

# Mark Scheme (Results)

Summer 2013

GCE General Studies (6GS03)  
Paper 01 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.	Question	
1		
		Mark
	<p>1. Fixed tracks with rail/limited number of destinations/ but rail more direct to major destinations</p> <p>2. Roads more easily changed/flexible routes</p> <p>3. Railways require timetables/private cars can set off any time</p> <p>4. Trains relatively safer than roads</p> <p>5. Trains have more predictable timekeeping</p> <p>6. Cost to traveller if qualified, eg single traveller may find it cheaper by train / comparative costs of petrol and tickets. (<b>DO NOT ALLOW</b> train/road cheaper/expensive)</p> <p>7. Public transport journey by road has similar constraints to a railway</p> <p>8. Comparison of damage/breakdown/engineering works/road works/accident on road versus rail</p> <p>9. Comparison of time taken to make a journey, may be quicker by car if start and destinations are not near a rail station (<b>DO NOT ALLOW</b> "train is faster", without qualification)</p> <p>10. You can do work or other things (sit and relax) in a train, but not if you are the driver of a car / less stress / more comfortable / no parking issues by rail</p> <p>11. Services are available on a train while you travel</p> <p>One mark each point up to a maximum of 3</p> <p><b>DO NOT ALLOW</b> Reducing carbon dioxide; environmental effects; wider/global economic benefits</p>	3

Question No.	Question	
<b>2</b>		
		Mark
	<p>It can be argued that the introduction of the railways in 19<sup>th</sup> C was more significant than the introduction of high speed networks, since it opened up new horizons for the less well-off, improved both the speed and ease of bulk transport and so enhanced trade and business. It increased opportunities for leisure and opened up areas of the country which were previously unknown or unvisited.</p> <p>Some will argue that a comparison is not yet possible as there is only one UK high speed rail link (Eurostar to channel tunnel). However allow discussion of UK HST proposals, or knowledge of HST in other countries.</p> <p>High speed railways today are said to increase the speed of travel for those who may need to be in different parts of the country. Those who will use them, or their spin-off benefits, are likely therefore to be wealthy. There is little to say about the benefits to the less wealthy – only if the spin off business enhancements give them more opportunities or reduce the cost of things. There will be benefits if the area served by the network becomes more accessible with consequent improvements in the economy of those areas</p> <p>Another consideration could be environmental effects of HS rail – disputes over the route, and possibility of reduced CO2/pollution from rail transport</p> <p>Allow up to TWO marks for appropriate comment on 19<sup>th</sup> C railways</p> <ol style="list-style-type: none"> <li>1. Allowed more people to travel</li> <li>2. Bulk transport improved/ from canals/ animal carriage</li> <li>3. Enhanced trade / improved business</li> <li>4. Increased leisure opportunities</li> <li>5. Made previously difficult places to reach more accessible</li> <li>6. Reach places in shorter times</li> </ol> <p>Allow up to TWO marks for appropriate comment on HS rail networks</p> <ol style="list-style-type: none"> <li>7. Improves speed of personal travel</li> <li>8. Environmental issues are very significant</li> <li>9. Said to improve economic opportunities/job prospects for the areas served</li> </ol> <p>Allow ONE further mark for making a reasonable comparison of ONE comment or TWO marks for comparing two comments.</p> <p><b>UP TO A TOTAL OF FOUR MARKS</b></p>	<b>4</b>

Question No.	Question	Mark
<b>3a</b>		
	<ol style="list-style-type: none"> <li>1. Benefits are the positive outcomes / example from the project</li> <li>2. The outcomes/financial benefits (B) are quantified</li> <li>3. The costs/financial expenditure (C) are/is the resources used</li> <li>4. The ratio is B/C, and is therefore a number (without units)</li> <li>5. Any indication of explaining a B/C ratio more generally</li> </ol> <p>ONE mark for each point, up to a maximum of THREE</p>	<b>3</b>

Question No.	Question	Mark
<b>3b</b>		
	<ol style="list-style-type: none"> <li>1. The ratio is calculated / stated for different routes</li> <li>2. The ratios are compared</li> <li>3. A comparison will show which provides a better return for the expense / the higher the ratio, the bigger the return</li> <li>4. The comparison enables politicians/developers to decide which route to support/develop</li> </ol> <p>ONE mark for each point, up to a maximum of THREE</p>	<b>3</b>

Question No.	Question	Mark
<b>4</b>		
	<ol style="list-style-type: none"> <li>1. The expenditure is justified in terms of the overall benefit to the community (a utilitarian view)</li> <li>2. The proposed route creates problems for a particular section of society. (This depends on the route chosen - fairness)</li> <li>3. It's asking the general public to approve of benefits they may not be able to enjoy themselves</li> <li>4. A political issue may result from the route chosen, and whether particular parliamentary constituencies are affected (might a decision be based on the fortunes of a particular party?)</li> <li>5. Resources are used that could affect society negatively e.g. reduced spending on health programmes</li> <li>6. Effects on the environment, e.g. reducing greenhouse gases and global warming, can be interpreted as a political issue</li> </ol> <p>ONE mark for each point up to a maximum of THREE</p>	<b>3</b>

Question No.	Question	
5		
Indicative content		Mark
	<p>The case is presented by a group with a biased viewpoint, i.e. the South Yorkshire Passenger Transport Executive and Metro, who presumably have a vested interest in increasing rail travel in the region.</p> <p>The group mentions research already carried out to show that the Yorkshire branch would benefit this area to the tune of £1.5 – 3 billion in productivity, and transport benefits of £29 billion. New research, they say, shows that a connection with Derby, Nottingham and Leicester, and a connection to the northeast region would provide access to a much larger population, and presumably grate economic benefits. This outcome is compared with a poorer outcome for the west branch to Manchester.</p> <p>The argument presents some quantification (B/C ratios and population access) which is strongly supportive. However the use of figures is selective and provides an unfavourable comparison with the alternatives.</p> <p>The final paragraph notes that expenditure is needed on existing rail routes (i.e. not just the HS rail network), and that this would be cost effective.</p> <p>The strengths are: there is quantification of costs and benefits, although how these are calculated and the origin of the data used are not made clear.</p> <p>Not all the alternatives are explored – if the existing routes are upgraded with the expenditure on HS rail that is envisaged – what would be the lesson from this calculation?</p> <p>All the costs and benefits are considered purely in monetary terms. A full argument should include other less quantifiable criteria – noise, land use, disruption to communities</p> <p>Answers must be evaluated using these criteria and a conclusion drawn to gain the AO2 level 4.</p> <p>AO3 marks can be awarded using the extent of referral to the quality of the evidence (is its origin clear? How are the data manipulated? Is contrary evidence considered? Is there bias in the evidence and calculations?)</p>	

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.	<b>0</b>
	1	Limited, (mainly) one sided answer with a simple conclusion	<b>1</b>
	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	<b>2</b>
	3	Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions. A developed answer which either examines one viewpoint which is clearly interpreted and applied; or looks at two sides of the argument in a superficial and unspecific manner.	<b>3</b>
	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.	<b>4</b>

AO3	<b><i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i></b> (up to 6 marks)	
		<b>Mark Up to 6</b>
Does the candidate:		
• refer to the use of facts/data / objective evidence?		<b>1</b>
• refer to the making of comparisons?		<b>1</b>
• show a consideration of subjective views / opinions / feelings / emotions?		<b>1</b>
• show an understanding of the strengths/limitations of data/subjective ideas?		<b>1</b>
• make comments on any form of reasoning used?		<b>1</b>
• comment on the nature of the conclusion?		<b>1</b>
• comment on the justification for the conclusion?		<b>1</b>



<b>AO4</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> <b>The AO4 marks are not dependent upon the AO2 and AO3 marks</b>
A mark should be given for the level of written communication using these guidelines:	<b>Mark (up to 4)</b>
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.	<b>0</b>
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	<b>1</b>
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.	<b>2-3</b>
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.	<b>4</b>

Question No.	Question	
<b>6</b>		
	Answer	Mark
	<p>Two analogies are apparent – the spider’s web; and the telephone system</p> <ol style="list-style-type: none"> <li>1. The WEB is a physical concept (the spider’s web) –</li> <li>2. which is being used to represent a non-physical construct</li> <li>3. – an interconnected mass of information.</li> <li>4. The analogy is not perfect – the spider’s web as a metaphor carries the idea of a set of threads leading back to one place (where a spider may be pulling the strings). This is not the case with the internet</li> <li>5. The WWWEB is likened to a telephone (system)</li> <li>6. The user connects in and can access all other telephones</li> <li>7. However this requires the handset/computer</li> <li>8. and other handsets/computers</li> <li>9. this analogy does not allude to the storage system required.</li> </ol> <p>ONE mark for each point up to a maximum of THREE</p>	<b>3</b>

Question No.	Question	
<b>7</b>		
	Answer	Mark
	<ol style="list-style-type: none"> <li>1. The LHC is a very large and extremely complex device</li> <li>2. Such expense is unlikely to be borne by one institution, at least not without government (taxpayer’s) support</li> <li>3. Participants (countries, scientists) gain public recognition / professional development from involvement in high-profile science projects</li> <li>4. The expertise of a very large number of people is required (about 3000 work at CERN)</li> <li>5. All participants (countries, scientists) are also well placed to profit from any scientific / economic benefits from the work</li> </ol> <p>ONE mark for each point up to a maximum of THREE</p>	<b>3</b>

Question No.	Question	
<b>8</b>		
	Answer	Mark
	<ol style="list-style-type: none"> <li>1. It started on a limited network of computers in one organisation / it has graduated to a global network of computers</li> <li>2. It started by linking a small group of people / it is now accessible to many more people</li> <li>3. Many more software systems now involved (eg browsers and search engines)</li> <li>4. It began in one small area (of physics) but now involves many more areas of human knowledge</li> <li>5. Not all the computers are connected all the time, there is an offline mode / available on other devices / WIFI</li> <li>6. It now uses graphical tools (via a mouse)</li> <li>7. It is no longer under the control of one organisation or person.</li> <li>8. It has become indispensable to many individuals / businesses / government / education</li> </ol> <p>ONE mark each point up to a maximum of FOUR</p>	<b>4</b>

Question No.	Question	
<b>9</b>		
	Answer	Mark
	<p>There are many possible points here.</p> <ol style="list-style-type: none"> <li>1. In democracies, government / opposition can provide the people with information which is highly accessible;</li> <li>2. It can enable the transmission of the people's views back to the government/politicians;</li> <li>3. It allows any information to be made globally available.</li> <li>4. For dissidents and opposition parties, it allows sharing of information, the possibility of coordinated actions and support for the oppressed.</li> <li>5. Governments concerned about dissidents often try to restrict access to the WWW.</li> <li>6. National security and potential surveillance of citizens' activities</li> </ol> <p>Up to FOUR marks</p>	<b>4</b>

Question No.	Question	
<b>10</b>		
	Answer	Mark
	<p>Answers can fall into broad categories</p> <ol style="list-style-type: none"> <li>1. Communication issues (sharing information, speed, change of the medium used)</li> <li>2. Economic issues (shopping, employment, opportunities for growth)</li> <li>3. Medical issues</li> <li>4. Social issues (social networks, links around the world, cyber-bullying, crime)</li> <li>5. Education/knowledge/information issues</li> <li>6. Global issues (globalisation, cultural changes)</li> <li>7. Leisure issues (games, entertainment, music)</li> </ol> <p>Answers must come from three distinct aspects, ONE mark for each issue identified up to a maximum of THREE</p>	<b>3</b>

Question No.	Question	
<b>11</b>		
AO2	<i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	
	<p>The evidence in the source makes a strong case for the WWW (or INTERNET – allow interchangeable use of these terms) having a profound impact on life in general – see the last paragraph.</p> <p>Answers should select one or two of the events mentioned in the first paragraph and evaluate their development and influence to put next to the development and achievement of the WWW</p> <p>For example -</p> <ul style="list-style-type: none"> <li>• The reunification of Germany and the development of an economically united Europe (and possibly the on-going crises and difficulties that have arisen)</li> <li>• the placing of the Hubble Telescope and the amazing knowledge we now have of other parts of the universe, and the changes in humanity's view of the world and man's place in it.</li> <li>• the freeing of Nelson Mandela, and the subsequent removal of apartheid in South Africa, the political changes in SA, the knock-on effect on race relationships in other countries. This could be set alongside the WWW and the way in which it has enabled greater freedom of comment, greater knowledge of, and quicker response to the problems of racial integration.</li> </ul>	

	For one or more of these, a comparison with the effects of the WWW/Internet.	
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Level	Criteria	Mark
0	Fragmentary, content is inaccurate, missing or miniscule, reaches no conclusion.	<b>0</b>
1	Limited, (mainly) one sided answer with a simple conclusion	<b>1</b>
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	<b>2</b>
3	Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions. A developed answer which either examines one viewpoint which is clearly interpreted and applied; or looks at two sides of the argument in a superficial and unspecific manner.	<b>3</b>
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.	<b>4</b>

AO3	<b><i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i></b> (5 marks)
Does the candidate:	<b>Mark (up to 5)</b>
• refer to the use of facts/data / objective evidence?	<b>1</b>
• refer to the making of comparisons?	<b>1</b>
• show a consideration of subjective views / opinions / feelings / emotions?	<b>1</b>
• show an understanding of the strengths/limitations of data/subjective ideas?	<b>1</b>
• make comments on any form of reasoning used?	<b>1</b>
• comment on the nature of the conclusion?	<b>1</b>
• comment on the justification for the conclusion?	<b>1</b>

<b>AO4</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> <b><i>The AO4 marks are not dependent upon the AO2 and AO3 marks</i></b>
A mark should be given for the level of written communication using these guidelines:	<b>Mark (up to 4)</b>
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.	<b>0</b>
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	<b>1</b>
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.	<b>2-3</b>
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.	<b>4</b>

## **SECTION C**

### **Marking of Questions – Levels of response**

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

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

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

### **Using the levels mark scheme**

Examiners must mark initially on the A)2/AO3 levels. In order to arrive at a level, examiners must look for a best fit to the descriptors. Within the level, examiners must start at the middle mark and move up or down according to the quality of response.

Having fixed the level, the answer should be assessed using the AO3 and AO4 descriptors. Answers which are placed in the lower levels are unlikely to achieve a high mark in AO3.

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

Question No.	Question
<b>12</b>	
Indicative content	
<p>This question will probably attract candidates who may be studying economics and/or politics. However the topic is not simply an economic one, as it involves scientific and technological ideas, creativity and innovation, as well as moral issues. An answer sticking solely to economic concepts can only rise to level 3 for AO1/2.</p> <p>Growth in the economy comes from increased production and sale of goods and services. If businesses do not increase production and sales, they are not seen as profitable and investment in them may cease. Government policies which promote growth usually depend on support from markets which may be international. Material prosperity is seen as desirable by most people, and increasing prosperity and wealth is thought to be a “good thing”. Most of the human population is not prosperous, and many live in subsistence conditions. Progress in the human condition would seem to demand improved prosperity for the impoverished, and most certainly, the removal of famine from large parts of the world is a major concern for international organisations. Doing this increases the demand for resources. The question starts with “a country’s economy”, so a candidate, justifiably, might answer solely in terms of the UK, or another country. This might put a narrower slant on the question, where economic growth in one country could happen at the expense of another.</p> <p>Points supporting the unsustainability of continual economic growth</p> <ul style="list-style-type: none"> <li>• Malthusian arguments about human population growth (and hence the resources needed by it) and how it is subsequently restrained by famine, plague and pestilence.</li> <li>• Material resources are finite (although the Earth receives a constant supply of energy from the Sun).</li> <li>• If resources are finite and the human population continues to grow, resources will eventually start to run out. Answers may categorise resources into energy, and raw materials (some of which may be required only in small quantities but are rare).</li> <li>• Growth in the economy may happen at the expense of the economy of another country, or countries.</li> <li>• Is this view realistic?</li> </ul> <p>Points supporting the view that adaptability and resourcefulness will overcome any restrictions on growth</p> <ul style="list-style-type: none"> <li>• Historical prophets of doom – for example Malthus – have made predictions about human survival (although not quite the same problem) and they have been wrong, at least in the short to medium term.</li> <li>• Looking back over the tremendous changes in technology, industrial and agricultural, over the last 100 years should cause us to pause when making predictions about human progress in these fields.</li> <li>• We may be able to come to stability if population growth slows (and it could do if more people were above subsistence levels) and if we made it a point never to waste a usable resource, including all things we currently throw away or put into landfill.</li> </ul>	



### 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 economics and sustainability. They may also bring together ideas from other areas – ethical issues, e.g. utilitarianism

AO1	<b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines</i></b>			
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	<b><i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i></b> (up to 4 marks)	
Does the candidate:		<b>Mark (up to 4)</b>
• refer to the use of facts/data / objective evidence?		<b>1</b>
• refer to the making of comparisons?		<b>1</b>
• show a consideration of subjective views / opinions / feelings / emotions?		<b>1</b>
• show an understanding of the strengths/limitations of data/subjective ideas?		<b>1</b>
• make comments on any form of reasoning used?		<b>1</b>
• comment on the nature of the conclusion?		<b>1</b>
• comment on the justification for the conclusion?		<b>1</b>

<b>AO4</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> <b>The AO4 marks are not dependent upon the AO2 and AO3 marks</b>
A mark should be given for the level of written communication using these guidelines:	<b>Mark (up to 6)</b>
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.	<b>0</b>
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	<b>1/2</b>
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.	<b>3/4</b>
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.	<b>5/6</b>

Question No.	Question
<b>13</b>	
<b>Indicative content</b>	
<p>The answer demands consideration of: -</p> <ul style="list-style-type: none"> <li>• Differing meanings of democracy/ history</li> <li>• What forms of government contrast with or complement democracy?</li> <li>• What constitutes a “full and happy life”?</li> <li>• Is such a thing just a state of mind?</li> <li>• Irony of dictatorial “democratic governments”</li> <li>• Link democracy to the ideas freedom, including freedom of dissent</li> <li>• A contrasting scenario, where dictatorship allowed a better life for a majority, for example in the former Yugoslavia, where Tito held dissenting communities in a more or less peaceful co-existence.</li> <li>• The role of international authorities, such as the United Nations in promoting forms of government that are basically democratic.</li> </ul> <p><b>Synoptic features</b></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 of democracy. They may also bring together ideas from other areas – scientific, technological and sociological.</p>	

<b>AO1</b>	<b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines</i></b>			
<b>AO2</b>	<b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></b>			
<b>LEVEL</b>	<b>AOs</b>	<b>Indicators of level</b>	<b>Mark</b>	<b>Mark range</b>
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 or 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	

<b>AO3</b>	<b><i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i></b> (up to 4 marks)	
Does the candidate:		<b>Mark (up to 4)</b>
• refer to the use of facts/data / objective evidence?		<b>1</b>
• refer to the making of comparisons?		<b>1</b>
• show a consideration of subjective views / opinions / feelings / emotions?		<b>1</b>
• show an understanding of the strengths/limitations of data/subjective ideas?		<b>1</b>
• make comments on any form of reasoning used?		<b>1</b>
• comment on the nature of the conclusion?		<b>1</b>
• comment on the justification for the conclusion?		<b>1</b>

<b>AO4</b>	<i>Communicate clearly and accurately in a concise, logical and relevant</i> <b><i>The AO4 marks are not dependent upon the AO2 and AO3 marks</i></b>
A mark should be given for the level of written communication using these guidelines:	<b>Mark (up to 6)</b>
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.	<b>0</b>
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	<b>1/2</b>
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.	<b>3/4</b>
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.	<b>5/6</b>



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