

# Mark Scheme (Standardisation)

June 2014

Pearson Edexcel GCE General Studies  
(6GS03 01)

Unit 3: Change and Progress

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Summer 2014

Publications Code UA038901

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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
<b>1</b>	<p><b>Award up to 2 marks</b> for a description of artistic style:</p> <p><b>A1</b> A particular/unique/specific form adopted by an individual/artist</p> <p><b>A2</b> Associated with a technique/materials used (e.g. a type of paint)</p> <p><b>A3</b> A common form adopted by a group/school/movement of artists/reference to time period/genre</p> <p><b>A4</b> To express a particular idea or concept/example (e.g. naturalism, cubism, impressionism)</p> <p><b>A5</b> The particular way in which art is produced</p> <p><b>A6</b> Used for classification/categorisation</p> <p><b>Award up to 2 marks</b> for identifying styles:</p> <p><b>B1</b> Soviet socialist realism</p> <p><b>B2</b> European oil painting tradition</p> <p><b>B3</b> Guohua</p> <p><b>B4</b> Traditional Chinese ink painting</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>2</b>	<p><b>Award up to 3 marks</b> for a description of changes from:</p> <p><b>A</b> Art to serve political/propaganda purposes</p> <p><b>B</b> Art should promote/encourage revolution</p> <p><b>C</b> Art works were to be "red, bright and shining"</p> <p><b>D</b> Old artistic traditions were to be cast out/destroyed/humiliated</p> <p><b>E</b> And replaced by works by younger people/pitted young against old</p> <p><b>F</b> To fuel revolutionary fervour</p> <p><b>G</b> To enhance the cult of Chairman Mao</p>	<b>(3)</b>

Question Number	Answer	Mark
3	<p><b>Award up to 2 marks</b> for an explanation of progress from:</p> <p><b>A1</b> A change (over time)  <b>A2</b> (That) improves the human condition/quality of life/has a positive outcome</p> <p><b>Award up to 5 marks</b> for identifying evidence both for and against the claim. Maximum of 3 marks if only addresses for or only addresses against. Such as, or other relevant references:</p> <p>FOR</p> <p><b>B1</b> Art encouraged revolution  <b>B2</b> Art was red, bright and shiny  <b>B3</b> Art fuelled revolutionary fervour</p> <p>AGAINST</p> <p><b>B4</b> Pitted young against old  <b>B5</b> Destruction of traditional art  <b>B6</b> Persecution of bourgeois  <b>B7</b> Chaotic decade/worse setback for the party  <b>B8</b> Restricted freedom of expression</p> <p><b>Award up to 5 marks</b> for an assessment of the strength/weaknesses of the evidence in the source:</p> <p><b>C1</b> Quotes/identifies facts/statistics from the source  <b>C2</b> Quotes/identifies opinion/subjective comment/bias from/about the source  <b>C3</b> Comments on the quality of the evidence/source  <b>C4</b> Comments on the authority of the source  <b>C5</b> Draws/states an appropriate conclusion</p>	(8)

Question Number	Answer	Mark
<b>4</b>	<p><b>Award 1 mark</b> for how art might criticise the state or for an example and <b>1 mark</b> for a relevant 'way' from :</p> <p><b>A1</b> Leadership, or the state is parodied or exaggerated/ridiculed/portrayed in a negative way/Example</p> <p><b>A2</b> Cartoon/lampoon/humour/graffiti/poster/satirical/painting/sculpture</p> <p><b>NOTE:</b> Although the answer may be prompted by the source, and uses graphic art examples, remember that plays, novels, poetry, operas, photography and music are art forms which have been used many times to criticise a state or its leaders, and should therefore be credited.</p>	<b>(2)</b>

Question Number	Indicative content	
<b>5</b>	<p>The source refers specifically to the graphic arts of the Chinese cultural revolution. The conclusion that all artistic expression is subject to political pressure is therefore starkly illustrated here. The candidate could retrieve from the source the understanding that political events were radical and extreme at this time in Chinese History. They cannot be expected to know any details of this, but it is reasonable to conclude that there is a major political power struggle going on, and the revolution is attempting to stifle and extinguish the ideas and experience of older intellectuals, hence the emphasise on youth and glorious struggle.</p> <p>The source does not provide any evidence of political pressure on artistic expression in any other country and this must be a major factor in coming to a conclusion. However, there are references to a Soviet style, from which we might conclude that similar things happened in the Russian Revolution. From this the answer might turn to what we know of western states, and the source may prompt the candidate to reflect on these states.</p> <p>The conclusion must be that in times of political upheaval, the source supports the idea that artistic expression is very likely to be influenced by those changes, but that we cannot infer that for any other states.</p>	
<b>AO2</b>	<b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></b>	
<b>4 marks</b>	Mark	Descriptor
	0	Fragmentary, content is inaccurate, missing or miniscule, reaches no conclusion.
<b>Level 1</b>	1	Limited, (mainly) one-sided answer with a simple conclusion.
<b>Level 2</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>Level 3</b>	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.</p> <p>In a weaker answer, explanatory comment is simple and restricted.</p> <p>In a stronger answer 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.</p>
<b>Level 4</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.

<b>AO3</b>	<b><i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i></b>	
<b>5 marks</b>	Mark	Descriptor
<b>A</b>	1	Recognises/identifies facts/statistics from the source
<b>B</b>	1	Recognises/identifies opinion/subjective comment from the source
<b>C</b>	1	Comments on the quality/authority of the evidence/source
<b>D</b>	1	Comments on the strength/nature of the type(s) of argument
<b>E</b>	1	Draws/states an appropriate conclusion
<b>AO4</b>	<b><i>Communicate clearly and accurately in a concise, logical and relevant way. The AO4 marks are not dependent upon the AO2 and AO3 marks.</i></b>	
<b>4 marks</b>	Mark	Descriptor
	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 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, and in places grammar and spelling inhibit communication.
	2-3	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.
	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.



Section B

Question Number	Answer	Mark
<b>6</b>	<p><b>Award up to 2 marks</b> for identifying differences:</p> <p><b>A</b> An anonymous source cannot be named/may never be known/whistle-blower's identity usually known</p> <p><b>B</b> An anonymous source may have no particular motive/a whistle-blower is usually intent on exposing bad practice or illegal/immoral activity/revenge/motivated by gain</p> <p><b>C</b> A whistle-blower is an 'insider'/an anonymous source need not be</p>	<b>(2)</b>

Question Number	Answer	Mark
<b>7</b>	<p><b>Award 1 mark</b> for each of the following points plus an <b>additional mark</b> if the point is adequately developed:</p> <p><b>A</b> Is it right/legal to break an oath of secrecy?</p> <p><b>B</b> Is it legal to make all secret documents available to everyone?</p> <p><b>C</b> Is it right/legal to encourage others to make secret documents public?</p> <p><b>D</b> Documents (are classified as) secret for a reason</p> <p><b>E</b> Reference to human rights/privacy/consent/confidentiality/freedom of information</p> <p><b>F</b> Reference to national security/endangering lives/public interest</p> <p><b>G</b> Moral values differ geographically/historically</p> <p><b>H</b> The action may be justified if it benefits more people than it harms/converse</p> <p><b>J</b> The action may be justified if it increases human happiness or reduces human suffering/converse</p> <p><b>K</b> The action may be justified if it exposes criminal or illegal behaviour/converse</p> <p><b>L</b> Reference to effects on the government</p>	<b>(6)</b>

Question Number	Answer	Mark
<b>8</b>	<p><b>Award up to 4 marks</b> for amplifying the idea of a "not-for-profit media organisation and how it might be financed:</p> <p><b>A</b> May raise money by selling expertise or information</p> <p><b>B</b> Donations/sponsorship/advertising</p> <p><b>C</b> Who support what organisation is doing/wish website to continue/wish to take advantage of a popular website</p> <p><b>D</b> Reference to approaching bank/financial institution/government agency for loan/overdraft/grant</p> <p><b>E</b> Owner/founder's capital/savings initially funds and/or continues to fund</p> <p><b>F</b> Internet based so actual running costs may not be high</p> <p><b>G</b> Reference to voluntary input</p>	<b>(4)</b>

Question Number	Answer	Mark
<b>9 (i)</b> <b>9 (ii)</b> <b>9 (iii)</b>	B/C/F (NO ALTERNATIVES) B/C/F (NO ALTERNATIVES) B/C/F (NO ALTERNATIVES)	<b>(3)</b>

Question Number	Indicative content	
<b>10</b>	It is important that the candidate considers both sources. Source 2a comes from the organisation itself and is therefore biased. The emphasis of this source is heavily self-congratulatory and high minded (references to the Declaration of Human Rights), and does not question any of the moral issues raised by its actions. It implies that what it does must be right because it is based on good intentions. On the other hand this is only an extract from the web site, and these issues may be discussed or clarified elsewhere. Source 2b is more critical, and points out the difficulties that can arise from exposure of all secret documents (people whose lives may be at risk, international relations that may be damaged and so on). It questions the motives of the founder (he is "secretive"). A good answer should draw these points together and arrive at a conclusion which could be broadly supportive of WikiLeaks, but aware that the evidence in both the sources is not unbiased.	
<b>AO2</b>	<b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></b>	
<b>5 marks</b>	Mark	Descriptor
	0	Fragmentary, content is inaccurate, missing or miniscule, reaches no conclusion.
<b>Level 1</b>	1	Limited, (mainly) one-sided answer with a simple conclusion.
<b>Level 2</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>Level 3</b>	3 - 4	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. In a weaker answer, explanatory comment is simple and restricted. In a stronger answer 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.
<b>Level 4</b>	5	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.

<b>AO3</b>	<b><i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i></b>	
<b>6 marks</b>	Mark	Descriptor
<b>A</b>	1	Recognises/identifies facts/statistics from the sources
<b>B</b>	1	Recognises/identifies opinion/subjective comment from the sources
<b>C</b>	1	Comments on the strength of the evidence/sources
<b>D</b>	1	Comments on the authority of the evidence/sources
<b>E</b>	1	Comments on the strength/nature of the type(s) of argument
<b>F</b>	1	Draws/states an appropriate conclusion
<b>AO4</b>	<b><i>Communicate clearly and accurately in a concise, logical and relevant way. The AO4 marks are not dependent upon the AO2 and AO3 marks.</i></b>	
<b>4 marks</b>	Mark	Descriptor
	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 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, and in places grammar and spelling inhibit communication
	2-3	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.
	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.

## Section C

Question No.	11
<b>Indicative content</b>	
<p>AO1 The answer can be supported by the informative text provided. The candidate may well quote other examples, but should be credited even if there is little extra evidence provided.</p> <p>AO2 There are several arguments that can be deployed here:</p> <ul style="list-style-type: none"><li>• the evidence in the two quotes is highly selective, and therefore does not necessarily justify the point of view expressed</li><li>• for example, there is a subjective element in talking about “expensive” scientific research. What is expensive and what is cheap?</li><li>• It is not possible to predict the practical outcomes of scientific research, expensive or otherwise, so how else can we justify it?</li><li>• Scientific research is often targeted at solving human problems (for example, genetic modification of food crops) but if done properly will always be relatively expensive. In GM, there may be unexpected expenses in protecting experimental setups</li><li>• It may not be all that expensive to alleviate problems of starvation – there are some straightforward strategies that are not expensive to deploy</li></ul> <p>Synoptic features: Candidates are required to look at the question from a range of viewpoints and disciplines. They may also bring together ideas from other areas – scientific, technological and sociological and not least ethical issues.</p>	

**AO1**  
**Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.**

**AO2**  
**Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.**

<b>LEVEL</b>	<b>AOs</b>	<b>Indicators of level</b>	<b>Mark</b>	<b>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>	
<b>4 marks</b>	Mark	Descriptor
<b>A</b>	1	Recognises/identifies facts/statistics
<b>B</b>	1	Recognises/identifies opinion/subjective comment
<b>C</b>	1	Draws/states an appropriate conclusion from the evidence
<b>D</b>	1	Comments on the strength of the conclusion/comments on the authority of the evidence used
<b>AO4</b>	<b><i>Communicate clearly and accurately in a concise, logical and relevant way. The AO4 marks are not dependent upon the AO2 and AO3 marks.</i></b>	
<b>6 marks</b>	Mark	Descriptor
	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 of the candidate's own writing to assess reliably.
	1-2	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
	3-4	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.
	5-6	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.

Question No.	12
<b>Indicative content</b>	
<p>AO1 There should be plenty of scope to bring in other material. The stimulus material focuses on banks, but there are countless other everyday examples. The issue might be broadened to pay differentials and payment for responsibility level and so on. It is often claimed that in order to attract the best people into top management, pay may have to reflect international comparisons. The question is about <b>moral issues</b>, and the candidate needs to identify some of these when developing an argument. How good is the evidence? Unravelling the last sentence is important – what is the difference between “working harder” and “working differently”?</p> <p>AO2 As ever, there are several possible lines of argument:</p> <ul style="list-style-type: none"> <li>• Is there a difference to consider between service and manufacturing industries?</li> <li>• Some industries provided bonuses to team efforts, not just individuals – does this help?</li> <li>• Do people simply work for money?</li> </ul> <p>Synoptic features: Candidates are required to look at the question from a range of viewpoints and disciplines. They may also bring together ideas from other areas – technological, sociological, political and not least the ethical issues around employment.</p>	



**AO1**

**Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.**

**AO2**

**Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.**

<b>LEVEL</b>	<b>AOs</b>	<b>Indicators of level</b>	<b>Mark</b>	<b>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>	
<b>4 marks</b>	Mark	Descriptor
<b>A</b>	1	Recognises/identifies facts/statistics
<b>B</b>	1	Recognises/identifies opinion/subjective comment
<b>C</b>	1	Draws/states an appropriate conclusion from the evidence
<b>D</b>	1	Comments on the strength of the conclusion/comments on the authority of the evidence used
<b>AO4</b>	<b><i>Communicate clearly and accurately in a concise, logical and relevant way. The AO4 marks are not dependent upon the AO2 and AO3 marks.</i></b>	
<b>6 marks</b>	Mark	Descriptor
	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 of the candidate's own writing to assess reliably.
	1-2	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
	3-4	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.
	5-6	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.