

# Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in General  
Studies (6GS04/01)

Unit 4: Beliefs, Values and  
Responsibilities

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## General Marking Guidance

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

## Section A

Question Number	Answer	Mark AO1
<b>1a</b>	<p>1 mark for showing understanding. To gain credit <b>must</b> have idea of beliefs/opinions  <b>and</b>            either idea of central importance in life  <b>or</b>            the way values influence behaviour/way of life.            Such as</p> <ul style="list-style-type: none"> <li>• <i>An opinion that is considered to be important</i></li> <li>• <i>A belief which influences behaviour</i></li> <li>• <i>Ideals which affect how a person lives</i></li> </ul> <p><b>Definition:</b> <i>beliefs or opinions which an individual or a group consider to be of central importance to life.</i></p>	<b>(1)</b>

Question Number	Answer	Mark AO2
<b>1b</b>	<p>1 mark for a simple undeveloped statement which conveys/contains idea of a desirable moral value or quality/characteristics such as</p> <ul style="list-style-type: none"> <li>• <i>morals and qualities people should have</i></li> <li>• <i>good qualities applied in all circumstances</i></li> <li>• <i>desirable traits admired in society</i></li> <li>• <i>positive characteristics such as ...</i></li> </ul> <p>Credited answers which use relevant material from the passage. A simple definition is given in paragraph 2:</p> <p style="text-align: center;"><i>'The building blocks of good character such as consideration, truthfulness, courage and honour; qualities commonly called virtues'.</i></p> <p>Do not simply reward answers which use virtue words without attempting to show the meaning of the term.</p>	<b>(1)</b>

Question Number	Answer	Mark
		<b>A03</b>
<b>2a</b>	<p>(iv) Major faiths spend time exhorting their followers to be virtuous.</p> <p>No alternative. Award mark either for the statement number or a full or partial copying out of the phrase.</p>	<b>(1)</b>

Question Number	Answer	Mark
		<b>A03</b>
<b>2b</b>	<p>(iii) Assemblies, compulsory in state schools, are a good place to introduce a virtue.</p> <p>No alternative. Award mark either for the statement number or a full or partial copying out of the phrase.</p>	<b>(1)</b>

Question Number	Answer	Mark
		<b>A03</b>
<b>3</b>	<p>1 mark for each correct answer to the maximum of 2.</p> <p><b><i>Answers may either copy out relevant part of passage or paraphrase what they consider to be the analogy.</i></b></p> <p>To earn the mark answers must mention/refer to</p> <p><b>(1):</b> a school expecting students to be literate without formal instruction. (paragraph 1)</p> <p><b>(2):</b> 'the learning of fractions or verbs' (paragraph 5).</p> <p><b>(3):</b> "acquiring the building blocks of good character" (paragraph 2)</p> <p><b>No alternatives.</b></p> <p><b>Do not:</b> reward references other than from paragraphs 1-5.</p>	<b>(2)</b>

Question Number	Answer	Mark <b>AO1</b>
<b>4</b>	<p>Award 1 mark for each simple valid and credible point about changing attitudes to/of religion which have helped change social values up to a maximum of <b>3 marks</b>.</p> <p>Reserve <b>2 marks</b> for development or expansion of any two valid points which show how changes in attitudes to religion contributed to changing social values.</p> <p>The key is the idea of 'change', but change must relate to 'values' and not simply to behaviours.</p> <p>Possible changes in attitudes to religion may include answers such as:</p> <ul style="list-style-type: none"> <li>A1. declining belief in the supernatural</li> <li>A2. rejection of supernatural authority</li> <li>A3. reduction in church going</li> <li>A4. multiplicity of different faiths</li> <li>A5. Increased reliance on 'scientific explanations'.</li> <li>A+ Accept any other valid points; such as our Christian heritage</li> </ul> <p>Possible changes in social values may include answers such as:</p> <ul style="list-style-type: none"> <li>B1. status of marriage, divorce, cohabiting</li> <li>B2 moral standards and/or beliefs</li> <li>B3 attitudes to authority</li> <li>B4 use of Sundays/Sabbaths</li> <li>B5 social and gender equality</li> <li>B+ Accept any other valid points</li> </ul> <p><b>Note 1:</b> Up to <b>two</b> relevant examples may be credited within the 5 mark max.</p> <p><b>Note 2:</b> A simple list of changing social values or changes in religion without explanation or link between them should not normally exceed 3 marks max.</p>	<b>(5)</b>

Question Number	Answer	Mark
5	<p>Award 1 mark if the answer yes can be given to each of these questions</p> <ol style="list-style-type: none"> <li>1. Does the answer understand the concept of a culture?</li> <li>2. Does the answer understand the meaning of specific?</li> <li>3. Does the answer give a relevant example/illustration?</li> </ol> <p><b>Do not</b> credit if answer relies on the use of the word 'culture' or 'specific' as used in the question to provide explanation unless they are qualified or explained.</p> <p>Note: both points may be incorporated within a single sentence. If they are both should be credited.</p> <p>Acceptable answers may be something like:</p> <p><i>'something that pertains to a certain social or ethnic group'</i></p> <p><i>'a thing, thought, idea, event that is unique to associated with particular culture or race'</i></p> <p><b>Culture is defined as:</b> <i>the ideas, customs, and social behaviour/characteristic of a particular people or society, which defines that group as separate from/different to others.</i></p> <p>Acceptable examples may refer to: religious practices, dress, ethnicity, food, music, cinema. It is important that they are (broadly) unique to a culture rather than 'universal'.</p> <p>Credit answers which recognise that the term may refer in either a geographical or historical sense as well as differences within a community.</p>	<p><b>AO2</b></p> <p><b>(3)</b></p>

Question Number	Answer	Mark
6	<p>1 mark for each phrase which clearly relates to the term 'good society' to maximum of <b>2 marks</b>.</p> <p>Selected phrases may be longer than those listed below but should include some of the words underlined.</p> <ul style="list-style-type: none"> <li>• such as <u>consideration, truthfulness, courage and honour</u>; qualities commonly called 'virtues'</li> <li>• might tell the truth as <u>appropriately or as kindly</u> as possible</li> <li>• Who would object to children understanding <u>respect or honesty</u>?</li> <li>• <u>Honesty is often expected from children</u></li> <li>• <u>trustworthy and honourable</u> citizens.</li> </ul> <p>Allow any of the phrases listed.</p> <p><b>Do Not:</b> credit a single word such as 'honesty', 'consideration', 'courage'. A phrase should consist of 3 or more words but credit a full sentence.</p>	<p><b>AO2</b></p> <p><b>(2)</b></p>

Question Number	Answer	Mark AO2 6 AO3 4 AO4 4
7	<p>Candidates who focus simply on content will secure some marks but are unlikely to access the AO3 marks.</p> <p>AO2 and AO3 should be marked separately using the marking points listed below.</p> <p><b>The AO2 marks</b> are awarded for the selection and identification (from the passage) of relevant supporting evidence/ arguments.</p> <p><b>Arguments:</b> Credit may be given either for identifying a form of argument (causal, inductive etc.) or for summarising the 'argument'. Award up to a maximum of 3 marks for 'argument' within the AO2 total of 6 marks. Allow 1 mark for naming argument correctly  <ul style="list-style-type: none"> <li>1 mark for explanation of the nature of this type</li> <li>1 mark for comment about strength/weakness</li> </ul> Or  Allow 1 mark for each point of summary of the authors argument up to the max of 3.</p> <p><b>Evidence:</b> Credit one mark for reference to each <b>relevant</b> item of evidence used which relates to the statement quoted in the question. Award up to maximum of <b>5 marks</b> for identification of evidence within the AO2 total of 6 marks.</p> <p>Examples such as:</p> <ul style="list-style-type: none"> <li>• 'Why should the development of character be seen as different from the other skills that we teach?' (para. 1)</li> <li>• 'a child's moral literacy is enhanced by acquiring the building blocks of good character' (para. 2)</li> <li>• 'Qualities such as these are universally admired' (para. 3)</li> <li>• 'Who would object to children understanding respect or honesty' (para. 4)</li> <li>• 'what possible objection can there be to children learning, exploring and practising these concepts in school?' (para. 4)</li> <li>• 'Honesty is often expected ... but little guidance is given' (para. 5)</li> <li>• 'Time is needed for children to practice the concept' (para. 5)</li> <li>• 'when something goes wrong we should guide the young person ...' (para. 6)</li> </ul> <p>Note: there is no evidence to support 'homes and public life; the tone of the passage is 'should' rather than 'must'.</p>	<b>(14)</b>

	<p><b>For A03</b> credit 1 mark each for a 'Yes' answer to the following questions to a <b>max of 4</b>. Do not credit each question more than once.</p> <p>Note there is no transfer of marks between A02 and A03.</p> <p>A1 Does the answer identify specific relevant evidence from the passage?</p> <p>A2 Does the answer subject the evidence/argument cited to limited albeit critical interrogation/comment?</p> <p>A3 Does the answer recognise bias and/or lack of balance/prejudice?</p> <p>A4 Does the answer distinguish explicitly between 'fact', opinion and assertion?</p> <p>A5 Does the answer examine flaws or omissions in the evidence?</p> <p>A6 Does the answer identify and discuss the type(s) of argument(s) used?</p> <p>A7 Does the answer offer a plausible final objective assessment of the limitations in the argument(s) or evidence presented?</p>	
A04 Descriptor	<p>Communicate clearly and accurately in a concise, logical and relevant way</p> <p><b>Note: The A04 marks are not dependent upon the A02 and A03 marks</b></p>	Mark
	The answer is badly expressed or fails to treat the question seriously. There are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliability (6 lines or less).	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1
2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.	2
3	The answer is broadly understandable; writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.	3
4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.	4

**Section B**

Question Number	Answer	Mark AO2
<b>8</b>	<p>Either: Award 1 mark for each simple relevant point to a maximum of <b>2 marks</b>.</p> <p><b>OR</b></p> <p>Award 1 mark for a simple point and a second mark for development/explanation showing clear understanding of the term.</p> <p>To achieve both marks answers must address the meaning in the context of the question and the passage of</p> <p>'evolutionary' = process of change/adaptation</p> <p>'psychology' = to do with human behaviour/thinking</p> <p><b><i>Evolutionary psychology is:</i></b></p> <ul style="list-style-type: none"><li><i>• an approach in the social and natural sciences</i></li><li><i>• that examines psychological traits such as memory, perception, and language from a modern evolutionary perspective</i></li><li><i>• It seeks to identify which human psychological traits are evolved adaptations</i></li><li><i>• the functional products of natural selection or sexual selection</i></li><li><i>• evolutionary psychologists argue that much of human behaviour is the output of psychological adaptations that evolved to solve recurrent problems in human ancestral environments.</i></li></ul>	<p><b>(2)</b></p>

Question Number	Answer	Mark AO2
<b>9a</b>	Nurture. No alternative Note: candidates are not asked to give reasons to justify their choice. They should not be penalised if they do give an explanation, provided they have correctly given nurture.	<b>(1)</b>

Question Number	Answer	Mark AO2
<b>9b</b>	1 mark for correctly describing and identifying 'nature' 1 mark for correctly describing and identifying 'nurture' 1 mark for saying why there is a debate <b>or</b> for explaining what debate is about  Note: <b>1 mark</b> may be awarded for explanation of the debate even if the terms are not explained or if the explanation is inaccurate.  <b>Do not</b> credit simple descriptions which do not clearly refer either to nurture or to nature. Be careful not to credit if the definitions are in the wrong order.	<b>(3)</b>

Question Number	Answer	Mark AO1
<b>10</b>	<p>Vast choice of possible examples. Note the time period 'about 1960'. <b>Do not</b> credit earlier Acts. The question is looking for specific examples rather than generalisations.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• Divorce reform 1969</li> <li>• Equal pay legislation 1970</li> <li>• Abortion reform 1967</li> <li>• Sex discrimination 1975</li> <li>• Domestic violence 1976</li> <li>• Accept any other valid laws</li> </ul> <p>Note: Do not credit vague descriptions which could apply to any law or general anti-discrimination laws – must be related to women.</p> <p>Credit 1 mark for correct identification/naming of law.</p> <p>Credit 1 mark for each valid point/comment assessing the impact of the law to a <b>maximum of 3 marks</b>.</p> <p>Maximum <b>1 mark</b> for general comments on the changing role of women unless clearly related to the law.</p> <p><b>Note 1.</b> Assessment may be positive or/and negative.  <b>Note 2.</b> If no law is identified, or if an inaccurate law is named, then up to 3 marks maximum may be awarded for answers assessing changes in the role of women.</p> <p>You may need to 'Google' laws to check they exist.</p>	<b>(4)</b>

Question Number	Answer	Mark AO3
<b>11</b>	<p>1 mark for each valid point to a maximum of <b>2 marks</b>.</p> <p>Definition of bias: <i>An inclination or prejudice for or against a thing or person.</i></p> <p>Points may include suggestions that some people may question reasoning which they regard as:</p> <ul style="list-style-type: none"> <li>• unbalanced/one sided</li> <li>• unfair/exaggerated</li> <li>• giving only a partial view/preconceptions</li> <li>• ignoring, rejecting or condemning alternative views</li> <li>• being unduly critical of alternative view</li> <li>• leaves gaps that can be exploited in counter argument</li> <li>• or other appropriate answers.</li> </ul> <p><b>Note:</b> The question is about weakness in argument</p>	<b>2</b>

Question Number	Answer	Mark AO2
<b>12</b>	<p>One mark for each of two different phrases. Phrases quoted must include most of the words underlined.</p> <ul style="list-style-type: none"> <li>• Attributing this situation to evolution, however, <u>just allows us to ignore contemporary factors</u></li> <li>• <u>none contain data</u> showing that indirect aggression is successful in devaluing a competitor”.</li> <li>• “There is <u>virtually no sex difference</u> in indirect aggression</li> <li>• if you want to understand the complex behavior of half of the human species <u>an appeal to our ancestors has its limits</u></li> <li>• <u>It is a great idea if</u> you are a man dismissing a legitimate criticism made by a woman.</li> <li>• It is even better, if you are <u>a woman wanting to behave badly</u>.</li> </ul> <p>Whole phrase does not have to be quoted – just sufficient to recognise it.</p> <p><b>No alternatives</b></p>	<b>2</b>

Question Number	Answer	Mark AO3
<p><b>13</b></p>	<p>Background summary challenging E.P. Dismisses book. Can't read present by using unproven assumption about the past. Socialising factors as opposed to evolutionary ones. Conclusions based on 'big leaps'. Importance of contemporary factors. Lack of useful data; no difference between the sexes. Appeal to past of limited value – not rejected totally.</p> <p>Credit 1 mark each for a yes answer to the following questions to <b>max 4</b>. Do not credit each question twice.</p> <p><b>Does the answer:</b></p> <p>A1 Does the answer identify specific relevant evidence from the passage?</p> <p>A2 Does the answer subject the evidence/argument cited to limited albeit critical interrogation/comment</p> <p>A3 Does the answer recognise bias and/or lack of balance/prejudice?</p> <p>A4 Does the answer distinguish explicitly between 'fact', opinion and assertion?</p> <p>A5 Does the answer examine flaws or omissions in the evidence?</p> <p>A6 Does the answer identify and discuss the type(s) of argument(s) used?</p> <p>A7 Does the answer offer a plausible final objective assessment of the limitations in the argument(s) or evidence presented?</p> <p><b>N.B.</b> For A6 when awarding the mark for "argument from authority" be careful not to credit references to positions of authority/status rather than expertise in the field.</p>	<p><b>4</b></p>

Question Number	Answer	AO1+2+4
<b>14</b>	<b>Indicative content</b>	
	<p>Candidates who focus simply on content in the passage should receive credit but full marks should be reserved for those who use their own knowledge.</p> <p>Answers which only consider a single viewpoint ('yes' or 'no') should be restricted to max 5 marks for AO1/AO2. The higher mark in each band should only be awarded if there is evidence that the term 'deviance' is understood. The question requires a conclusion to gain full marks.</p> <p>Points made may include:</p> <p><b>Yes</b> answers</p> <p>A1. Deviant behaviour is contrary to societal norms  A2. Society needs to be protected  A3. Deviance can create instability and uncertainty  A4. Society depends on a common agreement and acceptance of rules/standards  A5. People will only adhere to social rules if made to do so  A6. Sanctions are a way to show disapproval  A7. Sanctions may be needed to bring about changes in behaviour  Or other appropriate points</p>	<b>12</b>
	<p><b>No</b> answers</p> <p>B1. Deviance is not always harmful  B2. Change comes about because of deviance from the norm  B3. Lack of change can lead to stagnation rather than progress  B4. Who has the right to impose sanctions  B5. Entitlement to free speech/thought  B6. Depends on type of deviance and how affects others  B7. Sanctions may provoke more extreme behaviour  B8. Depends on nature of deviance  B9. Or other appropriate points.</p> <ul style="list-style-type: none"> <li>• AO1 and AO2 are combined for the purpose of marking. Answers should be placed in the mark range which provides a 'best fit' for the quality of answer taking account of both AO1 and AO2. Where an answer meets a mark range descriptor for AO2 the evidence of AO1 should be used to help place the answer at an appropriate mark within the range.</li> <li>• AO1 involves knowledge and understanding which will usually be seen in the form of factual statements.</li> </ul>	

	<ul style="list-style-type: none"> <li>For AO2 we are looking for 'so ...' or 'therefore ...' or 'because ...' or 'so what this means ...' statements. If you can place these or similar phrases in front of something a candidate has written then it probably involves explanation, interpretation, evaluation, integration etc. and so counts as AO2.</li> </ul>	
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	<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. 4 marks</b></p>	
0	Answer which is irrelevant, frivolous or incomplete. Insufficient evidence to assess.	0
1	Limited assertion supporting a single viewpoint in a superficial manner with limited supporting evidence.	1
2	Presents some/few reasons either in support of or contrary to the 'statement'. Answers may indicate a second viewpoint but will fail to develop it beyond making a simple unsupported assertion. Points made may be assertions rather than examined critically. Some evidence will be presented from only one viewpoint, possibly drawn from the source rather than from own knowledge. To gain full marks at this level should have a range of supporting evidence.	2-4
3	Presents reasons both for <b>and</b> against the view in the 'statement'. Will clearly examine two or more contrasting viewpoints – 'yes' and 'no'. There will be an attempt to present a balanced rather than one-sided answer. Some of the points made will be treated critically. Supporting evidence will be presented for both viewpoints. To gain full marks at this level should have a range of supporting evidence for both viewpoints. There may be a tentative conclusion. May recognise that both viewpoints have some merit.	5-7
4	Will adopt a balanced view recognising there are arguments for and against the need for protection against deviant behaviour. Will support answer with evidence showing both sides of the argument. If evidence relates only to 'for' or 'against' the answer will not exceed level 3.	8

<b>A04 Descriptor</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>  <b>Note: The A04 marks are not dependent upon the A01 and A02 marks</b>	<b>Mark</b>
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 reliability (6 lines or less).	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1
2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.	2
3	The answer is broadly understandable; writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.	3
4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.	4

## **Section C**

### **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 on the 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 and AO4 descriptors. Answers which are placed in the lower levels are unlikely to achieve a high mark in AO3.

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

Question Number	Indicative content	Mark
15		AO1 6 AO2 14 AO3 4 AO4 6
<p>This is intended to be a synoptic question. References to other sections of the entire Specification are relevant and should be credited.</p> <p>To reach higher marks in any band answers should show a broad awareness of the arts and draw support from more than one art form.</p> <p>Points made may include:</p> <p>A1. Must the arts have a purpose?  A2. Are the arts the responsibility of artist or audience?  A3. Should the arts reflect what is or what the artist would like to be?  A4. Should the arts record/ or celebrate events/people/ideas?  A5. Are the arts about self-expression or communication?  A6. Do the arts always have to serve one main purpose?  A7. The arts can and should make the audience ask questions.  A8. The arts have been/can be instruments for change raising awareness and provoking action.  A9. The arts are about creativity not about copying.  A10. Some societies have censored art as dangerous.  A11. The purpose of the arts is different at different times.  Or other appropriate points.</p> <p>Candidates should be able to recognise and develop contrasting viewpoints, recognising the changing arguments in support of or in opposition to different views.</p> <p>Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about the use and value of aesthetic evaluation</p>		
Level	<b>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines</b>	<b>AO1 6</b>
	<b>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</b>	<b>AO2 14</b>
<b>0</b>	Insufficient evidence to assess. Irrelevant or facetious answers	0
<b>1</b>	Insufficient evidence to assess. Incomplete and inconclusive answers.	1
<b>2</b>	Limited (in variety or amount) range of evidence used. Superficial answer showing limited understanding of the issue.	2-6
<b>3</b>	Some evidence used from two or more disciplines.  Issue examined from one or more viewpoints but in a simplistic or unbalanced manner	7-13

<b>4</b>	A range of evidence drawn from two or more disciplines, showing some understanding  Issues examined in a balanced and coherent way from two or more contrasting viewpoints.	14-18
<b>5</b>	A good range of evidence, showing clear understanding. A balanced perceptive and evaluative answer	19-20

<b>A03</b>	<b>Descriptor</b> Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations	<b>A03</b> 4
<b>Criteria</b> Mark A03 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of 1 mark.		<b>Mark</b>
Allow 1 mark for each 'YES' answer to the following questions to a maximum of 2 marks:  A1. Does the answer identify/refer to or quote relevant evidence? A2. Does the answer subject the evidence referred to/cited to, albeit limited, critical scrutiny (using T & A skills/terms)? A3. Does the answer explicitly distinguish between, 'fact', 'opinion', 'belief' or recognise bias/balance? A4. Does the answer refer explicitly to and comment (briefly) on the strength/weakness of the argument(s) used? A5. Does the answer provide a plausible objective conclusion which arises from and is supported by the evidence presented? A6. Does the answer identify evidence which might have been included but which has been omitted or does it make an overall assessment of the sufficiency of the evidence and/or arguments presented? A7. Does the answer specifically recognise that subjectivity is a less convincing form of evidence than objectivity?  NOTE: the A03 mark cannot exceed 4 marks maximum .		4
<b>A04</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>  <b>Note: The A04 marks are not dependent upon the A01 and A02 marks</b>	<b>Mark</b>
	The answer is badly expressed or fails to treat the question seriously. There are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliability (6 lines or less)	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1
2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.	2-3

3	The answer is broadly understandable; writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication	4-5
4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.	6

Question Number	Indicative Content	Mark AO1 6 AO2 14 AO3 4 AO4 6
16		
	<b>Specification reference: Unit 4:5 How do we decide between right and wrong?</b>	
This is intended to be a synoptic question. References to other sections of the entire Specification are relevant and should be credited. The question is about the relationship between rights and responsibilities and raises questions about the relationship between individuals and society.		
The purpose of the question is to examine the relationship between individual and collective rights and responsibilities.		
Issues that might be considered:		
<p>A1. Legislation protects the rights of the individual</p> <p>A2. All individuals are entitled to the same rights</p> <p>A3. No individual's rights should be harmed as a result of the actions/rights of others</p> <p>A4. Cannot separate rights from responsibilities</p> <p>A5. Rights are protected by society so society should not be harmed</p> <p>A6. Who or what has the authority to restrict the freedom of others?</p> <p>A7. What exactly are 'rights and freedoms – and where do they come from?</p> <p>A8. What is meant by 'at all costs'?</p> <p>A9. etc</p>		
Candidates should be able to recognise and develop contrasting viewpoints recognising the changing arguments in support of or opposition to different views.		
Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about the 'about the rights and freedom of the individual'.		
Level	<b>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines</b>	<b>AO1 6</b>
	<b>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</b>	<b>AO2 14</b>
	Insufficient evidence to assess. Irrelevant or facetious answers	0
<b>1</b>	Insufficient evidence to assess. Incomplete and inconclusive answers.	1
<b>2</b>	Limited (in variety or amount) range of evidence used. Superficial answer showing limited understanding of the issue.	2-6
<b>3</b>	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a simplistic or unbalanced manner	7-13

<b>4</b>	A range of evidence drawn from two or more disciplines, showing some understanding Issues examined in a balanced and coherent way from two or more contrasting viewpoints.	14-18
<b>5</b>	A good range of evidence, showing clear understanding. A balanced perceptive and evaluative answer	19-20

A03	<b>Descriptor</b> Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations	A03 4
<b>Criteria</b> Mark A03 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of 1 mark.		Mark 4
Allow 1 mark for each 'YES' answer to the following questions to a maximum of 2 marks:  A1. Does the answer identify/refer to or quote relevant evidence? A2. Does the answer subject the evidence referred to/cited to, albeit limited, critical scrutiny (using T & A skills/terms)? A3. Does the answer explicitly distinguish between, 'fact', 'opinion', 'belief' or recognise bias/balance? A4. Does the answer refer explicitly to and comment (briefly) on the strength/weakness of the argument(s) used? A5. Does the answer provide a plausible objective conclusion which arises from and is supported by the evidence presented? A6. Does the answer identify evidence which might have been included but which has been omitted or does it make an overall assessment of the sufficiency of the evidence and/or arguments presented? A7. Does the answer specifically recognise that subjectivity is a less convincing form of evidence than objectivity?  NOTE: the A03 mark cannot exceed 4 marks maximum.		

<b>A04</b>	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	<b>Mark</b>
<b>Descriptor</b>	<b>Note: The A04 marks are not dependent upon the A01 and A02 marks</b>	
	The answer is badly expressed or fails to treat the question seriously. There are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliability (6 lines or less)	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1

2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.	2-3
3	The answer is broadly understandable; writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication	4-5
4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.	6

