

Mark Scheme (Standardisation)

June 2014

Pearson Edexcel GCE General Studies
(6GS04 01)

Unit 4: Beliefs, Values and
Responsibilities

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 2014

Publications Code UA038904

All the material in this publication is copyright

© Pearson Education Ltd 2014

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark AO2
1	<p>Allow 1 mark for each valid point such as:</p> <ul style="list-style-type: none"> • A (small/minority) group exercising power ... • A group which influences/controls/directs policy/is responsible for decisions in government ... • ... or the commercial/business world • Often having economic or political power • Concentration of power in a small untypical group such as the ruling class <p>Second mark may be awarded for a relevant illustration/example to support an appropriate statement. Do Not award a mark for an illustration/example if there is no (prior) explanation. Must be relevant to the question.</p>	(2)

Question Number	Answer	Mark AO1
2	<p>Allow 1 mark for each of 2 valid points such as:</p> <ul style="list-style-type: none"> • preserve culture and protect heritage • make available to public • educate • conserve artefacts • purchase threatened artefacts • answer questions • provide exhibitions/offer a form of entertainment to the public • develop specialist role • providing display space for other cultural activities (talks, concerts) • economic/cultural regeneration 	(2)

Question Number	Answer	Mark
		AO1
3	<p>One mark for each of two valid suggestions such as:</p> <ul style="list-style-type: none"> • Private donations/gifts or Charity donations • (Business) sponsorship/investment • Educational institutions • Legacies • Sales (of goods/assets/services/expertise) • Income from investments • Stock issues • Foundations (like The Arts Fund – but NOT Arts Council) • Fund raising activities (by individuals/groups or Charities) • Entrance fees (to special exhibitions) <p>DO NOT CREDIT</p> <ul style="list-style-type: none"> • Lottery • Arts Council • Local Government/Authorities • Regional Development Groups • Government/Taxes • EU • New Deal 	(2)

Question Number	Answer	Mark
		AO2
4	<p>One mark for identifying total cost as = £68m</p> <p>(Total cost (to January 31 2009) =£65m + £3m <i>£65m [paragraph 2 and 6]: made up of £5m start-up + £17.5 m AC[paragraph 5] +£6m [AC] + £18m Sandwell+ £8.5m regional development + £8m EU +£2m New Deal [all paragraph 6] + £3m final AC [paragraph 6])</i></p> <p>One mark for identifying total Art Council contribution = £31.5m</p> <p>One mark for converting to a percentage = 46.32%</p> <p><i>(allow any final answer between 46.00% and 46.50%; for this question it is not necessary to put down the percentage sign)</i></p> <p>Credit all three marks if answer is given correctly but no working shown.</p>	(3)

Question Number	Answer	Mark
6	<ul style="list-style-type: none"> • The article, published in a Tory newspaper when Labour was in the final stages of power, is almost totally biased against the government and hostile to The Public. • Factual evidence used is accurate but is presented in a biased manner to support the author's view. • Emotive language is used to underpin allegations of waste and poor planning. • There is no attempt to offer any positive explanation for delays or escalating costs. • Type of argument is causal/inductive. • Simplistic allocation of blame/explanation of funding decisions. • Unattributed conclusions. • Comparison with other projects classed as failures, but no recognition of those which were successful. • Derogatory reference to cultural values of people of West Bromwich/Sandwell. <p>The question is designed to lead to critical examination of evidence and argument and not just repetition of content or personal comment on the issues raised.</p> <p>Allow 1 mark for each yes answer for the following questions up to 4 marks. NOTE: maximum 1 mark for each question.</p> <p>A1 Does the answer identify/refer to evidence demonstrating bias/ lack of balance? If YES award 1 mark</p> <p>A2 Does the answer recognise that Opinion is likely to be biased/more biased than fact? If YES award 1 mark</p> <p>A3 Does the answer recognise/distinguish between fact/opinion/bias/assertion? If YES award 1 mark</p> <p>A4 Does the answer consider the type(s)/nature of argument(s) used? If YES award 1 mark</p> <p>A5 Does the choice of language demonstrate bias? If YES award 1 mark</p> <p>A6 Does the answer specifically evaluate the degree of bias/balance shown in evidence used? If YES award 1 mark</p> <p>A7 Does the answer identify omissions or flaws in the evidence or arguments? If YES award 1 mark</p> <p>A8 Does the answer offer a plausible conclusion? If YES award 1 mark</p>	<p>AO3</p> <p>4 marks</p>

Question Number	Answer <i>Consider arguments for and against the view that governments should provide funds for art galleries and museums.</i>	Mark AO1+2 +4
7	<p>Indicative content</p> <p>Arguments in favour of government funding of the arts might include:</p> <ul style="list-style-type: none"> • Protection of heritage • Educational value • Makes 'culture' available to all • Allows free access to cultural institutions • Museums and art galleries are under resourced and need help • Allows British institutions to compete with other nations for 'the best' art and artefacts • Funding helps keep art in this country • When there were entry fees attendances dropped • Some countries are more generous and we have to maintain parity of esteem in the world in the arts • We fund sport so why not the arts <p>Arguments against government funding might include:</p> <ul style="list-style-type: none"> • We no longer have the financial resources needed • Funding goes to wealthy elitist interests • There is no funding of mass culture interests • People should be prepared to pay for what they want • There are other things that are more important • Funding help should come from private institutions • Already tax concessions to encourage private donations • Is it morally right to help pay for and keep artefacts that were obtained in a questionable way from other countries in the past • Funding is too London-centric <p>After marking the answer for AO1 and AO2, assess it for communication, AO4</p>	14

	<p>Descriptors</p> <ul style="list-style-type: none"> • 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. • 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>4 marks</p> <p>6 marks</p>
	<p>Answer which is irrelevant, frivolous or incomplete. Insufficient evidence to assess.</p>	<p>0</p>
Level 1	<p>Limited assertion supporting a single viewpoint in a superficial manner with limited supporting evidence.</p>	<p>1-2</p>
Level 2	<p>Presents some/few reasons mainly either in support of or contrary to the issue. Answers may indicate a second viewpoint but will deal with it superficially and fail to develop it beyond making a simple unsupported claim/assertion. Points made may be assertions rather than examined critically. Some evidence may 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.</p>	<p>3-5</p>
Level 3	<p>Presents reasons both for and against the view in the question. 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.</p> <p>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.</p> <p>There may be a simple conclusion, especially towards the top end of the band. May recognise that both viewpoints have some merit.</p>	<p>6-9</p>
Level 4	<p>Will adopt a balanced view recognising there are arguments for and against government funding. May distinguish between direct and indirect funding. 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.</p>	<p>10</p>

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 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 B

Question Number	Answer	Mark AO2
8(a)	<p>One mark for any acceptable point to a max of 2 marks, such as:</p> <ul style="list-style-type: none">• A standard or rule regulating behaviour• Group held beliefs in a social setting• Social life dependent on shared expectations and obligations which implies element of social control (to enforce)• Implies socialisation to transmit standards of behaviour which may be modified over time• Necessary for social order• Activity accepted as normal by most people• Something done by the majority of people <p>Allow 1 mark for acceptable and relevant example/illustration PROVIDED an acceptable explanation is given as well.</p>	2

Question Number	Answer	Mark AO2
8(b)	<p>One mark for any acceptable point such as:</p> <ul style="list-style-type: none">• Alienation or disenfranchisement of certain people or individuals• Restrictions of opportunities in life/society creating social disadvantage• Being blocked from enjoying opportunities, resources and rights and so prevented from fully participating in economic/political/educational opportunities• Exclusion because of social class/educational status/living standards/behaviour/ethnicity <p>Allow 1 mark for acceptable and relevant example/illustration PROVIDED an acceptable explanation is given as well.</p>	2

Question Number	Answer	Mark
9	<p>One mark for identifying the analogy to do with addiction in paragraph 2 “... essentially a drug addiction. By that logic there would be no heroin addiction.” No alternative. Example may be written in full, partially or paraphrased.</p> <p>Two marks for evaluating the strength of this analogy 1 mark for each of two separate points, Or 1 mark for a single valid point and a second mark for development/explanation which adds to the initial answer and clearly relates to strengths/weaknesses Or 1 mark for explaining the analogy and 1 mark for discussing reasons for strength or weakness strengths/weaknesses.</p> <p>Points may include:</p> <p>STRENGTHS of comparison:</p> <ul style="list-style-type: none"> • Both are habit forming drugs • Attempts to ban heroin have not succeeded • Attempts to ‘hide’ heroin have failed • Attempts to end its use by over-pricing have failed • People are aware of dangers of heroin through the media, but still use it <p>WEAKNESSES of Comparison:</p> <ul style="list-style-type: none"> • Unlike heroin smoking is legal • Smoking was encouraged by the government and medical profession • Smoking raises major revenue for the state • Policy towards heroin has been to ban it, not hide it <p>NOTE: If the analogy is not identified no marks may be awarded for general explanations why reasoning from analogy may be strong or weak. Question refers to ‘this’ analogy.</p>	3

Question Number	Answer	Mark AO2
10	<p>One mark for each valid point:</p> <ul style="list-style-type: none"> • It is a drug addiction (paragraph 2) • It is linked to social class (paragraph 3) • It is linked to (economic) circumstances/way of life (paragraph 3) • It is influenced by the behaviour of family members (paragraph 3) • Peer influence (paragraph 4) • It is linked to social circumstances (paragraph 4) • It is a coping mechanism (paragraph 4) • People feel trapped (paragraph 4) • It is a habit difficult to break (paragraph 5) <p>NOTE: Reasons given must be related to the passage and not based on own knowledge.</p>	2

Question Number	Answer	Mark AO1
11	<p>Although it is own knowledge credit use of source material.</p> <p>One mark for each of two separate valid statements, such as:</p> <ul style="list-style-type: none"> • Increased scientific information/effects of education • Advertising campaigns/warnings on packets • Awareness of passive smoking • Volubility of opponents • Government legislation (eg smoking ban) • Greater interest in health issues • Cost • Increased rates of cancers, especially smoking related <p>NOTE: Question refers specifically to 'in public'. Points made must be related to this to earn credit.</p>	2

Question Number	Answer	Mark A03
12	<p data-bbox="472 289 748 317">Indicative comment</p> <ul data-bbox="456 352 1224 814" style="list-style-type: none"> • Assertion that smoking no longer the norm – ie it is deviant – no evidence • Still many smokers (even if minority) so hardly deviant • Argument from analogy links to addiction – ie illness • Reasons people smoke largely ignored • Smoking clearly linked to social class and economic circumstance – numerically largest proportion of population (Causal argument) • Notes parental influence nature–nurture debate? • False claim to say smoking only linked to advertising • Smoking a coping mechanism – not rational • Circumstances not smoking the issue – not deviant • Smoking health issue rather than just behavioural <p data-bbox="451 852 1219 947">The question is designed to lead to critical examination of evidence and argument and not just repetition of content or personal comment on the issues raised.</p> <p data-bbox="451 989 1240 1083">Allow 1 mark for each yes answer for the following questions to a maximum of 5 marks. Note each question carries a maximum of 1 mark.</p> <p data-bbox="451 1121 1235 1184">A1 Does the answer identify relevant evidence If YES award 1 mark</p> <p data-bbox="451 1222 1235 1285">A2 Does the answer examine (some of) the evidence critically? If YES award 1 mark</p> <p data-bbox="451 1323 1235 1386">A3 Does the answer recognise/distinguish between fact/opinion/bias/assertion.? If YES award 1 mark</p> <p data-bbox="451 1423 1235 1486">A4 Does the answer recognise the type(s) of arguments used? If YES award 1 mark</p> <p data-bbox="451 1524 1235 1587">A5 Does the answer specifically recognise the author's argument? If YES award 1 mark</p> <p data-bbox="451 1625 1235 1688">A6 Does the answer specifically evaluate the type of evidence/arguments used? If YES award 1 mark</p> <p data-bbox="451 1726 1235 1820">A7 Does the answer identify/comment on omissions or flaws in the evidence or arguments used? If YES award 1 mark</p> <p data-bbox="451 1858 1235 1921">A8 Does the answer reach a plausible objective conclusion? If YES award 1 mark</p>	5

Question Number 13	Answer	Mark AO1, 4 AO2, 6 AO4, 4
	<p>Indicative content Key words are social 'behaviour' and 'unethical' Points may include:</p> <ul style="list-style-type: none"> • Different types of social behaviour that have attracted legislation (besides smoking and alcohol could include various aspects of equality legislation; age of consent; different ages of entitlement (16, 17, 18) • Forms of legislation attempted • Ethical issues raised – different moral perspectives • Contrast freedom with responsibility • Individual versus collective/societal • May consider idea of government by consent <p>After marking the answer for AO1 and AO2, assess it for communication, AO4.</p>	14
	<p>Descriptors</p> <ul style="list-style-type: none"> • 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. • 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 style="text-align: center;">AO1 4 marks</p> <p style="text-align: center;">AO2 6 marks</p>

	Answer which is irrelevant, frivolous or incomplete. Insufficient evidence to assess.	0
Level 1	Limited assertion supporting a single viewpoint in a superficial manner with limited supporting evidence.	1-2
Level 2	Presents some/few reasons either in support of or contrary to the issue. 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. Unlikely to deal with/comment on legislation other than smoking. To gain full marks at this level should have a range of supporting evidence.	3-5
Level 3	Presents reasons both for and against the view in the question. 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. Will go beyond source material. 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 and will address issues other than smoking. There may be a tentative conclusion. May recognise that both viewpoints have some merit.	6-9
Level 4	Will adopt a balanced view recognising there are arguments for and against the issue. May distinguish between different types/purposes of legislation. 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.	10

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 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 Number	Answer	Mark
14	<p>Indicative content</p> <p>To score higher than level 3 candidates must make some attempt to consider contrasting views. It is probable that anti-religious rants and some with extreme religious views may adopt a heavily one-sided viewpoint.</p> <ul style="list-style-type: none"> • May note that the question is not restricted to the UK, where religious education is compulsory whilst it is not in many other countries and may be actually forbidden. • May distinguish between 'secular' and 'religious' states. • Many students in 21st century are not religious so why should they have to do it. • What purpose is served by compulsory religious education? • Should there be a difference between 'state' and religious schools. • Multiplicity of different faiths in UK; how should authorities determine what should be taught. • Time could be better spent. • Some teachings are common to all/most religions and so have a value that transcends faith. • The basis of much British law is religious and so the principles should be taught. • Necessary to distinguish between values (which are transferable) and beliefs which are not. • Can play a unifying influence in an otherwise divided society. • Necessary to understand culture and history. • Still a basis for morality for many people. • Religion is central to many aspects of live and is part of the environment. • It offers a way of creating a sense of unity and cohesion. • Many of the values are common-sense and relevant to both religious and irreligious. • In a multi-cultural and multi-faith society it offers a way of creating better understanding and social cohesion. • It should be taught provided other faith and belief systems are taught as well. • Attempts to create an all encompassing religious teaching will lead to a bland, meaningless and ultimately boring curriculum. 	AO1 4 AO2 16 AO3 4 AO4 6

Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about religious values and beliefs.		
AO1 and AO2	<i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines.</i>	AO1 4
Level	<i>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	AO2 16
	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.	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. An answer which adopts a one-sided view but develops it in depth can be awarded at the lower end at this level (max 16).	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	A03 4
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.		
Allow 1 mark for each 'YES' answer to the following questions to a maximum of 4 marks:		
A1 Does the answer use relevant supporting evidence?		
A2 Does the answer subject the evidence to critical scrutiny?		
A3 Does the answer use/refer to/indicate or distinguish between 'fact', opinion', 'belief', 'assertion', bias?		
A4 Does the answer identify the type of argument(s) used?		
OR Does the answer use different types of argument (inductive, causal, authority, analogy)?		
A5 Does the candidate refer explicitly to and comment (briefly) on the strength/weakness of the argument(s) used?		
A6 Is an overall assessment made of the sufficiency of the evidence and/or arguments presented?		
A7 Does the answer provide a plausible objective conclusion which arises from and is supported by the evidence presented?		

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 6
	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

Question Number	Answer	Mark
15	<p data-bbox="418 386 672 415">Indicative content</p> <ul data-bbox="418 453 1398 1520" style="list-style-type: none"> • Religion forms basis for many moral codes. • Most religions formulated hundreds or thousands of years ago. • When formulated they were concerned with relatively small rural societies. • When formulated science was limited and subject to religious control. • Moral codes based on religious codes often rely on a superior authority which the majority of society no longer recognises. • Scientific and technological developments have raised issues which were unthinkable even fifty years ago. • Traditional moral codes cannot provide answers for issues such as cloning, genetic modification etc. • The values of society have changed and now often conflict with traditional moral codes (divorce, abortion, sexual orientation, single sex marriage/parents). • Moral codes have never been totally absolute; they have always been adjusted or 'interpreted' to meet contemporary demands. • Moral codes outline general principles which can be applied to contemporary issues. • If new codes are developed on what authority will they depend? • Many medical advances would not be possible if traditional codes were observed literally. • To what extent do traditional moral codes inhibit progress? • Traditional values were acceptable in a mono-cultural and mono-faith society but are not suited to a multi-cultural and multi-faith society. • Traditional moral codes can lead to preferred majority and disadvantaged minorities in society – sometimes even persecution. • Traditional moral values often reject the rights of women and encourage a patriarchal type society. • People should have the right to choose for themselves what is right and wrong and not be forced to follow values they do not accept. 	AO1 4 AO2 16 AO3 4 AO4 6
<p data-bbox="277 1556 1325 1650">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 development of new moral codes/values.</p>		

Level	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.	AO1 4 AO2 16
	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.	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. An answer which adopts a one-sided view but develops in depth can be awarded at the lower end at this level (max 16).	14-18
5	A good range of evidence, showing clear understanding. A balanced perceptive and evaluative answer.	19-20
	Descriptor Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.	AO3 4
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.		
Allow 1 mark for each 'YES' answer to the following questions to a maximum of 4 marks:		
A1 Does the answer use relevant supporting evidence?		
A2 Does the answer subject the evidence to critical scrutiny		
A3 Does the answer use/refer to/indicate or distinguish between 'fact', opinion', 'belief', 'assertion', bias?		
A4 Does the answer identify the type of argument(s) used?		
OR		
Does the answer use different types of argument (inductive, causal, authority, analogy etc.)?		
A5 Does the candidate refer explicitly to and comment (briefly) on the strength/weakness of the argument(s) used?		
A6 Is an overall assessment made of the sufficiency of the evidence and/or arguments presented?		
A7 Does the answer provide a plausible objective conclusion which arises from and is supported by the evidence presented?		

A04 Descriptor	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	Mark
	Note: The A04 marks are not dependent upon the A01 and A02 marks	6
	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