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Mark Scheme (Results)

June 2018

GCE General Studies (6GS01/01)

Unit 1: Challenges for Society

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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.

Section A

Question Number	Answer	Mark
Q1	C 7100 exact answer is 7122	1

Question Number	Answer	Mark
Q2	A between 0% and 3% Maths - 1 in a hundred gives a positive result, so out of 9000 tests 90 will be positive, but only 1 has the disorder, so 1.11%	1

Question Number	Answer	Mark
Q3	A Fact only	1

Question Number	Answer	Mark
Q4	B Whether it is ethical to use stem cells in medical treatments	1

Question Number	Answer	Mark
Q5	A An idea based on empirical evidence	1

Question Number	Answer	Mark
Q6	C They cause destruction to the ozone layer	1

Question Number	Answer	Mark
Q7	D France	1

Question Number	Answer	Mark
Q8	B Punishment of a criminal	1

Question Number	Answer	Mark
Q9	B Sixteenth	1

Question Number	Answer	Mark
Q10	A Geocentric	1

Question Number	Answer	Mark
Q11	C probability of being caught	1

Question Number	Answer	Mark
Q12	A produce falsifiable predictions	1

Question Number	Answer	Mark
Q13	D member countries	1

Question Number	Answer	Mark
Q14	C simplicity	1

Question Number	Answer	Mark
Q15	C benefit fraud	

Question Number	Answer	Mark
Q16	B 1/20	1

Question Number	Answer	Mark
Q17	C Both fact and opinion	1

Question Number	Answer	Mark
Q18	D observation - hypothesis - testing - theory	1

Question Number	Answer	Mark
Q19	D analogy	1

Question Number	Answer	Mark
Q20	C induction	1

Section B

Question Number	Acceptable Answers	Mark
21	<p>The only acceptable answers (though they may be expressed in slightly different language) are listed below. Award 1 mark for each bullet point (max 2):</p> <ul style="list-style-type: none"> • treating spinal cord injuries • treating (type 1) diabetes. • Rebuild organs damaged by disease <p>Marks are only awarded for answers in the source, and not their own knowledge.</p>	2

Question Number	Acceptable Answers	Mark
22	<p>The only acceptable answers (though they may be expressed in slightly different language) are listed below. Award 1 mark for each bullet point (max 2):</p> <ul style="list-style-type: none"> • cheaper • inexhaustible. • Help relieve organ shortage <p>Marks are only awarded for answers in the source, and not their own knowledge.</p>	2

Question Number	Acceptable Answers	Mark
23 a	<p>Award 1 mark when an answer matches any of the bullet points below (max 2):</p> <ul style="list-style-type: none"> • utilitarianism is a form of moral/ethical/philosophical/reasoning • utilitarianism judges an act on whether it produces the greatest happiness/benefit for the greatest number (must involve comparison). 	2
23 b	<p>Within a utilitarian framework, there seems to be a strong argument in favour of an 'opt-out' system. Any unease this might cause some people is surely outweighed by the many people who would gain extra years of life (not even taking into account their relatives and friends who would be glad of this too).</p> <p>Award 1 mark when an answer matches any of the bullet points below max 1:</p> <ul style="list-style-type: none"> • benefits for society are maximised • there is a need to provide a transplant for as many people as possible, and an opt-out system increases the number 	3

	<p>available</p> <ul style="list-style-type: none">• benefits to potential recipients outweigh the wishes of the deceased donors' relatives. <p>Answers must refer to the utilitarian approach.</p>	
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Question Number	Acceptable Answers	Mark
25	a) An organism containing a mixture of genetically different tissues (formed by processes such as fusion of early embryos, grafting, or mutation).	1
	b) - To balance the welfare of animals against the needs of science and industry. - To give impartial advice to the Home Office - To give approval for research.	1
	c) Any three from the following <ul style="list-style-type: none"> • World population is increasing • More older people • Lifestyle choice leading to organ damage, e.g. obesity, overuse of alcohol, lack of exercise • Improved medical techniques • Better outcomes 	3

Question Number	A03: Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.	Mark
26	<p>The source uses different types of evidence and arguments to conclude that 'growing organs for human transplant is acceptable'. Assess the strengths and weaknesses of these different types of evidence and arguments, using examples from the source.</p> <p>The question asks candidates to assess the strengths and weaknesses of different types of evidence and arguments using examples from the source.</p> <p>In the source a bioethicist argues that the process of implanting stem cells into pigs in order to produce organs for transplantation into humans is no worse than using the same pigs and raising them for food; the strength of this argument is to be considered.</p> <p>In the same way that animals can be bred to fulfil our need for food, they can also be used to provide organs for transplant. The source suggests there are no more ethical issues regarding the latter - what are the strengths and weaknesses of this?</p> <p>Mark A03 by asking yourself the following questions and awarding a mark where appropriate (max 5):</p> <ul style="list-style-type: none"> ▪ Does the candidate refer to or discuss evidence from the source? If YES award one mark ▪ Does the candidate correctly refer to different <u>types</u> of evidence, - e.g. objectivity, subjectivity, facts, opinions? (max 2) If YES award one mark ▪ Does the candidate refer to the <u>adequacy</u> of the evidence or any gaps, flaws or bias? Idea that facts are stronger arguments than 	5 A03

	<p>opinion.</p> <p style="text-align: center;">If YES award one mark</p> <ul style="list-style-type: none"> ▪ Does the candidate correctly refer to <u>named types</u> of argument (e.g. inductive argument or analogy)? <p style="text-align: center;">If YES award one mark</p> ▪ Does the candidate make a qualified statement referring to strength of evidence/argument? E.g. fact is a strong form of evidence. Inductive arguments tend to be stronger than from authority. <p style="text-align: center;">If YES award one mark</p> ▪ Does the candidate identify specific evidence (e.g. a quotation) as fact or opinion in the passage? <p style="text-align: center;">If YES award one mark</p> 	
After marking for AO3, assess it for communication, AO4.		

Question Number	AO4: <i>Communicate clearly and accurately in a concise, logical and relevant way.</i> Note: The AO4 marks are not dependent upon the AO3 marks.	
26	Mark	
	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little (i.e. 4 lines/50 words or less) of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly 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 and well laid out, and relevant, there are very few grammatical or spelling errors.

Section C

INTRODUCTION

Since we are not using a levels mark scheme, we focus on individual points or statements made by candidates, giving a separate mark for each.

AO1 involves knowledge and understanding, which we shall usually see in the form of a factual statement.

For AO2, we are looking for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements. If you can put these words (or similar) in front of something the candidate has written then it is probably involving explanation, interpretation, evaluation, integration of ideas, exemplification (selection of suitable materials/examples) so 1 AO2 mark can be awarded for each such point.

Context	
<p>With over four million CCTV cameras in operation, Britain is the most monitored country in Europe. Whilst the government insists that CCTV is effective in cutting crime, more cost-effective measures such as investing in good street lighting may be a better way forward. Consider arguments for and against the view the number of CCTV cameras should be reduced.</p> <p style="text-align: right;">(8 AO1, 8 AO2, 4 AO4)</p>	
Q27	<i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
Mark	
0-8	<p>Award 1 mark for each valid point, up to a maximum of 8 marks, such as:</p> <ul style="list-style-type: none"> • provides evidence to help catch criminals • public feel safer • helps to deter crime • allows police to track/monitor movement of criminals/vehicles • provides remote monitoring, e.g. home security systems • useful in monitoring situations • being used as a cheaper alternative to the police • potential misuse of cameras • danger of Big Brother/Orwellian society where people feel under constant surveillance. <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above. Where candidates relevantly use information from the stimulus, this should be awarded marks.</i></p> <p>Some these issues will be debated and awarded marks for AO2 (see next page).</p>

Q27	<i>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i>
Mark	
0-8	<p>Award 1 mark (or 2 marks if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of the pros and cons of CCTV - those who only consider one of these aspects will be limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> • Selecting: identifying and applying relevant evidence • Interpreting: showing how evidence helps to answer the question • Evaluating: assessing the strength of the evidence in support of the question • Integrating: using evidence to develop a coherent argument/conclusion. <p><i>Note - evidence can be information, data, concepts or opinions</i></p> <p><i>AO2 points typically relate to AO1 points and add explanation, interpretation and/or evaluation. The points made inevitably depend on the AO1 points but are likely to include such points as:</i></p> <ul style="list-style-type: none"> • quoted examples of the effectiveness of CCTV in catching criminals (max 3 for one mark each) • expansion on why public feels safer, idea that potential criminals have a

	<p>heightened fear of being caught</p> <ul style="list-style-type: none"> • useful applications of monitoring motorway traffic, where to send police resources on trouble spots, (max 3 for one mark each) • examples of misuse of CCTV, e.g. hackers using cameras for their own uses • discussion of the cost effectiveness • civil liberty and privacy aspects • Up to 3 marks for developing and drawing a conclusion. <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></p>
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Q27	<p>AO4: Communicate clearly and accurately in a concise, logical and relevant way. The AO4 marks are not dependent upon the AO1 and AO2 marks.</p>
Mark	
0	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 (i.e. 40 words/5 lines or less) of the candidate's own writing to assess reliably.
1	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.
2	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.
3	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.
4	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.

Q28	
<p>Humboldt penguins at Scarborough Sea Life Centre have been prescribed antidepressants because they're so unhappy. A gorilla was shot and killed after escaping from an exhibit at the Dallas Zoo. The organisation PETA (People for the Ethical Treatment of Animals) are opposed to animals being kept in captivity.</p> <p>Discuss the view that we should replace traditional zoos with virtual zoos.</p> <p style="text-align: right;">(8 AO1, 8 AO2, 4 AO4)</p>	
Mark	<i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
0-8	<p>Award 1 mark for each valid point, up to a maximum of 8 marks, such as:</p> <ul style="list-style-type: none"> • animals are able to experience emotional distress • zoo conditions are different to animals natural habitat • zoo animals are generally well fed • zoo animals have access to medical care • endangered species can be bred successfully in zoos • does captivity in zoos contravene animal rights? • educational value of real animals in zoos • virtual zoos also offer educational value • no animals suffer in virtual zoos. <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above. Where candidates relevantly use information from the stimulus, this should be awarded marks.</i></p> <p>Some these issues will be debated and awarded marks for AO2 (see next page).</p>

Mark	<i>A02: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>
0-8	<p>Award 1 mark (or 2 marks if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of the arguments for and against zoos - those who only consider one of these aspects will be limited to a maximum of 6 marks.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> • Selecting: identifying and applying relevant evidence • Interpreting: showing how evidence helps to answer the question • Evaluating: assessing the strength of the evidence in support of the question • Integrating: using evidence to develop a coherent argument/conclusion. <p><i>Note - evidence can be information, data, concepts or opinions</i></p> <p><i>A02 points typically relate to A01 points and add explanation, interpretation and/or evaluation. The points made inevitably depend on the A01 points but are likely to include such points as:</i></p> <ul style="list-style-type: none"> • how captivity changes the natural behaviour of animals • some animals are in danger of extinction, zoo breeding programmes can be useful, extra marks for named examples, e.g. giant panda • advantages to animals of being in captivity, e.g. safe from predation • interpretation of animal rights in the context of zoos • detailing of the educational value of zoos • additional educational benefits of virtual zoos • up to 3 marks for developing and drawing a conclusion. <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></p> <p><i>Points must be credited, even if they don't appear in the list above.</i></p>

Q28	<i>A04: Communicate clearly and accurately in a concise, logical and relevant way.</i>
Mark	<i>The A04 marks are not dependent upon the A01 and A02 marks.</i>
0	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 (i.e. 4 lines/50 words or less) of the candidate's own writing to assess reliably.
1	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.
2	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.
3	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.
4	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.