

FINAL

Mark Scheme (Results)

January 2013

GCE General Studies (6GS03/01)

Unit 3: Change and Progress

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question No.	Answer	
	Using the source and your own knowledge, explain what is meant by “behavioural insight”.	Mark
1	<ol style="list-style-type: none"> 1. Facts, theories or understanding (= insights) from psychology/ behavioural science 2. Facts, theories or understanding (= insights) from economics 3. Conclusions/making judgements from social sciences/psychology/ethology applied to human behaviour 4. Something that is applied to modify human behaviour/lifestyles using the results of research into behaviour. <p>One mark each point, up to a maximum of 3</p>	3

Question No.	Answer	
	List three moral issues arising from organ donor registration schemes.	Mark
2	<ol style="list-style-type: none"> 1. It is not right to use donor organs because it is forbidden by some religious teaching/there is an issue over the carrying out expensive donations, which have a considerable on-cost, when there are more cost effective medical procedures. 2. The organs should not be used because the donor may have changed their mind after registering/is everyone aware of the opting out of registration/or the full implications of opting in? 3. The potential organ donor may feel under unreasonable moral pressure to agree with/sign into the scheme/may be made to feel bad or unworthy if they don't. 4. It is not right for the government to support such a scheme because some citizens do not agree with it. 5. It is right to have such a scheme because it saves human lives (or similar utilitarian point of view). 6. Should a donor have a right to choose who is to receive their donated organ (either in specific or general terms)? 7. If someone has not agreed to being a donor, is it right for them to be offered a donation if needed? <p>Answers, strictly speaking, should limit the issue to the scheme rather than the transplantation itself. However it would be unreasonable not to allow either issue in point 1 above.</p> <p>One mark each issue up to a maximum of 3</p>	3

Question No.	Answer	
	How, according to the source, can behavioural insights lead to savings in healthcare costs?	Mark
3	<ol style="list-style-type: none"> 1. They would help to create healthier life-styles. 2. The more healthy the population is, the lower the cost of the health services 3. Any specific points (only one allowed for a mark) such as <ul style="list-style-type: none"> Reducing smoking improves health Reducing drinking improves health Eating a healthy diet improves health <p>1 mark each point up to 3</p>	3

Question No.	Answer	
	How would you test the belief that rewarding a commitment to quit smoking would be effective in reducing the number of smokers?	Mark
4	<ol style="list-style-type: none"> 1. Select two matched groups of adult smokers 2. One group is rewarded (the other is not) for reducing smoking 3. Monitor smoking behaviour in each group 4. measure any changes in amount of smoking 5. Use statistical tests to see if any changes are significant 6. (Have any such trials in other countries been generally adopted?) Credit this if the candidate suggests this in the context of seeking evidence. <p>The answer should reflect on testing a belief – hence should talk about a scientific procedure.</p> <p>One mark each point up to 4</p>	4

Question No.	Answer	
	Explain the meaning of the term ‘silver bullet’ as used in the last paragraph of the source.	Mark
5	<ol style="list-style-type: none"> 1. The use of the term is a form of analogy/metaphor/figure of speech 2. It implies a quick, targeted cure for something 3. The term implies that there might be a complete/universal solution 4. But the source implies that any change will not solve any of these problems outright, but may achieve partial success. 5. The term is used in this situation as a political statement to distance the speaker from potentially bad outcomes from the proposal(s). 6. The origin of the term (used as a weapon to kill supernatural beings) may be familiar to some candidates and can be credited for one mark <p>One mark each point up to 3</p>	3

Question No.	The source is drawing attention to a strategy for changing human behaviour for the better. Assess the strength of the evidence for the strategy as presented in the source.	
Indicative content	Mark	
6	<p>The conclusion that human behaviour can be changed by the actions described can be supported by reference to:</p> <p>Increasing the number of organ donors through a scheme using online applications for driving licences has been successful in other countries (although the nature of that success has to be taken on trust in this press notice. It is however, something that could be checked)</p> <p>This is however the only piece of hard evidence that “behavioural insights” can be applied to health problems. The insights themselves are not at all clear. The emphasis is on “encouragement of healthier behaviours”. This is rather stating the obvious. Although this may not be mentioned by candidates, the ideas in this paper have been stimulated by “nudge theory”, the brainwave of an American political economist. As this goes – people can be nudged into appropriate behaviours by means other than legislation.</p> <p>Answers should look at the proposals – e.g. encouraging smokers to quit by offering rewards – and note that the paper suggests a pilot (sounds like a good thing). However there is an assumption that these proposals are likely to be effective.</p> <p>Answers should also note that this is a press notice, which refers to a discussion paper, in which much more evidence might be presented. It is a political statement, and refers to a paper written by a government body, so how confidently can we trust it?</p>	

AO2	<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.	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. Borderline at this level, explanatory comment is simple and restricted. Secure in the level it is: either clearly interpreted and applied to a single view of the question/ or addressing 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> (Up to 6 marks)
<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 factual sources? 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 government has a political agenda? 4. Does the candidate test whether the argument relies on assertions, which are not scientifically supported? 5. Does the candidate question whether or not behavioural scientists provide us with unbiased information? 6. Does the candidate question whether or not politicians interpret scientific findings correctly? 7. Does the candidate assess whether or not the conclusion is based on beliefs which have been tested in the appropriate areas? <p>1 mark each point up to a maximum of 6.</p>	

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>
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	(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.	Answer	
7	<p>(a) Give one example of a sustained technological innovation not mentioned in the passage. Justify your choice.</p> <p>(b) Give an example of a disruptive technological innovation not mentioned in the passage. Justify your choice.</p>	Mark
	<p>a) There can be many possible answers to this. For example: a lawnmower. This can be justified by pointing out that machines to cut grass have a long history. Current machines have maintained simple principles in their function, but have adopted innovative ways of operating – cylinder mower, rotary mowers, petrol engines, electric motors with cable, or batteries – and so on. Give ONE mark for any innovation that has sustained characteristics, and ONE mark for a justification.</p> <p>A justification must point out that the device has a history, and that innovations simply improve its functioning. UP TO 2 MARKS</p> <p>Other examples: robotic cars; forms of petrol/diesel engines; TABLET computers and their variations; play-stations; music-players; DVD; CD; DIGITAL cameras; vacuum cleaners; 3D TVs; Social networking applications of the Internet;</p> <p>Do not accept: Macdonald's or fast food-chains (they are not technological innovations); "improved cars" (there should be reference to something specific); PCs, iPhones/smartphones (they are mentioned in the passage)</p> <p>b) As in a) there are many possible answers. However, the disruptive aspect can only be justified by reference to a completely new direction – for example the aircraft engine, which made powered flight possible, completely changed transport options. ONE mark for an example and ONE mark for a correct justification.</p> <p>Other examples: television; satnavs (a profound change from a map); dishwashers; Kinect (alters communication with the machine); MOBILE phones (not smartphones); LAPTOP computer; the INTERNET</p> <p>Do not accept: Tablet computer; DVD players; fridges or deep-freezers; low energy light bulbs; TWITTER, FACEBOOK, AMAZON or similar (sustained disruptive agents, based on the INTERNET)</p>	4

Question No.	Answer	
	Using the source, how would you distinguish between innovation and creativity?	Mark
8	<ol style="list-style-type: none"> 1. Innovation is the introduction of an idea or artefact into a novel situation. 2. The source differentiates between kinds of innovation (disruptive and sustained), but creativity is one concept 3. Creativity is the production of something completely novel/new. 4. The source refers to the creation of new products and services (=creativity) - 5. in comparison with innovative products 6. Innovation is thus an extension of creativity. <p>One mark each point up to a maximum of 4</p>	4

Question No.	Answer	
	In what ways has the personal computer changed people's lifestyles?	Mark
9	<p>Personal lifestyles (both at work and domestically) have changed:</p> <ol style="list-style-type: none"> 1. In forms of entertainment 2. In forms of communication 3. In forms of education 4. In making purchases/shopping/banking 5. In gathering information/variety of sources/resources/storing information 6. Negative aspects, such as changes in family life may be mentioned/cyber-bullying/less face-to-face interaction/fraud and identity theft 7. Reducing opportunities for physical activity (recreational/travelling to work) <p>Working lifestyles have changed:</p> <ol style="list-style-type: none"> 8. In forms of communication 9. In office procedures and practice 10. In expectations of staff 11. In searching for information/collating information useful to business 12. In place of work – working “from home” is now a common practice 13. In extension of markets globally 14. Social networking is having an on-going effect on the relationship within groups, the expression of opinions, political and cultural expression. 15. Increased opportunities for those with disabilities <p>Strictly speaking the question is about the “personal computer”, but this is so much at the heart of modern communications that it would be unreasonable to split hairs.</p> <p>Ironically, in the 1970s, the development of computing in workplaces was thought to herald the emancipation of workers – greater earning from shorter hours!!!</p> <p>One mark each point up to a maximum of 4</p>	4

Question No.	Answer	
	Apple's success is said to be based on its creation of a style which has proved to be popular. Consider whether the creation of a new style may be regarded as progress.	Mark
10	<ol style="list-style-type: none"> 1. Definition of progress - a change in the human condition which is seen as an improvement in that condition. 2. Define style as a manner of doing something, a form or fashion (may refer to Apple's perceived style) 3. It can be regarded as progress, if the manner actually is an improvement – for example – Apple computing was seen as more user-friendly than Microsoft's systems (but this is a subjective matter) 4. A new style need not represent progress, since it may simply be cosmetic/a new style may just be a new thing/modification 5. The perception of a change as progress or not is essentially subjective, so this may be just an opinion or point of view. 6. Style is used as a form of classification, hence not progress <p>One mark each point up to 4</p>	4

Question No. 11	One conclusion in the source is that “disruptive innovation is essential if the business world and society in general is to progress”. How far does evidence in the source support this conclusion?	
Indicative content		Mark
	<p>Evidence in the source is provided in the Apple vs. Windows systems; and the production of innovative products by Apple – phones, music players. The evidence can be taken as authoritative, the facts of the situation can be checked out.</p> <p>The definition of the two forms of innovation is open to challenge – innovative products are simply new things, and if they are new, they could be always be seen as disruptive. Sustained innovation is a refinement process – perhaps it is just that the scale of the innovation is small. Disruptive innovation leads to completely new ways of doing things.</p> <p>The source refers to a disruption in the marketplace – this might lead to progress (i.e. improvement) so that people’s lives are enhanced. On the other hand, it is possible to identify negative aspects of such disruption – the advantages of the mobile phone are counterbalanced by changes in the ways we behave to one another, not always positively.</p>	
AO2	<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. Borderline at this level, explanatory comment is simple and restricted.</p> <p>Secure in the level it is: either clearly interpreted and applied to a single view of the question/ or addressing 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. 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

AO3	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i> (Max 6 marks)	
Candidates should make clear the nature of the evidence they are using. Allow 1 mark for each question that you can answer YES.		6
<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? 		

AO4	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> (Max 4 marks) <i>The AO4 marks are not dependent upon the AO2 and AO3 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		(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.

<p>Question No. 12</p>	<p>In the last few years there have been revolutions in countries in North Africa and the Middle East. In some cases, change has arisen from internal unrest, in others through the intervention of other countries.</p> <p>How far is it justifiable for one country to support dissent or enforce regime change in another?</p>
<p>Indicative content</p>	
<p>AO1 Answers need to refer to specific examples. For example, candidates could compare the changes brought about in Tunisia or Egypt through internal unrest and uprising, unsupported by direct foreign intervention, with the bloody revolution in Libya, where rebels were helped by NATO military intervention.</p> <p>AO2 There are many arguments that can be deployed here. It could be argued that it is never permissible to interfere directly with dissent in another country – how would you feel if a middle eastern country were to support demonstrations, or even terrorist acts in the UK? This was the situation for example with the Libyan support of IRA activity in the 1970s. There may be grounds for intervention if the unrest or dissent in one country were to affect the stability of your own. This has been used as an excuse by tyrants in one country to invade another (Hitler in Austria and Poland) There may be a way to legalise such intervention through appeals to the UN, notably through the Security Council – for example in the US-led invasion of Iraq. The notion of “rogue states”, whose activities against their own people are only part of a more general threat to world order – Iran/North Korea and their possible development of nuclear weapons.</p> <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 freedom and authority, international relationships and human needs. They may also bring together ideas from other areas – political and ethical issues, utilitarianism.</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	2-7
	AO2	Superficial or formulaic answer	1-6	
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	

AO3	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i> (Max 4 marks)
<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"> Does the candidate refer to identified, but not necessarily quoted, <i>evidence</i>? Does the candidate subject the evidence to albeit limited <i>critical scrutiny</i>? Does the answer distinguish between fact and opinion? Does the answer identify any issues of bias or prejudice? Does the candidate refer to the strength or weakness of <i>arguments</i> used? 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> The A04 marks are not dependent upon the A02 and A03 marks	
		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	(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.	
13	<p>People's access to a modern electricity supply must increase even as greenhouse gases are reduced, according to a report issued by the U.N. Secretary-General's Advisory Group on Energy and Climate Change (2010).</p> <p>Some 1.6 billion people, mostly in developing countries, still lack access to electricity, a significant barrier to development. And approximately 3.0 billion people, half of humanity, rely on traditional and harmful biomass for cooking and heating.</p> <p>Evaluate the benefits and drawbacks of providing electricity for those currently without access.</p>
Indicative content	
<p>AO1 Answers need to consider and expand some factual matters additional to that provided in the question. Lack of access to electricity inhibits communication, educational opportunities and improvements in living standards. In what ways are the use of "traditional and harmful biomass" damaging – for example, health aspects, since smoke in dwellings is very damaging to children's respiratory systems. Forms of electricity supply – can be centrally provided through a grid. Electricity is generated remotely, through large scale generation – hydroelectricity, power stations (nuclear and fossil fuel) and now wind turbines. Other systems are under consideration – tidal, large scale photo-voltaic and solar thermal. Locally, generation may be through small local and domestic systems.</p> <p>AO2 Benefits are to the quality of life – improvements in living conditions. Powerful and accessible lighting enables longer hours for study, work and recreation. Modern communication systems are totally dependent on electricity, but give access to knowledge which is essential to business, and in some African and Asian countries now provide a mechanism for banking through payment and receipts via the mobile phone networks. Drawbacks are few, but are related to the availability of resources. The building of huge dams for both water resource regulation, and hydroelectricity have had and will have negative overall effects – displacement of people without adequate provision, unforeseen detrimental changes in the environment. The successful provision of small scale systems depends on the availability of batteries for storage, as well as electronic devices for the management of such systems. All these systems depend on the resources which are limited (e.g. uncommon or rare chemical elements) and which will rise in price as demand and scarcity increases.</p> <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 resource provision and social outcomes. They may also bring together ideas from other areas – 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	2-7
	AO2	Superficial or formulaic answer	1-6	
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	

AO3	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i> (Max 4 marks)	
Candidates should make clear the nature of the evidence they are using. Allow 1 mark for each question that you can answer YES.		4
<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? 		

AO4	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> The AO4 marks are not dependent upon the AO2 and AO3 marks	
		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	(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)