

Mark Scheme (Results)

Summer 2012

GCE General Studies (6GS04)
Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:

www.pearson.com/uk

Summer 2012

Publications Code UA032256

All the material in this publication is copyright

© Pearson Education Ltd 2012

Unit 4 Mark Scheme June 2012

SECTION A (Specification reference Unit 4:7 How should art be valued?)

Question No	Question	AO2
1(a)	.	
	Correct Answer	Mark
	<p>1 mark for one correct phrase; 2 marks if all 3 phrases are identified</p> <ul style="list-style-type: none">• ‘settling over the headland like a white duvet’ (line 5 paragraph 2)• ‘stare out to sea like a collection of grieving widows’ (line 8 paragraph 2)• like muddy go-go dancers (line 11 paragraph 2)• ‘it’s risen like a phoenix from the ashes of its past’ (line 12 paragraph 3) <p>No alternatives. Answers must contain highlighted words at least. Longer answers should be credited only if they contain the highlighted words.</p>	2

Question No	Question	AO3
1(b)		
	Correct Answer	Mark
	<p>1 mark for explaining that analogy is a comparison of two items 1 mark for explaining that argument from analogy uses comparison to support a conclusion 1 mark for development showing either that:</p> <ul style="list-style-type: none"> - both analogy and argument depend on similarity <p>OR argument from analogy proposes 'if 'a' behaved in such a way then it is reasonable to assume that 'b' will behave similarly</p> <p>OR strength of the argument depends on the closeness of the comparison.</p> <p>OR using an appropriate illustration or example to show understanding of argument from an analogy.</p> <p><i>Analogy: comparison between one thing and another (where both are similar in certain respects).</i></p> <p><i>Argument from Analogy: a claim or suggestion that perceived similarities between two or more things mean that if (a) has behaved in a certain way then (b) is also likely to behave in a similar manner so leading to a conclusion.</i></p>	3

Question No	Question	AO2
2		
	Answer	Mark
	<p><i>(1500 artists = 1500 works of art Average price €3750 4/5 of works are sold Period of 10 years (Jan 1998 - December 2007 – date of passage)</i></p> <p>4/5 of 1500 / 1200 works are sold (1 mark)</p> <p>Income from sales = 1200 x €3750 = €4,500,000 (1 mark) Note to achieve the total income from sales requires the identification of items sold. Even if this is not shown giving the €4,500,000 should give 2 marks</p> <p>If marks 1 and 2 are achieved then credit answers based on either 9, 10 or 11 years</p> <p>Average income per year = €4,500,000 ÷ 9 = €500,000 (1 mark) OR Average income per year = €4,500,000 ÷ 10 = €450,000 (1 mark) OR Average income per year = €4,500,000 ÷ 11 = €409,090 (1 mark)</p> <p>Allow full marks if the correct answer is shown but without any working Note: figure for 11 years is rounded accept anything between 409,000 and 410,000</p> <p>If either 1200 or 4500,000 are wrong but otherwise calculation is correct allow up to 2 marks.</p>	3

Question no.	Question	AO3
3	<p>Candidates must identify the nature of the evidence as well as writing out evidence. Note the question asks for a 'phrase'. Do not credit answers which give more than two sentences for each selection.</p> <p>Candidates who fail to identify or incorrectly identify the nature of the evidence can score maximum of 1 mark for correctly identifying three examples of evidence.</p> <p>Answers must contain the underlined phrase with no variation.</p> <p>1 mark for each of any 3 of the following giving both evidence and nature of evidence:</p> <ul style="list-style-type: none"> • '<u>monument to the inhabitants</u>' (line 22, paragraph 3) (factual/objective) • '<u>model of restoration</u>,' (line 23, paragraph 4) (opinion/subjective/belief) • '<u>taste of training</u>' (line 26-27, paragraph 4) (factual/objective) • '<u>this inspiring place</u>'. (lines 28-29, paragraph 4) (opinion/subjective/belief) <p>DO NOT accept answers such as deductive, inductive, implied historical. None of the phrases are empirical (ie derived from observation).</p>	<p>1+1+1</p> <p>3</p>

Question No	Question	AO2
4		
	Answer	
	<p>One mark for each appropriate point: allow an additional mark for any one point well developed/explained (this may include appropriate examples). Candidates may argue for, against or consider alternative viewpoints. Allow 1 mark for an objective conclusion/summary</p> <p>Credit 'yes' answers such as:</p> <p>A1 Price paid indicates what someone is prepared to pay (ie how much they value a work)</p> <p>A2 Price may indicate rarity value/uniqueness or creator</p> <p>A3 Responses to art are personal so that taste is often reflected by price</p> <p>A4 'Quality' is a variable term which can change over time or between individuals/areas</p> <p>A5 Price may be determined by supply and demand</p> <p>A6 Art should be judged subjectively not objectively – responses are personal</p> <p>Etc.</p> <p>Credit 'no' answers such as:</p> <p>B1 Price may be about investment rather than quality</p> <p>B2 Price is affected by fashion/reputation rather than artistic quality</p> <p>B3 Price is a 'spot' verdict rather than a verdict over time and deals as much with availability as with quality.</p> <p>B4 Price is a subjective not an objective judgement</p> <p>B5 Aesthetic criteria offer an objective approach that can be applied to all works equally</p> <p>B6 Longevity is a measure of whether a work retains popularity over time</p> <p>B7 Form considers method of production (eg originality; level of craftsmanship etc.)</p> <p>B8 Content concerns how the work affects the audience (eg message; moral content etc.)</p> <p>Etc.</p> <p>Credit answers which consider the meaning of 'quality' in the context of the question, noting that it is a subjective term.</p> <p>Do not over-reward answers which describe aesthetic evaluation without applying it to the question which is about the best way to judge 'quality'</p>	5

Question No	Question	AO1+2+4
5		
Indicative content	<p>Note: question refers to ‘artists’. Candidates may interpret in a narrow sense of painters/sculptors or may take a broader view of those involved in the ‘creative arts’ (such as drama, dance, architecture, literature etc.).</p> <p>The question is about morality and answers must concentrate on the moral responsibility of artists. Points made may include:</p> <p>A1 art is about self-expression A2 artists have the same human rights as others A3 the laws of the land should apply to artists A4 the role of art is to challenge existing norms A5 art should reflect contemporary values A6 artists should be free to comment on the contemporary world A7 great works of the past which now inspire might not have done so previously A8 who has the right to impose restrictions on others? A9 audiences have a right not to be offended A10 some areas of work are clearly unethical A11 modern values have evolved as a result of challenges to traditional viewpoints A12 responsibilities are just as important as rights A13 the right to create does not include the right to an audience A14 can a beneficial outcome justify an unethical action? A15 moral values constantly change in response to external pressures such as art Etc.</p> <p>Candidates may draw illustrations from a wide range of material. Many will refer to works of Emin, Hirst, Banksy. There may be references to some recent ‘art works’ such as:</p> <ul style="list-style-type: none"> • preserved bodies • use of animal bodies • specific materials • obscenity • unmade beds <p>After marking the answer for AO1 and AO2, assess it for communication, AO4</p>	(14 marks)
	<p>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.</p> <p>AO1 involves knowledge and understanding which will usually be seen in the form of factual statements. 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.</p>	

	<i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines</i>	4 marks
	<i>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	6 marks
	Answer which is irrelevant, frivolous or incomplete. Insufficient evidence to assess.	0
1	Limited assertion supporting a viewpoint in a superficial manner with limited or no 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 assertion. Points made will be assertions rather than examined critically. Some evidence will be presented. Will probably concentrate on a single art form.	3-5
3	Presents a number of reasons both for and against the view in the statement. Will clearly examine two or more contrasting viewpoints. 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. May show understanding of different art forms. There may be a tentative conclusion.	6-8
4	Will adopt a balanced view recognising there are arguments for and against restrictions on artistic freedom based on moral values. Will reach a conclusion even if tentatively. There will be some evaluation of the relative merits of the different viewpoints. The answer should be supported with a range of evidence and may deal with more than one art form but should not be expected to do so.	9-10

AO4 Descriptor	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	Mark
	Note: The AO4 marks are not dependent upon the AO1 and AO2 marks	
	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 (a minimum of about six lines, or about 40 words) of the candidate's own writing to assess reliably.	0
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.	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 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 and well laid out, there are very few grammatical or spelling errors.	4

SECTION B (Specification Reference Unit 4:3 Do we need religious belief)

Question No	Question	AO2
6		
	Answer	Mark
	1 mark for each of two different suggestions; <ul style="list-style-type: none"> • (Television) adverts (media campaign) [paragraphs 1] • Legal action [paragraph 1] • Protesting [paragraph 1] No alternatives; but accept alternative descriptions	2

Question no	Question	AO1
7		
	Answer	Mark
	One mark for each of three separate points such as: <ul style="list-style-type: none"> A1 Decline of religion A2 Changes in (legal/social) position/role of women – feminist movement A3 Rejection of traditional authority patterns A4 Literary and other artistic forms challenging norms A5 The media (especially cinema, television, magazines, pop music) A6 Scientific and technological developments A7 Medical changes eg. Available contraception; health education A8 Economic changes and growing prosperity A9 Emergence of ‘teenagers’ as separate group in society A10 Legislative changes (eg. Specific legislation which contributed to changing attitudes such as Abortion Act; Equal pay; anti-discrimination etc) A11 Immigration/increased overseas travel/cultural diversity A12 Effects of ‘globalisation’ A13 Pressure groups/single issue groups Any other valid suggestion Note: answers must be factors which contributed to changing social attitudes and not simply specific examples of change unless the answer shows how one change led to others.	3

Question no	Question	AO2
8		
	Answer	Mark
	<p>1 mark for simple definition explaining ‘absolutes’ 1 mark for development explaining ‘moral’ 1 mark for appropriate example</p> <p>Definition: <i>A moral absolute is a moral rule (relating to right and wrong behaviour) which is universal (should apply at all times under all circumstances to all people – whether of a specific society or to all societies)</i></p> <p>Usual examples:</p> <ul style="list-style-type: none"> • Killing/murder can never be justified • Suicide/assisted suicide is always wrong • Adultery is always morally unacceptable • Theft is never justifiable <p>Examples should contain the idea of ‘always/never’ Many may give generalisations such as being polite/considerate etc. Do not credit these.</p> <p>Moral absolutes are largely matters of belief. Accept specific examples which groups believe should be applicable to all people at all times under all circumstances.</p> <p>It is insufficient just to give an example without explanation. Similarly an example that is linked uniquely to the behaviour of a single group within society (eg: Jehovah’s Witnesses and prohibition of blood transfusions; Catholics and ban on contraception) is not acceptable, unless it is shown clearly to be a genuine belief of that group.</p> <p>Do not award the third mark for an example unless an acceptable definition has been given. Examples must be values which could legitimately be seen to be universalistic and not simply personal preference.</p>	3

Question No	Question	AO3
9		
	<p>Note: Limitations. Credit should not be given either for description of the statistical evidence or for ‘strengths’ of the evidence. To gain marks answers must be related to the passage and not to statistics in general.</p> <p>One mark for each relevant point made. (1+1+1+1). No marks for simply saying ‘yes’ or ‘no’.</p> <p>Answers may include:</p> <p>A1. figures are taken from ‘official sources’ but these are not specified/references to ‘official figures need a citation to authenticate</p> <p>A2. figures only relate to a single year/there is no comparative data</p> <p>A3. figures relevant when passage produced but now out of date</p> <p>A4. Not clear whether figures only relate to Mary Stopes or to all facilities</p> <p>A5 seems to be contradiction between figures used in paragraph 1 and paragraph 4</p> <p>A6 relevance of 350,000 calls not clear in relation to other figures</p> <p>A7 not clear whether figures include abortions for medical as well as ‘social’ reasons/illegal abortions not included</p> <p>A8 age breakdown of those seeking advice/ receiving abortion not clear</p> <p>A9. Different dates (2008 - abortions and 2009 – help-line calls) are used in paragraph 4 – not comparable</p> <p>A10 method of collecting evidence (not clear/bias)</p> <p>A11 They give no indication of possible changes since 2008/09</p> <p>A12 any other relevant point</p> <p>Note: passage is clearly about UK. Do not credit references to lack of data for other countries/parts of the world</p>	4

Question no	Question	AO3
10		
		Mark
	<p>The question is designed to lead to identification and critical evaluation of evidence used by the author and not just a repetition of content or a personal comment on the issues raised in the passage. Note the question refers specifically to strengths.</p> <p>Do not credit ‘limitations’ or weaknesses unless clearly linked to an examination of ‘strengths’</p> <p>Credit the following evidence:</p> <ul style="list-style-type: none"> A1. Pro-lifers made a legal challenge because it was wrong (Paragraph 1) A2. Many find the advert uncomfortable (Paragraph 2) A3. The author is pro-abortion and yet argues against (Paragraph 2) A4. The idea of the campaign is distasteful (Paragraph 3) A5. Stats/helpline shows there is already awareness so campaign is pointless (Paragraph 4) A6. The campaign trivialises a serious issue (Paragraph 6) <p>Do not credit other evidence. Mark according to these guides (NB max 2 marks for identification for different items of evidence and max 2 marks for evaluation of that evidence):</p> <ul style="list-style-type: none"> ▪ Award 1 mark for identifying a single item of evidence <u>from list above</u> (whether quoted or paraphrased) ▪ Award 1 mark for a critical comment about the evidence relating to its strength (or otherwise) in supporting the statement (Do not credit if it is related to any other issue.) ▪ Award 1 mark for identifying further supporting evidence from the list ▪ Award 1 mark for a critical comment about the evidence relating to its strength (or otherwise) in supporting the statement (Do not credit if it is related to any other issue.) 	4

Question no	Question	AO2
11		14
	Answer	
Indicative content	<p>Candidates should show an understanding of the term ‘moral values’ and be able to illustrate ways in which such values have changed over time. Credit also recognition that values may differ between societies.</p> <p>How values change may include B1 changes in acceptable behaviour B2 pressure for legislative change (cause or effect) B3 cumulative effect of example B4 science/technology making different behaviours possible (eg ‘the pill’) B5 decline of religious observation B6 undermining of influence of religion/religious leaders because of perceived behavioural failures Etc.</p> <p>‘Reasons’ for change (why) may include: A1 decline of religion A2 rejection of traditional authority patterns A3 migration – introducing different value systems A4 change in social values A5 decline in authoritarianism in society A6 development of new behaviours that conflict with traditional values A7 influence of scientific, medical and technological developments/progress A8 influence of media (and globalisation) (especially cinema, TV and magazines) A9 influence of education A10 Legal changes A11 Pressure groups</p> <p>Note the question does not require candidates to examine a statement from contrasting viewpoints nor does it require a conclusion to obtain full marks. If included these should be credited but candidates should not be penalised if they are omitted.</p>	
	Marking guidance	
	After marking the answer for AO1 and AO2, assess it for communication, AO4	
Descriptors		
	<p>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.</p> <p>AO1 involves knowledge and understanding which will usually be seen in the form of factual statements. 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.</p>	

	AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines	4 marks
	AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.	6 marks
	Answer which is irrelevant, frivolous or incomplete. Insufficient evidence to assess.	0
1	Limited assertion supporting a superficial viewpoint with limited supporting evidence.	1-2
2	Presents some/few reasons to support the statement. Answers may fail to develop beyond making simple assertions. Points made will be assertions rather than examined critically. May ignore 'moral values' or show only hazy understanding. Some evidence will be presented. More likely to address either 'how' or 'why' but not both	3-5
3	Presents a number of reasons to support the statement. Will begin to address both 'how' and 'why'. Will have some understanding of 'moral values'. There will be an attempt to present a balanced answer. Some of the points made will be treated critically. Supporting evidence will be presented, but may be general rather than specific. There may be a tentative conclusion.	6-8
4	Will adopt a balanced view recognising there are various reasons for changes in moral values. Will show clear understanding of 'moral values' and be able to illustrate with specific examples. Likely to reach a conclusion. There will be some evaluation of the relative merits of the different factors. The answer will be supported with a range of evidence.	9-10

AO4 Descriptor		Mark
	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	
	Note: The AO4 marks are not dependent upon the AO1 and AO2 marks	
	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 (a minimum of about six lines, or about 40 words) of the candidate's own writing to assess reliably.	0
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.	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 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 and well laid out, there are very few grammatical or spelling errors.	4

SECTION C

Question no	Question
Q12	
Indicative content	Specification reference: Unit 4:6 Why do people do what they do.
<p>This is intended to be a synoptic question. References to other sections of the entire Specification are relevant and should be credited.</p> <p>Appropriate answers may contain the following points but the lists are not exhaustive.</p> <p>The question examines the relationship between human and animal behaviour and will, in particular, introduce issues associated with evolutionary psychology and socio-biology. Candidates should be able to identify:</p> <ul style="list-style-type: none"> • similarities (both physical and behavioural) between humans and animals • differences particularly in the field of mental and social development. <p>The key issue is not whether we are similar or different but whether the study of one may lead to a better understanding of the other.</p> <p>Points that may be considered include:</p> <p>A1 Shared behavioural characteristics with some animal groups (eg: family; mating and mate selection; home-making; maternal-child relationships; collective actions; mutual support; status recognition)</p> <p>A2 The same points may be made to highlight difference with other animal groups</p> <p>A3 Evolutionary theories relating to behavioural development and adaptation</p> <p>A4 The role of genes in behaviour development</p> <p>A5 Cultural influences on behavioural development</p> <p>A6 Uniqueness of human social development</p> <p>A7 Human reasoning and mental powers</p> <p>A8 External institutional influences on behavioural development</p> <p>A9 Societal rules (morality and the rule of law; sanctions for deviance)</p> <p>A10 Societal reaction to behaviours</p> <p>A11 Specific examples of moral values/behaviours that have changed</p> <p>Candidates should be able to recognise and develop contrasting viewpoints recognising the disadvantages as well as advantages of studying animals in order to understand human beings (eg: problems caused by slavish devotion in the middle ages to Galen's teachings on human anatomy based on pigs and other animals.</p>	
<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 human and animal behaviour.</p>	

Level	Descriptor	
	<i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines</i>	AO1 6
	<i>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	AO2 14
	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, drawn from a single discipline/viewpoint.	2-6
3	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a superficial or unbalanced manner	7-13
4	A range of evidence drawn from two or more disciplines, showing some understanding 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

A03	Descriptor	
	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 to a maximum of 2 marks:		
A1 Does the candidate identify/refer to or quote relevant evidence?		
A2 Does the candidate use/refer to/indicate 'fact', 'opinion', 'belief', 'assertion' etc. but without necessarily distinguishing between them?		
A3 Does the candidate provide a conclusion which arises from and is supported by the evidence presented?		
A4 Does the candidate identify the type of argument(s) used but without commenting on reliability etc		
Award 1 mark for each 'YES' answer to the following questions. (NOTE: the mark for the whole question cannot exceed 4 marks)		
B1 Does the candidate subject the evidence referred to/cited to, albeit limited, critical scrutiny (using T & A skills/terms)?		
B2 Does the candidate explicitly distinguish between, 'fact', 'opinion', 'belief' or recognise bias/balance?		
B3 Does the candidate refer explicitly to and comment (briefly) on the strength/weakness of the argument(s)/evidence used?		
B4 Is an overall assessment made of the sufficiency of the evidence and/or arguments presented?		
B5 Does the candidate recognise that subjectivity is a less convincing form of evidence than objectivity?		

AO4 Descriptor	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> Note: The AO4 marks are not dependent upon the AO1 and AO2 marks	Mark
	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 (a minimum of about six lines, or about 40 words) of the candidate's own writing to assess reliably.	0
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.	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 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 and well laid out, there are very few grammatical or spelling errors.	6

Question no	Question
13	
Indicative content	Specification reference: Unit 4:5 Do we need religious belief
<p>This is intended to be a synoptic question. References to other sections of the entire Specification are relevant and should be credited.</p>	
<p>Reasons that may be considered:</p> <ul style="list-style-type: none"> A1 Different concepts of meaning of religion A2 Disagreements between different religions over matters of belief A3 Claims to same land areas (eg Israel/Palestine; Pakistan/India [Kashmir]; Northern Ireland) A4 Religion used as excuse for political differences A5 Exclusivity of ‘belief’ in religious context (‘I believe therefore your beliefs must be wrong’) A6 Conflict between traditional morality and contemporary innovations in science/medicine A7 Conflict between religious dogma and scientific claims A8 Conflicting interpretation of dogma between sects A9 Dietary and behavioural differences A10 Association of religion with culture – multi-culture verses monoculture A11 Proselytizing approaches of (some) religions A12 Conflict over holy places A13 Growth of secularism A14 Conflict between religion and other ideologies A15 Excuse for imperialism (eg spread of Christianity) A16 Aggressive fundamentalist atheism <p>Etc.</p> <p>Illustrations may be drawn from wide range of historical evidence including Crusades; modern terrorism; northern Ireland; Israel and Middle East; anti-Semitism. Note conflict may come equally from those opposed to/seeking to destroy religion</p> <p>Many candidates will focus on a single religion (probably Christianity) or on conflict between religions (eg Islam-Christianity.) The question is deliberately phrased to allow concentration either on world religions or on sectarianism.</p> <p>Weaker candidates may turn into anti-religious rants looking at conflict between science-religion or social problems associated with religion. Some may argue on the uniqueness of their own religious viewpoints and so dismiss possibilities of co-operation. Some may be able to give examples of religious groups overcoming differences and learning to co-operate.</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 role of religion in modern society		
Level	Descriptor	
	<i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines</i>	AO1 6
	<i>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	AO2 14
	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, drawn from a single discipline/viewpoint.	2-6
3	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a superficial or unbalanced manner	7-13
4	A range of evidence drawn from two or more disciplines, showing some understanding 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

A03	Descriptor 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 to a maximum of 2 marks:		
A1 Does the candidate identify/refer to or quote relevant evidence?		
A2 Does the candidate use/refer to/indicate 'fact', 'opinion', 'belief', 'assertion' etc. but without necessarily distinguishing between them?		
A3 Does the candidate provide a conclusion which arises from and is supported by the evidence presented?		
A4 Does the candidate identify the type of argument(s) used but without commenting on reliability etc.		
Award 1 mark for each 'YES' answer to the following questions. (NOTE: the mark for the whole question cannot exceed 4 marks)		
B1 Does the candidate subject the evidence referred to/cited to, albeit limited, critical scrutiny (using T & A skills/terms)?		
B2 Does the candidate explicitly distinguish between, 'fact', 'opinion', 'belief' or recognise bias/balance?		
B3 Does the candidate refer explicitly to and comment (briefly) on the strength/weakness of the argument(s)/evidence used?		
B4 Is an overall assessment made of the sufficiency of the evidence and/or arguments presented?		
B5 Does the candidate recognise that subjectivity is a less convincing form of evidence than objectivity?		

AO4 Descriptor	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> Note: The AO4 marks are not dependent upon the AO1 and AO2 marks	Mark
	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 (a minimum of about six lines, or about 40 words) of the candidate's own writing to assess reliably.	0
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.	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 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 and well laid out, there are very few grammatical or spelling errors.	6

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UA032256 Summer 2012

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

