

# Sample Assessment Materials

## September 2007

GCE General Studies

### Edexcel Advanced Subsidiary GCE in General Studies (8GS01)

First examination 2009

### Edexcel Advanced GCE in General Studies (9GS01)

First examination 2010



# Edexcel GCE e-Spec

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# A Introduction

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These sample assessment materials have been prepared to support the specification.

Their aim is to provide the candidates and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.



## B Sample question papers

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Unit 1: Challenges for Society.....	7
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Centre No.						Paper Reference						Surname	Initial(s)	
Candidate No.						6	G	S	0	1	/	1	Signature	

Paper Reference(s)

**6GS01/1**

**Edexcel GCE**

**General Studies**

**Advanced Subsidiary**

**Unit 1: Challenges for Society**

**Sample Assessment Material**

**Time: 1 hour 30 minutes**

Examiner's use only

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Team Leader's use only

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Materials required for examination

Nil

Items included with question papers

### Instructions to Candidates

In the boxes above, write your centre number, candidate number, your surname, initials and signature.

Check that you have the correct question paper.

There are three sections in the paper: Section A, Section B and Section C. You should aim to spend no more than 30 minutes on each section.

Answer ALL the questions. Write your answers in the spaces provided in this question paper.

Do not use pencil. Use blue or black ink.

Some questions must be answered with a cross in a box (☒).

If you change your mind about an answer, put a line through the box (☒) and then mark your new answer with a cross (☒).

### Information for Candidates

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (2).

There are 26 questions in this question paper. The total mark for this paper is 90.

There are 20 pages in this question paper. Any blank pages are indicated.

You may use a calculator.

### Advice to Candidates

Quality of written communication will be taken into account in the marking of your answers. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

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## SECTION A

Answer ALL the questions in this section. You should aim to spend no more than 30 minutes on this section.

Choose an answer A, B, C or D, and put a cross in the box (☒).  
If you change your mind, put a line through the box (☒)  
and then mark your new answer with a cross (☒).

1. One concern with the use of genetically modified crops is that

- A they are unable to reproduce
- B they are less able to grow in harsh conditions
- C there is no genetic variation
- D their genes may spread to other plants

(Total 1 mark)

Q1

2. Natural selection has **not** caused

- A changes in the gene pool
- B evolution
- C increase in human life expectancy over the last 100 years
- D the development of new species

(Total 1 mark)

Q2

3. In 1514, Copernicus proposed that the Earth travelled round the Sun. This was contrary to teaching at the time, which said that the Sun travelled round the Earth.

(a) How might this proposition have affected the lives of ordinary people at the time?

- A It made navigation easier
- B It increased scientific debate
- C It reduced the influence of the Church
- D It had no effect

(1)

(b) Why might those in authority at the time have rejected this proposition?

- A It challenged their authority
- B It was against their religious teaching
- C They didn't understand it
- D They thought Copernicus was uneducated

(1)  
(Total 2 marks)

Q3

4. Which of the following is helping to reduce our carbon footprint in our daily life?
- A using energy from coal power stations rather than nuclear powered stations
  - B using a solar cell to recharge a battery rather than a mains charger
  - C using a traditional oven rather than a microwave to cook food
  - D using a kettle to boil a litre of water on one occasion rather than boiling half a litre on two occasions

(Total 1 mark)

Q4

5. Road tax on some larger cars has been increased because

- A larger cars can carry more people
- B larger cars cause more damage to road surfaces
- C larger engines are less efficient
- D larger engines produce more pollution

(Total 1 mark)

Q5

6. In a secular system of government

- A religion is controlled by the state
- B religion plays no constitutional part in politics
- C the head of state must not be a religious leader
- D religious worship is always banned

(Total 1 mark)

Q6

7. Which of these is a criminal offence?

- A libel
- B slander
- C fraud
- D trespass

(Total 1 mark)

Q7

8. If a criminal is punished by probation it means

- A a trial period to see if the criminal commits any more crimes
- B the criminal is imprisoned at weekends only
- C the criminal has to pay compensation
- D the criminal is placed under close supervision

(Total 1 mark)

Q8

Read the paragraph Ozone Pollution and then answer questions 9–13.

### Ozone Pollution

Too much ozone at ground level, formed by the interaction of vehicle exhaust fumes with sunlight, can cause headaches, choking and coughing, as well as exacerbating asthma. The table shows the number of days per year during which government health standards were exceeded in different areas. The maximum acceptable level is 50 parts per billion measured as a mean over an eight hour period.

Area	Leicester	Rochester	East Anglia	North Scotland	Exeter
No of Days	19	44	33	19	20

9. What is the mean number of days on which the acceptable level was exceeded?

- A 50
- B 25
- C 27
- D 33

(Total 1 mark)

Q9

10. Measuring the pollution 'as a mean over an eight hour period' makes the data more

- A variable
- B factual
- C reliable
- D measurable

(Total 1 mark)

Q10

11. Which of the following factors would **not** directly affect the data for a particular area?

- A Traffic levels
- B Weather conditions
- C Taking measurements next to a road
- D Population

(Total 1 mark)

Q11

12. “50 parts per billion” means

- A 50 oxygen molecules for every billion molecules in the air
- B 50 oxygen molecules for every billion ozone molecules
- C 50 ozone molecules for every billion molecules in the air
- D 50 air molecules for every billion ozone molecules

(Total 1 mark)

Q12

13. To the nearest 1%, on how many days per year were levels of ozone in East Anglia at an acceptable level?

- A 10 %
- B 67 %
- C 90 %
- D 91 %

(Total 1 mark)

Q13

Read the paragraph Lord Winston ‘Commercial activity changes the ownership of science’ and then answer questions 14-17.

**Lord Winston ‘Commercial activity changes the ownership of science’**

The UK Government is committed to scientific research because it is convinced that it will make Britain more economically competitive. Economic reasons seem almost entirely the only stated reason for increasing funding — science is seen as a financial investment. Yet we don’t fund the study of the literature and theatre of Shakespeare, O’Casey or James Joyce at universities because these subjects will increase British or Irish invisible earnings, and courses in archaeology, Gaelic and Tudor history are not supported because they are good money-spinners.

Funding of science to make our country “competitive” is to be welcomed — but it has its downside. Science is no longer seen as an essential part of our culture or as an important expression of essential human inquisitiveness. This has grave dangers for science, though scientists often forget this. It means some expensive scientific subjects — for example, astronomy — may be increasingly underfunded because they are perceived as useless or not producing sufficient economic returns.

But my most important concern is the risk of public trust. There is a very serious danger that commercial activity could change the public perception of science. Once the pursuit of science becomes heavily geared to profit, scientists may be perceived as having vested interests and not working merely for the public good.

And with increasing commercialisation may come increasing secrecy amongst scientists, in the last three years, I have paid to go to a series of cell biology meetings in the USA where the lecturer has given some fascinating news about how a particular molecule he or she is studying seems to change cell growth or differentiation. But these lecturers have frequently been unwilling or unable to divulge the key information about the molecule — what it is, its structure, or how it is produced. This was the very information for which the registrants attended the meeting. Commercial interest has meant that more and more scientific details may remain undisclosed.

Source: adapted from It Winston. The independent, 6 September 2005

14. In lines 21-22 Lord Winston states ‘‘But these lecturers have frequently been unwilling or unable to divulge the key information about the molecule – what it is, its structure, or how it is produced’’.

From the information in the passage, the most likely reason for this is that

- A scientists do not share their findings
- B they have not confirmed their results
- C they cannot reveal commercial secrets
- D it is too complicated to explain

(Total 1 mark)

Q14

15. The “ownership of science”, mentioned in the title of the source was previously held by those who

- A provided the research laboratories
- B provided funding for scientific research
- C tried to make money from science
- D made scientific discoveries

(Total 1 mark)

Q15

16. (a) In the last paragraph (lines 24-25) the conclusion is that “Commercial interest has meant that more and more scientific details may remain undisclosed”. The argument in the paragraph is an

- A argument based on analogy
- B argument based on authority
- C argument based on induction
- D argument based on deduction

(1)

(b) It is stated (lines 23-24) that “This was the very information for which the registrants attended the meeting.” This is an example of

- A a fallacy
- B an opinion
- C a fact
- D a statistic

(1)

(Total 2 marks)

Q16

17. Which two of the following are reasoned conclusions to arguments used in the passage?

- A Scientists only work for financial reward
- B Astronomy is a waste of public money
- C Scientists are being forced to work in secret
- D University courses in literature are good value for money
- F Scientists should be allowed to speak freely

(Total 2 marks)

Q17

**TOTAL FOR SECTION A: 20 MARKS**

**SECTION B**

**Answer ALL the questions in this section. You should aim to spend no more than 30 minutes on this section. Write your answers in the spaces provided.**

**Read Source A and answer questions 18–24.**

**Source A: Life sentences for killers and rapists have halved in length since 1997.**

“People given ‘life’ sentences for rape, armed robbery or manslaughter are walking free after an average of only six years behind bars. The length of punishment has fallen by more than half since Labour came to power.” In 1998, convicts given non-mandatory<sup>1</sup> life terms were locked-up for 14 years.

Victim groups said it made a mockery of the term ‘life’ sentence. Between 2004 and 2005 alone, the average time spent in custody fell from nine years to six. It was blamed on the Government’s failure to provide enough prison places – forcing judges to hand down softer sentences, and the Parole Board to grant dangerous criminals their freedom earlier to create space.

David Green, of the Civitas think-tank, pointed to the sharp increase in the number of non-mandatory lifers walking free each year. Dr Green said: ‘It looks like the Parole Board, who are responsible for the release of life prisoners, has been quietly asked to help with the prisons crisis by letting out more people. It is another reminder of the Government’s failure to provide enough places for serious offenders’.

Shadow Home Secretary David Davis said: ‘The Government should provide sufficient prison places so that those offenders who should be in prison are. These offenders should also serve an honest and appropriate sentence’.

Dee Warner of Mothers against Murder and Aggression said Labour had failed to keep its promise to consider victims’ rights. “The Government and all those people who let them out are never ever held accountable. No matter how brutal the killing is you constantly read they get a life sentence but it’s a seven year tariff”.

The Human Rights Act, reinforced by a European court ruling in 2002, has increased pressure on the Parole Board to free inmates. Convicts are now entitled to a barrister – paid for by legal aid – to represent them at their hearing. Experts have warned the parole board, not wishing to have its decisions overturned, are paying more attention to the rights of the criminal than the public. Last year, the Parole Board handled 1,630 legally-aided cases, at a cost of £2.4m.

A Home Office spokesman said: ‘These statistics demonstrate why we need to put public protection at the heart of criminal justice and why it is important that we reform the offender management system to improve the assessment and management of all offenders in the community. “The sentence served by criminals handed a mandatory<sup>1</sup> life jail term – the punishment given to murderers – remained stable at 14 years before parole. It has been at around the same mark for the past eight years”.

(Source: extracted from an article by JAMES SLACK (Daily Mail) Last updated at 07:36am on 6 December 2006)

Glossary: <sup>1</sup> “Mandatory” – is something that contains a command or an obligation. “Non-mandatory” is something which is not required or obligatory.



18. The use of the word ‘killers’ in the source title covers more than one category of crime.

Name **two** of these.

1 .....

2 .....

Q18

(Total 2 marks)

19. From the source identify **two** reasons why some people believe that “life” sentences are being devalued.

1 .....

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2 .....

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Q19

(Total 2 marks)

20. Use the information in the source to explain how the Parole Board (paragraph 3) is being put under pressure.

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Q20

(Total 4 marks)

21. Use your own knowledge to explain why the punishment for killing should **not** be the same in all cases.

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**(Total 4 marks)**

Q21

22. Mothers against Murder and Aggression (paragraph 5) is a national registered charity which supports and campaigns on behalf of families and friends of murder victims. Not all mothers belong to it.

In what way does information from the source suggest that Dee Warner, its spokesperson, presents a one-sided view?

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**(Total 4 marks)**

Q22

23. ‘A Home Office spokesman said ‘These statistics demonstrate why we need to put public protection at the heart of criminal justice...’. To what extent do statistics on their own support any claim such as this?

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(4)

**Quality of Written Communication: 3 marks**

**(Total 7 marks)**

**Q23**

24. “People given ‘life’ sentences for rape, armed robbery or manslaughter are walking free after an average of only six years behind bars. The length of punishment has fallen by more than half since Labour came to power.” (lines 1–3)

“The sentence served by criminals handed a mandatory<sup>1</sup> life jail term – the punishment given to murderers – remained stable at 14 years before parole. It has been at around the same mark for the past eight years”. (final paragraph)

These quotes from the source are from different viewpoints. Explain clearly how they are used in the source.

*You are not being asked to give your own opinions but to use thinking and analytical skills to examine the passage.*

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**SECTION C**

**Answer ALL the questions. You should aim to spend no more than 30 minutes on this section. Write your answers in the spaces provided.**

**25.** When experts don't agree, what do we do?

Some experts on global warming say that the changes in the atmosphere produced by human activities cannot be reversed, and that our descendants will be unable to survive. Others maintain that the changes are not irreversible, if all countries decide to strictly limit their emissions of carbon dioxide. Another group of experts say that the changes in atmosphere are just fluctuations that have happened many times in the past and that there is no need to do anything.

Critically examine these conflicting views.

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(16)

**Quality of Written Communication: 4 marks**

**Q25**

**(Total 20 marks)**

26. The development of new medicines highlights disagreements about the scientific value of testing new drugs on animals. While many researchers argue that animal testing is unavoidable, there is a strongly held opposing view that animal testing is no longer necessary.

Assess the merits of these two views, including scientific evidence which might support them.

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Dotted lines for writing.

**(16)**

**Quality of Written Communication: 4 marks**

**Q26**

**(Total 20 marks)**

**TOTAL FOR SECTION C: 40 MARKS  
TOTAL FOR PAPER: 90 MARKS**

**END**

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Centre No.						Paper Reference						Surname	Initial(s)	
Candidate No.						6	G	S	0	2	/	1	Signature	

Paper Reference(s)

**6GS02/1**

**Edexcel GCE**

**General Studies**

**Advanced Subsidiary**

**Unit 2: The Individual in Society**

**Sample Assessment Material**

**Time: 1 hour 30 minutes**

Examiner's use only

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Team Leader's use only

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**Materials required for examination**

Nil

**Items included with question papers**

Nil

**Instructions to Candidates**

In the boxes above, write your centre number, candidate number, your surname, initials and signature.

Check that you have the correct question paper.

There are three sections in the paper: Section A, Section B and Section C.

Answer ALL the questions. Write your answers in the spaces provided in this question paper.

Do not use pencil. Use blue or black ink.

Some questions must be answered with a cross in a box (☒).

If you change your mind about an answer, put a line through the box (☒) and then mark your new answer with a cross (☒).

**Information for Candidates**

The marks for individual questions and the parts of questions are shown in round brackets: e.g. (2).

There are 27 questions in this question paper. The total mark for this paper is 90.

There are 24 pages in this question paper. Any blank pages are indicated.

**Advice to Candidates**

Quality of written communication will be taken into account in the marking of your answers. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

You should aim to spend no more than 30 minutes on each section.

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## SECTION A

Answer ALL the questions in this section. You should aim to spend no more than 30 minutes on this section.

Choose an answer A, B, C or D, and put a cross in the box (☒).  
If you change your mind, put a line through the box (☒).  
and then mark your new answer with a cross (☒).

Questions 1–3 refer to the ‘nature/nurture’ debate.

1. Which **one** of the following is best attributed to ‘nurture’ alone?

- A Blood type
- B Adult height
- C Spoken language
- D Skin colour

(Total 1 mark)

Q1

2. Which one of the following is only attributed to **both** ‘nature’ **and** ‘nurture’?

- A Interest in sport
- B Hair loss
- C Liking animals
- D Body weight

(Total 1 mark)

Q2

3. The term ‘life chances’ refers to:

- A a belief that only those with high incomes enjoy life
- B the odds that any one individual will live less than average life expectancy
- C the opportunities individuals have to improve their quality of life
- D risks that individual lives might be shortened by accident

(Total 1 mark)

Q3

4. It is now easier for people in the UK to challenge restrictions of their human rights because:

- A greater publicity has been given to the work of the Ombudsman
- B the Human Rights Act has been passed allowing cases to be judged in UK courts
- C the European Court of Human Rights conducts hearings in the UK
- D the UK government always pays all the costs of those taking a case to the European Court of Human Rights

(Total 1 mark)

Q4

5. In the study of society 'culture' refers to:

- A an elitist view of society held by middle aged and older people with high incomes or great wealth
- B the hopes, expectations, beliefs and values of people in the faith communities only
- C the idea that the literature, poetry, painting, music, sculpture and other forms of artistic expression of a people are symbols of the nation itself
- D the way of life of the members of a society, the collection of attitudes and habits which they learn, share and transmit from generation to generation

(Total 1 mark)

Q5

6. The term 'peer group pressure' refers to:

- A gang culture in schools
- B gender based success rates in education
- C the influence of friendship groups on behaviour
- D the relationship between parents and children

(Total 1 mark)

Q6

7. What term is defined as 'a sense of self that develops as children grow up and see themselves as separate individuals in their families and in society'?

- A Socialisation
- B Alienation
- C Identity
- D Normalisation

(Total 1 mark)

Q7

8. A multicultural society is one in which:

- A people from different cultures live in separate communities
- B people abide by the of the values of the country and do not introduce other values into the country
- C people share common values whilst maintaining their own cultural identity
- D people give enough support as possible to cultural activities such as theatre, drama and dance

(Total 1 mark)

Q8

9. The main principle behind the Freedom of Information Act is that:

- A anyone can say or write anything about anyone
- B people have the right to be supplied with information held by official bodies such as government departments
- C people should be provided with personal information free of charge
- D people have the right to privacy and do not have to provide personal information to the Government

(Total 1 mark)

Q9

10. A malicious statement can be considered to be a libel if:

- A it is true
- B it is true and is intended to cause harm
- C it is false and is intended to cause harm
- D it is false and is spoken in parliament

(Total 1 mark)

Q10

11. Which of these is commonly associated with the term 'inflation'?

- A Increasing taxes
- B Increasing numbers of people employed
- C Increasing profit margins
- D Increasing prices or wages

(Total 1 mark)

Q11



<p>12. Which of these actions would be likely to increase unemployment in the UK?</p> <p><input type="checkbox"/> A Increasing income tax</p> <p><input type="checkbox"/> B Switching production by British firms to eastern Europe</p> <p><input type="checkbox"/> C Reducing the national minimum wage</p> <p><input type="checkbox"/> D Reducing interest rates</p> <p style="text-align: right;"><b>(Total 1 mark)</b></p>	<p>Leave blank</p> <p>Q12</p> <input type="text"/>
<p>13. Which of these organisations can the UK act as president?</p> <p><input type="checkbox"/> A British Commonwealth (Commonwealth of Nations)</p> <p><input type="checkbox"/> B European Union</p> <p><input type="checkbox"/> C North Atlantic Treaty Organisation</p> <p><input type="checkbox"/> D United Nations</p> <p style="text-align: right;"><b>(Total 1 mark)</b></p>	<p>Q13</p> <input type="text"/>
<p>14. Which of these international organisations has the power to pass laws which apply in the UK even if they have not been approved by the UK Parliament?</p> <p><input type="checkbox"/> A British Commonwealth (Commonwealth of Nations)</p> <p><input type="checkbox"/> B European Union</p> <p><input type="checkbox"/> C North Atlantic Treaty Organisation</p> <p><input type="checkbox"/> D United Nations</p> <p style="text-align: right;"><b>(Total 1 mark)</b></p>	<p>Q14</p> <input type="text"/>
<p>15. Which of the following statements most accurately described the term median?</p> <p><input type="checkbox"/> A The middle one of a range of numbers</p> <p><input type="checkbox"/> B The largest number in a range of numbers</p> <p><input type="checkbox"/> C The average of a range of numbers</p> <p><input type="checkbox"/> D The most frequent number in a range of numbers</p> <p style="text-align: right;"><b>(Total 1 mark)</b></p>	<p>Q15</p> <input type="text"/>
<p>16. Which of these statements about ‘beliefs’ is correct?</p> <p><input type="checkbox"/> A The term ‘beliefs’ is just another way of saying ‘opinions’.</p> <p><input type="checkbox"/> B A statement is a ‘belief’ if someone holds it to be true.</p> <p><input type="checkbox"/> C A statement must always be factual if it is to be classified as a belief.</p> <p><input type="checkbox"/> D A statement is only a belief when it is backed up by evidence.</p> <p style="text-align: right;"><b>(Total 1 mark)</b></p>	<p>Q16</p> <input type="text"/>

17. Which of these statements about 'evidence' is correct?

- A Evidence is facts or explanations which support or oppose a claim
- B Evidence can only ever be a tangible object that can be seen and touched
- C Evidence is opinions that are not supported by facts
- D Evidence is always a statement of facts or opinions involving morality

Q17

(Total 1 mark)

**Use the statements below to answer questions 18–20.**

- Statement I Last week Tony Blair was pictured hosing down a wall in his crusade to rid our streets of the evil scourge of graffiti.
- Statement II One of the main reasons bored people flock to London from all over the world is the flash bang wallop of its vibrant ‘yoof’ culture.
- Statement III Last year’s Antisocial Behaviour Bill (which gave councils the power to remove graffiti from private property whether the owners of the property wanted to or not) was brought in by David Blunkett.
- Statement IV Tougher policing in New York obviously means graffiti has to be done quicker.
- Statement V The authorities in Barcelona take no action to discourage or obliterate graffiti.
- Statement VI The free spirit and recklessness of London’s graffiti feeds into the creative worlds of fashion and design, the booming art market and a music industry that contributes more to the national economy than steel or agriculture combined.

(Source: adapted from Evening Standard, 20 January 2006 (c)2006. Associated Newspapers Ltd)

**18.** Which of the statements contains **fact** only?

- A Statement I
- B Statement III
- C Statement IV
- D Statement VI

**(Total 1 mark)**

**Q18**

**19.** Which of the statements contains **opinion** only?

- A Statement I
- B Statement II
- C Statement III
- D Statement V

**(Total 1 mark)**

**Q19**

20. Which of the statements contains **both** fact **and** opinion?

- A Statement I
- B Statement III
- C Statement IV
- D Statement V

Q20

(Total 1 mark)

**TOTAL FOR SECTION A: 20 MARKS**

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**SECTION B**

**Answer ALL the questions in this section. You should aim to spend no more than 30 minutes on this section. Write your answers in the spaces provided.**

**Study the table and use the information to answer questions 21-24.**

**FIRST A CONSERVATIVE LANDSLIDE – THEN A BIG LABOUR WIN**

	<i>UK Members of the European Parliament (MEPs) elected in 2004</i>	<i>Members of Parliament (MPs) elected in 2005 resulting in re-election of the Labour government</i>
Conservative	28	196
Democratic Unionist (DUP)	1	9
Green Party	2	0
Independent	2	4
Labour	19	352
Liberal Democrat	12	63
SDLP (Ulster)	0	3
Plaid Cymru	1	3
Scottish Nationalist	2	6
Sinn Fein	1	5
UKIP	10	0
Ulster Unionist	1	1

After the 2004 European Parliament election results, the Conservatives elected almost twice as many MEPs as Labour and claimed to be on the way to winning the forthcoming 2005 General Election.

European Parliament elections are held by Proportional Representation, where the number of seats won is in proportion to the votes gained. This leads to the possibility of coalition governments, which is very different from the First Past the Post system (used in a general elections) where the candidate with most votes wins.

In 2005 it was Labour not the Conservatives who had a big win. People often think General Elections which choose a government matter more than European Parliament elections which don't. Perhaps this explains why many fewer people bother to vote in Euro elections.

**21. Why might a party have MEPs but no MPs?**

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**(Total 3 marks)**

**Q21**

22. From the passage explain the meaning of:

(a) 'Proportional Representation'

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(1)

(b) 'First Past the Post system'

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(1)

(Total 2 marks)

Q22

23. Examine reasons why election results in 2005 were significantly different to those in 2004.

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(Total 5 marks)

Q23

24. Explain the term 'Coalition Government'.

.....

(Total 1 mark)

Q24

25. Read the passage and use the information to answer the questions which follow.

### Creation Myths

What sort of creativity are you into? Can you be a successful artist and have a rich family life? Or must something give once the kids come along?

5

Rufus Norris thinks his family life makes him a better artist. “What I respond to as an artist is rooted in the emotional experience of being a human,” says the associate director of the Young Vic, who lives in London, with his partner and their two sons.

But then playwright and columnist Mark Ravenhill argued the opposite: “Creativity takes time, so forget about family,” he wrote. “It’s goodbye to the work-life balance if we’re going to create any decent art in the years to come.”

10

The claim sparked a furious debate, with Simon Reade, artistic director of Bristol Old Vic and father of four, responding that “life feeds art” and “without the fuel of life, artistic inspiration will run out of juice” so “an artist without a family is like a plant without roots”. As Take That’s first single in a decade entered the top 10 this month, Gary Barlow seemed to agree: “It’s like a crèche backstage.” (Three of the four band members have children.)

15

The dire effect on artists of “the pram in the hall” is well known. Architect Zaha Hadid recently said that her profession requires a dedication that precludes any kind of family life: “If it doesn’t kill you, then you’re no good. You have to go at it full-time. You can’t afford to dip in and out.”

20

So perhaps there really is a choice to be made – you create a family or you create your art.

(Source: adapted from Viv Groskop, The Guardian, Monday 27 November 2006)



(a) Here are definitions of four different types of argument:

- |                 |   |
|-----------------|---|
| Argument type 1 | this rests on the idea that things that are similar in one way will be similar in another   |
| Argument type 2 | this rests upon the claim the claim that an individual has expertise in the subject or area   |
| Argument type 3 | even if the premises are true and the argument is good, the conclusion may or may not be true. This argument often moves from particular observations to a general conclusion |
| Argument type 4 | If the premises are true and the argument is a good one, the conclusion must be true  |

(i) Which of these statements defines an inductive argument?

..... (1)

(ii) Which of these statements defines a deductive argument?

..... (1)

(iii) Which of these statements defines an argument from analogy?

..... (1)

(b) From paragraphs 4–5 of the passage ‘Creation Myths’, identify and write out

(i) an argument from analogy

.....  
 .....  
 ..... (1)

(ii) an argument from authority

.....  
 .....  
 ..... (1)



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**(4)**

**Quality of Written Communication: 3 marks**

- (d) Examine the evidence and arguments presented in the passage. How effectively do they justify the conclusion that ‘perhaps there really is a choice to be made – you create a family or you create your art’?

*You are not being asked to give your own opinions but to use thinking and analytical skills to examine the passage.*

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(4)

**Quality of Written Communication: 3 marks**

**(Total 19 marks)**

**Q25**

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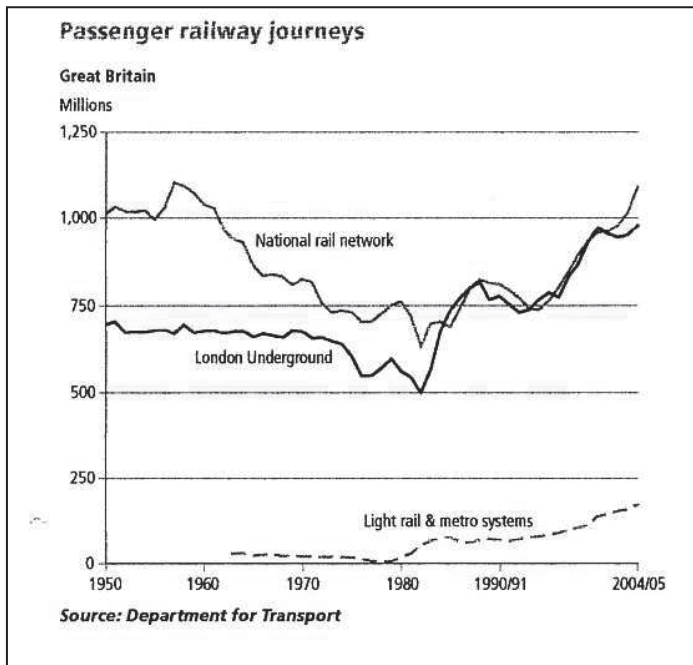
**TOTAL FOR SECTION B: 30 MARKS**

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### SECTION C

Answer ALL the questions this section. You should aim to spend no more than 30 minutes on this section. Write your answers in the spaces provided.

26. In this question you should use information and knowledge of your own as well as the data given.



The information about passenger railway journeys since 1950 has relevance to changes in social attitudes and behaviour.

Identify the most important changes and suggest why they may have occurred.

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**(16)**

**Quality of Written Communication: 4 marks**

**(Total 20 marks)**

**Q26**

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27. In this question you should use information and knowledge of your own as well as the data given.

**Challenging media bias**

Media bias is much more than broadcasters or journalists tipping stories one way or another or shaping the news agenda, or seeming to ignore defamation and sometimes even censorship rules. The regulator Ofcom, monitors telecommunications, internet, radio and TV as well as dealing with complaints but it handles so many things that little seems to happen.

(Source: adapted from <http://www.oxfamgb.org/ukpp/safe/challengingmediabias.htm>)

Examine the extent of bias in the media and assess ways in which it can be challenged.

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(16)

**Quality of Written Communication: 4 marks**

Q27

**(Total 20 marks)**

**TOTAL FOR SECTION C: 40 MARKS**

**TOTAL FOR PAPER: 90 MARKS**

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**SECTION A**

**Answer ALL the questions in this section. You should aim to spend no more than 30 minutes on this section.**

**Some questions must be answered with a cross in a box (☒).  
If you change your mind about an answer, put a line through the box (☒) and then mark your new answer with a cross (☒).**

Read the passage **Transport and Pollution** and, together with your own knowledge, answer questions 1 – 7.

**Transport and Pollution**

The birthplace of the industrial revolution, the UK was the first industrialised country. In 1851 Britain's 5th 10-yearly National Census showed that, for the first time anywhere in the world, the majority of the population were living in towns and cities. In the 21<sup>st</sup> century, some think we will be amongst the first to solve some of the environmental problems that the dramatic changes of the last 300 years have caused.

Steam pumps, first developed to drain water from coalmines, were quickly adapted for other functions. Steam powered textile manufacture was followed by the development of railways and steamships. One of the major sources of increased pollution since the industrial revolution has been transport. Even the first underground railway, the Metropolitan Line in London, used steam locomotives, with smoke and steam filling tunnels and stations. The Metropolitan Line was eventually electrified in 1905, but elsewhere the external combustion steam engine was gradually replaced by the internal combustion petrol or diesel engine. The characteristics of these new engines made them much more suitable for powering smaller vehicles and personal mechanised transport became possible the modern car had been invented.

By 2006 over 26 million cars and 7 million other vehicles were clogging Britain's roads, emitting poisonous fumes and particles and adding to the amount of carbon dioxide pumped into the atmosphere. Much work is already in progress to develop new sources of power, but the question now is "Where do we go from here?". Reducing the polluting effects of motor vehicles is an urgent necessity, but do we have the technology or the political will to find and implement the solutions to the problems we face?

1. The percentage of vehicles, other than cars, “clogging Britain’s roads” is

- A 21%
- B 33%
- C 52%
- D 79%

Q1

(Total 1 mark)

2. Paragraph 1 consists of which of the following?

- A Facts only
- B Opinions only
- C Facts and beliefs
- D Objective statements

Q2

(Total 1 mark)

3. (a) From paragraph 2, describe **one** cause and its effect.

Cause .....

.....

Effect .....

.....

**(2)**

(b) Which of the following statements are a value judgement?

- (i) The majority of the population were living in towns and cities (line 3)
- (ii) Some think we will be amongst the first to solve some of the environmental problems that the dramatic changes of the last 300 years have caused. (lines 4-5)
- (iii) The first underground railway, the Metropolitan Line in London, used steam locomotives, with smoke and steam filling tunnels and stations (lines 9-11)
- (iv) The characteristics of these new engines made them much more suitable for powering smaller vehicles (lines 13-14)
- (v) Reducing the polluting effects of motor vehicles is an urgent necessity (lines 19 -20)

- A (i) and (iii)
- B (i) and (iv)
- C (ii) and (iii)
- D (ii) and (v)
- E (iv) and (v)

**(1)**

**(Total 3 marks)**

**Q3**



4. Why was there a shift in population from countryside to towns during the industrial revolution?

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(Total 4 marks)

Q4

5. How effectively is it argued in the passage that the UK will be amongst the first to solve some of the environmental problems caused by industrialisation?

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(Total 4 marks)

Q5

6. Identify **two** ways in which modern information technology has influenced traffic flow on the roads.

1 .....

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2 .....

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(Total 2 marks)

Q6

- 7. The writer poses the question “Do we have the technology or the political will to find and implement the solutions to the problems (of reducing the polluting effects of motor vehicles) we face?”

**Briefly** describe how (a) a technologist and (b) a politician might respond to this question. Indicate the types of evidence they could use in their arguments.

**A technologist**

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**A politician**

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**(11)**  
**Quality of Written Communication: 4 marks**

**Q7**

**(Total 15 marks)**

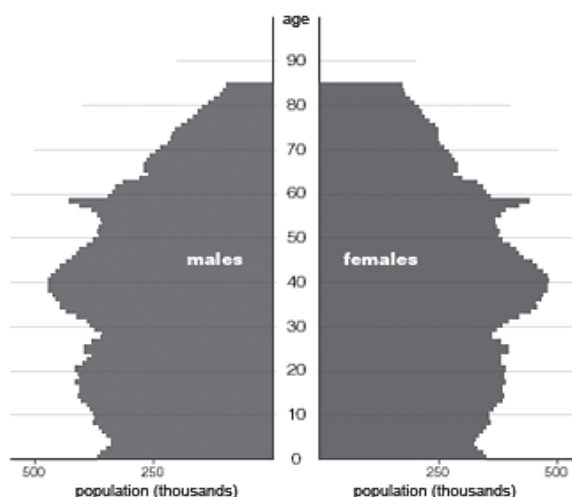
**TOTAL FOR SECTION A: 30 MARKS**

## SECTION B

Answer ALL the questions. You should aim to spend no more than 30 minutes on this section. Write your answers in the spaces provided.

Read the information below. Use this information and your own knowledge to answer questions 8-11

### UK population grows to more than 60 million



Population: by gender and age, mid-2005

In mid-2005 the UK was home to 60.2 million people, of which 50.4 million lived in England. The average age was 38.8 years, an increase on 1971 when it was 34.1 years. In mid-2005 approximately one in five people in the UK were aged under 16 and one in six people were aged 65 or over.

- 5 The UK has a growing population. It grew by 375,100 people in the year to mid-2005 (0.6 per cent). The UK population increased by 7.7 per cent since 1971, from 55.9 million. Growth has been faster in more recent years. Between mid-1991 and mid-2004 the population grew by an annual rate of 0.3 per cent and the average growth per year since mid-2001 has been 0.5 per cent.
- 10 The UK has an ageing population. This is the result of declines both in fertility rates and in the mortality rate. This has led to a declining proportion of the population aged under 16 and an increasing proportion aged 65 and over.

- 15 In every year since 1901, with the exception of 1976, there have been more births than deaths in the UK and the population has grown due to natural change. Until the mid-1990s, this natural increase was the main driver of population growth. Since the late 1990s, although there has still been natural increase, net international migration into the UK from abroad has been an increasingly important factor in population change.

Sources: *Mid-year population estimates: Office for National Statistics, General Register Office for Scotland and Northern Ireland Statistics and Research Agency (2006).*

8. Why does the government measure changes in the UK population?

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(Total 5 marks)

Q8

9. (a) Identify from the diagram **two** major differences in the population structures of males and females.

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2. ....  
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(2)

(b) Suggest why these differences are significant.

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(3)  
(Total 5 marks)

Q9

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10. Examine the reasons for the UK having an ageing population.

Use the evidence from the information given, and your own knowledge.

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(Total 6 marks)

Q10

11. From the information provided, identify a social or political issue that is likely to be of great concern to the government in the next 30 years.

Using the information provided and your own knowledge, explain why this issue may be of great concern to the government.

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(10)  
Quality of Written Communication: 4 marks  
(Total 14 marks)

Q11

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**TOTAL FOR SECTION B: 30 MARKS**

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**SECTION C**

**There are two questions in this section. You should answer ONE of them. Write your answer in the space provided.**

**Indicate which question you are answering by marking the box (☒).  
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).**

**You are reminded that your answer should use knowledge from a range of disciplines, and should reach an appropriate conclusion.**

Chosen question number:    **Question 12** ☒    **Question 13** ☒

**12.** The principal goal of education is to produce creative and inventive individuals.

Evaluate this assertion.

**(24)**

**Quality of Written Communication: 6 marks**

**(Total 30 marks)**

**13.** Scientific and technological developments are the main factors in changing the role of women in society.

Critically examine this view.

**(24)**

**Quality of Written Communication: 6 marks**

**(Total 30 marks)**

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Dotted lines for writing.

(24)  
**Quality of Written Communication: 6 marks**  
**(Total 30 marks)**

**Section C**

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**TOTAL FOR SECTION C: 30 MARKS**  
**TOTAL FOR PAPER: 90 MARKS**  
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**SECTION A**

**Answer ALL the questions in this section. You should aim to spend no more than 30 minutes on this section.**

**Some questions must be answered with a cross in a box (☒).  
If you change your mind about an answer, put a line through the box (☒) and then mark your new answer with a cross (☒).**

**Use information from the source material (Items 1, 2 and 3) and your own knowledge to answer the following questions.**

- 1. (a) Which of the museums and art galleries listed in Item 1 spent the greatest proportion of its income on acquisitions in 2004 - 2005?

..... (1)

- (b) Explain what criteria art galleries might use when deciding which new works of art to buy.

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 ..... (4)

- (c) Identify and critically examine the nature of the evidence used in Item 2 to support the claim that ‘future generations will blame Britain’s government for failing to support the nation’s heritage’.

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 ..... (4)

**(Total 9 marks)**

**Q1**

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2. (a) The Museums Association defined a museum as an “institution which collects, documents, preserves, exhibits and interprets material evidence and associated information”.

Explain why it is important that museums continue to collect and preserve ‘material evidence’, such as artefacts and documents.

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(3)

- (b) Explain whether the evidence in Items 1, 2 and 3 provides sufficient support for the claim that ‘If museums can’t collect new exhibits they will fail in their prime mission’?

*You must relate your answer to the content of the passage. You are **not** being asked to give your own opinions on the issue. In your answer you should apply thinking and analytical skills to evaluate the quality of evidence used by the author.*

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**(4)**

**(Total 7 marks)**

**Q2**

3. The UK Government must change its policy on tax concessions for donations to museums and art galleries if British museums are to continue to compete for works of art on the world stage.

Examine this view.

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**(10)**

**Quality of Written Communication: 4 marks**

**Q3**

**(Total 14 marks)**

**TOTAL FOR SECTION A: 30 MARKS**

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SECTION B

Answer ALL the questions in this section. You should to spend no more than 30 minutes on this section. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box (☒).  
If you change your mind about an answer, put a line through the box (☒) and then mark your new answer with a cross (☒).

Use information from the source material (Item 4) and your own knowledge to answer the following questions.

4. (a) Which of these statements is **not** supported by evidence taken from the passage?

- A The main reason that young people become criminals is genetic.
- B Some policemen would like to see young criminals dealt with more rapidly.
- C Over three quarters of young criminals are arrested more than 10 times before they are sent to prison.
- D Asbos are not an effective deterrent for the majority of young criminals.
- E The government is very concerned about juvenile crime.

(1)

(b) Explain the term ‘socialisation’.

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(2)

(c) Explain the term ‘social norm’.

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(2)

(Total 5 marks)

Q4

5. “The best way to reform a juvenile criminal is to intervene decisively after the first offence.” Does the author provide sufficient evidence to support the claim?

Justify your answer by making reference to evidence used in the passage.

You must relate your answer to the content of the passage. You are not being asked to give your own opinions on the issue. In your answer you should apply thinking and analytical skills to evaluate the quality of evidence used by the author.

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**(Total 10 marks)**

Q5

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6. Item 4 suggests that deviant behaviour is always harmful.

Consider the view that a developing society can benefit from deviant behaviour.

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(11)  
**Quality of Written Communication: 4 marks**

**(Total 15 marks)**

**Q6**

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**TOTAL FOR SECTION B: 30 MARKS**

**SECTION C**

**There are two questions in this section. You should answer ONE of them. Write your answer in the space provided.**

**Indicate which question you are answering by marking the box (☒).  
If you change your mind, put a line through the box (☒) and then indicate your new question with a cross (☒).**

**You are reminded that your answer should use knowledge from a range of disciplines, and should reach an appropriate conclusion.**

Chosen question number:    **Question 7** ☒                      **Question 8** ☒

7. ‘Religious beliefs have little to offer to humanity in the twenty-first century.’

Critically examine this view.

**(24)**

**Quality of Written Communication: 6 marks**

**(Total 30 marks)**

8. ‘Scientists should only be allowed to do research that will benefit society.’

Evaluate this opinion.

**(24)**

**Quality of Written Communication: 6 marks**

**(Total 30 marks)**

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**(24)**  
**Quality of Written Communication: 6 marks**  
**(Total 30 marks)**

**Section C**

**TOTAL FOR SECTION C: 30 MARKS**  
**TOTAL FOR PAPER: 90 MARKS**

**END**

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Paper Reference(s)

**6GS04/1**

**Edexcel GCE**

**General Studies**

**Advanced**

Unit 4: Beliefs, Values and Responsibilities  
(including synoptic assessment)

**Insert for use with Questions 1–6**

Sample Assessment Material

Printer's Log. No.

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## Source material for Sections A and B

### Item 1: Spending on acquisitions by major international museums and art galleries (for Section A)

Museum/Art Gallery	Total Money (in £ millions) spent on acquisitions 2004-2005	Total income (in £ millions) 2004-2005
British Museum London	0.8	57.5
The Getty California	c.10.5	c.142.2
Louvre, Paris	16.8	115.2
The Met. New York	53.4	137.8
MoMA New York	20.0	75.3
National Gallery London	6.3	39.8
Rijksmuseum, Amsterdam	9.7	48.3
Tate (all UK sites)	4.8	88.8
V & A London	1.3	66.1

*Based on figures cited by the Art Fund, printed in the Daily Telegraph 11 November 2006*

### Item 2: Funding crisis for Museums (for Section A)

Future generations will blame Britain's government for failing to support the nation's heritage. Our leading museums lag behind world class institutions when it comes to having money to spend on new acquisitions of aesthetic quality. Government grants for acquisitions to Britain's 'top four' fell by 95 per cent between 1992 and 2004/5, from £7.2 million to just £350,000.

5 In the USA, France and the Netherlands museums enjoy generous government funding and massive private donations encouraged by significant tax concessions. However, in Britain, Gordon Brown constantly refuses to allow such tax concessions. Meanwhile government funding is steadily eroded.

10 David Barrie, Director of the Art Fund, said "Many foreign museums are doing better than ours. If museums can't collect new exhibits they will fail in their prime mission, and treasures will increasingly go abroad. If money can't come from public funds, we must encourage private donations through tax incentives."

### Item 3: Attendances go up but income falls (for Section A)

5 Five years after museum admission fees were ended visitor numbers have increased. Tessa Jowell the Culture Secretary claimed 30 million extra people have visited museums since fees were abolished, representing an 83% rise in numbers. “There is”, she said, “a real appetite for serious culture in this country. Since the obstacle of entry fees was swept away people have come in their millions.”

Since charges were removed in 2001 one of the largest increases has been at Liverpool’s National Museums, where total visits have more than doubled. In London, visits to the Natural History Museum, the Science Museum and the V&A have increased by 112%, 81% and 122% respectively.

10 However, the government is criticised for starving museums of essential funds. The Conservatives credit the hard work of world class museum directors for increased visitor numbers but blame the government for diverting lottery funds when “direct support for our national museums has fallen while operating costs have increased”.

15 A recent Art Fund report shows that despite greatly increased visitor numbers Britain’s major museums can no longer compete with overseas institutions when purchasing great works of art.

#### Item 4: (for Section B)

##### Catch a thug – and make him even worse

It is difficult not to feel a sense of hopelessness when contemplating the hard core of violent young offenders in Britain.

5 Labour has made tackling youth crime a priority: ministers have come up with initiative after initiative, at vast cost to the taxpayer. Dealing with young criminals costs us £3.4 billion a year. Yet the result of the colossal expenditure has been failure.

The National Audit Office reported that over half of those served with an Asbo, do not comply with it. What do the authorities do? In many cases, nothing at all. The yobs learn that the law is a joke and inevitably their offending escalates.

10 The police have powers to arrest juveniles who breach Asbos. If found guilty offenders can be given up to six months in a youth detention centre. Deputy Assistant Commissioner Alf Hitchcock told me: “It can take six months for a case to come to trial. By then the crime is an age ago.” It means that the punishment has no connection to the crime and thus no reforming effect.

15 Many officers believe this whole process is futile. DAC Hitchcock hopes to change the procedures to resolve cases in the courts within three days of arrest. Naturally, he faces strong opposition from lawyers, who insist that this will lead to terrible injustices.

A recent study of street robbers found over 80 per cent had been arrested at least 10 times before they landed in prison. Any system that fails to take decisive action against a young thug will not simply fail to reform him, but will encourage and intensify his criminal ways.

20 There is evidence that a hard core of juveniles is resistant to every attempt to change their behaviour. In effect, they are made that way: genes and environment have combined to make them lack the inhibitions and the conscience that youngsters normally develop. All that can be done to protect the public from crime is to detain criminals in secure accommodation. Even the best, most effective rehabilitation service in the world would have no effect.

25 The evidence of a genetically determined, irredeemable hard core of juvenile criminals is not yet conclusive. For the moment, the fundamental problem is that government schemes do not do anything to change young criminals until it is too late. The best way to reform a juvenile criminal is to intervene decisively after the first offence.

*Adapted from Alasdair Palmer Sunday Telegraph 10 December 2006*



## C Sample mark schemes

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Unit 2: The Individual in Society.....	113
Unit 3: Change and Progress.....	127
Unit 4: Beliefs, Values and Responsibilities.....	139



## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate



## Unit 1: Challenges for Society

### Section A

Question Number	Question	Mark
1.	One concern with the use of genetically modified crops is that A they are unable to reproduce B they are less able to grow in harsh conditions C there is no genetic variation D their genes may spread to other plants	
	Answer	1
	D	

Question Number	Question	Mark
2.	Natural selection has <b>not</b> caused A changes in the gene pool B evolution C increase in human life expectancy over the last 100 years D the development of new species	
	Answer	1
	C	

Question Number	Question	Mark
3.(a)	In 1514, Copernicus proposed that the Earth travelled round the Sun. This was contrary to teaching at the time, which said that the Sun travelled round the Earth. How might this proposition have affected the lives of ordinary people at the time? A It made navigation easier B It increased scientific debate C It reduced the influence of the Church D It had no effect	
	Answer	1
	D	

Question Number	Question	Mark
3.(b)	Why might those in authority at the time have rejected this proposition? A It challenged their authority B It was against their religious teaching C They didn't understand it D They thought Copernicus was uneducated	
	Answer	1
	B	

Question Number	Question	Mark
4.	Which of the following is helping to reduce our carbon footprint in our daily life? A using energy from coal power stations rather than nuclear powered stations B using a solar cell to recharge a battery rather than mains charger C using a traditional oven rather than a microwave to cook food D using a kettle to boil a litre of water on one occasion rather than boiling half a litre on two occasions	
	Answer	Mark
	B	1

Question Number	Question	Mark
5.	Road tax on some larger cars has been increased because A larger cars can carry more people B larger cars cause more damage to road surfaces C larger engines are less efficient D larger engines produce more pollution	
	Answer	Mark
	D	1

Question Number	Question	Mark
6.	In a secular system of government A religion is controlled by the state B religion plays no constitutional part in politics C the head of state must not be a religious leader D religious worship is always banned	
	Answer	Mark
	B	1

Question Number	Question	Mark
7.	Which of these is a criminal offence? A libel B slander C fraud D trespass	
	Answer	Mark
	C	1

Question Number	Question	Mark
8.	If a criminal is punished by probation it means A a trial period to see if the criminal commits any more crimes B the criminal is imprisoned at weekends only C the criminal has to pay compensation D the criminal is placed under close supervision	
	Answer	Mark
	D	1

Question Number	Question	Mark
9.	What is the mean number of days on which the acceptable level was exceeded? A 50 B 25 C 27 D 33	
	Answer	Mark
	C	1

Question Number	Question	Mark
10.	Measuring the pollution 'as a mean over an eight hour period' makes the data A variable B factual C reliable D measurable	
	Answer	Mark
	C	1

Question Number	Question	Mark
11.	Which of the following factors would <b>not</b> directly affect the data for a particular area? A Traffic levels B Weather conditions C Taking measurements next to a road D Population	
	Answer	Mark
	D	1

Question Number	Question	Mark
12.	"50 parts per billion" means A 50 oxygen molecules for every billion molecules in the air B 50 oxygen molecules for every billion ozone molecules C 50 ozone molecules for every billion molecules in the air D 50 air molecules for every billion ozone molecules	
	Answer	Mark
	C	1

Question Number	Question	Mark
13.	To the nearest 1 %, on how many days per year were levels of ozone in East Anglia at an acceptable level? A 10 % B 67 % C 90 % D 91 %	
	Answer	Mark
	D	1

Question Number	Question	Answer	Mark
14.	In lines 19-20 Lord Winston states “But these lecturers have frequently been unwilling or unable to divulge the key information about the molecule - what it is, its structure, or how it is produced”. From the information in the passage, the most likely reason for this is that A scientists do not share their findings B they have not confirmed their results C they cannot reveal commercial secrets D it is too complicated to explain	C	1

Question Number	Question	Answer	Mark
15.	The “ownership of science”, mentioned in the title of the source was previously held by those who A provided the research laboratories B provided funding for scientific research C tried to make money from science D made scientific discoveries	D	1

Question Number	Question	Answer	Mark
16.(a)	In the last paragraph (lines 21-22) the conclusion is that “Commercial interest has meant that more and more scientific details may remain undisclosed”. The argument in the paragraph is an A argument based on analogy B argument based on authority C argument based on induction D argument based on deduction	C	1

Question Number	Question	Answer	Mark
16.(b)	It is stated (lines 20-21) that “This was the very information for which the registrants attended the meeting.” This is an example of A a fallacy B an opinion C a fact D a statistic	B	1



Question Number	Question	
17.	Which <b>two</b> of the following are reasoned conclusions to arguments used in the passage? A Scientists only work for financial reward B Astronomy is a waste of public money C Scientists are being forced to work in secret D University courses in literature are good value for money E Scientists should be allowed to speak freely	
	Answer	Mark
	C; E; subtract 1 mark from each total for each incorrect reason	<b>2</b>

## Section B

Question Number	Question		
18.	The use of the word 'killers' in the source covers more than one category of crime. Name <b>two</b> of these.		
	Acceptable Answers	Reject	Mark
	1 mark for each point: Murder; Manslaughter; Infanticide; Regicide.		2

Question Number	Question		
19.	From the source identify two reasons why some people believe that "life" sentences are being devalued.		
	Acceptable Answers	Reject	Mark
	1 mark for each point, up to the maximum of 2 marks: A "life" sentence does not mean "imprisonment for life"; The time spent in prison by people sentenced to a "life" sentence has been reducing in recent times; Some think this means that society is being too kind to dangerous criminals.		2

Question Number	Question		
20.	Use the information in the source to explain how the Parole Board (paragraph 3) is being put under pressure.		
	Acceptable Answers	Reject	Mark
	1 mark for each point, up to the maximum of 4 marks: The European court ruling in 2002; By which convicts have a right to a barrister to represent them at a board hearing; The board is worried that its decisions might be overturned; The government may be applying pressure to solve the prison crisis (overcrowding).		4

Question Number	Question		
21.	Use your own knowledge to explain why the punishment for killing should NOT be the same in all cases.		
	Acceptable Answers	Reject	Mark
	1 mark for each point, up to the maximum of 4 marks: The method of killing can be very different, in which the motives of killers may be very different; Killing may be in self-defence, and may deserve no punishment; The killing may be accidental, or unintended, even in an attack on the person; Society holds the view that punishment should reflect not just the outcome, but what has led up to the crime; On the other hand, some might hold the view that all killings are equally culpable.		4

Question Number	Question						
22.	<p>Mothers against Murder and Aggression (paragraph 5) is a national registered charity which supports and campaigns on behalf of families and friends of murder victims. Not all mothers belong to it.</p> <p>In what way does information from the source suggest that Dee Warner, its spokesperson, presents a one-sided view?</p>						
	<table border="1"> <thead> <tr> <th>Acceptable Answers</th> <th>Reject</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>           1 mark for each point, up to the maximum of 4 marks:            Uses rhetorical/personal language, e.g.;            Quotes an unattributable source;            Quotes from generalisations, rather than specifics;            Does not distinguish between categories of killers;            Speaks for an organisation whose objective seems to be impossible to disagree with;            The organisation campaigns specifically on behalf of families and friends of murder victims.         </td> <td></td> <td>4</td> </tr> </tbody> </table>	Acceptable Answers	Reject	Mark	1 mark for each point, up to the maximum of 4 marks: Uses rhetorical/personal language, e.g.; Quotes an unattributable source; Quotes from generalisations, rather than specifics; Does not distinguish between categories of killers; Speaks for an organisation whose objective seems to be impossible to disagree with; The organisation campaigns specifically on behalf of families and friends of murder victims.		4
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Question Number	Question												
23.	A Home Office spokesman said ‘these statistics demonstrate why we need to put public protection at the heart of criminal justice...’. To what extent do statistics on their own support any claim such as this?												
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Question Number	Question
24.	<p>“People given ‘life’ sentences for rape, armed robbery or manslaughter are walking free after an average of only six years behind bars. The length of punishment has fallen by more than half since Labour came to power.” (lines 1-3)</p> <p>“The sentence served by criminals handed a mandatory<sup>1</sup> life jail term - the punishment given to murderers - remained stable at 14 years before parole. It has been at around the same mark for the past eight years.” (final paragraph)</p> <p>These quotes from the source are from different viewpoints. Explain clearly how they are used in the source.</p>
<b>Marking Guidance:</b>	
After marking the answer for AO3, assess it for communication, AO4.	
<p><b>AO3:</b> <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i></p> <p>Indicative content</p>	
	<p>1 mark for each point, up to the maximum of 4 marks: The first quote is by the author of the piece; The second quote is a report of something said by a Home Office spokesman; The author is pushing the view that the legal system is allowing criminals “off”, or treating them too lightly; The Home Office spokesman is defending the Government’s position; The author has provided some balance by quoting a view in opposition to his own; The two quotes refer to different kinds of criminals; The author uses much evidence for his case, and much less in opposition.</p>
	<b>Max 4</b>
	<p><b>Mark</b>      <b>Descriptor</b></p> <p><b>AO4:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The AO4 marks are NOT dependent upon the AO3 marks.</i></p>
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3	The answer is clear and lucid (writing in correct form is taken as a matter of course), arguments are coherent and well laid out, and relevant, there are very few grammatical or spelling errors.

## Section C

Question Number	Question
25.	<p>Some experts on global warming say that the changes in the atmosphere produced by human activities cannot be reversed, and that our descendants will be unable to survive. Others maintain that the changes are not irreversible, if all countries decide to strictly limit their emissions of carbon dioxide. Another group of experts say that the changes in atmosphere are just fluctuations that have happened many times in the past and that there is no need to do anything.</p> <p>Critically examine these conflicting views.</p>
	Indicative content
	<p>Factors which are common to considering all 3 perspectives include the extent and validity of the evidence as well as the possibility of constructing models, e.g. computer based, to work out possibilities and probabilities.</p> <p>Some say that even if we stop producing CO<sub>2</sub> completely we cannot avoid significant temperature rises leading to rising sea levels, a changing climate and weather patterns, mass movement and possible extinction of some animal species and enormous changes to agriculture. Even if we in Britain could eliminate CO<sub>2</sub> emissions the effects of emerging economies, particularly China and India, would swamp any reduction in the UK. Some possible consequences such as the amount of CO<sub>2</sub> dissolved in sea water are not well understood and could lead to a catastrophically unstable climate within relatively short time spans. James Lovelock argues that we should stop worrying about global warming in the short term because it is inevitable and should instead start to prepare for the consequences, e.g. strengthening sea defences, nuclear power.</p> <p>Others believe that we can limit the effects by reducing emissions (e.g. Kyoto) through technological solutions such as carbon capture or “cleaner” burning of coal; renewable energy; changes to transport systems; improved home insulation; changes in working practice, e.g. home working; recycling. Problems in emerging economies will be solved by new technology. Changes in advanced economies will have economic consequences which depend at least partly on when we bite the bullet.</p> <p>A third group argues that both CO<sub>2</sub> and temperature levels have fluctuated in the past and will continue to change in the future whatever we do. Core samples from the polar ice caps lend at least partial support to this view although the evidence is far from conclusive - random fluctuations are much greater than any change due to human activity, i.e. signal/noise ratio is not good. There have been and will continue to be geological events which have much greater consequences than human activity.</p>

Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
	Mark	Descriptor
		<b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
	0-8	<p>Award 1 mark for each point, up to the maximum of 8 marks, such as:</p> <ul style="list-style-type: none"> <li>• Global warming is mainly caused by CO2 emissions;</li> <li>• There are other greenhouse gases, e.g. methane;</li> <li>• CO2 comes mainly from burning fossil fuels;</li> <li>• Increased CO2 leads to greenhouse effect/climate change;</li> </ul> <ul style="list-style-type: none"> <li>• Experience of climate change will not be the same everywhere; plus an example;</li> <li>• e.g. cooler temperatures in some parts of the world than others; one example allowed;</li> <li>• Climate change may have severe consequences;</li> <li>• e.g. ice caps melting/rise in sea levels; up to two examples allowed (one mark each);</li> <li>• There have been international treaties to limit CO2 emissions, e.g. Koyoto.</li> </ul>
	Mark	Descriptor
		<b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>
	0-8	<p>Award up to 3 marks for relevant arguments within each of the following areas up to an overall max of 8 marks:</p> <p><b>Importance of data, e.g.</b></p> <ul style="list-style-type: none"> <li>• Use of historical data;</li> <li>• Comparison between current and historical data;</li> <li>• Collection of current data;</li> <li>• Interpretation of data.</li> </ul> <p><b>Technologies, e.g.</b></p> <ul style="list-style-type: none"> <li>• Reference to historical technologies;</li> <li>• Current technologies;</li> <li>• Possible future technologies;</li> <li>• Help for emerging economies with technological solutions.</li> </ul> <p><b>Political and economic considerations, e.g.</b></p> <ul style="list-style-type: none"> <li>• Consequences of emerging economies;</li> <li>• Political will for change;</li> <li>• Political ability to change;</li> <li>• Short and long-term economic view;</li> <li>• Help for emerging economies with technological solutions;</li> <li>• That developing countries have to limit their economic activity because of what the developed nations have done .</li> </ul>

	Mark	Descriptor
		<p><b>AO4:</b>  <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The AO4 marks are NOT dependent upon the AO1 and AO2 marks.</i></p>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid (writing in correct form is taken as a matter of course), arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

Question Number	Question	
26.	<p>The development of new medicines highlights disagreements about the scientific value of testing new drugs on animals. While many researchers argue that animal testing is unavoidable, there is a strongly held opposing view that animal testing is no longer necessary.</p> <p>Assess the merits of these two views, including the scientific evidence which might support them.</p>	
Indicative content		
<p>Much of the opposition to animal testing is based on ethical considerations. While ethics cannot be divorced from the facts this question asks candidates to consider what might be the <b>scientific</b> arguments for or against testing on animals.</p> <p>For every 10 000 possible new drugs less than 10 reach the stage of human trials. The intermediate screening process includes using cultured tissue, animals and computer simulation. The value of animal testing depends on two factors. What are the tests trying to achieve and how effective is animal testing, as opposed to other forms of testing, in achieving these objectives. The main purpose of testing is safety and identification of possible side effects. The efficacy of a drug may be more difficult to test, particularly for drugs which affect behaviour, e.g. ADHD/depression. At some stage a drug has to be tested on an organism to see the systemic effects not just localised chemical reactions. Legally all new medicines must go through a process of animal testing, including tests on at least one large non-rodent mammal. However the law in the UK forbids unnecessary animal testing.</p> <p>Opponents of animal testing argue that results may be misleading as the recent case at Northwick Park illustrates. The alternatives to animal testing such as cultured tissue and computer simulation give us a much better indication of effects and efficacy than they did in the past and we should be putting time and effort into developing these further.</p>		
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Level	Mark	Descriptor
		<p><b>AO1:</b>  <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines .</i></p>
	0-8	<p>Award 1 mark for each point, up to the maximum of 8 marks, such as:</p> <ul style="list-style-type: none"> <li>• Some form of drug testing is necessary;</li> <li>• Medical knowledge is increased by drug testing;</li> <li>• An assumption is that humans will react in the same way as animals to drugs/animals may not react in the same way as humans;</li> <li>• It is considered ethically wrong to test chemicals with unknown effects on humans;</li> <li>• There are historical precedents for testing on animals;</li> <li>• The public demands that medicines are safe;</li> <li>• Animals have rights, as well as humans;</li> <li>• Strict regime on animal testing;</li> <li>• One or two other institutions have shut down apparently as the result of animal rights activists.</li> </ul>



Level	Mark	Descriptor
		<p><b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>
	0-8	<p>Up to 3 marks for relevant arguments within each of the following areas up to an overall max of 8 marks:</p> <p><b>Purpose of testing, e.g.</b></p> <ul style="list-style-type: none"> <li>• Side effects;</li> <li>• Efficacy;</li> <li>• Indicate further research;</li> <li>• If not done in this country, may be done in another, with less legislation.</li> </ul> <p><b>Arguments in favour of animal testing, e.g.</b></p> <ul style="list-style-type: none"> <li>• Testing on organism not just tissue;</li> <li>• Testing of system response;</li> <li>• Computer simulations are just models and do not expect the unexpected;</li> <li>• Very close DNA match with some primates etc;</li> <li>• We have a greater responsibility to humans rather than animals;</li> <li>• There is no ethical difference between animal testing and killing animals for food.</li> </ul> <p><b>Arguments against animal testing, e.g.</b></p> <ul style="list-style-type: none"> <li>• Alternatives are available/examples;</li> <li>• Which are better than they used to be;</li> <li>• Results can be misleading;</li> <li>• e.g. Northwich Park/thalidomide;</li> <li>• We have to test on humans eventually;</li> <li>• We have much more statistical/historical data;</li> <li>• Animals have rights which must be considered.</li> </ul>
	Mark	<p>Descriptor</p> <p><b>AO4:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The AO4 marks are NOT dependent upon the AO1 and AO2 marks.</i></p>
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## Unit 2: The Individual in Society

### Section A

Question Number	Question	Mark
1.	Which one of the following is best attributed to 'nurture' alone? A Blood type B Adult height C Spoken language D Skin colour	
	Answer	1
	C	

Question Number	Question	Mark
2.	Which one of the following is best attributed to both 'nature' and 'nurture'? A Interest in sport B Hair loss C Liking animals D Body weight	
	Answer	1
	D	

Question Number	Question	Mark
3.	The term 'life chances' refers to: A a belief that only the wealthy or those with high incomes enjoy life B the odds that any one individual will live less than average life expectancy C the opportunities individuals have to improve their quality of life D risks that individual lives might be shortened by accident	
	Answer	1
	C	

Question Number	Question	Mark
4.	It is now easier for people in the UK to challenge restrictions of their human rights because: A greater publicity has been given to the work of the Ombudsman B the Human Rights Act has been passed allowing cases to be judged in UK courts C the European Court of Human Rights conducts hearings in the UK D the UK government always pays all the costs of those taking a case to the European Court of Human Rights	
	Answer	1
	B	

Question Number	Question	Answer	Mark
5.	In the study of society 'culture' refers to: A an elitist view of society held by middle aged and older people with high incomes or great wealth B the hopes, expectations, beliefs and values, of people in the faith communities only C the idea that the literature, poetry, painting, music, sculpture and other forms of artistic expression of a people are symbols of the nation itself D the way of life of the members of the society, the collection of attitudes and habits which they learn, share and transmit from generation to generation	D	1

Question Number	Question	Answer	Mark
6.	The term "peer group pressure" refers to: A gang culture in schools B gender based success rates in education C the influence of friendship groups on behaviour D the relationship between parents and children	C	1

Question Number	Question	Answer	Mark
7.	What term is defined as 'a sense of self that develops as children grow up and see themselves as separate individuals in their families and in society'? A Socialisation B Alienation C Identity D Normalisation	C	1

Question Number	Question	Answer	Mark
8.	A multicultural society is one in which : A people from different cultures live in separate communities B people abide by the values of the country and do not introduce other values into the country C people share common values while maintaining their own cultural identity D people give enough support as possible to cultural activities such as theatre, drama and dance	C	1

Question Number	Question	Mark
9.	The main principle behind the Freedom of Information Act is that: A anyone can say or write anything about anyone B people have the right to be supplied with information held by official bodies such as government departments C people should be provided with personal information free of charge D people have the right to privacy and do not have to provide personal information to the Government	
	Answer	Mark
	B	1

Question Number	Question	Mark
10.	A malicious statement can be considered to be a libel if: A it is true B it is true and is intended to cause harm C it is false and is intended to cause harm D it is false and is spoken in parliament	
	Answer	Mark
	C	1

Question Number	Question	Mark
11.	Which of these is commonly associated with the term 'inflation'? A Increasing taxes B Increasing in numbers of people employed C Increasing profit margins D Increasing prices or wages	
	Answer	Mark
	D	1

Question Number	Question	Mark
12.	Which of these actions would be likely to increase unemployment in the UK? A Increasing income tax B Switching production by British firms to eastern Europe C Reducing the national minimum wage D Reducing interest rates	
	Answer	Mark
	B	1

Question Number	Question	Mark
13.	Which of these organisations can the UK act as president? A British Commonwealth (Commonwealth of Nations) B European Union C North Atlantic Treaty Organisation D United Nations	
	Correct Answer	Mark
	B	1

Question Number	Question	Mark
14.	Which of these international organisations has the power to pass laws which apply in the UK even if they have not been approved by the UK Parliament? A British Commonwealth (Commonwealth of Nations) B European Union C North Atlantic Treaty Organisation D United Nations	
	Answer	Mark
	B	1

Question Number	Question	Mark
15.	Which of the following statements most accurately describes the term median? A the middle of a range of numbers B the largest number in a range of numbers C the average of a range of numbers D the most frequent number in a series of numbers	
	Answer	Mark
	B	1

Question Number	Question	Mark
16.	Which of these statements about 'beliefs' is correct? A The term 'beliefs' is just another way of saying 'opinions' B A statement is a 'belief' if someone holds it to be true C A statement must always be factual if it is to be classified as a belief D A statement is only a belief when it is backed up by evidence	
	Answer	Mark
	B	1

Question Number	Question	Mark
17.	Which of these statements about 'evidence' is correct? A Evidence is facts or explanations which support or oppose a claim B Evidence can only ever be a tangible object that can be seen and touched C Evidence is opinions that are supported by facts D Evidence is always a statement of factors or opinions involving morality	
	Answer	Mark
	A	1

Question Number	Question	Mark
18.	Which of the statements contains FACT only? A Statement I B Statement III C Statement IV D Statement VI	
	Answer	Mark
	B	1

Question Number	Question		
19.	Which of the extracts contains OPINION only? A Statement I B Statement II C Statement III D Statement V		
	Answer		Mark
	B		1

Question Number	Question		
20.	Which of the statements contains BOTH fact AND opinion? A Statement I B Statement III C Statement IV D Statement V		
	Answer		Mark
	A		1

## Section B

Question Number	Question		
21.	Why might a party have MEPs but no MPs?		
	Acceptable Answers	Reject	Mark
	Easier to get elected because of system/issues concentrated on different electoral system attracts protest votes award 0 if only one of the above is given		3

Question Number	Question		
22. (a)	From the passage explain the meaning of: 'Proportional Representation'		
	Acceptable Answers	Reject	Mark
	..... Proportional Representation, <b>where the number of seats won is in proportional to the votes gained</b> .....	Any other responses	1

Question Number	Question		
22. (b)	From the passage explain the meaning of: 'First Past the Post system'		
	Acceptable Answers	Reject	Mark
	..... the First Past the Post System (used in general elections) <b>where the candidate with most votes</b> wins.	Any other responses	1

Question Number	Question		
23.	Examine reasons why election results in 2005 were significantly different to those in 2004.		
	Acceptable Answers	Reject	Mark
	1 mark for each idea (max 5) - allow answers with the same meaning expressed in slightly different words from the passage  appropriate answers might include the following points but this list is not intended to be exhaustive <ul style="list-style-type: none"> <li>• different voting systems were used - PR and first past the post</li> <li>• sometimes people vote differently in Euro and general elections - people often think General Elections which choose a government matter more than European Parliament elections which don't</li> <li>• voter turnout in Euro elections is usually barely half that of UK General Elections; many people do not vote, so the results are bound to differ - many fewer people bother to vote in Euro elections</li> <li>• Change in political and/or economic circumstances</li> <li>• Governments in mid-term tend to lose public approval</li> <li>• Differences in media presentation</li> </ul>	All other suggested reasons	5



Question Number	Question		
24.	Explain the term 'Coalition Government'		
	Acceptable Answers	Reject	Mark
	Different parties share power in Government		1

Question Number	Question		
25.(a) (i)	Which of these statements defines an inductive argument?		
	Acceptable Answers	Reject	Mark
	ARGUMENT 3 or statement copied out	Any other answer	1

Question Number	Question		
25.(a) (ii)	Which of these statements defines a deductive argument?		
	Acceptable Answers	Reject	Mark
	ARGUMENT 4 or statement copied out	Any other answer	1

Question Number	Question		
25.(a) (iii)	Which of these statements defines an argument from analogy?		
	Acceptable Answers	Reject	Mark
	ARGUMENT 1 or statement copied out	Any other answer	1

Question Number	Question		
25.(b) (i)	From paragraphs 4-5 of the passage 'Creation Myths', identify and write out an argument from analogy		
	Acceptable Answers	Reject	Mark
	"an artist without a family is like a plant without roots"	Any other answer	1

Question Number	Question		
25.(b) (ii)	From paragraphs 4-5 of the passage 'Creation Myths', identify and write out an argument from authority		
	Acceptable Answers	Reject	Mark
	Simon Reade, artistic director of Bristol Old Vic....."life feeds art"..."without the fuel of life, artistic inspiration will run out of juice...." or "Architect Zaha Hadid.....her profession requires a dedication that precludes any kind of family life...."	Any other answer	1



	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.

Question Number	Question	
25. (d)	<p>Examine the evidence and arguments presented in the passage. How effectively do they justify the conclusion that ‘perhaps there really is a choice to be made - you create a family or you create your art’?</p> <p>You are not being asked to give your own opinions but to use thinking and analytical skills to examine the passage.</p>	
	Indicative content	
	The passage reports contradictory points of view. Apart from the different statements, little hard evidence is offered. The differences between viewpoints/arguments are not effectively addresses/resolved; arguments from analogy or inductive arguments are not generally regarded as strong forms of argument.	
Marking Guidance		
After marking the answer for AO3, assess it for communication, AO4.		
	Mark	Descriptor
		<b>AO3:</b> <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>
	0	Limited evidence but may use some facts or opinions.
	1	Uses facts and opinion to support the answer.
	2	Makes explicit reference to fact, opinion and belief in some of the evidence presented from more than one perspective.
	3	Makes explicit reference to facts, opinions and beliefs in some of the evidence presented from more than one perspective, and is clear about the differences between them.
	4	Makes clear the difference between fact, opinion and belief in most of the evidence presented and shows how the use of fact, opinion and belief affects the strength of the arguments presented.
	Mark	Descriptor
		<b>AO4:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i>
	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate’s own writing to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.

## Section C

Question Number	Question
26.	<p>The information about passenger railway journeys since 1950 has relevance to changes in social attitudes and behaviour.</p> <p>Identify the most important changes and suggest why they may have occurred.</p>
Indicative content	
<p>The diagram shows declining use of rail and London underground between 1950-80 and significant rises since then. The data also shows a modest but significant growth in light rail and metro 'tram' systems.</p> <p>In interpreting the data candidates will be aware that the period has seen an increase in commuting as people move to the countryside or suburbs away from cities/inner cities. Although increased car ownership and use encouraged commuting, people became increasingly aware of congestion problems - hence a willingness to move to public transport, accelerated in London and some other cities by congestion charging. In the past ten years there has been growing awareness of the dangers of global warming/climate change which has also propelled responsible travellers away from excessive car use in an attempt to reduce their individual carbon footprint.</p>	
Marking Guidance	
After marking the answer for AO1 and AO2, assess it for communication, AO4.	
Mark	Descriptor
	<p><b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p>
0-8	<p>Award 1 mark for each point - such as</p> <ul style="list-style-type: none"> <li>• increase in commuting</li> <li>• people moving from countryside or suburbs</li> <li>• increased car ownership</li> <li>• growing congestion problems</li> <li>• move back to public transport</li> <li>• impact of congestion charging</li> <li>• desire to reduce carbon footprint</li> <li>• increased investment in rail infrastructure especially since privatisation</li> <li>• bad rail accidents</li> <li>• rail congestion</li> <li>• population density, e.g. in the South East does not allow building extra               <ul style="list-style-type: none"> <li>• tracks</li> </ul> </li> <li>• technological advances allow more efficient use of infrastructure</li> <li>• changed political priorities.</li> </ul>

Level	Mark	Descriptor
		<p><b>A02:</b>  <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>
	0-8	<p>Award up to 3 marks for relevant arguments within each of the following areas up to an overall max of 8 marks:</p> <p><b>Importance/interpretation of data, e.g.</b></p> <ul style="list-style-type: none"> <li>• declining use of rail (Beeching etc) and London underground between 1950-80</li> <li>• significant increase in rail use since then</li> <li>• modest but significant growth in light rail and metro ‘tram’ systems</li> </ul> <p><b>Simple recognition of causes and consequences, e.g.</b></p> <ul style="list-style-type: none"> <li>• rail usage fell partly because of line closures</li> <li>• significant increased rail use has been accompanied by massive new investment, e.g. West Coast main line</li> <li>• new trams in Manchester and West Midlands - also Docklands Light Railway</li> <li>• recognition that building more expensive miles of motorway just encourages motor use to rise/does not solve problem in long term</li> </ul> <p><b>Explicit focus on ‘importance’ involving ideas such as</b></p> <ul style="list-style-type: none"> <li>• rail safety</li> <li>• changing lifestyles/expectations</li> <li>• global warming/reducing carbon footprint</li> </ul>
	Mark	<p>Descriptor</p> <p><b>A04:</b>  <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The A04 marks are not dependent upon the A01 and A02 marks.</i></p>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate’s own writing to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

Question Number	Question						
27.	Examine the extent of bias in the media and assess ways in which it can be challenged.						
	Indicative content						
	<p>Candidates will recognize that broadcasters or journalists do point stories one way or another, either because this is their own point of view or because it is the view encouraged by their editor or proprietor to influence public opinion or sell more newspapers/attract more listeners/viewers. There is no question the news agenda is shaped and the privacy of individuals is often challenged - strong candidates may want to refer to media exaggeration as in Cohen's folk devils/moral panics. So there appears to be little doubt that biases exist. The effectiveness of regulation is also relevant - the BBC Charter perhaps reducing bias more effectively than the treatment given to stories in newspapers where there is no such expectation or requirement - in any case the Press Council - as a self-regulating body - rarely shows its teeth even if it has any.</p> <p>Good candidates may pick up on the idea of politicians liking to 'talk tough' - David Blunkett or John Reid may be mentioned here. The passage discusses the ways Oxfam has aimed to generate positive images of asylum seekers by use of 'human interest' stories to ensure their voices are heard. Hopefully strong candidates will be able to get past Oxfam and the Refugee Media Group, to refer to the ways in which public think tanks and Parliamentary committees aim to contribute to objectivity and restore a more appropriate balance, though strong candidates will know that such reports are often ignored unless they can be used to produce alarming headlines which fit in with a particular publication's agenda.</p>						
Marking Guidance							
After marking the answer for AO1 and AO2, assess it for communication, AO4.							
	<table border="1"> <thead> <tr> <th>Mark</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td></td> <td> <p><b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> </td> </tr> <tr> <td>0-8</td> <td> <p>Award 1 mark for each point, up to the maximum of 8 marks, such as</p> <ul style="list-style-type: none"> <li>• journalists and broadcasters may promote their own point of view</li> <li>• editors or proprietors may have a distinct view which they wish to highlight</li> <li>• the media determine the news agenda - it is no accident some items hit</li> <li>• the headlines and others don't</li> <li>• the media exaggerate and may show bias</li> <li>• regulation not always very effective</li> <li>• politicians 'talking tough'</li> <li>• there are new types of media associated with internet and not controlled</li> <li>• some media is supposed to be objective others don't bother to try</li> </ul> </td> </tr> </tbody> </table>	Mark	Descriptor		<p><b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p>	0-8	<p>Award 1 mark for each point, up to the maximum of 8 marks, such as</p> <ul style="list-style-type: none"> <li>• journalists and broadcasters may promote their own point of view</li> <li>• editors or proprietors may have a distinct view which they wish to highlight</li> <li>• the media determine the news agenda - it is no accident some items hit</li> <li>• the headlines and others don't</li> <li>• the media exaggerate and may show bias</li> <li>• regulation not always very effective</li> <li>• politicians 'talking tough'</li> <li>• there are new types of media associated with internet and not controlled</li> <li>• some media is supposed to be objective others don't bother to try</li> </ul>
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Mark	Descriptor
	<p><b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></p>
0-8	<p>Award up to 3 marks for relevant arguments within each of the following areas up to an overall max of 8 marks:</p> <p><b>Linked ideas within the data, e.g.</b></p> <ul style="list-style-type: none"> <li>• between bias and news agenda</li> <li>• how and why exaggeration occurs</li> <li>• challenges to individual privacy</li> <li>• effectiveness of regulation</li> </ul> <p><b>Causes and consequences, e.g.</b></p> <ul style="list-style-type: none"> <li>• how to counteract politicians liking to ‘talk tough’</li> <li>• potential to redress bias with reports from think tanks, Parliamentary committees or other authoritative sources</li> <li>• how human interest stories can redress antagonisms towards refugees</li> <li>• Recognition of contrasts - including, explaining the significance of data and/or selecting/marshalling new points of their own.</li> <li>• Why would an organisation such as Oxfam take a different line to the media?</li> <li>• Why is regulation of the broadcast media more effective than that of newspapers?</li> </ul> <p>What motives might politicians have when they ‘talk tough’ but ‘act soft’?</p>
Mark	Descriptor
	<p><b>AO4:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><b>The AO4 marks are not dependent upon the AO2 mark.</b></p>
0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate’s own writing to assess reliably.
1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.





## Unit 3: Change and Progress

### Section A

Question Number	Question	Mark
1.	The percentage of vehicles, other than cars, “clogging Britain’s roads” is A 21% B 33% C 52% D 79%	
	Answer	Mark
	A	1

Question Number	Question	Mark
2.	Paragraph 1 consists of which of the following? A Facts only B Opinions only C Facts and beliefs D Objective statements	
	Answer	Mark
	C	1

Question Number	Question	Mark
3. (a)	From paragraph 2, describe ONE cause and its effect.	
	Answer	Mark
	1 mark for the cause (adequately identified) 1 mark for effect (adequately identified) There are several in this paragraph, but marking must be strict.  The following are acceptable: industrial revolution caused pollution increased transport causes pollution steam locomotives cause smoke and steam NOT small engines leading to modern cars	2

Question Number	Question	Mark
3. (b)	Which of the following statements are a value judgement? A (i) and (iii) B (i) and (iv) C (ii) and (iii) D (ii) and (v) E (iv) and (v)	
	Answer	Mark
	E	1

Question Number	Question	
4.	Why was there a shift in population from countryside to towns during the industrial revolution?	
	Answer	Mark
	One mark for each up to 4.  to look for work; in new industries/mechanised industries; less work in countryside; loss of accommodation in the countryside; because of mechanisation.	4

Question Number	Question	
5.	How effectively is it argued in the passage that the UK will be amongst the first to solve some of the environmental problems caused by industrialisation?	
	Answer	Mark
	1 mark each point up to 3 maximum  UK/GB/England was the first industrialised country; Therefore it has the greatest experience of change; In the UK sources of power are being developed which are less polluting; There are serious problems of pollution in the UK which makes the search for a solution urgent;  The fourth mark is either: These are all reasons to believe that UK has the capacity to improve even further; Or The form of argument and evidence brought forward are weak	4

Question Number	Question	
6.	Identify TWO ways in which modern information technology has influenced traffic control on the roads.	
	Answer	Mark
	One mark each point up to 2 maximum: <b>Average</b> speed traps; Congestion charge; Satellite monitoring; Number plate recognition; Satellite navigation.	2

Question Number	Question	
7.	<p>The writer poses the question “Do we have the technology or the political will to find and implement the solutions to the problems (of reducing the polluting effects of motor vehicles) we face?”</p> <p>BRIEFLY describe how (a) a technologist and (b) a politician might respond to this question. Indicate the types of evidence they could use in their arguments.</p>	
<b>Marking Guidance</b>		
After marking the answer for AO2 and AO3, assess it for communication, AO4.		
	<p><b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>	Mark
	<p>Award 1 mark for each point.</p> <p>Appropriate answers might include the following points, but these lists are not exhaustive.</p> <p><b>Technologist: (3 max)</b> Deals with technical problems and solutions; Therefore needs to research; Will try to quantify the technical effort needed; May need to demonstrate that some problems are too big or too costly to attempt to solve; other appropriate</p> <p><b>Politician: (3 max)</b> Is concerned with public opinion, since it is needed to retain position; Therefore needs to convince an electorate that policies will work; Will not necessarily be able to accept or pass on solutions that seem to be unacceptable to the electorate; Will be concerned with economic issues, since all technology costs; May be only given a short time to effect changes (before losing an election?); other appropriate.</p>	6
<b>Descriptor</b>		Mark
<p><b>A03: Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</b></p>		
<p>Award 0 out of 5 marks if makes no use of facts, opinions or beliefs.</p> <p>Uses examples of facts, opinions and belief in the evidence presented. 1 mark for each up to a maximum of 2</p> <p>Makes explicit reference to ‘facts’, ‘opinions’ and ‘belief’ in some of the evidence presented. 1 mark for each up to a maximum of 2</p> <p>Shows understanding of the limitations of different kinds of evidence. 1 mark</p>		5

Level	Mark	Descriptor
		<p><b>A04:</b>  <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p><i>The A04 marks are not dependent upon the A02 and A03 marks</i></p>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
1	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

## Section B

Question Number	Question	Mark
8.	Why does the government measure changes in the UK population?	
	<b>A01:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines</i>	
	Award 1 mark for each point up to the maximum of 5 marks Appropriate answers might include the following points, but these lists are not exhaustive.  Needs to plan ahead; Plans might involve pensions; Housing; Social services; Health (various possible issues); Planning dependent on levels of taxation - dependent on numbers in different age classes; Any other relevant point.	5

Question Number	Question	Mark
9. (a)	Identify from the diagram TWO major differences in the population structures of males and females.	
	<b>A02:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	
	1 mark each more older women than older men; more younger men than younger women.	2

Question Number	Question	Mark
9. (b)	Suggest why these differences are significant.	
	<b>A01:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines</i>	
	Award 1 mark for each point up to the maximum of 3  The numbers of males and females in the lower age ranges, up to about 50 are roughly similar; Above 50 there are much larger numbers of women; Which is significant because of provision of health and social services; Males may be providing more via taxation during their working lives, but receiving relatively less in benefit in retirement; Unless women makes greater tax contributions when they are younger, they may have to accept smaller benefits in old age; The numbers at each age follow the same detailed pattern, showing that year differences in birth rate and life events seem to be similar for men and women; Life expectancy is different, and this needs explanation; There are relatively more young men than young women (but not hugely so), and relatively many more older women than older men - candidates can speculate on the implications of both situations; Any other relevant points (need not be from the information provided).	3

Question Number	Question	Mark
10.	Examine the reasons for the UK having an ageing population.  Use the evidence from the information given, and your own knowledge.	
	<b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	Mark
	One mark each point up to 2  Information from the diagram and/or the text -  Comments on the state of the population overall - it is growing or statement to that effect; Proportion of population that is 16 and under (1 in 5) currently; Proportion of population that is over 65 (1 in 6) currently; However these proportions are changing - proportion under 16 is decreasing; Over 65 is increasing; This means that the balance of the population is shifting towards older people; In proportional terms - more over 65s; In numbers - over 65s rising; Therefore it is justified to argue that the population is ageing;	2
Descriptor	<b>AO3:</b> <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	Mark
	Award 0 out of 4 marks if makes no use of facts, opinions or beliefs.  Uses examples of facts, opinions and belief in the evidence presented. 1 mark for each up to a maximum of 2  Makes explicit reference to facts, opinions and belief in some of the evidence presented. 1 mark  Shows understanding of the limitations of different kinds of evidence. 1 mark	4

Question Number	Question	
11.	<p>From the information provided, identify a social or political issue that is likely to be of great concern to the government in the next 30 years.</p> <p>Using the information provided and your own knowledge, explain why the issue may be of great concern to the government.</p>	
Indicative content		
<p>Answers should use information provided, but may introduce new material if it seems relevant. However this must also be justified and supported by references.</p> <p>Appropriate answers might include the following points, but these lists are not exhaustive.</p> <p>For example arguments and conclusions:</p> <ul style="list-style-type: none"> <li>The population is ageing so that health of the elderly and pensions are likely to be very important.</li> <li><i>The cost of providing services for the ageing has to be borne by taxation, and the burden of taxation will fall on people in employment, therefore it is important to ensure full employment for potential working population.</i></li> <li>Immigration is likely to be of concern, as there is a net flow into the country from abroad. However the figures do not tell us the actual inflows and outflows, and therefore don't help us to distinguish between the nature of these flows (e.g. professionals from Britain to other countries - and lowly paid workers from abroad).</li> <li>Many of the issues are inter-linked and there is therefore no simple set of issues for the government to focus on.</li> </ul> <p>The population is increasing therefore there will be increased demand on infrastructure such as housing, transport, health services, education. All these have political implications.</p>		
Marking Guidance		
After marking the answer for AO2 and AO3, assess it for communication, AO4.		
Level	Mark	Descriptor
		<b>A02:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>
	0	Fragmentary, content is inaccurate, missing or miniscule, reaches no conclusion.
1	1	Limited, (mainly) one-sided answer with a simple conclusion.
2	2	Selects and marshals a limited range of evidence to draw a simple conclusion, which may or may not be appropriate. There may be little explanatory comment.
3	3	A developed answer which largely examines one viewpoint or looks at two sides of the argument in a superficial and unspecific manner. Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions. At the lower end, explanatory comment is simple and restricted. At the top end it is: <b>either</b> clearly interpreted and applied to a single view of the question <b>or</b> addresses different views in a superficial way with few specifics and little or no development.
4	4	Evidence is used to examine contrasting viewpoints. Selects, interprets and begins to evaluate evidence to show clear awareness of differing points of view, and uses it to draw a justified conclusion or conclusions. At the lower end, the range is limited and the evidence is evaluated in a simple way. At the top end, the range is wider and the evaluation is more developed.

Descriptor		Mark
<b>A03:</b> <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>		
Award 0 out of 6 marks if makes no use of facts, opinions or beliefs.		<b>6</b>
Uses examples of facts, opinions and belief in the evidence presented. 1 mark for each up to a maximum of 2		
Makes explicit reference to facts, opinions and belief in some of the evidence presented. 1 mark for each up to a maximum of 2		
Shows understanding of the limitations of different kinds of evidence. 1 mark for each up to a maximum of 2		
Level	Mark	Descriptor
		<b>A04: Communicate clearly and accurately in a concise, logical and relevant way.</b>  The A04 marks are not dependent upon the A02 and A03 marks.
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
1	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.



## Section C

### Marking of Questions: Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplifications of content is not exhaustive. It is intended as a guide and it will be necessary for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded on the quality of thought expressed in their answers and not solely on the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- is relevant to the question and is explicitly related to the question's terms
- argues a case when requested to do so
- is able to make the various distinctions required by the question
- has responded to all the various elements in the question
- where required, explains, analyses, discusses, assesses and deploys knowledge appropriately rather than simply narrates.

#### Using the levels mark scheme

Examiners must mark initially for AO1/AO2 levels. In order to arrive at a level, examiners must look for a best fit to the descriptors. Within the level, examiners must start at the middle mark and move up or down according to the quality of response.

Having fixed the level, the answer should be assessed using the AO3 descriptors. Answers which are placed in the lower levels are unlikely to achieve a high mark in AO3.

Once the answer has been marked for AO1/AO2 and AO3, it should be assessed for communication, AO4. The AO4 mark is not dependent on the AO1/AO2/AO3 marks.

Examiners are required to make use of the full range of marks.

Question Number	Question	
12.	The principal goal of education is to produce creative and inventive individuals. Evaluate this assertion.	
Indicative content		
<p><b>For example evidence that might be used:</b>            Education is a formalised way of developing citizens understanding of their place in society            Education covers all the skills and knowledge needed to become an adult            The goals of education may differ in different subjects            The acquisition of knowledge is a principal goal of education            The acquisition of skills is a principal goal of education            Children’s minds develop best in an enquiring/creative environment            Children’s minds develop best when stimulated by problems            Creativity is different in different disciplines, for example in art, science, philosophy etc            Inventiveness is the creative use of existing knowledge            Invention is usually directed at human problems            Creativity can be unbounded especially in art            Solving scientific problems required both creativity and inventiveness            What is meant by a “goal” in education?            A goal implies purpose. Whose purpose is being served?            The goals of education differ in relation to the age of the citizen.</p> <p><b>For examples arguments that might be used:</b>            The goals of education are determined by society or the appropriate culture, therefore the <b>principal</b> goal is decided by the aims and features of a particular society or culture            Education is a natural process developed from the care of children, and therefore its goal is to produce adults who conform to a society with traditional norms            It is governments and politicians who decide goals of education, because they control the resources to be given to educational systems            The political control of education always leads to utilitarian goals, such as citizens with particular skills/knowledge within a particular economic system            Education will always respond to cultural norms because parents have the greatest influence on child development.</p> <p><b>Synoptic features</b>            Candidates are required to look at the question from a range of viewpoints and disciplines. They need to draw together, or compare and contrast, different ideas on the nature of education and the ways in which different disciplines demand different objectives from an educational system.</p>		
Level	Mark	Descriptor
		<b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
		<b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>
	0	Insufficient evidence to assess. Irrelevant or facetious answers.
1	1-5	Limited (in variety or amount) range of evidence drawn from a single discipline. Incomplete or inconclusive answer or a superficial or formulaic answer.
2	6-10	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a superficial <u>or</u> unbalanced manner.
3	11-15	Range of evidence drawn from two or more disciplines, showing some understanding. Issue examined in a balanced and coherent way from two or more viewpoints.
4	16-20	A good range of evidence, showing clear understanding. A balanced perceptive and evaluative answer.

Level	Mark	Descriptor
		<b>AO3:</b> <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>
	0	Limited evidence but may use some facts or opinions.
1	1	Uses facts and opinion to support the answer.
2	2	Makes explicit reference to fact, opinion and belief in some of the evidence presented from more than one perspective.
3	3	Makes explicit reference to facts, opinions and beliefs in some of the evidence presented from more than one perspective, and is clear about the differences between them.
4	4	Makes clear the difference between fact, opinion and belief in most of the evidence presented and shows how the use of fact, opinion and belief affects the strength of the arguments presented.
Level	Mark	Descriptor
		<b>AO4:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
1	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	2-3	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	4-5	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	6	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

Question Number	Question	
13.	Scientific and technological developments are the main factors in changing the role of women in society. Critically examine this view.	
Indicative content		
<p><b>For examples of evidence that might be used:</b>            Different ways in which the role of women has changed            Different ways in which the role of women has stayed constant            Scientific developments have lead to greater understanding of the biological roles of women            Technological and medical developments have had a great influence on how women may be able to adopt to working life and careers            For example the control of fertility or conception            There have been many labour saving developments in managing a home that have affected the traditional roles of women as carers for the home            The political roles of women have changed through social and political activism rather than technological change            References to the emancipation of women            The changes have mostly been in western societies and cultures            Religions have had an over-bearing influence and restraint on the roles of women.</p> <p><b>For examples of arguments that might be used:</b>            Women's roles in Britain changed through political changes rather than scientific technological change because of the suffragettes            Technological development has affected working life but not changes in women's roles            Women's roles have changed because technological change has offered more opportunities for working women            There is no need for women to have a working life in the home because technological changes have made maintenance of the house so easy.</p> <p><b>Synoptic features</b>            Candidates are requested to look at the question from a range of viewpoints and disciplines. They need to draw together, or compare and contrasts, different ideas on the roles of women in society and the ways in which scientific and technological change have affected the nature of society and culture generally.</p>		
Level	Mark	Descriptor
		<p><b>AO1:</b>  <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p><b>AO2:</b>  <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>
	0	Insufficient evidence to assess. Irrelevant or facetious answers
1	1-5	Limited (in variety or amount) range of evidence drawn from a single discipline. Incomplete or inconclusive answer or a superficial or formulaic answer.
2	6-10	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a superficial <u>or</u> unbalanced manner.
3	11-15	Range of evidence drawn from two or more disciplines, showing some understanding. Issue examined in a balanced and coherent way from two or more viewpoints.
4	16-20	A good range of evidence, showing clear understanding. A balanced perceptive and evaluative answer.

## Unit 4: Beliefs, Values and Responsibilities

### Section A

Question Number	Question								
1. (a)	Which of the museums and art galleries listed in Item 1 spent the greatest proportion of its income on acquisitions in 2004-2005?								
	<table border="1"> <thead> <tr> <th>Correct Answer</th> <th>Acceptable Answers</th> <th>Reject</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>The Met. New York (no alternative)</td> <td>Accept phonetic spellings</td> <td>Any other answer</td> <td>1</td> </tr> </tbody> </table>	Correct Answer	Acceptable Answers	Reject	Mark	The Met. New York (no alternative)	Accept phonetic spellings	Any other answer	1
Correct Answer	Acceptable Answers	Reject	Mark						
The Met. New York (no alternative)	Accept phonetic spellings	Any other answer	1						

Question Number	Question				
1. (b)	Explain what criteria might art galleries use when deciding which new works of art to buy?				
	<table border="1"> <thead> <tr> <th>Answer</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>           Award 1 mark each for any two of the following points           <ul style="list-style-type: none"> <li>• Evaluation of art is usually based on personal judgement and so open to challenge</li> <li>• Aesthetics is the study/philosophy appreciation of beauty</li> <li>• Aesthetics is the ability to study/appreciate art using the senses rather than the intellect</li> <li>• Aesthetic criteria are generally understood and accepted by most art critics etc</li> <li>• Aesthetic criteria are an attempt to establish a form of objective judgement</li> <li>• Use of aesthetic criteria enable comparisons to be made between different works of art and the work of different artists</li> <li>• Aesthetics deals with the artistic quality of a work rather than monetary value</li> </ul> </td> <td>4</td> </tr> </tbody> </table>	Answer	Mark	Award 1 mark each for any two of the following points <ul style="list-style-type: none"> <li>• Evaluation of art is usually based on personal judgement and so open to challenge</li> <li>• Aesthetics is the study/philosophy appreciation of beauty</li> <li>• Aesthetics is the ability to study/appreciate art using the senses rather than the intellect</li> <li>• Aesthetic criteria are generally understood and accepted by most art critics etc</li> <li>• Aesthetic criteria are an attempt to establish a form of objective judgement</li> <li>• Use of aesthetic criteria enable comparisons to be made between different works of art and the work of different artists</li> <li>• Aesthetics deals with the artistic quality of a work rather than monetary value</li> </ul>	4
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Question Number	Question		
1. (c)	Identify and critically examine the nature of the evidence used in Item 2 to support the claim that 'future generations will blame Britain's government for failing to support the nation's heritage'.		
	Acceptable Answers	Reject	Mark
	<p>Up to three marks for identification and up to two marks for critical comment to an overall maximum of four marks.</p> <ul style="list-style-type: none"> <li>• "...lag behind world class institutions when it comes to having money to spend on new acquisitions" (1)</li> <li>• Which is fact (1)</li> <li>• "Government grants for acquisitions to Britain's "top four" fell by 95 per cent between ..." (1)</li> <li>• Which is fact (1)</li> <li>• "treasures will increasingly go abroad" (1)</li> <li>• Which is opinion (1)</li> <li>• "Gordon Brown constantly refuses to allow such tax concessions."(1)</li> <li>• Which is fact (1)</li> </ul>		4

Question Number	Question		
2. (a)	Explain why it is important that museums continue to collect and preserve 'material evidence' such as artefacts and documents.		
	Answer		Mark
	<p>Award 1 mark each for any three of the following points:</p> <p>Answers may be based on the items or may be based on candidates own knowledge</p> <ul style="list-style-type: none"> <li>• Answers that quote from Item 3, e.g. "If museums can't collect ..."</li> <li>• Or reference to table in Item 1 in its focus on comparative collecting patterns</li> <li>• So that they can maintain their world status</li> <li>• Because the job of museums is to preserve our culture/heritage</li> <li>• So that people can see great works of art</li> <li>• To prevent great works leaving the country</li> <li>• For the public benefit</li> <li>• To prevent great works decaying through lack of care</li> <li>• Etc.</li> </ul>		3

Question Number	Question
2. (b)	Explain whether the evidence in Items 1, 2 and 3 provides sufficient support for the claim that 'If museums can't collect new exhibits they will fail in their prime mission'?
Indicative content	
<p>There are really two parts to this question. Firstly candidates should identify evidence that supports the claim (and also any which challenges it). Secondly they should assess whether the accumulated evidence is sufficient to support the claim or whether more is needed. The real thrust of the items of evidence is that British museums either do not have sufficient funds to compete with other museums for new acquisitions, or that they do not allocate the same proportion of income to acquisitions. However there is no evidence to suggest that collections must be continually expanded in order for galleries to fulfil their function.</p> <p>The table shows that British museums have considerably less money than foreign museums for new acquisitions, or that they allocate less of their income. It also shows they have considerably less income than the American museums. This illustrates the point that they cannot compete for new acquisitions. However the National Gallery is almost comparable to the Rijksmuseum in spending power. Where is the money allocated in British galleries if not on acquisitions?</p> <p>Item 2 implies that free admission is a contributory factor to lack of funds but it also implies that in spite of there being a limit on new acquisitions there has been a considerable increase in attendance. This suggests galleries etc are doing their job. This item also states Conservative criticism of government spending but does not challenge the effectiveness of museums.</p> <p>Item 3 confirms the reduction of funding and purchasing power. The only evidence offered to support the claim is the quotation from David Barrie. It is simply an assertion, although having some weight as it comes from an expert.</p> <p>Answers might note the lack of strong factual evidence related to the claim; the prevalence of assertion/opinion and the availability of expert evidence and survey based evidence.</p>	
Descriptor	
<b>AO3: Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</b>	
<p><b>1 mark</b> for a justified conclusion related to the question (i.e. gives an opinion of how successful the claim is supported) together with a simple reason. The reason may not be closely related to T and A skills.</p> <p><b>1 mark</b> for a simple link between the evidence used in the sources and the claim.</p> <p><b>1-2 marks</b> for explicit consideration of the strength (or weakness) of the evidence used (note this is NOT simply 'amount' of evidence).</p> <p>Allow any combination of these routes to a maximum of 3 marks.</p> <p>Reserve the 4<sup>th</sup> mark for an explicit reference to sufficiency of the evidence.</p> <p><b>Do not</b> allow a mark for a simple summary of the content or précis of the passage.</p>	
Mark	4

Question Number	Question	
3.	The UK Government must change its policy on tax concessions for donations to museums and art galleries if British museums are to continue to compete for works of art on the world stage. Examine this view.	
Indicative content		
<p>Appropriate answers might include the following points, but these lists are not exhaustive.</p> <p>For examples arguments for a change of policy</p> <ul style="list-style-type: none"> <li>• At present British museums and art galleries cannot spend as much as those of other countries (table)</li> <li>• Museums would have more money to spend if they charged for entry to their exhibits</li> <li>• The government has consistently refused tax concessions</li> <li>• Government funding is being reduced but operating costs are increasing</li> <li>• Many works of art sold in Britain go abroad because we cannot compete. This is a loss of our heritage</li> <li>• Morally right to encourage wealthy to donate to worthy causes</li> <li>• It is important that we compete internationally to preserve our heritage</li> <li>• Britain needs to have similar resources and concessions to other countries</li> <li>• Funding museums should not be left simply to government</li> <li>• Etc.</li> </ul> <p>For examples arguments against a change of policy</p> <ul style="list-style-type: none"> <li>• The government is already losing money because it has stopped charging for entry to museums</li> <li>• Galleries allocate lower proportion of income to acquisitions than many foreign galleries. Where is the income being allocated?</li> <li>• Concessions would encourage escalation of prices even further</li> <li>• Tax concessions would only benefit people who are already wealthy.</li> <li>• Tax concessions would simply increase the amount of money available and so would further increase the price of works of art.</li> <li>• The government already makes substantial donations for the purchase of works of art</li> <li>• Appeals to 'save works' mean that everybody rather than just a few are encouraged to give.</li> <li>• It will disguise the fact that government has reduced subsidies to the arts during last decade.</li> <li>• Government and government agencies already make substantial contributions to funding the arts, using tax payers money.</li> <li>• Better for government to decide nationally what should be supported rather than individuals decide selfishly.</li> <li>• Loss of tax revenue would need to be made up elsewhere</li> <li>• Why should rich people be able to avoid tax</li> <li>• Money would be less available for other 'social' causes</li> <li>• Etc.</li> </ul>		
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Level	Mark	Descriptor
		<p><b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p><b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>
	0	Irrelevant or facetious answers.



1	1-2	Recognition that British museums spend considerably less on new acquisitions than major competitors. Limited range of evidence.
2	3-5	Presents a number of reasons <u>either</u> for <u>or</u> against tax concessions should be allowed. Points made will not be treated critically. Some evidence will be presented.
3	6-8	Presents a number of reasons both for <u>and</u> against tax concessions should be allowed. Points made will not be treated critically. Some evidence will be presented for both viewpoints
4	9-10	Attempt to take a balanced view and reach a conclusion. There will be some evaluation of the relative merits of the different viewpoints. Conclusion may be that there is a case for a 'mixed economy' approach. Points made will be a combination of those listed for level 2 and level 3.
Level	Mark	Descriptor
		<b>AO4:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i>
		<i>The AO4 marks are not dependent upon the AO1/AO2 marks.</i>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
1	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

## Section B

Question Number	Question		
4. (a)	Which of these statements is NOT supported by evidence taken from the passage? A The main reason that young people become criminals is genetic. B Some policemen would like to see young criminals dealt with more rapidly. C Over three quarters of young criminals are arrested more than 10 times before they are sent to prison. D Asbos are not an effective deterrent for the majority of young criminals. E The government is very concerned about juvenile crime.		
	Correct Answer		Mark
	A		1

Question Number	Question		
4. (b)	Explain the term 'socialisation'.		
	Answer		Mark
	<p><b>Definition</b> <i>The process in which the culture of a society is transmitted to children; the modification from infancy of an individual's behaviour to conform with the demands of social life. It involves the integration of an individual into society and the differentiation of one individual from another. Sociologists distinguish between primary (essentially familial and individual) and secondary (essentially external and group oriented). It is concerned with the relationships between individuals and society.</i></p> <p><b>1 mark</b> for a simple definition of the term, e.g. the way an individual acquires the culture of its society.</p> <p><b>1 mark</b> for additional information that helps to explain, e.g. show an understanding of the term.</p> <p>Acceptable answers are likely to include one of the following points:</p> <ul style="list-style-type: none"> <li>• Process goes on throughout life;</li> <li>• Distinction between primary and secondary socialisation;</li> <li>• Teaches individuals to conform to societies expectations;</li> <li>• Teaches acceptable (and/or) unacceptable behaviours;</li> <li>• Teaches social rules;</li> <li>• Teaches acceptable roles in society;</li> <li>• Establishes understanding of social norms and values;</li> <li>• Examples of socialisation (family; school; employment etc);</li> <li>• Examples of either primary or secondary socialisation;</li> <li>• The establishment of identity;</li> <li>• Etc.</li> </ul>		2

Question Number	Question	
4. (c)	Explain, the term 'social norm'.	
	Answer	Mark
	<p><b>Definition</b>  <i>A standard, pattern or unwritten rule regulating behaviour in a social setting. Norms define shared expectations and obligations. Acceptance of these is seen as essential if social life is to be an ordered and continuous process. The idea of norms also implies both a process of socialisation and a form of social control to ensure conformity (ie positive and negative sanctions). Social implies norms applying to society as a whole, rather than smaller groups (e.g. families) or sub-cultures. Social norms must be generally accepted as the expected standard of behaviour. Part of the culture of a society, a norm is passed on from generation to generation by socialisation. They are usually so familiar to us that they are taken for granted and rarely questioned.</i></p> <p><b>1 mark</b> for a simple definition which must include the idea of rules that are generally accepted in society.</p> <p><b>1 mark either</b> for further development including one of the points listed above.</p> <p><b>OR</b> for the use of a suitable example to illustrate understanding  Examples might include:</p> <ul style="list-style-type: none"> <li>• Table manners;</li> <li>• Classroom behaviour;</li> <li>• Queuing peaceably in shops or railway stations;</li> <li>• Parents playing with their children;</li> <li>• Young children living at home with their parents;</li> <li>• Eating with a knife and fork;</li> <li>• Sending Christmas or birthday cards;</li> <li>• Respect for the property of others;</li> <li>• Etc.</li> </ul>	2

Question Number	Question
5.	'The best way to reform a juvenile criminal is to intervene decisively after the first offence'? Does the author provide sufficient evidence to support the claim? Justify your answer by making reference to evidence used in the passage.
<b>Indicative content</b>	
<p>There are really two parts to this question. Firstly candidates should identify evidence that supports the claim (and also any which challenges it). A02 up to 6 marks</p> <p>Secondly they should assess whether the accumulated evidence is sufficient to support the claim or whether more is needed A03 4 marks. The real thrust of the item is that anti-social behaviour is an increasing problem and that government actions to deal with it are too little and too late.</p> <p>Paragraph 2 states the cost of dealing with young criminals and asserts that this has failed. No evidence is provided in the paragraph to support the claim of failure, although later paragraphs do provide support.</p> <p>Paragraph 3 is again a factual statement followed by unsupported assertions.</p> <p>Paragraph 4, based on the authority of a senior police officer provides evidence based on experience and logic. There is factual support for the claim of a slow process. The next paragraph offers the alternative of rapid treatment of criminals. These two paragraphs are the crux of the argument. The reasons for opposition to the scheme are ignored, creating a sense of bias.</p> <p>Paragraph 6 provides factual support for the claim that the process is not working. The evidence would have been strengthened with background details of the study.</p> <p>Paragraph 7 is an assertion that there are some criminals for whom treatment would never work. The assertion that they should be locked up appears appealing but is not supported or justified. Evidence of the studies would help.</p> <p>Paragraph 8 introduces a note of caution about some of the evidence, but again resorts to unsupported assertion for the conclusion.</p>	
<b>Descriptor</b>	<b>Mark</b>
<p><b>A03:</b> <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i></p> <p>1 mark for a justified conclusion related to the question (i.e. gives an opinion of how successful the claim is supported) together with a simple reason. The reason may not be closely related to T and A skills. 1 mark for a simple link between the evidence used in the sources and the claim. 1-2 marks for explicit consideration of the strength (or weakness) of the evidence used (note this is NOT simply 'amount' of evidence). Allow any combination of these routes to a maximum of 3 marks. Reserve the 4<sup>th</sup> mark for an explicit reference to sufficiency of the evidence. <b>Do not allow a mark for a simple summary of the content or précis of the passage.</b></p>	<b>4</b>

Question Number	Question	
6.	Item 4 suggests that deviant behaviour is always harmful. Consider the view that a developing society can benefit from deviant behaviour.	
<b>Indicative content</b>		
<p><b>Deviance</b> is any behaviour that varies from accepted social norms, i.e. not doing what might normally be expected.</p> <p>Deviance is often seen as anti-social but it need not be - it may simply be different.</p> <p>E.g: eccentricity (dressing in an extreme fashion; talking to flowers); living in a family of inveterate criminals but seeking not to break the law.</p> <p><b>Anti-social behaviour</b> (Home Office definition) is any activity that impacts on other people in a negative way. It includes a variety of behaviour covering a whole complex of selfish and unacceptable activity that can blight the quality of community life. It can hold back the regeneration of disadvantaged areas and creates an environment where more serious crime can take hold.</p> <p>Examples include: nuisance neighbours; rowdy and nuisance behaviour; yobbish behaviour and intimidating groups taking over public spaces; vandalism, graffiti and fly-posting; people dealing and buying drugs on the street; people dumping rubbish and abandoning cars; begging and anti-social drinking; the misuse of fireworks.</p> <p>Appropriate answers might include the following points, but these lists are not exhaustive.</p> <p><b>Examples of arguments for the statement</b></p> <ul style="list-style-type: none"> <li>• Some deviant behaviour is beneficial to society, e.g Suffragettes, Early Trade Union movement, protest groups such as anti-poll tax, environmentalists.</li> <li>• Deviant activities such have brought about essential changes that have contributed to the development of society.</li> <li>• Deviant behaviour that challenges conformity can be constructive, e.g. legislative changes of the last fifty years that have changed the direction of society: equality legislation, abortion reform, divorce reform.</li> </ul> <p><b>Examples of arguments against the statement</b></p> <ul style="list-style-type: none"> <li>• Other forms of deviance can damage society, e.g. criminal and anti-social behaviour, some political actions (activist parties) or religious organisations (extremist groups) which can damage society.</li> <li>• Some legislative changes may have harmed society.</li> </ul>		
<b>Marking Guidance</b>		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Level	Mark	Descriptor
		<p><b>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines. 4 marks.</b></p> <p><b>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions. 7 marks.</b></p>
	0	Answer which is irrelevant or frivolous.
1	1-2	Limited assertion that deviance is harmful to society. Limited support.
2	3-5	Presents a number of reasons <u>either</u> for <u>or</u> against the view that deviance is beneficial/harmful to society. Points made will not be treated critically. Some evidence will be presented.

3	6-8	Presents a number of reasons both for <u>and</u> against the view that deviance is beneficial/harmful to society. Points made will not be treated critically. Some evidence will be presented for both viewpoints. Will show a sound grasp of deviance but is unlikely to deal critically with the aspect of society stagnating.
4	9-11	Attempt to take a balanced view and reach a conclusion. There will be some evaluation of the relative merits of the different viewpoints.  To reach this level, candidates must address the issue of the importance of deviance in relation to society. Conclusion may be that some changes are brought about through deviant actions but that other changes gradually evolve and would continue to do so with or without the actions of individuals.
Level	Mark	Descriptor
		<b>A04:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i>  <i>The A04 marks are not dependent upon the A01 and A02 marks.</i>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
1	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

## Section C

### Marking of Questions: Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The exemplifications of content is not exhaustive. It is intended as a guide and it will be necessary for examiners to use their professional judgement in deciding both at which level a question has been answered and how effectively points have been sustained. Candidates should always be rewarded on the quality of thought expressed in their answers and not solely on the amount of knowledge conveyed. However candidates with only a superficial knowledge will be unable to develop or sustain points sufficiently to move to higher levels.

In assessing the quality of thought, consider whether the answer:

- is relevant to the question and is explicitly related to the question's terms
- argues a case when requested to do so
- is able to make the various distinctions required by the question
- has responded to all the various elements in the question
- where required, explains, analyses, discusses, assesses and deploys knowledge appropriately rather than simply narrates.

#### Using the levels mark scheme

Examiners must mark initially for AO1/AO2 levels. In order to arrive at a level, examiners must look for a best fit to the descriptors. Within the level, examiners must start at the middle mark and move up or down according to the quality of response.

Having fixed the level, the answer should be assessed using the AO3 descriptors. Answers which are placed in the lower levels are unlikely to achieve a high mark in AO3.

Once the answer has been marked for AO1/AO2 and AO3, it should be assessed for communication, AO4. The AO4 mark is not dependent on the AO1/AO2/AO3 marks.

Examiners are required to make use of the full range of marks.

Question Number	Question	
7.	'Religious beliefs have little to offer to humanity in the twenty- first century.' Critically examine this view.	
Indicative content		
<p>Appropriate answers might include the following points, but these lists are not exhaustive.</p> <p><b>For example evidence that might be used:</b></p> <ul style="list-style-type: none"> <li>• Reference may be made to specific religions or to religion in general</li> <li>• Positive contributions of religion such as moral codes, basis of laws, social activities</li> <li>• Ways in which religion has contributed to conflict, e.g. middle East, N Ireland</li> <li>• Religion as a factor in social stability</li> <li>• Patronage and inspiration for the arts (building, painting, music etc)</li> <li>• Answers to life questions beyond remit of science</li> <li>• Source of fear and intolerance</li> <li>• Conservative influence restricting change (e.g. abortion, divorce, science)</li> <li>• Social and humanitarian services provided by religion.</li> </ul> <p><b>For example of arguments that might be used:</b></p> <p>Religion has:</p> <ul style="list-style-type: none"> <li>• Restricted scientific research and been the focus for hostility towards scientific and technological developments</li> <li>• Provided a moral basis against which scientific advances may be reviewed</li> <li>• Been a major factor in socialisation and the preservation of and transmission of culture and values</li> <li>• Been a source of bigotry resisting movements to equality and supporting discriminatory stances</li> <li>• Provided an authority for moral values and patterns of social behaviour</li> <li>• Been a source of traditionalism opposing modern ideas on the basis of ancient authority.</li> </ul> <p><b>Synoptic features</b></p> <p>Candidates are required to look at the question from a range of viewpoints or disciplines. They need to draw together or compare different ideas about the value of religious beliefs in the 21<sup>st</sup> century and the way in which different disciplines may see the value of its contribution.</p>		
Level	Mark	Descriptor
		<p><b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p><b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>
	0	Insufficient evidence to assess. Irrelevant or facetious answers.
1	1-5	Limited (in variety or amount) range of evidence drawn from a single discipline. Incomplete or inconclusive answer or a superficial or formulaic answer.
2	6-10	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a superficial <u>or</u> unbalanced manner.
3	11-15	Range of evidence drawn from two or more disciplines, showing some understanding. Issue examined in a balanced and coherent way from two or more viewpoints.
4	16-20	A good range of evidence, showing clear understanding. A balanced perceptive and evaluative answer.



Level	Mark	Descriptor
		<b>A03:</b> <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>
	0	Limited evidence but may use some facts or opinions.
1	1	Uses facts and opinion to support the answer.
2	2	Makes explicit reference to fact, opinion and belief in some of the evidence presented from more than one perspective.
3	3	Makes explicit reference to facts, opinions and beliefs in some of the evidence presented from more than one perspective, and is clear about the differences between them.
4	4	Makes clear the difference between fact, opinion and belief in most of the evidence presented and shows how the use of fact, opinion and belief affects the strength of the arguments presented.
Level	Mark	Descriptor
		<b>A04:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
1	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	2-3	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	4-5	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	6	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

Question Number	Question	
8.	'Scientists should only be allowed to do research that will benefit society.' Evaluate this opinion.	
Indicative content		
Appropriate answers might include the following points, but these lists are not exhaustive		
<b>For example evidence that might be used:</b>		
<ul style="list-style-type: none"> <li>• The nature and purpose of science</li> <li>• Scientific discoveries that have been used to the benefit of society and also harm</li> <li>• Scientific researchers cannot tell in advance what will be the consequence of their discoveries</li> <li>• The role of religions in restricting scientific research in the past</li> <li>• Religious teachings that may impact on scientific work</li> <li>• Economic benefits of scientific and technological discoveries</li> <li>• Social and economic costs of scientific development</li> <li>• Issues such as medical progress, genetic modification, pollution etc.</li> </ul>		
<b>For example argument that might be used:</b>		
<ul style="list-style-type: none"> <li>• Is it right that scientific research should be the subject of any more moral restrictions than other creative workers?</li> <li>• No individual can be held responsible for the use others make of their work</li> <li>• Science is about the discovery of new knowledge</li> <li>• Science is about the desire to create a better world through the discovery of new knowledge</li> <li>• There are laws which restrict artistic freedom for the benefit of society so it is right there should be rules to protect society from science</li> <li>• Man has no right to play God</li> <li>• We all benefit socially and economically from scientific discoveries</li> <li>• Restrictions and scientific activity may lead to a 'brain drain'.</li> </ul>		
<b><u>Synoptic features</u></b>		
Candidates are required to look at the question from a range of viewpoints or disciplines. They need to draw together or compare different ideas about the moral responsibility of scientists and the way in which different perspectives view the nature of scientific responsibility.		
Level	Mark	Descriptor
		<b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
		<b>AO2:</b> <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>
	0	Insufficient evidence to assess. Irrelevant or facetious answers.
1	1-5	Limited (in variety or amount) range of evidence drawn from a single discipline. Incomplete or inconclusive answer or a superficial or formulaic answer.
2	6-10	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a superficial <u>or</u> unbalanced manner.
3	11-15	Range of evidence drawn from two or more disciplines, showing some understanding. Issue examined in a balanced and coherent way from two or more viewpoints.
4	16-20	A good range of evidence, showing clear understanding. A balanced perceptive and evaluative answer.

Level	Mark	Descriptor
		<b>A03:</b> <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>
	0	Limited evidence but may use some facts or opinions.
1	1	Uses facts and opinion to support the answer.
2	2	Makes explicit reference to fact, opinion and belief in some of the evidence presented from more than one perspective.
3	3	Makes explicit reference to facts, opinions and beliefs in some of the evidence presented from more than one perspective, and is clear about the differences between them.
4	4	Makes clear the difference between fact, opinion and belief in most of the evidence presented and shows how the use of fact, opinion and belief affects the strength of the arguments presented.
Level	Mark	Descriptor
		<b>A04:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way.</i>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably.
1	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
2	2-3	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
3	4-5	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
4	6	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.

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