Specification

GCE General Studies

Pearson Edexcel Level 3 Advanced Subsidiary GCE in General Studies (8GS01)
First examination 2014

Pearson Edexcel Level 3 Advanced GCE in General Studies (9GS01)
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Issue 3

About this specification

The Edexcel GCE in General Studies is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Edexcel.

Key features of the specification

This qualification is excellent preparation for both employment and higher education, where a range of problems and conflicting perspectives have to be considered and reconciled. Through this process students will develop highly-valued study and communication skills.

The course is designed with the practicalities of classroom management in mind. The content is designed to be taught in an hour or two per week. The nature of General Studies is that it may be taught by any teacher, and the Edexcel course supports non-specialist teachers in the areas where they may feel less confident.

Edexcel's GCE in General Studies offers students the chance to gain a broader picture of the world, and to connect ideas and information from different disciplines.

Why choose this specification?

Edexcel's GCE General Studies specification encourages students to debate, to enquire and to test assumptions. It is based on an investigation into the **three** key areas of the contemporary world: culture, science and society. These three areas are integrated into four units, with overlapping themes. The themes are presented as questions and issues to explore through debate and research.

Supporting you

Edexcel aims to provide the most comprehensive support for its qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. We also endorse a wide range of materials from other publishers to give you a choice of approach.

For more information on our wide range of support and services for this GCE in General Studies qualification, visit our GCE website: www.edexcel.com/gce2008.

Specification updates

This specification is Issue 3 and is valid for examination from Summer 2014. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website.

For more information please visit www.edexcel.com or www.edexcel.com/gce2008.

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Contents

A Specification at a glance

AS Unit 1: Challenges for Society

*Unit code 6GS01

- Externally assessed
- Availability: June

50% of the total AS marks

25% of the total GCE marks

Content summary:

This unit explores the challenges facing society, whether they are scientific, technological or moral. It looks at such issues as nuclear power, genetics, climate change and global warming and asks what makes a humane society.

Assessment:

The assessment of this unit is through a 1 hour and 30 minute examination paper, in three sections, set and marked by Edexcel.

- **Section A:** multiple-choice questions
- **Section B:** data response questions
- **Section C:** short essay questions.

AS Unit 2: The Individual in Society

*Unit code 6GS02

- Externally assessed
- Availability: June

50% of the total AS marks

25% of the total GCE marks

Content summary:

This unit explores the individual in society and asks what influences behaviour and where values and opinions come from. It looks at such issues as developments in travel and new communication systems, peer groups, multi-culturalism, media influences, bloggers.

Assessment:

The assessment of this unit is through a 1 hour and 30 minute examination paper, in three sections, set and marked by Edexcel.

- **Section A:** multiple-choice questions
- **Section B:** data response questions
- **Section C:** short essay questions.

*See *Appendix 4* for description of this code and all other codes relevant to this qualification.

A2 Unit 3: Change and Progress — *Unit code 6GS03

- Externally assessed
- Availability: June

50% of the total A2 marks | **25% of the total GCE marks**

Content summary:

This unit explores the nature of change and progress in different fields of human experience: art, science and technology. It looks at such issues as education, industrialisation, employment, changes in male and female roles, equality, inequality, migration and human rights.

Assessment:

The assessment of this unit is through a 1 hour and 30 minute examination paper, in three sections, set and marked by Edexcel.

- **Section A:** data response (shorter factual questions); analysis; extended writing
- **Section B:** data response (shorter factual questions); analysis; extended writing
- **Section C:** essay question — choice of one question from two.

A2 Unit 4: Beliefs, Values and Responsibilities — *Unit code 6GS04

- Externally assessed
- Availability: June

50% of the total A2 marks | **25% of the total GCE marks**

Content summary:

This unit explores the unifying themes of values and beliefs that societies develop to guide the behaviour of individuals and groups. It looks at such issues as religious belief, social norms, antisocial behaviour, deviance and creativity.

Assessment:

The assessment of this unit is through a 1 hour and 30 minute examination paper, in three sections, set and marked by Edexcel.

- **Section A:** data response (shorter factual questions); analysis; extended writing
- **Section B:** data response (shorter factual questions); analysis; extended writing
- **Section C:** essay question — choice of one question from two.

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated to the unit
Unit 1: Challenges for Society	AS	The assessment of this unit is through a 1 hour and 30 minute examination paper set and marked by Edexcel. There are three sections A, B and C. All sections must be completed. Section A — 20 marks Multiple-choice questions. Section B — 30 marks Data response questions. Section C — 40 marks Short essay questions.	90
Unit 2: The Individual in Society	AS	The assessment of this unit is through a 1 hour and 30 minute examination paper set and marked by Edexcel. There are three sections A, B and C. All sections must be completed. Section A — 20 marks Multiple-choice questions. Section B — 30 marks Data response questions. Section C — 40 marks Short essay questions.	90
Unit 3: Change and Progress	A2	The assessment of this unit is through a 1 hour and 30 minute examination paper set and marked by Edexcel. There are three sections A, B and C. All sections must be completed. Section A — 30 marks ■ data response — shorter factual questions ■ analysis ■ extended writing. Section B — 30 marks ■ data response — shorter factual questions ■ analysis ■ extended writing. Section C — 30 marks Essay question — choice of one question from two.	90

B Specification overview

Unit number and unit title	Level	Assessment information	Number of marks allocated to the unit
Unit 4: Beliefs, Values and Responsibilities	A2	The assessment of this unit is through a 1 hour and 30 minute examination paper set and marked by Edexcel. There are three sections A, B and C. All sections must be completed. Section A — 30 marks ■ data response — shorter factual questions ■ analysis ■ extended writing. Section B — 30 marks ■ data response — shorter factual questions ■ analysis ■ extended writing. Section C — 30 marks Essay question — choice of one question from two.	90

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
AO1	Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.	35%	22%	28.5%
AO2	Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.	35%	42%	38.5%
AO3	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.	14%	20%	17%
AO4	Communicate clearly and accurately in a concise, logical and relevant way.	16%	16%	16%
	TOTAL	100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	9%	9%	3%	4%	25%
Unit 2	8.5%	8.5%	4%	4%	25%
Unit 3	5%	10.5%	5.5%	4%	25%
Unit 4	6%	10.5%	4.5%	4%	25%
Total for Advanced GCE	**28.5%**	**38.5%**	**17%**	**16%**	**100%**

Qualification summary

Subject criteria

The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE Subject Criteria for General Studies, which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

The GCE in General Studies has been designed to provide opportunities for students to:

- demonstrate breadth and depth of knowledge
- transfer skills and make connections
- integrate ideas
- develop concepts
- use arguments
- make judgements
- evaluate evidence
- examine questions from a broader standpoint than that of a single discipline.

Aims

The aims of the Edexcel Advanced Subsidiary and Advanced GCE in General Studies are to:

- view issues from a wider range of perspectives than those offered by subject specialisms
- integrate knowledge from a range of disciplines in order to develop an understanding of the interrelationship between them and encourage a broader and deeper understanding of issues
- think logically and creatively in order to assess the relative merits of evidence
- make informed judgements
- reach justifiable conclusions.

AS/A2 knowledge and understanding

This Advanced Subsidiary and Advanced GCE specification requires students to use thinking and analytical skills. These will be assessed by testing students' ability to draw distinctions between knowledge, truth and belief. Students also need to be able to recognise common fallacies, deductive and inductive arguments and arguments drawn from analogy, cause and authority.

The core knowledge and understanding must be reflected in the study of issues identified between and within three overlapping domains: the scientific, the cultural and the social.

The Advanced Subsidiary and Advanced specifications require students to look at the following areas.

Unit 1

- Characteristics of the sciences (physical, life and earth)
- Understanding of scientific methods, principles, criteria and their application
- Social, ethical and environmental implications and consequences of scientific discoveries and technological developments
- Religious belief and experience, and connections between them
- Examination and appreciation of ideologies and values in society
- Explanation and evaluation of human behaviour

Unit 2

- Media and communication
- Examination and appreciation of ideologies and values in society
- Political processes and goals
- Explanation and evaluation of human behaviour
- Social and economic trends and constraints
- Beliefs, values and moral reasoning

Unit 3

- The nature of scientific objectivity and the question of progress
- The relationship between technology, science, society (past and/or present) and ideology
- An understanding and appreciation of the changing nature and importance of culture
- Creativity and innovation
- The nature of objectivity in social sciences

Unit 4

- The moral responsibility of scientists
- Beliefs, values and moral reasoning
- Aesthetic evaluation
- Explanation and evaluation of human behaviour
- Relationship between law, society and ethics
- Religious belief and experience, and connections between them

NB: Mathematical reasoning and its application will be addressed in all four units and takes the form of analysing, interpreting and representing mathematical information.

C General Studies unit content

Course structure

- Edexcel's GCE in General Studies comprises four units and contains an Advanced Subsidiary subset of two AS units.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus two A2 units (Units 3 and 4) which make up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:
  - distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
  - a linear course which is assessed in its entirety at the end.

Unit 1 Challenges for Society

AS compulsory unit — Externally assessed

1.1 Unit description

This unit explores the challenges facing society, whether they be scientific, technological or moral.

It looks at scientists and their role in attempting to provide solutions to human problems, such as climate change and disease, while at the same time raising moral concerns.

The unit also examines the interrelationship between science, politics and beliefs systems in the development of a humane society.

Students are given the opportunity to reflect on these issues and develop arguments to reach a justifiable conclusion.

1.2 Assessment information

The assessment of this unit is through a 1 hour and 30 minute examination paper set and marked by Edexcel. There are three sections A, B and C. All sections must be completed.

Section A — 20 marks

Multiple-choice questions.

Section B — 30 marks

Data response questions.

Section C — 40 marks

Essay questions.

For clarification of the content, please refer to *Appendix 1.*

1.3 What Do Scientists Do?

Students will gain an understanding of:

1	how the predictive power of science is based on induction and how scientists work by proposing and testing hypotheses
2	how competing theories are judged by their success at prediction, and if several explanations are equally possible, the simplest is favoured (Occam's Razor)
3	how there are questions that science does not attempt to answer.

1.4 How Does Science Affect Society?

Students will gain an understanding of:

1	how scientific ways of working came to question and cast doubt on older, authoritarian systems, eg Darwin and the evolution of species
2	how a modern scientific development provides challenges for society, eg the structure of the atom and nuclear power, genetics and genetic modification
3	how society supports the development of science through funding of research.

1.5 Does Science Benefit Society?

Students will gain an understanding of:

1	how individuals and charitable institutions attempt to provide scientific solutions to medical, environmental and developing world problems
2	how technology is the application of scientific principles to solving human problems, eg the development of transport systems, the development of medicines, climate change and global warming
3	the relationship between scientific progress and social, political, or religious issues, eg creationism, cloning, stem cell research.

1.6 What Makes a Humane Society?

Students will gain an understanding of:

1	how religious beliefs affect modern societies, eg secular systems of government, religion and government
2	issues of human rights and responsibilities and their influence on modern societies
3	the relationships between humans and animals, eg farming, hunting, animal testing, companion animals.

1.7 Should the Punishment Fit the Crime?

Students will gain an understanding of:

1	the relationship between the law and civil liberties; how crime affects society and individuals
2	different types of crime and their causes; detection rates and law enforcement
3	what punishment is intended to achieve.

NB: Mathematical reasoning and its application will be addressed in this unit and takes the form of analysing, interpreting and representing mathematical information.

Unit 2 The Individual in Society

AS compulsory unit

Externally assessed

2.1 Unit description

This unit explores the individual in society and asks what influences behaviour and where values and opinions come from. It explores issues as diverse as social and genetic factors, the media, the arts and electoral systems.

Students are asked to consider such issues as 'nature versus nurture' and social change to draw conclusions about the individual and their responsibilities within society.

The unit also examines the role of the media in influencing public opinion, exploring censorship and bias, then looking at how readers influence the media and society by using such things as 'blogs'.

How the arts have changed over time and whether this has reflected or challenged society as a whole, will also be addressed in this unit.

2.2 Assessment information

The assessment of this unit is through a 1 hour and 30 minute examination paper set and marked by Edexcel. There are three sections A, B and C. All sections must be completed.

Section A — 20 marks

Multiple-choice questions.

Section B — 30 marks

Data response questions.

Section C — 40 marks

Essay questions.

For clarification of the content, please refer to *Appendix 1.*

2.3 Is it Nature or Nurture that Best Explains Human Behaviour?

Students will gain an understanding of:

1	genetic factors influencing behaviour and life chances
2	social factors influencing behaviour and life chances
3	how attitudes and behaviour have changed within and differed between societies in the past 50 years — travel, new communication technologies, human rights, equality and inclusion.

2.4 Where do our Values and Opinions Come From?

Students will gain an understanding of:

1	society as culture; cultural values and where they come from; how widely they are followed; how and why they change
2	impact of socialisation on identities and self-images — roles of parents, schools, peer groups, leisure, employment and unemployment
3	life in UK — employment, unemployment and the economy, mono and multiculturalism, anti-discrimination and freedom of information legislation.

2.5 Mass Media: Representation or Reality?

Students will gain an understanding of:

1	local, national and global forms of media regulation — forms, desirability and effectiveness; the power, extent and forms of media bias or exaggeration; 'moral panics' and 'folk devils', 'messages' from soap operas
2	impact of censorship and other constraints, eg libel, slander, anti-discrimination and anti-pornography laws; individuals' right to privacy, news blackouts
3	how readers, viewers and bloggers can influence media and society; opportunities for viewer and reader participation; how should free societies pay for their media?

2.6 Do the Arts Challenge or Reflect Society?

Students will gain an understanding of:

1	the development of style in art, film, music, literature or drama; how and why styles change
2	definition, forms and key characteristics of individual creativity and innovation in art, architecture, music, literature or drama
3	ways in which artistic works over time have reflected or challenged society at large.

2.7 Is the UK Really a Democracy?

Students will gain an understanding of:

1	UK parties — number of parties; what they stand for; differences between them; funding and campaigning; extent of internal democracy within them; levels of recent success
2	electoral system and voting behaviour — are UK voting systems democratic? Possible reforms, patterns of voting; impact of pressure groups; how individuals and groups influence the political agenda
3	UK's role in the world — membership of and participation in the Commonwealth, EU, NATO and UN; significance of such memberships and extent of democratic control by UK citizens.
	NB: Mathematical reasoning and its application will be addressed in this unit and takes the form of analysing, interpreting and representing mathematical information.

3.1 Unit description

This unit encourages students to consider the nature of change and progress in different fields of human experience.

Changes in human behaviour have enormous consequences for the individual and society. These should be examined from a developmental point of view, as well as through the influence of different forms of moral reasoning. Students should have some grasp of personal, national and international value systems.

Progress happens when humans develop new ideas and students should examine how these arise in three major areas of human activity: art, science and technology. They should consider some aspects of the Renaissance, and understand the significance of the Enlightenment.

They should also have some idea of the significance of the Industrial Revolution in Britain, and its consequences for the present day. This may be illustrated by reference to mass production and transport.

Students should also examine some potentially revolutionary modern technologies, such as medical advances in cloning and genetics. The ethical background of such changes should be considered.

This unit asks students to examine the ways in which we measure change and progress in society and the implications of making these measures.

3.2 Assessment information

The assessment of this unit is through a 1 hour and 30 minute examination paper set and marked by Edexcel. There are three sections A, B and C. All sections must be completed.

Section A — 30 marks

- data response — shorter factual questions
- analysis
- extended writing.

Section B — 30 marks

- data response — shorter factual questions
- analysis
- extended writing.

Section C — 30 marks

Essay question — choice of one question from two.

For clarification of the content, please refer to *Appendix 1*.

3.3 Does the World have to Change?

Students will gain an understanding of:

1	how change in the environment is unavoidable since the universe is a dynamic system
2	the relationship between technological, environmental and social change
3	changes leading to improvements in the human condition; changes brought about by human choice in culture and ideology.

3.4 How do New Ideas Come About?

Students will gain an understanding of:

1	changes in human understanding of the world brought about by the Renaissance and the Enlightenment; the role of education
2	creativity and innovation in the arts and technology
3	the nature of scientific research; the importance of collaboration and cooperation; the generation of new, revolutionary theories.

3.5 How have Inventions Affected Society?

Students will gain an understanding of:

1	technological and social changes arising as part of the Industrial Revolution, eg new energy and power sources; mechanisation of farming, manufacturing and mass transport; changes in employment and population; redistribution from rural to urban
2	cultural, social and environmental changes resulting from electrification and the spread of private transport during the 20th century, eg domestic appliances; radio, TV and other mass media; the internet; public and private transport systems; environmental issues
3	modern medical advances, ethics and morality, eg ethical issues relating to medical research, allocation of resources, religious beliefs.

3.6 How do Changes Come About in Social Attitudes?

Students will gain an understanding of:

1	human relationships and the measurement of behaviour; social conformity and conflict between individuals and within societies; changes in male and female roles
2	sources of moral reasoning and their impact on issues such as crime and punishment, euthanasia, abortion and working conditions in employment; influence of morality and the media on human behaviour; equality and inequality
3	how different values come to prevail in the world at the same time; internationalism and the United Nations; roles of government; human rights; changes in moral reasoning (eg attitudes to slavery).

3.7 How and Why do we Measure Changes in Society?

Students will gain an understanding of:

1	aspects of society open to measurement and the limitations and advantages of quantitative and qualitative research
2	the application of measurement to changes in society
3	evidence of change in culture and society (eg the Census); the individual and society — issues of control and regulation.

NB: Mathematical reasoning and its application will be addressed in this unit and takes the form of analysing, interpreting and representing mathematical information.

Unit 4 Beliefs, Values and Responsibilities

A2 compulsory unit

Externally assessed

4.1 Unit description

This unit explores the unifying themes of the values and beliefs that societies develop to guide the behaviour of individuals and groups. Linked to this is the concept of individual and collective responsibility.

Students should have some understanding of the nature and role of religion in the contemporary world. They should explore why people hold or disregard beliefs and their effect on society.

The unit also examines the role of scientists and artists and consider whether they should have the same moral responsibilities. It also questions how these roles and the application of their work are evaluated.

The unit also looks at ways in which moral decisions are made and their relationship to contemporary issues such as crime and punishment.

4.2 Assessment information

The assessment of this unit is through a 1 hour and 30 minute examination paper set and marked by Edexcel. There are three sections A, B and C. All sections must be completed.

Section A — 30 marks

- data response — shorter factual questions
- analysis
- extended writing.

Section B — 30 marks

- data response — shorter factual questions
- analysis
- extended writing.

Section C — 30 marks

Essay question — choice of one question from two.

For clarification of the content, please refer to *Appendix 1*.

4.3 Do we Need Religious Beliefs?

Students will gain an understanding of:

1	key features of major religions and some alternative belief systems (eg Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, humanism, atheism, theism, etc)
2	different reasons why people hold or reject religious belief
3	how religious beliefs and practices can affect modern society.

4.4 Should Everyone Have the Same Moral Responsibilities?

Students will gain an understanding of:

1	how far creative people (eg artists, scientists and technologists) should have the freedom to pursue all aspects of their work
2	ways in which scientific research and creative activities can raise moral issues
3	the right to campaign against creative or scientific activities that conflict with moral values and beliefs (eg government agencies, individuals, political parties, protest groups and other groups).

4.5 How Do we Decide What is Right or Wrong?

Students will gain an understanding of:

1	how moral values can be changed over time and between societies
2	the application of moral values and moral reasoning to contemporary issues (eg punishment, euthanasia, abortion, environmental issues, genetic modification, etc)
3	the relationship between individual freedom and societal rights and responsibilities.

4.6 Why do People do What They do?

Students will gain an understanding of:

1	the nature of deviance, conformity to social norms and antisocial behaviour
2	explanations for the development of human behaviour; contrasting perspectives from behavioural psychology and sociology
3	explanations of how human behaviour is both different from and similar to the behaviour of other animals, from the perspective of evolutionary psychology.

4.7 How Should Art be Valued?

Students will gain an understanding of:

1	how the quality of a work of art can be evaluated
2	the funding of museums and art galleries in preserving, reflecting and transmitting cultural values
3	the relationship between personal (subjective) and general (objective) evaluation of works of art.

NB: Mathematical reasoning and its application will be addressed in this unit and takes the form of analysing, interpreting and representing mathematical information.

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see *Section B Specification overview*.
Entering candidates for this qualification	Details of how to enter candidates for the examinations for this qualification can be found in Edexcel's Information Manual, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com.
Resitting of units	There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade. After certification all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit. Results of units held in the Edexcel unit bank have a shelf life limited only by the shelf life of this specification.
Awarding and reporting	The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The AS qualification will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced level will be graded on a six-point scale A* to E. Individual unit results will be reported. A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.
Performance descriptions	Performance descriptions give the minimum acceptable level for a grade. See *Appendix 2* for the performance description for this subject.

D Assessment and additional information

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1, 2, 3 and 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	**80**	**70**	**60**	**50**	**40**

Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–39.

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary Cash-in code 8GS01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	**160**	**140**	**120**	**100**	**80**

Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–79.

Advanced GCE Cash-in code 9GS01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 400	**320**	**280**	**240**	**200**	**160**

Candidates who do not achieve the standard required for a Grade E will receive a uniform mark in the range 0–159.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

In this qualification quality of written communication is assessed in each unit through AO4: communicate clearly and accurately in a concise, logical and relevant way.

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
AO1	Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.	35%	22%	28.5%
AO2	Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.	35%	42%	38.5%
AO3	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.	14%	20%	17%
AO4	Communicate clearly and accurately in a concise, logical and relevant way.	16%	16%	16%
	TOTAL	100%	100%	100%

Synoptic assessment

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment in the context of general studies requires students to integrate knowledge from a range of disciplines in order to develop an understanding of the interrelationships between them. Students need to examine issues from a broader standpoint than that of a single discipline. Students must be encouraged to think logically and creatively in order to assess the relative merits of evidence, make informed judgements and reach justified conclusions. They should communicate clearly and accurately in a concise and relevant way.

Stretch and challenge

Students can be stretched and challenged in A2 units through the use of different assessment strategies, for example:

- using a variety of stems in questions — for example analyse, evaluate, discuss, compare
- ensuring connectivity between sections of questions
- a requirement for extended writing
- improvement of synoptic assessment.

Additional information

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the latest *Joint Council for Qualifications (JCQ) Instructions for Conducting Coursework* document. This document is available on the JCQ website: www.jcq.org.uk.

For additional information on malpractice, please refer to the latest *Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations And Assessments: Policies and Procedures* document, available on the JCQ website.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Joint Council for Qualifications (JCQ) website (www.jcq.org.uk) for their policy on access arrangements, reasonable adjustments and special considerations.

Please see our website (www.edexcel.com) for:

- the forms to submit for requests for access arrangements and special considerations
- dates to submit the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see our website (www.edexcel.com) for information on the Equality Act 2010.

Prior learning and progression	**Prior learning** There are no prior knowledge requirements for the Advanced Subsidiary and Advanced GCE specifications in General Studies. **Progression** This qualification supports progression into further education, training or employment.
Combinations of entry	There are no forbidden combinations.
Student recruitment	Edexcel's access policy concerning recruitment to our qualifications is that: ■ they must be available to anyone who is capable of reaching the required standard ■ they must be free from barriers that restrict access and progression ■ equal opportunities exist for all students.
The wider curriculum	This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of environmental issues, health and safety considerations, and European developments consistent with relevant international agreements appropriate as applied to General Studies. *Appendix 3: Wider curriculum* maps the opportunities available.

D Assessment and additional information

E Resources, support and training

Resources to support the specification

In addition to the resources available in the *Getting Started* guide book. Edexcel produces a wide range of resources to support this specification.

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change. The resources listed are intended to be a guide for teachers and not a comprehensive list.

Edexcel's own published resources

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. The resources include:

- AS Students' Book
- A2 Students' Book
- AS Teacher's File
- A2 Teacher's File.

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The resources listed are intended to be a guide for teachers and not a comprehensive list. Further suggestions can be found in *Appendix 5*.

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F Appendices

F Appendices

Appendix 1 Clarification of content

Unit 1: Challenges for Society

Delivering this unit

Listed below is guidance on the types of issue that might be considered relevant to the different topic headings. The details are not prescriptive and teachers and students should be encouraged to follow their own interests in areas related to the topics as well as those given below. Included in the outline is guidance on terms and ideas with which students should become familiar. Students are not expected to cover all of the areas listed for each topic, nor will any single examination series be expected to test the full range.

What do scientists do?

1	How the predictive power of science is based on induction and how scientists work by proposing and testing hypotheses	Most science is based on proposing a hypothesis and testing to see if actual observations match those suggested by the hypothesis. If observations confirm a hypothesis it may became part of a theory. If observations refute the hypothesis it may be changed or abandoned. Scientific prediction is based on induction, which is generalisation about future observation based on previous observation. However, we can never be absolutely certain that predictions based on induction will always be correct.
2	How competing theories are judged by their success at prediction, and if several explanations are equally possible, the simplest is favoured (Occam's Razor)	An important reason for choosing one scientific theory over another is its predictive ability. A theory is correctly able to predict specific observations in a wide variety of circumstances is a better scientific theory than one that produces fewer predictions in limited circumstances. Popper suggests that only those theories that produce predictions that can be falsified by observation are truly scientific. Another criterion for choosing between competing scientific theories is Occam's Razor, or the principle of simplicity.
3	How there are questions that science does not attempt to answer	Scientific explanations are based on observations and the only purpose of science is to extend our knowledge of the physical world. Science cannot answer questions that do not relate to the physical world, such as those relating to the meaning of life, the existence of God or whether humans or other animals have souls.

How does science affect society?

1 How scientific ways of working came to question and cast doubt on older, authoritarian systems eg Darwin and the evolution of species	The Copernican revolution altered our view of our place in the Universe and marked the beginning of a new method of scientific research based on the experimental method. Before then, scientific and other forms of knowledge has been closely associated with religion. Some scientific developments such as Darwin's theory of evolution have challenged some of the fundamental tenets of religion and have therefore been seen for many years as presenting a threat to the authority and status of religion.
2 How a modern scientific development provides challenges for society, eg the structure of the atom and nuclear power, genetics and genetic modification	The development and application of science leads to a variety of environmental, social and ethical issues. For example, our knowledge of atomic and nuclear physics has equipped some nations with nuclear weapons which present a great risk. However, nuclear fusion also holds out the prospect of 'clean' energy if technical problems can be overcome. The current debate about the continued use of nuclear fission in power stations include, the possible long-term environmental consequences and the ethical issues which arise from these. The development of GM food may enable greatly increased food production in some parts of the world, but again raises significant questions about the environment.
3 How society supports the develop of science through funding of research	Funding for scientific research comes from various sources. 'Big Science' such as space exploration or the large accelerators at CERN is funded in Europe by international collaboration between groups of nations. At a national level, most government funding is distributed through universities and research councils. This raises important question about independence of scientists. Who decides which areas of research should receive funding? There are examples in the 20th century, eg Lysenko in Russia, of the effect of politicising the choices about scientific research. Although a lot of research is also carried out by scientists working for businesses, most of this is to do with the application of science rather than pure scientific research.

Does science benefit society?

1 How individuals and charitable institutions attempt to provide scientific solutions to medical, environmental and developing world problems	Charities and other foundations, as well as some individuals, support both scientific research and the development of technology in a wide variety of fields. For example, much research into cancer is supported by charities, and there are many well-known trusts and funds campaigning for and supporting research into environmental issues. On a more global scale, the introduction of 'leapfrog' technology, such as wireless communication systems, has enabled some developing countries to progress, for example in education, at a faster rate.
2 How technology is the application of scientific principles to solution of human problems, eg the development of transport systems, the development of medicines, climate change and global warming	The technology applications of science raise many important social and ethical issues. Global warming and other environmental problems such as pollution, problems associated with waste disposal and the depletion of the ozone layer originate not only from the application of various technology but also from political and economic decisions. Science and technology can offer some solutions, for example the development of alternatives to ozone-destroying CFCs, the development of bioplastics, renewable energy sources and 'cleaner' fossil-fuelled power stations. However, many developments solve one issue but raise another.
3 The relationship between scientific progress and social, political, or religious issues, eg creationism cloning, stem cell research	The relationship between science and religion is particularly sensitive in those areas that touch on the origins of human life and the nature of human identity. Some religious groups have strong objections to established medical procedures such as blood transfusion, organ transplant and in vitro fertilisation. More recent advances in stem cell research hold out the promise of significant benefits for sufferers from genetic diseases, but again raise important ethical issues. Some of the advances in knowledge about genetics and the possible predisposition of individuals towards particular types of behaviour raise important social and ethical questions. Problems arise because science is presenting us with choices and opportunities we did not have in the past.

What makes a humane society?

1 How religious beliefs affect modern societies,eg secular systems of government, religion and government	In the UK today religion and politics are largely separated. The remaining signs of the former close association between religion and government are fading away and Britain is becoming an increasingly secular society. For example, the role of the Church of England bishops in the House of Lords may soon disappear. The role of the monarch as head of the established church is also discussed. The influence and status of religious groups in state education is also an issue for debate in Parliament and elsewhere.
2 Issues of human rights and responsibilities and their influence on modern societies	Ethical frameworks which had their origin in religion, have been largely replaced by systems that recognise the rights of all individuals, but also emphasise the responsibility on each individual to consider the rights of others. Utilitarianism, which is based on the idea of the 'greatest happiness of the greatest number', underpins many of our collective actions as a society and is also commonly accepted in one form or another as a basis for individual judgements about right and wrong.
3 The relationships between humans and animals eg farming, hunting, animal testing, companion animals	Concern about the rights of animals have been widespread for many years. Media stories about the mistreatment of pets, the fur trade and poor conditions for farm animals are very common. The use of animal testing for medical research also continues to be contentious, with groups now campaigning on both sides of the issue. Some of these concerns have obviously affected our behaviour, for example the banning of fox-hunting or the enormous increase in the sales of free-range foods.

Should the punishment fit the crime?

1	The relationship between the law and civil liberties; how crime affects society and individuals	Any law must restrict some behaviours and, while most people would agree that violent behaviour should be controlled, there is less agreement about areas where law restricts what are seen as important civil liberties. Imposing some restrictions on movement during a health pandemic or a war, for example, is generally seen in a very different way to restricting the freedom to political protest outside the Houses of Parliament. Crime can have a variety of effects on individuals or groups. Anti-social behaviour can blight the lives of vulnerable, often aged, individuals. Whole council estates can be affected by the negative effects of drug-dealing and associated crime. Late night travel on public transport can be a threatening experience for many, yet we complain about being in a 'Big Brother' society with millions of CCTV cameras monitoring our movements. The debate about the balance between restriction and freedom is very important.
2	Different types of crime and their causes; detection rates and law enforcement	There are some very different views about the causes of crime, ranging from too much TV and a poor diet to changes in social structures and poverty. There is no simple picture of the rate at which crimes are committed. The rate at which mugging occurs seems to be at least partly related to the widespread ownership of mobile phones and other relatively high value items amongst young people. Conversely, car crime has fallen apparently due to improved anti-theft devices. While the existence of laws deters some criminal activity, it is well documented that the most effective deterrent is the prospect of being caught. Detection rates vary widely between different crimes, with very high detection rates for murder while rates for theft of various sorts are very low by comparison.
3	What punishment is intended to achieve	Different sorts of crimes may be punished in very different ways, ranging from ASBOs and community service to confiscation of property and imprisonment. These different responses reflect both the severity of the crime and the purpose of the punishment. Punishment for murder by lengthy imprisonment may have much more to do with retribution, deterrence and protection of the public than rehabilitation or education. At other end of the spectrum, shoplifting is now sometimes punished by on-the-spot fines without a criminal offence being recorded. Although education and rehabilitation are agreed aims of the criminal system, many prisoners are repeat offenders. Some research suggests that half of all crime in the UK is the work of just 100,000 repeat offenders.

Unit 2: The Individual in Society

Delivering this unit

Listed below is guidance on the types of issue that might be considered relevant to the different topic headings. The details are not prescriptive and teachers and students should be encouraged to follow their own interests in areas related to the topics as well as those given below. Included in the outline is guidance on terms and ideas with which students should become familiar. Students are not expected to cover all of the areas listed for each topic, nor will any single examination series be expected to test the full range.

Is it nature or nurture that best explains human behaviour?

1 Genetic factors influencing behaviour and life chances	The terms with which students need to be familiar include (but are not restricted to) ideas and concepts such as: nature, nurture, genes, gender, DNA, socio-biology, genetic and social determinism, life chances, sexual orientation, personality, intelligence, environment, physical and behavioural traits, tabula rasa and free will — and the ways in which such ideas connect together. The 'nature-nurture debate' is important because it helps us understand issues such as how far a person's genes determine intelligence, drive, ability, height, weight, fertility, longevity and other physical characteristics and social success, where a person is born with genetic abnormalities, how far their life chances can be affected and if it is possible for medical science to overcome such problems ethically.

2 Social factors influencing behaviour and life chances	Students need to understand what 'life chances' involves — the opportunities each individual has to improve their quality of life, a concept introduced by Max Weber. They also need to be familiar with ideas and concepts including: standard of living, education, elitism, equality, 'glass ceiling', hierarchy, social stratification, social engineering, social mobility, family tradition, role models, culture, class solidarity, meritocracy, distribution of income and wealth — and the ways in which such ideas connect together. To understand how behaviour has changed, students should consider a number of questions: ■ Is there equal opportunity in the UK or is a young person locked into the life styles and aspirations of their family? ■ What is the impact of the national minimum wage? ■ What is the effect of increasing numbers of graduates? ■ Why have gangs become so prominent on many estates? ■ Has the decline of marriage and the increase in cohabitation and divorce affected the stability of society, communities and family life? ■ Do increasing numbers of single people mean that vulnerable ones are more likely to be drawn into drug taking, crime or homelessness?

3 How attitudes and behaviour have changed within and differed between societies in the past 50 years — travel, new communication technologies, human rights, equality and inclusion	To understand how and why society has changed, students need a background awareness of the social engineering of the welfare state with its attack on the five 'giant evils' — poverty, ignorance, disease, unemployment and inadequate housing. More recently, the impact of public transport, increasing car usage, increasing air travel including low cost carriers, congestion, commuting, motorways, light rail systems, transport and global warming need to be considered. Students also need to explore issues such as internet and emails, satellite television, mobile telephones, closed circuit television; human rights, legal rights, natural rights, international organisations, Human Rights Act 1998, citizenship, alienation, disenfranchisement, discrimination — and the ways in which such ideas 'connect' together. Students also need to recognise how different society is now. How far do we all now travel, even commute, across the world? What is the impact of easy communication and travel worldwide? Are opportunities really widened or extended? How significantly have the distribution of income and wealth changed in reality? In what ways are individual groups of people excluded from 'mainstream' activities or high status positions such as being judges, company directors, senior civil servants or MPs?

Where do our values and opinions come from?

1 Society as culture; cultural values and where they come from; how widely they are followed; how and why they change	Culture is the way of life for an entire community or society, including codes of manners, dress, language, religion, rituals, norms of behaviour concerning law and morality, and systems of belief. Cultural values result from socialisation, which are discussed later in the clarification of content section on page 53. Sub-cultures are sometimes crucially important — such as the importance of youth culture in understanding the values and behaviour of the under-25s; particular communities — for example, those in mining areas or fishing ports will manifest a sense of togetherness and solidarity which is clearly culturally based. Different influences are at work on different generations and this helps to explain changing opinions, tastes in music or dress and changing forms of language (eg influence of texting on traditional syntax and spellings). Students of English (or other languages), history, geography and sociology are likely to have encountered cultural values in different contexts — all of which are subject to changes emerge as new research and new perspectives for discussion and study are identified. At that simplest level, contemporary teenagers are generally much better off financially than previously and this alone may influence their aspirations and colour their view of what is right or wrong in the world.

2 Impact of socialisation on identities and self images — roles of parents, schools, peer groups, leisure, employment and unemployment	Primary socialisation is people learn attitudes, values and actions appropriate to individuals as members of a particular culture. It largely occurs in the family. Secondary socialisation typically occurs later — learning appropriate behaviour as a member of a smaller group (sub-culture) within the larger society. As family influences reduce, such socialisation involves the influence of school, work and leisure. When individuals identify themselves as part of a particular group, this impacts on their self-image and behaviour — and may explain gang membership, drug use, heavy drinking and loyalty to particular sports teams or pop groups. Identities may also be linked to class, fashion, a particular part of the country, religion, race or ethnicity, gender or economic circumstances such as employment (high or low pay) or unemployment (poor self-image, sense of hopelessness). More co-habiting parents, single parents, gay or lesbian parents or absentee parents (as they work long hours) mean that the values youngsters acquire also change. Maybe peer groups or influences from their leisure activities have more impact on their identity and behaviour. Students need a good awareness of these and other ideas and how they connect together.

3 Life in the UK — employment, unemployment and the economy, mono and multiculturalism, anti-discrimination and freedom of information legislation	The terms with which students should be familiar include ideas such as full employment, frictional, seasonal and structural unemployment, inflation and deflation, supply and demand, imports and exports, national minimum wage, investment, interest rates, saving and borrowing, credit and debit cards, public and private sectors, taxation and government spending. They also need to be familiar with the impact of ethnic minorities in the UK including immigration and emigration flows, impact on food, fashions, music and commerce, UK (including England, Scotland, Wales, Ulster) as a mono or multicultural society, dependence of UK economy on workers from other countries; equality and equal opportunities, positive and negative discrimination, ageism, racism, sexism, homophobia, Commission for Equality and Human Rights, anti-discrimination legislation, transparency and Freedom of Information Act — and the ways such ideas connect together. Issues to be addressed could include: ■ Who is responsible for achieving full employment — government, employers or individuals? ■ If individuals want strawberries from Africa in December, why not? Is there one UK culture or many? ■ Is immigration a burden on the UK economy or a boost? ■ Does freedom of information give more real power to individuals and groups?

Mass media: representation or reality?

1 Local, national and global forms of media, regulation — forms, desirability and effectiveness, the power, extent and forms of media bias or exaggeration, 'moral panics' and 'folk devils', 'messages' from soap operas	Radio, television, newspapers and the internet are forms of media. Satellite television can now reach a mud hut in a less econimically developed country as easily as a penthouse next to the Thames. Those who own, control or edit programmes thus enjoy great power. There are both 'quality' and 'popular' newspapers but none of them are required to avoid bias and most have political loyalties. Radio and television companies are controlled by the Office of Communications, though Ofcom is sometimes said to have too wide a remit to fulfil its functions effectively. The BBC Charter and the Television Acts impose 'impartiality' requirements for balanced coverage and reporting on the BBC and ITV. Stan Cohen and other sociologists have suggested the media seriously sensationalise or exaggerate stories, creating alarm (or 'moral panics') and identifying hate figures (or 'folk devils'). Conversely, the role of media soap operas is revealing — a gay wedding in The Archers or a Down's syndrome baby in Eastenders may put a character at the heart of a situation where empathy from the audience can develop ideas of tolerance, humanity and acceptability where previously there may have been none.

2	Impact of censorship and other constraints eg libel, slander, anti-discrimination and anti-pornography laws, individuals' right to privacy, news blackouts	Students need to know about: censorship (preventing publication), defamation (lowering the reputation of an individual in the eyes of right thinking members of society), libel (defamation in permanent form — book, article, tape, etc), slander (defamation in the form of speech), news blackouts (where authorities silence the media during a criminal investigation) and DA Notices — called D Notices up to 1993 (served to ban publication at times of national danger). These cover such things as Military Operations, Weapons and Equipment, Ciphers and Secure Communications, Sensitive Installations and Home Addresses and Security and Intelligence Special Services. UK media are subject to decency requirements and are bound by pornography laws. Child pornography involving persons under 18 is illegal, so to possess, make and distribute such materials can lead to up to 10 years in prison on conviction. The media are also limited by the Human Rights Act 1998 which gives people a right to privacy — both Naomi Campbell and Sara Cox have won high-profile cases. Law, sociology, media studies or citizenship students will be aware of such limitations on the media.

3 How readers, viewers and bloggers can influence media and society, opportunities for viewer and reader participation, how should free societies pay for their media?	Students need to know about such ideas as participation, interaction, editors, audiences and news agenda. Increasingly the media thrives on being interactive — reality shows cannot exist without their audiences; far from being remote scribes, internet access ensures modern day journalists get instant inputs from readers or viewers through emails and 'blogging' — perhaps causing new directions to be taken or questions to be addressed. Now news can come from people's 'blogs' making the writers accessible and open to challenge and question. Anyone can make news if they want to. Letters from readers to quality papers can still influence decision-makers, yet equally the internet, as much as face-to-face contact, ensures people with a point of view can address it directly to the decision maker — maybe making the decision maker think again or giving their reputation a battering (eg Margaret Thatcher being confronted by Diana Gould during the Falklands War or Tony Blair learning the rude facts of cancer care from Sharon Storer). When more than a million people signed a petition against road pricing on the Prime Minister's 10 Downing Street website, the government changed the policy. Media funding is also crucial in a free society. If the state alone funded the media, there would be dangers of corruption and bias. For example if one person owned many newspapers and television stations this could dominate public debate. The strength of Ofcom is an issue in maintaining the impartiality of the media but an industry that is dependent upon advertising fees is often vulnerable to the wishes of its sponsors whilst a media that is dependent upon the taxpayer is susceptible to a storm of abuse every time it gives air space to a legitimate minority view.

Do the arts challenge or reflect society?

1 The development of style in art, film, music, literature or drama, how and why styles change	Style (or 'form' or 'genre') brings together particular attributes of films, novels, plays, paintings or musical compositions. These attributes may involve sharing works of art, similar characteristics or the particular way in which an artist works or perhaps a specific appearance, design or arrangement. To reflect student interests, examiners will ensure students can discuss ways in which 'style' develops in the context of their chosen discipline. Within their chosen discipline, students must demonstrate a good understanding of different periods and movements, such as the Renaissance (c1400-1600), Baroque-Rococo (1650-1750), Romantic (c1780-1900), Impressionist (1880-1920) and Modern (since 1900) periods in art, and the characteristic styles of composers or artists in each period. In painting, this may mean being able to highlight stylistic differences between a Romantic painter such as Goya and an Impressionist such as Monet. Those wishing to consider developments in modern art might like to compare works shortlisted in recent years in the Turner Prize competition. In a musical context, students could study how the works of Baroque/Rococo composers such as Handel differed from those of Romantic composers such as Tchaikovsky, or the development of modern movements in music such as the blues, punk rock or hip-hop. Films, novels and plays can similarly be classified by style — earlier plays often used verse whereas more modern ones usually involve plain prose. Students are free to choose the discipline and the styles they write about, but they do need to have good knowledge and understanding to offer.

2	Definition, forms and key characteristics of individual creativity and innovation in art, architecture, music, literature or drama	Architects, composers, painters and writers are all creative since they create something which did not exist previously but some of them will probably not be innovative. Innovative work is original — different to whatever was done previously. To be innovative a work will embrace new ideas, use new techniques or perhaps make different demands on the audience. In the arts, innovation is often linked to the development of a new style or form. As noted above, students will be free to decide whether they want to discuss creativity and innovation in terms of any of the disciplines mentioned. It will also be up to them to choose whether they want to discuss innovation in terms of 20th century works (eg artists Picasso and Warhol, musicians Lennon and McCartney, Madonna, or architects Le Corbusier and Venturi) or perhaps to refer instead to those innovating during the Renaissance (eg artists Leonardo and Raphael, composers Palestrina and Byrd, architects Palladio and Smythson). Innovation in novels or other writing can also be discussed. A fruitful source of 21st century examples could be the shortlists for the annual Booker Prize competition.
3	Ways in which artistic works over time have reflected or challenged society at large	Students need to think about the work of artists, architects, composers, writers or film-makers in the context of the society in which they lived — did the work reflect what had already happened or did it aim to shock people to propose a need for change? Students should assemble a range of examples such as Guernica, the painting by Pablo Picasso, inspired by his horror at Nazi German bombing, during the Spanish Civil War. Alternatively, they might want to think about spiritual songs as a reflection of the experience of African American slaves. Students might also like to think about Gateshead's Angel of the North statue, created by Antony Gormley. Does it — as has been claimed — work as a challenge to the area's 'huge social problems, dereliction and dying traditional industries'? Examples of protest literature challenging society could include Alan Paton's Cry the Beloved Country or George Orwell's Animal Farm. Then there is the work of the 18th century painter and engraver, William Hogarth, which forcefully makes the case for art both as a reflection of and a challenge to society. There are innumerable examples from which students can choose to highlight works reflecting society as it is in contrast to those challenging us to make things better for the future.

Is the UK really a democracy?

1	UK parties — number of parties, what they stand for; differences between them; funding and campaigning; extent of internal democracy within them; levels of recent success	Students should know about the parties represented in the House of Commons, be able to identify leading members of the three main parties and have an outline view of their main policies — Labour, Conservative, Liberal Democrat, Scottish Nationalist, Plaid Cymru, DUP, Ulster Unionist, SDLP, Sinn Fein and Independent — and parties which nominated candidates such as UKIP, Greens and BNP. Party funding is monitored by the Electoral Commission, which now regulates UK elections. Some people want state funding for political parties to keep democracy healthy — to avoid dependence on trade unions, big business or wealthy individuals who may then expect favours and influence in return. There were just two parties in most constituency contests in the 1950s — Labour and Conservative. Today four, five or six candidates is typical. Political parties now seem remote from many voters — they rarely call to see people and when they arrange political meetings few people attend. The differences between them are not clear in an ideological sense (thanks to spin doctors and focus groups) and campaigning has moved to the television and computer screens. Many voters now feel a weaker sense of partisan identification than previously. In general elections all the main parties campaign furiously in marginal seats they hope to win or hold on to — in the other 500 or so seats, there is often little sign of an election taking place at all.

2	Electoral system and voting behaviour — are UK voting systems democratic? Possible reforms, patterns of voting; impact of pressure groups; how individuals and groups influence the political agenda	Students must understand the difference between first past the post and proportional systems (PR) — and which voting systems are used where in the UK. A first-past-the-post system gives no guarantee of proportionality so a party with most votes nationally or regionally may win fewer seats than another party; in PR the proportion of seats won is more equal to votes but that may lead to coalitions or to minority parties gaining substantial influence. Students need to understand arguments for and against both systems and the possible reforms that have been put forward for the future. Voting behaviour relating to general and European elections should be understood in terms of turnout, issues, partisan alignment and the apparent impact of attributes such as class, age, education, gender and occupation. Students need to understand how and why government consults some groups (insider groups) but pays less attention to others (outsider groups); marches, protests and petitions may simply raise the profile of a particular issue or campaign but they can affect public opinion and may indirectly influence decision makers as a result. While the media partly dictate the political agenda, they will often depend on the output from pressure groups and their members, often in individual blogs.

3 UK's role in the world — membership of and participation in the Commonwealth, EU, NATO and UN; significance of such memberships and extent of democratic control by UK citizens	The Commonwealth of Nations (formerly British Commonwealth), European Union, NATO and the United Nations all run websites that provide comprehensive coverage of the respective organisations, their aims, processes, policies and record of achievement. With 53 members, the Commonwealth of Nations is made up mainly (but not totally) of former British colonies and there are social and cultural ties between members. The European Union is geographically based on Europe. The organisation now has 27 members, though some European countries such as Norway and Switzerland, remain outside the Union and, like the UK, some members such as Denmark and Sweden have not adopted the EU currency, the euro. NATO, with 26 members, used to be a purely military alliance but now sees a wider role for itself, strengthening links with former enemies from the former Soviet Union. The United Nations has 193 member countries, so it is by far the largest of the international bodies (all these figures were correct in January 2011). The UK is a permanent member of the Security Council which gives us substantial influence in UN decision making. The only organisation to which some UK representatives are directly elected is the European Union. Elections to the Parliament are conducted by PR every five years.

Unit 3: Change and Progress

Delivering this unit

On the following pages is guidance on the types of issue that might be considered relevant to the different topic headings. The details are not prescriptive and teachers and students should be encouraged to follow their own interests in areas related to the topics as well as those given below. Included in the outline is guidance on terms and ideas with which students should become familiar. Students are not expected to cover all of the areas listed for each topic, nor will any single examination series be expected to test the full range.

Does the world have to change?

1 How changes in the environment is unavoidable since the universe is a dynamic system	There are aspects relating to this topic that are not immediately obvious, but which need to be raised and discussed. It is vital that students understand that change in the Universe is, as far as we can see, inevitable. There is nowhere in it that is completely stable or fixed. Some things, as far as human beings are concerned, are not likely to change in the foreseeable future — the Earth's rotation round the Sun, for example, but for many reasons, what will be in the future, will be different from the past. Students will be expected to have some understanding of current scientifically accepted ideas on the size and age of the universe. Some students may express beliefs in alternative views, but they will need to accept that these are beliefs or possibly dogma, and are not amenable to scientific scrutiny. Past changes in the Earth are scientifically demonstrable, and changes in land and sea are evident from the study of geology and plate tectonics. Current anxieties about changes in the atmosphere and climate are justified by steadily accumulating observations and students need to be familiar with the broad thrust of this evidence. The Earth is not a closed system, and it receives vast amounts of energy from the Sun. Much is radiated out again, but changes in this energy supply mean that the energetic state of the Earth cannot be constant or stable in the long term. Students should be familiar with the idea of change in the world of the living organism, through the mechanism of natural selection and change in the environment. Dissenting views may be expressed, but these should be understood as beliefs that are not susceptible to scientific or rational explanation.

2 The relationship between technological, environmental and social change	Students need to consider the nature of change and the concept of progress since they are not the same thing. Progress is a subjective notion, to be debated and discussed. Change itself is easily understood, although the nature of causality — where some action or event inevitably causes an effect, and hence change, should be discussed. For instance, students might consider the relationship of time, which appears to go in only one direction, with change. Reading Martin Amis' short novel 'Time's Arrow' should spark debate on a broader front. Progress, which is a human concept, carries the idea of improvement, usually in the human condition. It can refer to material issues, such as creating better machines, producing more and better food, and to ideas such as 'progression' from dictatorship to democracy. Students should understand that the whole of technology is an attempt at agricultural, economic and educational progression. Social change is an attempt to progress, but because progress is a subjective concept, students should understand that there would be more than one to achieve social change. Some might argue that humanity would be better served by benevolent dictatorship than a disparate and squabbling democracy. Students should have some knowledge of one or two examples of ways of influencing social change and their outcomes.
3 Changes leading to improvements in the human condition; changes brought about by human choice in culture and ideology	An improvement in living standards for the whole of humanity, not just those in the developed world, is the goal of many reformers. Students should be familiar with a few examples of international bodies and forms of co-operation to bring better living standards to less fortunate areas. Those who live a simple life may regard more invasive types of technology as intrusive and regrettable. Students should examine one or two forms of new technology which seem to have both positive and negative effects on society, eg communication systems.

How do new ideas come about?

1 Changes in human understanding of the world brought about by the Renaissance and the Enlightenment; the role of education	Students should look back to a period of highly significant changes in culture — the Renaissance and to the changes in Western thought brought about the philosophers and scientist of the 17th, 18th and 19th centuries — sometimes referred to as the Age of Reason and the Age of Enlightenment. The implications of both these developments in human culture cannot be underestimated and, like it or not they have shaped the world we live in. Students should examine the current state of rationality in some Western and Eastern societies. The Enlightenment has had profound effects on the way society is and, just as significantly, on the aims and objectives of education. Students should gain some insight into forms of education and explore whether or not this should be to benefit all or maintain an elite? Students should have some understanding of Socratic dialogue and its place in the education system. Conflicting views, such as education as the process of acquiring a body of knowledge rather than the ability to solve problems, should be debated.
2 Creativity and innovation in the arts and technology	Students should understand how new ideas come about in the arts and the difference between creativity and innovation. Creativity is a measure of personal achievement in the production of an artefact, even though the work is derivative. Students should debate how similar or different creativity is in art, science and technology. Innovation is an extension of creativity: the production of something completely new, eg a new art form or style, the use of new materials or techniques, or the introduction of a new concept. Innovation is also an important element in technology, where the objective is not a new form of art, but a new solution to a human problem. Students should be familiar with at least one example of innovation in technology. Students should be familiar with at least one artistic style from the visuals arts (including sculpture) and from one other branch of the arts — literature, poetry, drama, music, opera, ballet or architecture. They should be able to describe and analyse at least one example of creativity in any branch of the arts.

3	The nature of scientific research; the importance of collaboration and cooperation; the generation of new, revolutionary theories	Innovations in science are different those in the arts. A particular scientist may make a scientific discovery but, because science is the development of explanations about the way in which the universe works, another scientist can the same discovery independently. An example of this is the theory of evolution, proposed independently by Charles Darwin and Alfred Wallace. The progress of science can be characterised by rare leaps in understanding through revolutionary new ideas. Students should be familiar with at least one revolution in scientific thought, eg the atomic theory, gravitation, or evolution by natural selection. Between these leaps, scientists, examine the ramifications of these revolutions on their understanding of the world. The revolution is sometimes described as a 'paradigm shift', and the consequent painstaking interpretative work as 'normal science' (Thomas Kuhn). Scientific progress depends on theorising and experimenting, using objective procedures, and is never complete. It is important that students understand that all scientific explanations are open to disproof and that no explanation is ever final and complete. This does not mean that the explanations are somehow insecure and dubious. The pursuit of new ideas is called research and can involve sometimes thousands of scientists on a particular problem. An example of this is fundamental particle research.

How have inventions affected society?

1 Technological and social changes arising as part of the Industrial Revolution, eg new energy and power sources; mechanisation of farming, manufacturing and mass transport; changes in employment and population; redistribution from rural to urban	The objective of this topic is to look at some examples of technological change and examine the ways in which innovations arising from them may have affected human life and society. Technological change is an attempt to deal with a human set of problems; it proceeds by using appropriate scientific concepts and explanations. We have to decide whether the problem needs to be addressed, and can only deal with it within the constraints of our scientific understanding and the resources that we can devote to it. Students should be familiar with at least one major aspect of the Industrial Revolution (in the 18th–19th centuries), eg the harnessing of sources of energy; mechanisation of agricultural methods; the development of transport not powered by animals; or changes in the nature of employment.
2 Cultural, social and environmental changes resulting from electrification and the spread of private transport during the 20th century, eg domestic appliance, radio TV and other mass media; the internet; public and private transport systems; environmental issues	Students should be familiar with the outline development and implications of electrical power in the 20th century and its delivery to homes and industry. This can be contrasted with the lack of centralised systems for electrical transmission in developing areas and countries and the implications of this for their development. Students should have basic understanding of the development of private means of mechanised transport and the implications for the infrastructure (roads) and central planning in modern times. Students should have basic understanding of the development of mass media in the 20th century and the development of communications systems in the last 20 years. The development of mechanisms dependent on fossil fuels (coal, oil and gas) has had consequences unforeseen by the first developers. Students should debate the consequences of continued dependence on such fuels, and the environmental issues arising. Since the development and application of technology depends on human decisions, they inevitably involve ethical, moral and, sometimes, religious issues and these should be expected when considering the relevant technology.

3	Modern medical advances, ethics and morality, eg ethical issues relating to medical research, allocation of resources, religious beliefs	Modern medicine is dependent on major developments in technology. Students should have some understanding of how the technology of health is rapidly growing, eg in the control of fertility, the detection of disease though radical new form of instrumentation, the genetic analysis of individuals and the possible links between genes and techniques and new drugs, the replacement of body parts by inorganic devices and organ donation. Students should have a broad understanding of the ethical considerations arising from medical treatment, and the role that medical staff and relatives should have in deciding on procedures. They should consider the moral implications of personal choice, eg in fertility treatment or organ donation; they should also consider the nature of risk in medical procedures. They should also understand the unforeseen implications of medical treatments, eg the development of drug-resistant pathogens and the role of over prescription and inappropriate usage.

How do changes come about in social attitudes?

1 Human relationships and the measurement of behaviour; social conformity and conflict between individuals and within societies; changes in male and female roles	This topic brings students to a consideration of how society adapts to new understanding of human behaviour. There is a need for more research and understanding, if we are to have a society that we feel is just and able to deal with behaviour that is unreasonable at one extreme and criminal at another. Students should have some understanding of alternative explanations of human behaviour, eg deterministic views that explain some behaviour in terms of inheritance (genetic causation) and other views that regard all behaviour as developmental or learned. A new field of enquiry into human behaviour is evolutionary psychology. This attempts to understand human behaviour by showing how it generated selective advantage and hence the production of better adapted offspring. Much of this work is controversial and speculative, but some offers the opportunity for enlightening debates on issues such as the nature and function of altruism. As it is a scientific study, it has to make hypotheses about human behaviour that are open to experimental testing. Students should have some understanding of the possible origin of different roles of men and women in society and how these roles have changed during historical times and in different societies. Students should debate explanations for the formation of human groups and the origins of conflict between human groups.

2 Sources of moral reasoning and their impact on issues such as crime and punishment, euthanasia, abortion, and working conditions in employment; influence of morality and the media on human behaviour; equality and inequality	Students need to understand the basis of different forms of moral reasoning — for example religious morality and natural laws, social contract, Kant and categorical imperative, consequentialism and untilitarianism. Students should be aware of how they apply differently to different issues. Students should be able to debate different views of crime and punishment and the various justifications for punishment, eg restorative and retributive. Students should be able to analyse the moral dilemmas and issues involved in abortion and euthanasia, and justify their own position. Students should have an understanding of the role of the media in influencing moral debates and the sources of their influence, eg in arguments about the publication of a list of paedophiles living in a community. Students should be able to argue the justification, if any, for roles of members of a society, eg employers and employees, governors and governed, rich and poor. They should be able to describe modern forms of inequality.
3 How different values come to prevail in the world at the same time; internationalism and the United Nations; roles of government; human rights; changes in moral reasoning (eg attitudes to slavery)	Students should understand that, since the world wars of the 20th century, it is apparent that moral debates are no longer restricted in their scope to one country or society. They should be able to debate whether or not the power of modern weaponry is such that international control and intervention is essential and whether it is possible for such control to be effective. Students should be able to show how modern communications and access to information have made all countries aware of inequalities and injustice. They should be able to show an understanding of human rights as an international expectation instead of a national convention and how different forms of government might interpret them. Students should have understanding of the exploitation of some human beings by others in the context of slavery in history. They should also be able to demonstrate that forms of slavery persist in the modern world and how they might be dealt with.

How and why do we measure changes in society?

In this section, students will be expected to demonstrate their ability to interpret mathematical and graphical data, and to make straightforward calculations.

1 Aspects of society open to measurement and the limitations and advantages of quantitative and qualitative research	Students should be able to show how the collection of statistics about population can be justified. They should understand the rationale for governments' collection of national statistics, including censuses of the population and income for taxation. Students should have some understanding of the justification for sociological surveys, eg for academic purposes to test theories on the ways in which society functions; or to provide rationale for government policies that affect or are affected by human behaviour. Students will be expected to carry out basic mathematical and graphical interpretations of statistical data from graphs and tables.
2 The application of measurement to changes in society	Students should examine, in a simple way, some of the measures that are used to described society, the meaning that these measures have and how our understanding of them should contribute to making a better society, in other words to return to the idea of 'progress' with, the unit started. Students will be expected to interpret population graphs, and understand how some features of populations may be correlated with others, eg income and family size. They should also understand how correlations do not necessarily indicate causation.

3	Evidence of change in culture and society (eg the Census); the individual and society — issues of control and regulation	Students should be able to describe the main features of the national Census and some trends of national importance, such as different male and female survival rates, population size, ethnic and religious diversity and immigration. They should be able to discuss the implications of such findings. Students should be able to show how trends discovered through measuring changes in society may be used by government to influence policy in many different areas and the justification for formulation legislation. Students should be able to present different points of views on the need to collect information about the population, on how much information on individuals may be collected, on any restriction that might be placed on the use of such data and on the wider aspects of surveillance, eg through CCTV cameras and information collected by businesses about their customers.

Unit 4: Beliefs, Values and Responsibilities

Delivering this unit

Listed below is guidance on the types of issue that might be considered relevant to the different topic headings. The details are not prescriptive and teachers and students should be encouraged to follow their own interests in areas related to the topics as well as those given below. Included in the outline is guidance on terms and ideas with which students should become familiar. Students are not expected to cover all of the areas listed for each topic, nor will any single examination series be expected to test the full range.

Do we need religious beliefs?

1 Key features of major religions and some alternative belief systems (eg Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, humanism, atheism, theism, etc)	Students should understand different definitions of religion and religious belief. They should identify major world religions (Buddhism, Christianity Hinduism, Islam, Judaism and Sikhism) and have some knowledge of: origins (date, location, individuals), key beliefs and practices. They should recognise names of gods, holy books, places of worship, key terms (such as, Eucharist, Karma, monotheism, nirvana, pilgrimage, polytheism, reincarnation, resurrection, trinity etc) and significant figures (such as Abraham, Buddha, Guru Nanak, Jesus Christ, Mohammed, Moses, Paul, etc). Students should be able to identify significant symbols associated with each religion together with their origin and meaning to believers (eg cross/crucifix, Khanda, Mandala, Menorah, star and crescent; Star of David, the wheel, etc). They should be able to describe key beliefs for each religion including those about death, the afterlife, moral codes and behavioural requirements. A key feature is how each religion justifies its existence and the demands it makes on believers. Students should have some awareness of different aspects of worship and ritual associated with joining or belonging to each religion. They should be able to explain key aspects of other belief systems such as atheism, agnosticism, paganism, theism, hedonism, materialism, humanism, nationalism, new age movements and politically oriented belief systems.

2	Different reasons why people hold or reject religious belief	Students should distinguish between belief and religious belief. Attention should be given to the significance in holding belief of factors such as family background and upbringing; the effect of religious experience; influence of religious books and/or teachers; social tradition; hope of future reward; fear of future punishment; legal pressure; revelation; intellectual conviction; superstition; the comfort of a belief in supernatural power; answering questions that cannot otherwise be explained; comfort and consolation after loss; belonging and community; the provision of a moral code and a way of life. Other sociological factors that relate more to religion than religious belief include social solidarity; respect for values of society; drawing together after crisis; handling life crises; giving authority for rules, regulations and moral codes. Students need to ask whether religious belief is a matter of geography or family background; differences between conviction, commitment and simple conformity. Reasons for rejecting religious belief include the growth of science; scientific discoveries and theories conflicting with religious teachings (such as the origin of the Universe, life, miracles, supernatural beings etc); rejection of authority and authoritarianism; changes in moral attitudes and behaviour; philosophical challenges to religious teachings; differences between religions; changing social expectations; and development of multi-cultural societies with various religions.

3 How religious beliefs and practices can affect modern society	Students should examine the following. ■ Religious values: how and why they change; attitudes to family, marriage and divorce, sexual orientation, gender roles and opportunities; abortion; alternative forms of morality and moral reasoning. ■ Contrasting attitudes of different religions and countries to the importance of religious belief (eg fundamentalist Islamic countries such as Iran; USA: secular societies). ■ Influence of religious teaching on compulsory religious education; faith schools; laws and the legal system. ■ The importance of religion in the lives of ethnic minorities. Growth and decline of different religious groups in the UK. Tolerance and conflict in relationship between different religious groups; the use of religious symbols as objects of worship or objects of fashion; opposition to religious symbols. ■ The role of religion in entertainment. Religious holidays and festivals (eg Christmas, Divali, Easter, Eid, Ramadan). Places of worship and their role within the community. Exemptions and restrictions placed on religious practices by law (eg Sikh motorcyclists wearing turbans; adoption agencies and laws against discrimination). ■ Changing attitudes to gender roles in worship, work and daily life. ■ International and internal conflict between religions (eg Northern Ireland; the Middle East; Iraq). Tolerance and prejudice. Religion as a conservative or radical force. Relationship between religious and racial conflict. Changing attitudes to Sunday (employment, leisure, worship).

Should everyone have the same moral responsibilities?

1 How far creative people (eg artists, scientists and technologists) should have total freedom to pursue all aspects of their work

The central issue is the conflict between individual freedom and social responsibility; the meaning and significance of social responsibility and individual freedom.

Students should consider the following.

- Whether creative people (such as scientists, artists and technologists) should be expected to have different responsibilities from other members of society.
- The role and purpose of scientists (see *Unit 1* and *Unit 3*) including asking questions, finding answers, discovering new knowledge, etc.
- Scientific discoveries and technological developments which both benefit and threaten society, (eg nuclear power, internal combustion engine, genetic modification, etc).
- Artistic creativity (see *Unit 2* and *Unit 3*) including: exploring ideas, challenging convention, representing contemporary culture, etc.
- The relationship between contemporary morality and creativity, religious morality, utilitarianism, social contract, etc.
- Areas of creative work regarded as unethical (like experiments carried out in Nazi Germany in the 1930s and 1940s). Can a beneficial outcome justify unethical procedures?
- Legal restrictions on individual freedom like obscenity laws, anti-discriminatory laws, etc.
- How government (British and EU) and official organisations (like the Human Fertilisation and Embryology Authority) restrict creativity.
- Where responsibility lies for the application of new knowledge and the search for new knowledge. The relevance of Article 10 of the European Convention on Human Rights — the right to freedom of expression.

2 Ways in which scientific research and creative activities can raise moral issues	Students need to recognise areas of scientific research, technological developments or artistic creativity that may raise moral issues and should include perspectives from major forms of moral reasoning (eg utilitarianism, social contract, natural law, religious). Scientific and technological issues might include medical research, genetic modification, stem-cell research, scientific freedom and/or responsibilities, cloning, animal testing, use of animal organs in humans, organ transplants, expensive experimental medical treatment, pollution, global warming, designer babies, cosmetic surgery, new forms of warfare, termination of damaged/abnormal foetuses, and performance-enhancing drugs. Similarly artistic creativity may raise moral issues (eg forgery and 'copying', obscenity, offences against 'good taste', challenges to established values and standards, use of offensive subject matter or materials, libellous or slanderous material, material that may harm others). Considerations might include questions such as: What are the social consequences? Will it increase or decrease the sum total of human happiness? What are the underlying motives of the artist? Students should recognise why such issues create moral problems, the nature of such concerns and possible counter responses. A key question is why such developments are often regarded as a threat to the moral wellbeing of society and whether such considerations should limit or restrict scientific or artistic freedom.

3 The right to campaign against creative or scientific activities that conflict with moral values and beliefs (eg government agencies, individuals, political parties, protest groups and other groups)	Students should consider whether objections to different forms of creativity reflect genuine moral grounds or simply personal prejudice, ignorance and lack of taste. The key issue is 'right'. Students should be aware of examples of campaigns and campaigning organisations. A good example is the National Viewers and Listeners Association. Students should consider the rights of the individual as established by practice and protected by law. Another key issue is 'campaign' as opposed to 'object to' or 'be offended by'. Students should be aware of different types of protest campaign such as the use of media, marches and demonstrations, picketing, legal action, parliamentary lobbying, formation of pressure groups, boycotts, civil disobedience, official organisations, etc. Students distinguish between legal and illegal activities. Issues such as prejudice, tolerance and fairness should also be considered. To what extent is it the right and freedom of the individual to create and does this infringe on others' rights and freedom? This topic gives opportunity for the use of personal and local knowledge. Examples to consider as illustrations include campaigns against: individual works of art, theatrical performances, animal research, pollution, abortion clinics etc. Emphasis should be placed on 'rights' rather than descriptions of specific campaigns.

How do we decide what is right and wrong?

1 How moral values can be changed over time and between societies	Students should define key terms, including morality, morals, moral values, moral codes, moral reasoning, values and beliefs. Key issues include how moral codes develop (eg religious teaching; forms of moral reasoning, social traditions) and how individuals acquire their own moral beliefs (eg family, education, personal experience). Students should recognise that different societies may have different moral values which can result in different responses to similar issues (such as marriage, family relationships, gender roles, crime and punishment). Examples could be drawn from other countries and also minority groups in Britain (eg religious, ethnic). A historical view since about 1950 may illustrate how values change over time like changing attitudes to: marriage and divorce (divorce legislation); gender roles (equality legislation); abortion and the rights of the unborn child (abortion reform acts). Factors contributing to changes in moral attitudes include the decline of religion, rejection of traditional authority patterns, education, the media, especially cinema, television and magazines and scientific and technological developments. A key question is whether legal changes affecting moral issues are a response to changed social attitudes or whether changed social attitudes are a response to legal changes. Have integration and multi-culturalism challenged traditional moral codes of immigrant groups and ethnic communities?

2 The application of moral values and moral reasoning to contemporary issues (eg punishment, euthanasia, abortion, environmental issues, genetic modification, etc)	Students should consider contemporary issues that raise moral questions (such as abortion, marriage and divorce, sexuality and sexual orientation, sexual behaviour, euthanasia, genetic modification, contraception, designer babies, welfare fraud, children's rights, scientific discoveries). A key point is that many issues occur today that did not exist when traditional moral codes were established. Many people reject traditional moral codes and the authority associated with them. Individuals must examine and establish their own attitudes to such issues. Students should examine the relationship between moral values and moral reasoning and be able show how different forms of moral reasoning may present conflicting answers to a contemporary issue. Students should distinguish between making judgements about straightforward issues (such as whether under given circumstances they should lie or steal) and reaching decisions on more complex issues. Questions to consider include: should moral decisions be about individuals or the wider society? Are outcomes more important morally than actions? Is self-interest a significant consideration or is the welfare of others more important? How far should moral decisions be based on global needs rather than on those of a single society?

3	The relationship between individual freedom and societal rights and responsibilities	Students should know man is a social animal; humanity exists in communities, communities need moral codes to regulate behaviour. They should understand authority, rights, responsibilities, duty, diversity, individual, collective, conscience, conflict, consensus, moral judgement, moral values, integrity, universal and slavery. Students should consider how societies change and develop through time; the interdependence of individuals and communities; past and present authoritarian social systems; arguments for and against slavery; the advantages and disadvantages of authoritarian societies (for dominant groups and inferior groups); ideas of individuality in a social context. Students should understand the concept and identify characteristics of a 'good' society and the rights to which individuals are morally entitled. Freedom of choice and action; causes and consequences of conflict between individuals demanding different 'freedoms'/rights. Students should consider the moral responsibility of the individual to society (eg obey laws, pay taxes), family, neighbours, strangers. Guarantees and restrictions on personal freedom. Students should consider whether individual freedom is more important than social conformity; whether individuals may resist society to defend their freedom; whether people ignoring social responsibilities should lose individual freedom; and whether freedom of choice benefits society. Is it right to oppose or reject bad societal rules? Are civil disobedience and/or criminal action justified under any circumstances? Is one belief system better than any other?

Why do people do what they do?

1 The nature of deviance, conformity to social norms and antisocial behaviour	Students should understand society, behaviour, norm, socialisation, social norm, normative, abnormal, deviant and anti-social behaviour, conformity, deviance, sanction, ASBO and recognising different cultures/societies may understand such terms differently. Students should identify characteristics of 'normal' behaviour in the UK; common rules determining normal behaviour; norms and social cohesion; reasons for norms; how norms are developed, transmitted and changed; the role of institutions (eg family, education, religion, the media, employment, clubs) in formulating, transmitting and supporting behavioural norms; formal and informal sanctions; simple and complex examples of normal behaviour. Students should identify types of deviance and their social function eg crime, delinquency, drug abuse, suicide, eccentricity etc. They should consider how concepts of deviant behaviour can change through time or between societies/cultures (eg attitudes to smoking, wearing hats, violence in family life). Issues include whether deviant behaviour is always wrong; similar actions are always deviant; society needs and can benefit from deviant behaviour; deviance should always suffer sanctions; conformity in a deviant sub-culture is wrong; the distinction between deviance and anti-social behaviour. Students should recognise and explain causes of anti-social behaviour and ways the legal system and society deal with them. Are sanctions to protect society or punish deviants?

2 Explanations for the development of human behaviour; contrasting perspectives from behavioural psychology and sociology	Students should recognise different perspectives of sociology and psychology. Both seek to identify rules to explain behaviour. Students should identify general characteristics of human behaviour and understand the influence of customs, ritual, social norms, statuses, roles, values, etc. They should consider behaviour as a learned outcome. Key terms are socialisation (primary and secondary), internalisation, labelling, cultural values, cultural diversity, sociability, customs, ethnocentrism, subculture, social control etc. External influences include family; religion; education; the legal and political systems; social structure; the media etc. Students should be aware of significant factors such as wealth; poverty; social exclusion; unemployment; equality and inequality; disability; environment; social mobility; educational attainment. Societal rules define acceptable behaviour and are seen as essential for social stability. Some see society as an area of conflict between different groups seeking dominance. The nature-nurture debate is a key concern (see *Unit 2*). Psychology looks at factors influencing individual as opposed to collective behaviour patterns and identifies, attachment, stress, deprivation and privation, etc. Behavioural deviations from the social norm are abnormal. Societal reaction is often fear, rejection, isolation. Learned abnormal behaviour can be unlearned. Consider eating disorders, conformity, minority influence, peer pressure, individualist and collectivist cultures, causes of aggression, causes of altruism and the influence of the media.

3	Explanations of how human behaviour is both different from and similar to the behaviour of other animals from the perspective of evolutionary psychology	Students should identify behavioural characteristics that humans share with some animals (for example, family, mate selection, home making, protective mothers, collective action and mutual support, status recognition) and characteristics unique to humans. Evolutionary theories claim organisms pass to offspring genes that contribute to adaptation (natural selection). Is human behaviour influenced by genetics? Students should look at socio-biology as the study of the evolutionary advantages of certain social behaviours. Socio-biological theories have often been controversial (eg the ideas of Lombrosco Eysenck and behavioural determinism). Socio-biology and Evolutionary Psychology claim that genes play a decisive role in behavioural development; animals act to improve own inclusive fitness; social processes are conducive of social fitness; selfish gene; altruistic gene; behaviour traits evolve to preserve key genes; cannot explain human behaviour entirely by cultural, environmental, ethnic and individualistic factors; behaviour has evolutionary origins. Theories may be used to support undesirable social stances (for example, kin selection favours ethnic nepotism, ethnic cleansing etc). Other theories: humans infinitely flexible in behaviour and will adapt to any given ecological context. Evolutionary Psychology explains development of 'useful traits' (both mental and psychological) such as memory, perception, language, incest avoidance, sex specific mating, cheating avoidance, altruistic behaviour. Speculative and controversial but can make testable predictions. Contrast with creationism and intelligent design which reject evolutionary explanations of human behaviour.

How should art be valued?

1 How the quality of a work of art can be evaluated	Students should distinguish between and define art, work of art, artistic creativity, different ideas of style (artistic categories, performance, fashion), beauty, aesthetics, aesthetic criteria and aesthetic evaluation. They should recognise different art forms (for example, painting, sculpture, drama, dance, literature, architecture, fashion) and understand reasons for the evaluation of works of art. It is important to distinguish between appreciation and evaluation. Aesthetics is a tool for evaluation. To apply aesthetics more appropriately to each of the art forms it should be understood more broadly than 'sense of beauty' (for example, awe, wonder, grandeur, excitement). Aesthetics is used to evaluate the artistic qualities of artworks to compare them with others, whether similar or different. Criteria do not assess monetary value or popularity. Students should know the three main aesthetic criteria (form, longevity and content) and the type of questions that might be asked of each. They should recognise the strengths and weakness of each criterion and difficulties in using them. The generally accepted 'rules' or characteristics of different styles; the time periods associated with different styles and labels commonly given to them (like Renaissance, Baroque, Romantic, Impressionist). They should be able to apply techniques of evaluation to specific works that have been studied.

2 The funding of museums and art galleries in preserving, reflecting and transmitting cultural values	Students should distinguish between museums and art galleries, between publicly funded and privately owned institutions and between general and specialist institutions. They should recognise sources of funding available (eg government grants, private donations, subscriptions, corporate sponsorship, tax concessions, appeals, lottery) and significant organisations: Lottery Fund, Arts Fund, Arts Council, and the Getty Foundation. Students should consider arguments about state funding; in support of private patronage or sponsorship; issues of tax concessions (for individuals and organisations); acquisitions of works of art by state galleries; and corporate sponsorship. Students should consider: the role of museums and galleries in London, the regions and overseas; equal access to major institutions and collections; touring exhibitions; free admission and charging. They should understand the role of museums to collect, document, preserve, exhibit, conserve, publicise and interpret a range of artefacts. Their function in protecting heritage and other cultures; transmitting culture to future generations; making collections available should be explored. Important questions include whether museums and galleries should have a global, local or Eurocentric focus; whether it is morally justifiable to retain artefacts obtained dubiously in the past or whether they should be returned to their original home, the role of local museums in preserving local culture and heritage.

3 The relationship between personal (subjective) and general (objective) evaluation of works of art	Students need to understand different purposes of art and artists and recognise that different groups encountering works of art (eg collectors, students, critics, other artists, experts, tourists) have different expectations, needs and levels of understanding. 'Art' is personal to creator and viewer. Why evaluate art? Aesthetic evaluation is said to be objective. Agreed criteria are applied to specific features of any work of art to: compare it with others; assess its artistic 'worth'; enable critics to differentiate between works on the basis of quality. These criteria were defined in the late 19th century but are they really objective? The application of criteria is a matter of interpretation and selection. Which criterion is the most critical? Students should consider the relationship between aesthetic evaluation and aesthetic appreciation. They should be aware of the weaknesses of aesthetic criteria. Artworks can be judged on grounds of taste (liking), understanding (aesthetic criteria), fashion, cost (monetary value), investment, personal pleasure, fame and notoriety, media hype, history and tradition, topicality, 'shock factors', and social message or impact. A key issue is what makes collectors pay millions for one work and ignore others. Is art good because an individual likes it or because it satisfies agreed criteria?

Appendix 2 Performance descriptions

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for General Studies

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Assessment objectives	Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.	Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.	Communicate clearly and accurately in a concise, logical and relevant way.
A/B boundary performance descriptions	Candidates characteristically: a demonstrate focused knowledge and understanding of a range of issues b use skills from different disciplines with confidence and consistency.	Candidates characteristically: a provide evidence of selecting, interpreting and applying relevant information, data, concepts and opinions b organise evidence to support arguments c draw reasoned conclusions.	Candidates characteristically: a identify different types of knowledge and make relevant evaluative comments.	Candidates characteristically: a communicate accurately, clearly and fluently, using appropriate language and structure.
E/U boundary performance descriptions	Candidates characteristically: a demonstrate some knowledge and understanding of issues b use skills from different disciplines with variable success.	Candidates characteristically: a provide limited evidence of selecting and applying some relevant information, data and opinions b draw simple conclusions.	Candidates characteristically: a recognise examples of different types of knowledge.	Candidates characteristically: a convey meaning clearly despite limited powers of expression.

A2 performance descriptions for General Studies

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Assessment objectives	Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.	Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.	Communicate clearly and accurately in a concise, logical and relevant way.
A/B boundary performance descriptions	Candidates characteristically: a deploy knowledge and understanding across a wide range of issues b use skills from different disciplines with confidence and consistency.	Candidates characteristically: a provide evidence of selecting, interpreting and applying relevant information, data, concepts and opinions b organise and evaluate evidence to support arguments c make connections and draw reasoned conclusions.	Candidates characteristically: a identify correctly different types of knowledge b offer a sound evaluation of different types of knowledge.	Candidates characteristically: a communicate accurately, clearly, concisely, logically and fluently, using appropriate language and structure.
E/U boundary performance descriptions	Candidates characteristically: a deploy some knowledge and understanding across issues b use skills from different disciplines with variable success.	Candidates characteristically: a provide limited evidence of selecting and applying some relevant information, data and opinions b make limited connections and draw simple conclusions.	Candidates characteristically: a identify examples of different types of knowledge b recognise some strengths and weaknesses of types of knowledge, but with limited success.	Candidates characteristically: a convey meaning clearly.

F Appendices

Appendix 3 Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓	✓		✓
Moral	✓	✓		✓
Ethical	✓	✓	✓	✓
Social	✓	✓	✓	✓
Cultural		✓	✓	✓
Citizenship	✓	✓	✓	✓
Environmental	✓		✓	
European initiatives		✓	✓	

Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Spiritual	1, 2 and 4	These units look at religious belief and experience and the connection between then.
Moral	1, 2 and 4	Unit 1 looks at the explanation of human behaviour. Unit 2 looks at beliefs, values and moral reasoning. Unit 4 looks at the moral responsibility of scientists.
Ethical	1, 2, 3 and 4	All units look at the social, ethical and environmental implications and consequences of scientific discoveries and technological developments.
Social	1, 2, 3 and 4	All units look at the social, ethical and environmental implications and consequences of scientific discoveries and technological developments.
Cultural	2, 3 and 4	These units look at society as culture, cultural values and why they change.
Citizenship	1, 2, 3 and 4	All units question the individuals and societies responsibility in creating good citizens.
Environmental	1 and 3	All units look at the social, ethical and environmental implications and consequences of scientific discoveries and technological developments.
European initiatives	2 and 3	These units look at membership and participation in the EU.

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Appendix 4 Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	7810
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96, and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QNs for the qualifications in this publication are: AS — 500/2669/0 Advanced GCE — 500/2652/5
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6GS01 Unit 2 — 6GS02 Unit 3 — 6GS03 Unit 4 — 6GS04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8GS01 Advanced GCE — 9GS01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual available on the Edexcel website.

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Appendix 5 Further resources and support

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

Books

Batchelor A, Davies G and Little E — *General Studies AS and A2* — Revision Express (Longman, 2008) ISBN 9781408206560

Davies G and Little E — *Edexcel AS General Studies: Student book* (Pearson Education, 2008) ISBN 9781846903205

McNaughton N – *My Revision Notes: Edexcel AS UK Government and Politics* (Hodder Education, 2012) ISBN 9781444154870

Useful websites

Edexcel	www.edexcel.com/gce2008
Amnesty International	www.amnesty.org.uk
BBC News	www.bbc.co.uk/news
Equality and Human Rights Commission	www.equalityhumanrights.com
Trades Union Congress	www.tuc.org.uk

International organisations

Commonwealth	www.thecommonwealth.org
European Union	www.europa.eu.int
NATO	www.nato.int
United Nations	www.un.org
National Statistics	www.statistics.gov.uk/about
National Statistics	www.statistics.gov.uk/census

Other support

Students should be encouraged to read daily broadsheet newspapers and topical magazines regularly.

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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