options for secular youthful activities (on Sundays) • Changes in proportion of population of Christian families, as opposed to other beliefs <p>1 mark each point up to 4</p>	4

Question No.	Question	
8a		
		Mark
	<ul style="list-style-type: none"> • In 2006, the 1996 group of 15-19 years are now included in the 20-29 age group • In 2006, the 20-29 age group includes individuals who were not sampled • As a result, the sample may be skewed • The proportion with no religion - 1996 – 15-19 year olds is about 32% • The proportion with no religion - 2006 – 20-29 year is about 48% • Which means that in the 10 years, some of these people have decided to follow no religion <p>1 mark for each point up to a maximum of 2.</p>	2

Question No.	Question	
8b		
		Mark
	<p>For the Bible Society study the data shows that:</p> <ul style="list-style-type: none"> • In 2008, there are differences between the age groups in relation to Christian belief • 32% of the 15-24 year group say they are Christians • 73% of the 65+ age group say they are Christians • we can interpret that with death of the elderly, the population as a whole becomes less Christian • However this does NOT allow us to conclude that people become more Christian with age, since we do not know what 65+ year olds believed in their youth • We also must bear in mind that the sample may not be a good one • It reveals only stated Christian beliefs and therefore nothing is known of overall religious belief <p>For the Census data</p> <ul style="list-style-type: none"> • There is a consistent pattern of increasing non-belief in religion during the ten years 1996 – 2006. • The data for the three sample years show more disbelief for every age group, and for 2001 over 1996, and 2006 over 2001 • There is therefore some justification for saying that a larger proportion of each age group professes to have no religion, increasing between 1996 and 2006. • The picture is not totally clear because the change is smaller with increasing age, and there has been little change in the proportion of 65+ year old. • The sample is probably better than the Bible Society, since all citizens and religions have been recorded; therefore we are more justified in drawing conclusions. • The figures for no religion increase from 1996 to 2006 for each age group that can be fairly compared • The two sets of data are consistent however. <p>1 mark for each point (not necessarily expressed as clearly and completely) from either set of data up to a maximum of 5</p>	5

Question No.	Question	Mark
9		
	Indicative content	14
	<p>The evaluation could contain the following evidence and arguments</p> <ul style="list-style-type: none"> • Governments which are avowedly democratic should maintain equality of religious belief, which may not actually be the case • Since, as in NZ, a substantial proportion of the population professes to have no religion, a government that allowed religion/religions to constitute a part of its affairs would not be representative. • Countries with a government which has single religious commitment are notoriously intolerant • On the other hand, having a religious commitment may give a country a more coherent culture • Some countries, such as US, are in principle secular, but some pressure groups have ensured that a belief in God by their political leaders is almost essential. • Education in a particular religion causes problems OR education in religion might be seen as beneficial to society. • Why should the government take any notice of one of the surveys since it has been carried out by an interest group and could be biased. 	

AO2	<i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>		
	Level	Criteria	Mark
	0	Fragmentary, content is inaccurate, missing or miniscule, reaches no conclusion.	0
	1	Limited, (mainly) one sided answer with a simple conclusion	1
	2	Selects and marshals a limited range of evidence to draw a simple conclusion, which may or may not be appropriate. There may be little explanatory comment	2
	3	A developed answer which largely examines one viewpoint or looks at two sides of the argument in a superficial and unspecific manner. Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions. 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	3
	4	Evidence is used to examine contrasting viewpoints. Selects, interprets and begins to evaluate evidence to show clear awareness of differing points of view, and uses it to draw a justified conclusion or conclusions. 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.	4

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

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

SECTION C

Marking of Questions - Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplification of content is not exhaustive. It is intended as a guide and it will be necessary for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded on the quality of thought expressed in their answers and not solely on the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

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

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

Using the levels mark scheme

Examiners must mark initially on the AO1/AO2/AO3 levels. In order to arrive at a level, examiners must look for a best fit to the descriptors. Within the level, examiners must start at the middle mark and move up or down according to the quality of response.

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

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

Question No.	Question
10	
Indicative content	
<p>Examples of evidence that might be used:</p>	
<p>The nature of creativity</p>	
<p>The nature of popular culture</p>	
<p>The expectations of the public – what are they?</p>	
<p>The nature of TV</p>	
<p>The control of TV output – who determines what is shown?</p>	
<p>Public sector and privately owned TV</p>	
<p>Evidence from different countries</p>	
<p>Examples of arguments that might be used</p>	
<p>Popular culture is not necessarily restricted as described, and can be creative in its own right</p>	
<p>TV alone does not define popular culture. It may be that increases in the kind of TV programmes referred to have much to do with TV and less to do with popular culture</p>	
<p>Do celebrity competitions and pop talent shows have to be uncreative? – It could be argued that the format is capable of being creative and challenging.</p>	
<p>The same argument has been made historically about how a current popular idea has restricted creativity and has often been proved to be wrong.</p>	
<p>It is condescending to see popular culture in this way – it is not restricted to the lowest common denominator</p>	
<p>TV with a single output format of the type described would lead to viewers' general discontent</p>	
<p>The possibility is real – witness the extent of such shows on TV currently</p>	
<p>Not all public sector TV is as described – there is great variety of provision</p>	
<p>TV provides massive coverage of other popular culture formats – e.g. sport – which are not going to go away</p>	
<p>With more channels, some might specialise in these types of shows, for viewers who want them</p>	
<p></p>	
<p></p>	
<p>Synoptic features</p>	
<p>Candidates are required to look at the question from a range of viewpoints and disciplines. They need to draw together, or compare and contrast, different ideas on the nature of creativity and television. They may also bring together ideas from other areas –</p>	
<p>scientific, technological and sociological.</p>	

AO1	<i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines</i>			
AO2	<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	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	1-2	7-13
	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	

AO3	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>		
	Descriptor		Mark range
	Limited evidence but may use some facts or opinions		0
	Uses facts and opinion to support the answer		1
	Makes explicit reference to fact, opinion and belief in some of the evidence presented from more than one perspective		2
	Makes explicit reference to facts, opinions and beliefs in some of the evidence presented from more than one perspective, and is clear about the differences between them		3
	Makes clear the difference between fact, opinion and belief in most of the evidence presented and shows how the use of fact, opinion and belief affects the strength of the arguments presented		4

AO4	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	
	<i>The AO4 marks are not dependant upon the AO2 and AO3 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
	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication	1-2
	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	3-4
	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors.	5-6

Question No.	Question
11	
Indicative content	
<p>Examples of evidence that might be used; Global warming – what it is and how it may lead to climate change The evidence is clear that it is occurring The rate and eventual equilibrium point is open to debate There is conflicting evidence on how the warming is caused – most agree that it is anthropogenic Many scientists are working on methods to combat the problem Some evidence that it may be possible to stabilise How it might be possible to ensure survival under changed conditions Likely that there will be human migrations if it comes to pass It may spark further human evolution Relative costs of adapting to new climate and maintaining status quo Historical evidence of changes and their effects on human behaviour What kind of changes may be required for each strategy?</p> <p>Examples of arguments that might be used: Since there are conflicting views, it seems sensible to try to reduce humanly generated carbon dioxide emissions. If CO₂ emissions are stabilised, but perhaps not reduced, we must adapt to warmer conditions anyway– meaning more adverse weather conditions, droughts, sea level changes and more. It would also seem sensible to try to follow both strategies, but this might be difficult if there is a shortage of resources. There is a risk of unsuspected dangers arising from some suggested strategies for lowering carbon emissions – which might give rise to a whole new set of problems The world is always changing – our resources are puny compared to the violence of nature – so perhaps we should just try to adapt. Learning to live in amore sustainable way that we do currently may be what we will have to adapt to, for other reasons, e.g. resource depletion, as well as incidentally tackling the global warming issue Adaptation may not be possible and catastrophes may be inevitable</p> <p>Synoptic features Candidates are required to look at the question from a range of viewpoints and disciplines – scientific, technological, sociological and cultural – purely because of the nature of the question.</p>	

AO1	<i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines</i>			
AO2	<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	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	1-2	7-13
	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	

AO3	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	
	Descriptor	Mark range
	Limited evidence but may use some facts or opinions	0
	Uses facts and opinion to support the answer	1
	Makes explicit reference to fact, opinion and belief in some of the evidence presented from more than one perspective	2
	Makes explicit reference to facts, opinions and beliefs in some of the evidence presented from more than one perspective, and is clear about the differences between them	3
	Makes clear the difference between fact, opinion and belief in most of the evidence presented and shows how the use of fact, opinion and belief affects the strength of the arguments presented	4

AO4	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	
	<i>The AO4 marks are not dependent upon the AO2 and AO3 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
	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication	1-2
	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	3-4
	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors.	5-6

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