

Mark Scheme (Results)

Summer 2013

GCE General Studies (6GS04)  
Paper 01 Beliefs, Values and  
Responsibilities

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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.

**Unit 4 Mark Scheme June 2013**

**SECTION A**

Question No	Question	AO1
A1a		
	Correct Answer	Mark
	<p>1 mark for showing understanding of 'moral'.                      1 mark for showing understanding of 'values'.</p> <p><b>Morals</b> (<i>morality</i>): <i>rules guiding behaviour based on what is believed to be right and wrong (to achieve the morality mark there MUST be n indication of right/wrong or its equivalent)</i></p> <p><b>Values</b>: <i>beliefs or opinions which an individual or a group consider to be of central importance to life and which affect behaviour</i></p> <p>Note 1: may award 1 mark for one correct statement even if second point is not creditworthy.                      Note 2: Do not award marks for saying where moral values come from or for examples/illustrations</p>	<b>2</b>

Question No	Question	AO2
A1b		
	Correct Answer	Mark
	<p>1 mark for each acceptable statement. Do not credit statements made by or attributed to Wenger.</p> <p>To qualify for mark underlined words must be included. Note if two points are run together as a single sentence, both marks may be credited if two sets of underlined words are included.</p> <p><b>Accept</b></p> <p>A1.        '<u>They need to gain</u> some confidence ...'</p> <p>A2.        '<u>I feel obliged to make them believe</u> they can realise their dreams'</p> <p>A3.        'to tell them <u>they should do do their best</u> to do well at school'</p> <p>A4.        '<u>We have to show an example.</u>'</p> <p>A5.        '<u>...you have to take the bad times</u> with the good'</p> <p>A6.        '<u>of doing "what is right"</u>'</p> <p><b>Do not accept</b></p> <p>Anything from paragraphs 1 and 2</p> <ul style="list-style-type: none"> <li>• 'as a club we have a purpose to give back'</li> <li>• I would give my life to play like you ... have done'</li> <li>• 'you can exaggerate the responsibility of footballers'</li> <li>• 'private life is private life'</li> <li>• 'where of course you have to behave responsibly'</li> <li>• Any other comment</li> </ul> <p>Note 1: It is sufficient if the underlined phrase is given in a recognisable fashion.</p> <p>Note 2: If a candidate includes two creditworthy phrases in a single statement then two marks may be awarded if one of the other points is inaccurate.</p>	3

Question No	Question	AO3
<b>A2a</b>		
	Answer	Mark
	<p>Statement D ' Arsenal were one of the first Premier League clubs to encourage community service activities among their players'.</p> <p>No alternative. Accept either number of correct statement or statement copied in part or in full. Candidates may circle correct answer rather than identify it in the answer space. These should be credited.</p>	<b>1</b>

Question No	Question	AO2
<b>A2b</b>		
	Answer	Mark
	<p>Accept: '<u>Arsenal are pioneers</u>: ... 25 years of their community programmes'</p> <p>Do not credit any other phrase; must have underlined words.</p>	<b>1</b>

Question No	Question	AO1
<b>A3</b>		
	Answer	Mark
	<p>1 mark for a simple statement showing clear understanding of the term.</p> <p><i>Definition:</i> 'a person who provides an example; for example gender role models are thought to be particularly important for growing children.'</p> <p><i>To gain a mark answers must contain both the idea of 'example' and 'copying'.</i></p> <p>Credit answers which refer to someone 'looked up to' and somebody they 'want to be like'. Also credit words like 'imitating', 'inspiring to behave', 'aspiring to be like', 'to follow'.</p> <p>Note 1. Answers which simply discuss 'example'/'looking up to' without reference to influence on behaviour should not earn a mark. Note 2. A phrase like 'aspires to be like' does contain both the idea of example and behaviour and so may be credited.</p>	<b>1</b>

Question No	Question	A02
<b>A4</b>		
	<b>Answer</b>	<b>Mark</b>
	<p><i>Note: additional money.</i></p> <p>2009-2010 each club spent £100 million ÷ 20 = £5 million  2010-2011 Premier league spends £136 million</p> <ul style="list-style-type: none"> <li>• 80% of £136 million = <b>£108.8 million</b></li> <li>• Each club spends £108.8 million ÷ 20 = <b>£5.44 million</b></li> <li>• Therefore additional expenditure = £5.44 million - £5 million  = <b><u>£0.44 million or £440,000</u></b></li> </ul> <p>OR £108.8 m - £100.00m = £8.8 m  £8.8m ÷ 20 = <b><u>£0.44 million or £440,000</u></b></p> <p>Award all 3 marks for correct answer whether working shown or not.  If incorrect answer is given but working is acceptable:  Award 1 mark for achieving figure <b>£108.8 million</b>  Award 1 mark for achieving <b>£5.44 million</b>  To a maximum of 2 marks</p> <p>Do not credit third mark if either '£' (or million if appropriate) is omitted from the final answer  (<i>Allow 'm' instead of 'million(s)'</i>)</p>	<b>3</b>

Question No	Question	A03
<b>A5a</b>		
	<b>Answer</b>	<b>Mark</b>
	<p><i>The only analogies used in the passage are in paragraph 3.</i>  Credit either:  'Football is an art ... <u>like dancing</u>'  (Note: the answer must contain underlined words to be credited).  Or  The comparison with the pianist.  (This may be as a direct quotation, or more likely as a paraphrase. To gain the mark there must be some indication of comparison and not simply a reference to 'the pianist').</p> <p>Do not accept any alternatives.  Accept either direct quotation or paraphrase/ use of own words.</p>	<b>1</b>

Question No	Question	AO3
<b>A5b</b>		
	<p>One mark for each acceptable point to a maximum of 4 marks.  Note: '<b>and</b>'. If only strengths or only weaknesses are given with <b>max 3</b></p> <p>Credit points such as:  Strength:</p> <ul style="list-style-type: none"> <li>A1 depends on the similarities of the comparison made</li> <li>A2 depends on the similarities of the circumstances compared</li> <li>A3 they are simple to communicate</li> <li>A4 they are simple to understand</li> </ul> <p>Weakness:</p> <ul style="list-style-type: none"> <li>B1 there is no guarantee that similar events will lead to similar outcomes</li> <li>B2 any conclusion is at best 'possible'/often a matter of opinion</li> <li>B3 very deceptive forms of argument – sound very convincing but ...</li> <li>B4 comparisons usually focus on perceived similarities but ignore differences</li> <li>B5 to be effective they require clear thinking, but this is often missing</li> <li>B6 comparisons are often superficial</li> <li>B7 comparisons may be spurious</li> <li>B8 they establish general principles by comparison and seek to apply them to specific circumstances</li> <li>B9 complex analogies may be too difficult for audiences to understand</li> </ul> <p>Credit other valid points.</p>	<p><b>1+1+1+1</b></p> <p><b>4</b></p>



Question No	Question	AO1+2+4
<b>A6</b>		
Indicative content	<p>Candidates who focus simply on content in the passage should receive credit but full marks should be reserved for those who use their own knowledge.</p> <p>Answers which only consider a single viewpoint ('yes' or 'no' should be restricted to max 5 marks for AO1/AO2. The question requires a conclusion to gain full marks.</p> <p>Points made may include:</p> <p>Yes answers</p> <p>A1 privacy is an entitlement for all  A2 the media are intrusive  A3 intrusion can harm families and friends  A4 lack of privacy can cause lasting harm  A5 the media can exceed the bounds of good taste  A6 there should be a distinction between public and private life  A7 existing laws aren't strong enough to provide protection  A8 the media are only interested in sales and don't care who gets hurt  A9 etc</p> <p>No answers</p> <p>B1 celebrities seek to be in the public eye  B2 they can always go to law to protect privacy  B3 they usually have the money to buy super injunctions  B4 if people don't want to be the subject of gossip they should control behaviour  B5 the public pay their wages and so are entitled to know  B6 the public are interested in gossip  B7 publicity is a reasonable price to pay for celebrity/fame/popularity  B8 publicity can reveal scandals and corruption  B9 etc.</p> <p>Note: may contrast different attitudes to privacy in England and France. This should be credited.</p>	
	<ul style="list-style-type: none"> <li>• AO1 and AO2 are combined for the purpose of marking. Answers should be placed in the mark range which provides a 'best fit' for the quality of answer taking account of both AO1 and AO2. Where an answer meets a mark range descriptor for AO2 the evidence of AO1 should be used to help place the answer at an appropriate mark within the range.</li> <li>• AO1 involves knowledge and understanding which will usually be seen in the form of factual statements.</li> <li>• For AO2 we are looking for 'so ...' or 'therefore ...' or 'because ...' or 'so what this means ...' statements. If you can place these or similar phrases in front of something a candidate has written then it probably involves explanation, interpretation evaluation, integration etc. and so counts as AO2.</li> </ul>	



	<p><b>A01: Demonstrate relevant knowledge and understanding applied to a range of disciplines</b></p> <p style="text-align: right;"><b>4 marks</b></p> <p><b>A02: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</b></p> <p style="text-align: right;"><b>6 marks</b></p>	
	Answer which is irrelevant, frivolous or incomplete. Insufficient evidence to assess.	0
1	Limited assertion usually supporting a single viewpoint in a superficial manner with limited supporting evidence.	1-2
2	Presents some/few reasons either in support of or contrary to the 'statement'. Answers may indicate a second viewpoint but will fail to develop it beyond making a simple unsupported assertion. Points made may be assertions rather than examined critically. Some evidence will be presented from only one viewpoint, possibly drawn from the source rather than from own knowledge. To gain full marks at this level should have a range of supporting evidence. Evidence may be based on specific celebrity individuals.	3-5
3	Presents reasons both for <b>and</b> against the view in the 'statement'. Will clearly examine two or more contrasting viewpoints – 'yes' and 'no'. There will be an attempt to present a balanced rather than one-sided answer. Some of the points made will be treated critically. Supporting evidence will be presented for both viewpoints. To gain full marks at this level should have a range of supporting evidence for both viewpoints There may be a tentative conclusion. May recognise that both viewpoints have some merit.	6-9
4	Will adopt a balanced view recognising there are arguments for and against entitlement to privacy. May distinguish between entitlement under different circumstances and in different contexts. Will reach a clear conclusion arising from the answer. There will be some evaluation of the relative merits of the different viewpoints. The answer will be supported with a range of evidence supporting both viewpoints. Evidence should go beyond experience of individual celebrities. May refer to lack of privacy for 'ordinary people' when they are in the public eye – eg: pools winners; criminals; bravery awards; suffering etc.	10

Note: limit as max to middle of appropriate band if only evidence is taken.

<b>A04 Descriptor</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	<b>Mark</b>
	<b>Note: The A04 marks are not dependent upon the A01 and A02 marks</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 reliability (6 lines or less)	0
1	The answer is only understandable in parts and may be	1

	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.	2
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	3
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.	4

## SECTION B

Question No	Question	AO1
<b>B7</b>		
	Answer	Mark
	D (iii) and (iv)  No alternative	1

Question No	Question	AO1
<b>B8a</b>		
	Answer	Mark
	<p>Note1: the question asks for evidence, not opinion; it is also <u>about religious practice rather than religious belief</u>. Although asked to use own knowledge credit evidence taken from the passage. Must have specifics not generalities.</p> <p>Award 1 mark for each of two separate pieces of evidence such as:</p> <ul style="list-style-type: none"> <li>A1. Decline in church attendance</li> <li>A2. Increase in the number of people claiming no religious belief</li> <li>A3. Decline in marriage / increased cohabitation rather than marriage</li> <li>A4. Increased divorce</li> <li>A5. Decline in numbers Christened</li> <li>A6. Increased number of secular/humanist funerals and/or marriages</li> <li>A7. Church buildings closing, being demolished</li> <li>A8. Reduced impact of blasphemy laws</li> <li>A9. Sunday trading/Sunday working</li> <li>A10. Rejection of moral values taught by religion</li> <li>A11. Reduction of religious worship in many schools</li> <li>• Etc.</li> </ul> <p>Note 2: relevant references to non-Christian communities should be credited.</p> <p>Note 3: do not credit evidence used to challenge the question.</p>	2

Question no	Question	AO1
<b>B8b</b>		
	Answer	Mark
	<p>Allow 1 mark for each of up to 4 valid reasons given.  Note: Must be related to 'religious practices'. Do not credit if simply relate to 'belief' Allow 1 mark if answers deal with beliefs rather than practices.  Note there is no requirement for development or explanation but up to 2 marks can be awarded (within maximum of 4 for the question) to clear explanation/development.</p> <p>To obtain full marks at least two different valid points must be given.</p> <p>Points which may be made include:</p> <p>A1 scientific discoveries ...  A2 ... which have discredited claims of religion  A3 lack of evidence to support claims of religion undermining their authority  A4 conflicting claims to authority of different sects and religions  A5 growth of scepticism about religious teachings and/or organisations  A6 changing social attitudes (eg: to marriage; divorce; morality)  A7 conflict caused by religion (eg Middle East; Ireland; 9/11 etc.)  A8 changes in legislation (eg: Sunday trading; Sunday working; divorce; sexual orientation)  A9 increased range of activities available (especially on Sundays) / lack of time  A10 failures of religious organisations (such as morality; financial; promises)  A11 declining influence of religious organisations  A12 it is possible to be religious without feeling the need to demonstrate it  Etc.</p>	<b>4</b>

Question no	Question	AO2
<b>B9a</b>		
	Answer	Mark
	<p>In paragraph 3          "'if a person doing good is doing it <u>because of the delusion that she thinks God wants her to or out of a humanist sense of obligation to fellow human beings</u>".'</p> <p>Note:  <i>The prejudice is subtle contrasting the 'delusion' of religious people in following the instruction/coercion of an 'imaginary super-being' with the internal certainty of humanists whose actions are based on their intrinsic and innate good will to others. Note the use of the words 'think' and 'sense of obligation'.</i></p> <p>Credit provided underlined words are included. Do not credit if they are omitted unless by use of start and finish of phrase with ellipse to show inclusion).</p> <p>Note: For this question answers do not need to be an exact copy of the text, provided there is a clear reference/allusion to the underlined phrase. Allow paraphrases or use of own words rather than direct quotation. Question requires candidate to identify but does not ask them to copy/write out the phrase.</p>	<b>1</b>

Question No	Question	AO2
<b>9b</b>		
	<p>One mark for each of two different references/points. Phrase quoted must include words underlined.</p> <p>A1. participants in "civic engagement and formal volunteering ..." are as likely to be of no faith as to <u>profess one</u>.</p> <p>A2. "<u>religious affiliation makes little difference</u> in terms of volunteering"</p> <p>A3. The desire to help and serve others is <u>written on the human heart</u>.</p> <p>A4. Philanthropy, volunteering, and charity are <u>activities of believers and non-believers alike</u>.</p> <p>A5. <u>you can't divide charities into secular and religious</u>.</p> <p>A6. Most charities are supported by <u>both religious and non-religious people</u>.</p> <p>A7. All the people I know who help others, whether <u>churchgoers or not</u>, do so because they sense need and seek to meet it.</p> <p>A8. Most people get involved because someone they trust suggests it. While <u>this is as true of religious and non-religious people</u> ...</p> <p>Whole phrase does not have to be quoted – just sufficient to recognise it.  Note: To earn a mark answers must contain underlined phrases and characteristic. It is not enough simply to give the characteristic without a clear link to 'religious and non-religious people'.  Note 2. Candidates may run two valid phrases into a single answer. Both phrases may be credited if the second mark is not earned elsewhere.  No alternatives to list.</p>	2

Question no	Question	AO3
<b>B10</b>		
	Answer	Mark
	<p>Credit 1 mark for each valid point such as</p> <p>Limitations</p> <p>B1 information may be gathered for different purposes</p> <p>B2 methodological information may not be available</p> <p>B3 numbers are open to different interpretation/difficult to understand</p> <p>B4 questions on which figures are based may not be available/sources not known</p>	



	<p>B5 figures are not easily checked or circumstances replicated</p> <p>B6 danger of over-reliance on what they 'prove'</p> <p>B7 size of/small samples are not necessarily representative of whole population/reliable</p> <p>B8 figures may be dated if testing was some time previous</p> <p>B9 respondents may not be 'honest'/responses may be biased/selective/unrepresentative</p> <p>B10 etc.</p> <p>Note: Do not credit responses which refer to <b>strengths</b>.</p>	<b>3</b>
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Question no	Question	AO3
<b>B11</b>		
	Answer	Mark
	Answer (A)	<b>1</b>

Question no	Question	AO2
<b>B12</b>		
	Answer	Mark
	<p>Credit 1 mark for each of two separate points. These may be direct quotations or paraphrases. No alternatives to:</p> <p>A1. religion generates <u>networks of participation</u> far <u>stronger</u>, <u>more lasting</u>, and <u>more committed</u> than secular civic organisations are capable of (<i>credit any of these underlined phrases but only allocate 1 mark in total for the bullet</i>)</p> <p>A2. the <u>organisational capacity</u> of the Catholic church in England and Wales and</p> <p>A3. <u>the range of activity</u> that it generates</p> <p>A4. the churches <u>capacity for generating and sustaining</u> a sense of shared obligation</p> <p>Note 1. Acceptable answers should contain underlined words.</p> <p>Note 2. Credit paraphrases of accepted point provided underlined phrases are clearly indicated.</p>	<b>2</b>

Question no	Question	AO2 AO3 AO4
<b>B13</b>		
	Answer	
Indicative content	<p>The passage is clearly biased and one sided. The message is clear but repetitive. Rejection of 'humanist' view is assertion unsupported with evidence. Candidates should be able to identify structure of argument and identify type of argument used. Should be able to identify evidence and also claims made which are not supported.</p> <p>Appeal to personal knowledge and experience – 'everyone I know' is attempt to claim spurious authority for broad generalisation.</p> <p>Appears to balance eg of religious and secular 'saints' (paragraph 4) but in fact very unbalanced.</p> <p>Survey referred to but not quoted directly – do we know whether the interpretation is reliable?</p> <p>Evidence:  Assertive  Lack of balance  Reference to government survey but not cited or quoted directly  Bias in paragraph 2 and prejudice in paragraph 3 not supported factually  Supporting evidence paragraph 4 is skewed  Paragraph 5 and 6 unsupported/unjustified assertions</p>	
	Marking guidance	
	After marking the answer for AO2 and AO3, assess it for communication, AO4	
Descriptors		

<b>AO2</b>	<b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></b> <b>6 marks</b>	
	<p>We must mark AO2 and AO3 separately, but award a combined mark as a total out of 10. 6 is the maximum mark for AO2 and 4 the maximum mark for AO3. Unused marks may not be transferred between the two objectives.</p> <p>For AO2 we are looking for the ability to 'Marshall evidence and draw conclusions'/ This involves:  Selecting  Interpreting  Evaluating  Integrating  Information</p> <p>For AO2 candidates must be able to identify and outline the argument used by the author in order to evaluate it for AO3. This means they have to outline the stages of the argument presented.</p> <p>Award 1 mark for each of the following (or similar) points up to an absolute maximum of 6 marks.</p> <p>A1. Copson challenges claim that faith leads to greater civic participation (para. 1)  A2. Based on new government report (para. 1)  A3. Author questions challenge because of insufficiency of figures (para. 2)  A4. However conclusion is indisputable (para. 2)  A5. Helping others is a natural human instinct – irrespective of faith (para. 2)  A6. Charitable involvement not dependent on religious/non-religious affiliation (para.2)  A7. Agreement with Copson's claim that source of motivation is not important (para. 3)  A8. Report shows 'giving' is closely linked to organisation and membership (para. 4)  A9. Religious organisations well placed to provide such organisation and membership (para. 4)  A10. Reference to decline of religion (para. 4)  A11. Illustrated with comparison between a church and a Humanist organisation (para. 4)  A12. This is 'fact' and 'prejudice' (para 4)  A13. Conclusion: many different ways to meet needs (para 5)  A14. Faith institutions have a disproportionate role in doing so (para. 5)</p>	6

<b>AO3</b>	<b>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</b>	
	<p>Credit 1 mark each for a 'Yes' answer to the following questions to a max of 4. Do not credit each question more than once.</p> <p>B1. Does the answer identify specific relevant evidence from the passage?</p> <p>B2. Does the answer recognise bias and/or lack of balance?</p> <p>B3. Does the answer distinguish explicitly between 'fact', opinion and assertion?</p> <p>B4. Does the answer consider flaws or omissions in the evidence?</p> <p>B5. Does the answer identify and discuss the type(s) of argument used?</p> <p>B6. Does the answer offer a plausible final objective assessment of the limitations in the argument?</p>	4

<b>AO4 Descriptor</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> <b>Note: The AO4 marks are not dependent upon the AO1 and AO2 marks</b>	<b>Mark</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 reliability (6 lines or less)	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1
2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.	2
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	3
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.	4

## SECTION C

Question no	Question
<b>C1 4</b>	
Indicative content	
	This is intended to be a synoptic question. References to other sections of the entire Specification are relevant and should be credited.
	<p>The question examines factors which contribute to human behaviour. It is essentially about the nature-nurture debate. There are various viewpoints including, sociological, psychological and scientific. Some candidates may introduce issues associated with evolutionary psychology and socio-biology and may use evidence of animal behaviour to draw comparisons.</p> <p>Points that may be considered include:</p> <p>A1 inescapable genetic features (eg: skin colour; size; shape)</p> <p>A2 social aspects linked to primary socialisation</p> <p>A3 social aspects linked to secondary socialisation</p> <p>A4 the role of genes in behaviour development (eg: is there an altruistic gene?)</p> <p>A5 cultural and environmental influences on behavioural development</p> <p>A6 differences in behaviour between people of similar genetic , social or cultural background</p> <p>A7 arguments about scientific/medical intervention to alter genes (pre-and post-birth)</p> <p>A8 external institutional influences on behavioural development</p> <p>A9 societal rules (morality and the rule of law; sanctions for deviance etc.)</p> <p>A10 societal reaction to behaviours</p> <p>A11 societal intervention to shape/alter behaviour</p> <p>A12 the nature-nurture debate</p> <p>Candidates should be able to recognise and develop contrasting viewpoints recognising the changing arguments in support of or opposition to both theories.</p>
	Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about traditional values and different forms of protest.

Level	Descriptor	
	<p><b>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines</b></p> <p><b>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</b></p>	<p><b>AO1 6</b></p> <p><b>AO2 14</b></p>
	Insufficient evidence to assess. Irrelevant or facetious answers	0
1	Insufficient evidence to assess. Incomplete and inconclusive answers.	1
2	Limited (in variety or amount) range of evidence used. Will adopt a single viewpoint, mainly assertive although may refer to another viewpoint without developing it.	2-6
3	Some evidence used from one or more disciplines.	7-13

	Issue examined from one or more viewpoints but in a superficial or unbalanced manner. Will be some attempt to support assertions with evidence.	
4	A range of evidence drawn from at least two disciplines, showing some understanding and perhaps evaluation of this evidence. Issues examined in a balanced and coherent way from two or more viewpoints.	14-18
5	A good range of evidence, showing clear understanding. A balanced, perceptive and evaluative answer.	19-20

<b>A03</b>	<b>Descriptor</b> Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations	
Criteria		Mark
Mark A03 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of 1 mark.		4
Allow 1 mark for each 'YES' answer to the following questions:		
A1 Does the answer <b>identify/refer</b> to or quote (without evaluating) relevant evidence?		
A2 Does the answer subject the evidence referred to/cited, to albeit limited, <b>critical</b> scrutiny (using T & A skills/terms)?		
A3 Does the answer use or explicitly distinguish between 'fact', opinion', 'belief', or recognise 'bias'/'balance'?		
A4 Does the candidate refer explicitly to and comment briefly about the strength/weakness of the argument(s) used?		
A5 Does the answer provide a plausible objective conclusion which arises from and is supported by the evidence presented?		
A6 Does the answer identify evidence which might have been included but which has been omitted or make an overall assessment of the sufficiency of the evidence and/or arguments presented?		
A7 Does the candidate sufficiently recognise that subjectivity is a less convincing form of evidence than objectivity?		

<b>A04</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	<b>Mark</b>
<b>Descriptor</b>	<b>Note: The A04 marks are not dependent upon the A01 and A02 marks</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 reliability (6 lines or less)	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1
2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit	2-3

	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	4-5
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.	6

Question no	Question
<b>C15</b>	
Indicative content	<b>Specification reference: Unit 4:7 How should art be valued</b>
<p>This is intended to be a synoptic question. References to other sections of the entire Specification are relevant and should be credited. The question is about aesthetic evaluation, not simply about 'art' or 'the arts'. Credit answers which are either drawn from a single art form or from more than one art form. Better answers may argue that aesthetic evaluation is better suited to some rather than to other arts. The key issues relates to subjectivity-objectivity in judging art.</p>	
<p>Issues that might be considered:</p> <ul style="list-style-type: none"> <li>A1 criteria generally used for aesthetic evaluation</li> <li>A2 forms of judgment which do not rely on these criteria</li> <li>A3 is the application of such criteria objective or subjective?</li> <li>A5 different purposes in judging/evaluating works of art?</li> <li>A6 who should decide/control/apply the criteria?</li> <li>A6 to what extent should art be regarded as a personal experience and to what extent is it 'public'</li> <li>A7 is the use of aesthetic criteria a restriction on creativity/</li> <li>A8 the value/importance of 'I know what I like and I like what I know'</li> <li>A9 should the same rules apply to the observer as to the creator?</li> <li>A10 can/should criteria change during time?</li> <li>A11 if works of art are individual is there any point in attempting to compare them or contrast works/styles etc in use at different times.</li> <li>A12 etc.</li> </ul> <p>Many candidates will focus on a single art form (probably painting or music) or on conflict between religions (eg Islam-Christianity.) The question is deliberately phrased to allow concentration either one or more than one art form.</p>	

Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about the use and value of aesthetic evaluation



Level	Descriptor	
	<b>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines</b> <b>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</b>	<b>AO1 6</b> <b>AO2 14</b>
	Insufficient evidence to assess. Irrelevant or facetious answers	0
1	Insufficient evidence to assess. Incomplete and inconclusive answers.	1
2	Limited (in variety or amount) range of evidence used. Will adopt a single viewpoint, mainly assertive although may refer to another viewpoint without developing it.	2-6
3	Some evidence used from one or more disciplines. Issue examined from one or more viewpoints but in a superficial or unbalanced manner. Will be some attempt to support assertions with evidence.	7-13
4	A range of evidence drawn from at least two disciplines, showing some understanding and perhaps evaluation of this evidence. Issues examined in a balanced and coherent way from two or more viewpoints.	14-18
5	A good range of evidence, showing clear understanding. A balanced, perceptive and evaluative answer.	19-20

AO3	Descriptor	
	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations	
Criteria		Mark
Mark AO3 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of 1 mark.		4
Allow 1 mark for each 'YES' answer to the following questions:		
A1 Does the answer <b>identify/refer</b> to or quote (without evaluating) relevant evidence?		
A2 Does the answer subject the evidence referred to/cited, to albeit limited, <b>critical</b> scrutiny (using T & A skills/terms)?		
A3 Does the answer use or explicitly distinguish between 'fact', opinion', 'belief', or recognise 'bias'/'balance'?		
A4 Does the candidate refer explicitly to and comment briefly about the strength/weakness of the argument(s) used?		
A5 Does the answer provide a plausible objective conclusion which arises from and is supported by the evidence presented?		
A6 Does the answer identify evidence which might have been included but which has been omitted or make an overall assessment of the sufficiency of the evidence and/or arguments presented?		
A7 Does the candidate sufficiently recognise that subjectivity is a less convincing form of evidence than objectivity?		

<b>A04 Descriptor</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>  <b>Note: The A04 marks are not dependent upon the A01 and A02 marks</b>	<b>Mark</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 reliability (6 lines or less)	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1
2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.	2-3
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	4-5
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.	6



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