

Mark Scheme (Results)

Summer 2016

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

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

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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
1(a)	<p>Credit 1 mark for a simple accurate explanation such as:</p> <ul style="list-style-type: none"> A1. to make wrongdoing seem attractive / appealing / 'cool' / fun / desirable A2. to make breaking the law seem good A3. to make unlawful activity seem exciting/desirable A4. crime shown in a positive light <p>Answers do not need to be developed or illustrated</p> <p>Do not credit any answer that simply recycles or only reuses 'glamour' or 'glamorisation'.</p> <p>Credit answers which use 'glamour' but qualify it with additional acceptable term.</p> <p>Do not credit answers which say 'to legitimise crime' / 'encourage crime'.</p> <p>Answer must be about feelings towards crime.</p>	(1)

Question Number	Answer	Mark
1(b)	<p>Credit 1 mark for a simple accurate explanation such as.</p> <ul style="list-style-type: none"> A1. your feelings are deadened/numbed A2. you become less responsive/reactive/aware of unpleasant/wrong events A3. you become more willing to accept things that previously would have upset you / become used to something A4. No longer feel threatened / shocked/ surprised by. <p>Answers do not need to be developed or illustrated but must have idea of loss of sensitivity and not just state of being without sensitivity. Use of the term in the passage implies part of a process.</p> <p>Do not credit any answer that simply recycles or reuses the word, or which uses variations on 'sensitive' unless there is further development to qualify the use of the term.</p>	(1)

Question Number	Answer	Mark
2	<p>Award 1 mark for each valid point made to a maximum of three marks, such as:</p> <ul style="list-style-type: none"> A1. those quoted may be incomplete / inaccurate / contain errors A2. they may be collected for a different purpose A3. they may be quoted out of context / be biased / manipulated A4. you only see a selection chosen to support a particular viewpoint / may not be representative A5. the methodology used may not be stated/may not be appropriate. A6. Figures may be out of date A7. Figures may be too complicated / hard to understand <p>Note 1: the question only asks for disadvantages. Do not reward answers that focus on benefits or strengths of statistics.</p> <p>Note 2: answers do not have to be based on the passage but credit may be given if the passage is used.</p>	(3)

Question Number	Answer	Mark
3	<p>Award 1 mark for each valid point made to a maximum of 4 marks.</p> <p>Answers may include issues raised in the passage.</p> <p>A variety of different questions may be raised, such as:</p> <ul style="list-style-type: none"> A1. What topics/themes are appropriate /likely to have a good or bad influence? A2. Should the writer's stance be supportive, neutral or judgemental? A3. How far ought the behaviours described to be glamorised? A4. How far should the writer adopt a realistic approach? A5. How far should social norms be challenged or supported? A6. Should the work encourage or discourage antisocial or criminal behaviour? A7. How should relationships between the sexes or with older or younger people be presented? A8. How should traditional authority figures be represented? A9. Should material be included which may harm readers? <p>Note: The question is about moral issues. Do not credit answers which are about general questions or practical concerns unless they are shown to have a moral (right or wrong) dimension.</p>	(4)

Question Number	Answer	Mark
4	<p>Explanation Award 1 mark for explaining the term empathy, such as:</p> <ul style="list-style-type: none"> • the feeling that you understand and share another person's experiences and emotions • the ability to share someone else's feelings • Putting yourself in someone else's shoes. <p>Explanations of empathy require more than just 'understanding; they must relate to other people. Do not credit answer which simply talk about pity / feeling sorry for others. Answers must have the idea of experiencing / sharing rather than just understanding.</p> <p>Examples Award 1 mark for each of two different relevant references from the passage:</p> <p>A1. 'young people respond to narrative' (paragraph 1) A2. 'legitimizing youth violence ... glamorisation of crime' (paragraph 1) A3. 'Books can challenge dangerous stereotypes' (paragraph 3) A4. 'the immersion experienced by the readers' (paragraph 4) A5. 'young people who read teen fiction are more likely to develop empathy' (paragraph 4) A6. 'They must see a reflection of themselves and the society they live in.' (paragraph 4) A7. 'looking at the problems as well as the good stuff' (paragraph 4) A8. 'Writers who describe violence ... realistic consequences.' (paragraph 5) A9. 'art should reflect society' (paragraph 6) A10. 'can become part of a conversation' (paragraph 6) A11. 'nudging readers in a more humane and enlightened direction' (paragraph 6) A12. 'reading novels increases empathy' (paragraph 6) A13. 'to ask questions about the world they live in' (paragraph 7).</p> <p>No alternatives.</p> <p>Note: do not reward answers taken from the candidate's own knowledge. To be creditworthy responses must be direct quotations from the source.</p>	(3)

Question Number	Answer	Mark
5	<ul style="list-style-type: none"> • only presents single viewpoint • use of evidence/quotations from other authors to support her argument • no evidence supporting claim that fiction is damaging • as a writer of teen fiction she is biased • she recognises this bias • no evidence to show that teen fiction has/has not influenced behaviour of readers • recognises inability to influence all potential readers • use of argument from authority (writers and Helen Thompson) • much opinion, but limited amount of factual supporting evidence – so effectively assertive • statistical evidence in paragraph 2 not linked to the issue of influence • strengths lie in experience of the people quoted in support • weaknesses because lack of factual evidence • presents correlation rather than true causal argument • essentially inductive argument. <p>Marking questions</p> <p>Credit 1 mark max for a 'Yes' answer to each of these questions to a total of 4 (max). Do not credit any question more than once.</p> <ul style="list-style-type: none"> A1. Does the answer identify specific evidence? A2. Does the candidate consider whether there is sufficient relevant evidence? A3. Does the answer recognise bias and/or lack of balance/prejudice? A4. Does the answer explicitly identify 'fact', 'opinion' and 'assertion'? A5. Does the answer examine whether fact or opinion provides stronger/weaker evidence? A6. Does the answer examine flaws or omissions in the evidence? A7. Does the answer correctly identify the type(s) of argument(s) used? A8. Does candidate consider strength/weaknesses of type of argument(s) identified? A9. Does the answer offer a plausible final objective assessment of the strengths and weaknesses of the argument(s) or evidence presented? <p>Note: answers must be clearly related to the quotation in the question. Answers that simply give a general evaluation, which could be applied to any passage, should not achieve more than 2 marks.</p>	(4)

Question Number	Answer	Mark
6	<p>Indicative Content</p> <ul style="list-style-type: none"> • The key issue is whether creative people should be bound by the same legal, cultural and moral limitations as others and if not why not. • Is creativity any different to other forms of work? • Should those who can potentially influence others be subject to greater control and restriction than others? • Do restrictions limit the freedom to explore new ideas and develop new methods/approaches/procedures? • Should they be concerned with/responsible for the influence of their work on others? • Should activities be limited by law? • Ways in which scientists are restricted in what they can do (nature of experiments such as animal testing; development of new medical procedures/treatments and introduction of new drugs; genetic modification; assisted suicide). • Obscenity laws and libel/defamation. • Are people entitled to protest about artistic or literary works? • Does the media fall under similar questions? • Should restrictions on creative workers be pre-hoc or post-hoc? • Who has the right to decide whether a person's work should be restricted? • Is censorship in any form justifiable? <p>Note1: candidates who focus entirely on artists or on scientists or on writers without reference to other creative people should not normally be awarded the top mark in whichever band their answer is placed.</p>	(14)
Guidance	<p>AO1 and AO2 are combined for the purpose of marking. Answers should be placed in the mark range which provides a 'best fit' for the quality of answer taking account of both AO1 and AO2. Where an answer meets a mark range descriptor for AO2 the evidence of AO1 should be used to help place the answer at an appropriate mark within the range.</p> <ul style="list-style-type: none"> • AO1 involves knowledge and understanding that will usually be seen in the form of factual statements. • For AO2 we are looking for 'so ...' or 'therefore ...' or 'because ...' or 'so what this means ...' statements. If you can place these or similar phrases in front of something a candidate has written then it probably involves explanation, interpretation, evaluation, integration etc. and so counts as AO2. 	
Objectives	<p>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines.</p> <p style="text-align: right;">4 marks</p> <p>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</p> <p style="text-align: right;">6 marks</p>	

	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
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 usually 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.	3-6
3	Presents reasons both for and 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.	7-9
4	Will adopt a balanced view recognising there are arguments for and against the view that there should be restrictions on creative freedom. May distinguish between harmful and beneficial 'freedom' according to different contexts. 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.	10
A04 Descriptor	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> Note: The A04 marks are not dependent upon the A01 and A02 marks	Mark
	The answer is badly expressed or fails to treat the question seriously. There are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliability (6 lines or less).	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1
2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.	2
3	The answer is broadly understandable; writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.	3
4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.	4

Section B

Question Number	Answer	Mark
7	D - (Christianity, Islam and Judaism) No alternative	(1)

Question Number	Answer	Mark
8(a)	<p>Credit 1 mark for a simple accurate explanation such as:</p> <ul style="list-style-type: none">• A1 of or pertaining to worldly things• A2 pertaining to things that are not regarded as religious, spiritual, or sacred• temporal / not sacred / opposite of religion/non-religious• not pertaining to or connected with religious behaviour or belief• in education, concerned with nonreligious subjects. <p>Answers do not need to be developed or illustrated.</p> <p>Note: the question is not about the broad meaning of secular but is restricted to the meaning in this passage. Credit should not be given to answers which give it a political meaning in the sense of the separation of religion and the state, or say there is no official church.</p> <p>Do not credit any answer that simply uses the word secular or any of its derivatives unless other words are used to show meaning.</p>	(1)

Question Number	Answer	Mark
8 (b)	<p>Credit 1 mark for each example up to a maximum of three marks.</p> <p>Two different examples contained in the same section may be awarded 2 marks within the maximum.</p> <p>Credit either specific examples lead to conflict, or general areas where conflict/disagreement may occur such as:</p> <ul style="list-style-type: none"> A1. in education (the Trojan Horse) / role of faith schools A2. with science, over differences in origin of life/the universe A3. over Sunday opening/time allowed for religious worship / holidays (not Christian holidays already within the calendar but accept "controversial" festivals) A4. over medical issues (abortion, contraception, assisted suicide) A5. involvement in politics and government / legal restrictions A6. 'three parent' babies A7. whether religious activities/dress/ symbols are acceptable in public A8. questions of sexual orientation/ male-female equality/marriage and divorce A9. dietary restrictions(food / alcohol / fasting) <p>Note: "give" means there is no requirement for explanation or development. Accept one word issues that may cause conflict between some religious groups and secular belief/views such as homosexuality/abortion/dress/divorce.</p>	(3)

Question Number	Answer	Mark
9	<p>Credit 1 mark for each relevant and accurate reference to the maximum of 4 marks. Accept any of the following:</p> <ul style="list-style-type: none"> A1. "Religious faith is convincing to outsiders when it is <u>expressed with humility and compassion ...</u>" A2. "... <u>giving space to others</u> whatever their beliefs." A3. Faith leaders have <u>an ethical obligation</u> to ensure that people within their own faith ..." A4. ... <u>respect people from other faiths.</u>" A5. "We have yet to see the full potential of <u>faith communities working together.</u>" A6. This, he suggested, required people <u>to be confident in their own faith...</u>" A7. "... <u>and be humble.</u>" A8. "<u>dialogue</u> with followers of other faiths is essential for world peace ..." A9. "and is <u>a duty</u> for all Christians and members of other faiths". <p>No alternatives.</p> <p>Note 1: Phrases must be quoted directly. Longer phrases are acceptable provided the underlined words are included.</p> <p>Note 2: If two or more correct phrases/responsibilities from the above list are included together in a single phrase, each should be credited.</p> <p>Note 3: Do not credit material from any other paragraph or suggestions not found in the passage.</p> <p>Note 4: The use of ellipses is acceptable provided the underlined words are either included or implied by an ellipse in the middle of a phrase.</p>	(4)

Question Number	From paragraph 2 or paragraph 3 write out one phrase or sentence that is an assertion.	Mark
10(a)	<p>Credit 1 mark for a simple accurate example. The exact phrase must be quoted since the question command is 'write out'. Accept any of the following:</p> <ul style="list-style-type: none"> A1. 'a hierarchy of human rights' in which <u>equalities take precedence over religious rights</u> and requirements A2. <u>freedom of religion is being challenged</u> in Western countries A3. our <u>future as a free society – both here and in the rest of the world – depends on</u> recognising the crucial role played by people of faith A4. <u>religious faith is convincing to outsiders</u> when it is expressed with humility and compassion, giving space to others, whatever their beliefs. <p>Note 1: The example must be an assertion (that is an unsupported statement and not simply an opinion, which may be justified elsewhere in the passage. Note 2: The phrase or sentence must be written out correctly and not simply paraphrased. Note 3: It is not necessary to have the complete phrase given above, provided the underlined words are included and what is given is recognisable as one of the above and is clearly an assertion.</p> <p>No alternatives</p>	(1)

Question Number	Answer	Mark
10(b)	<p>Credit 1 mark for either: Induction (or inductive) Or Cause (or causal)</p> <p>No alternative.</p>	(1)

Question Number	Answer	Mark
10(c)	<p>Credit 1 mark for anyone of the following:</p> <ul style="list-style-type: none"> A1. faith leaders have an <u>ethical obligation to ensure</u> that people ... A2. within their own faith <u>respect</u> people from other faiths A3. <u>dialogue</u> with followers of other faiths <u>was essential</u> for world peace ... A4. and was a <u>duty for all</u> Christians A5. governments <u>have a duty to uphold</u> the entitlement of people to practise their faith. <p>No alternatives</p> <p>Note 1: A moral judgement is one that is based on a belief about what is right or wrong</p> <p>Note 2: The phrase or sentence must be written out correctly and not simply paraphrased and should include the 'ethical' words underlined.</p> <p>Note 3: Just because the word 'right' or 'should' appears in a phrase does not automatically make it a moral judgement.</p>	(1)

Question Number	Answer	Mark
11	<p>The key command in this question is 'To what extent ...' candidates are expected to see that the passage is arguing that Christianity like other religions is increasingly under threat and so confirms the claim in the quotation.</p> <p>Evidence which might be used to challenge the statement is very limited, if it exists at all.</p> <p>Answers which suggest that the evidence in the source does challenge the statement would not normally be expected to achieve a high mark.</p> <ul style="list-style-type: none"> A1. lots of opinion but not much factual evidence A2. evidence of the report, mentioned but only partially quoted A3. Muslim main group experiencing declining religious freedom declining in western countries (Christian?) A4. Britain (officially Christian) among 15 countries ... A5. equality takes precedence over religious rights A6. Christianity not only religion under threat in Middle East A7. Defender of Faiths may be seen as an attack on unique role of Christianity under the crown A8. duty of governments to uphold freedom of religion A9. such freedom often challenged in the West A10. implication in final paragraph of a lack of balance. 	

<p>Marking guidance</p>	<p>Credit 1 mark each for a 'Yes' answer to the following questions to a max of 4.</p> <p>Do not credit any question more than once.</p> <ul style="list-style-type: none"> A1. Does the answer recognise that the passage supports the statement rather than challenges it? A2. Does the answer identify specific evidence from the passage either to support the claim or to challenge it? A3. Does the answer recognise bias and/or lack of balance/prejudice from either viewpoint? A4. Does the answer distinguish explicitly between 'fact', 'opinion, and 'assertion'? A5. Does the answer examine whether fact or opinion provides stronger/weaker evidence? A6. Does the answer examine flaws or omissions in the evidence? A7. Does the answer identify and discuss the type(s) of argument(s) used? A8. Does candidate consider strength/weaknesses of type of argument(s) identified? A9. Does the answer offer a plausible final, objective assessment of the strengths and weaknesses of the argument(s) or evidence presented in terms of the statement being examined? <p>Note: Answers must be clearly related to the quotation in the question and must consider how far the evidence/arguments challenge or support the claim made by Mohammed Shafiq. Answers that ignore this and simply give a general evaluation, which could be applied to any passage, should not achieve more than 2 marks.</p>	<p>(4)</p>
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Question Number	Answer	Mark
<p>12 Indicative content</p>	<p>Note: Candidates may interpret 'public life' either as life in public, as opposed to private or they may understand it to refer to public service as in government. Either approach should be credited</p> <ul style="list-style-type: none"> • role of religion in public life, in this country and other countries • do we live in a truly secular country? • ceremonial elements of religion in public life, such as coronations, royal marriages, state funerals, cenotaph • should clerics be legislators simply because they are clerics? Role of religious leaders in government • religious elements in schools, oaths in court, opening of parliamentary sessions • historically religion has played a significant role in the development of British law and culture • people of religion are as entitled to have their views represented as those who lack religious faith • problem of dominance of Christianity in a country with many different faiths • should other faith leaders have right to seats in House of Lords? • cannot escape influence of religion in all aspects of life • are religious leaders able to bring a unique dimension to discussions? • Should there be restrictions on the wearing of religious symbols or religious dress which mark people out as different? • Should religious people be allowed time off work for religious festivals? • Does religion inspired terrorism have any place in public? • Should religious people be treated differently to none- religious? • Should laws be relaxed to allow religious dietary requirements? 	
<p>Guidance</p>	<p>AO1 and AO2 are combined for the purpose of marking. Answers should be placed in the mark range which provides a 'best fit' for the quality of answer taking account of both AO1 and AO2. Where an answer meets a mark range descriptor for AO2 the evidence of AO1 should be used to help place the answer at an appropriate mark within the range.</p> <ul style="list-style-type: none"> • AO1 involves knowledge and understanding that will usually be seen in the form of factual statements. • For AO2 we are looking for 'so ...' or 'therefore ...' or 'because ...' or 'so what this means ...' statements. If you can place these or similar phrases in front of something a candidate has written then it probably involves explanation, interpretation, evaluation, integration etc. and so counts as AO2. 	<p>(14)</p>

<p><i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines.</i></p> <p style="text-align: right;">4 marks</p> <p><i>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p> <p style="text-align: right;">6 marks</p>		
	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
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.	3-6
3	Presents reasons both for and 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.	7-9
4	Will adopt a balanced view recognising there are arguments for and against which suggests that not all aspects of religious life and belief are socially harmful and may have a useful part to play in public life. May distinguish between harmful and beneficial effects according to different contexts and degree of influence. 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.	10
AO4 Descriptor	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> Note: The AO4 marks are not dependent upon the AO1 and AO2 marks	Mark
	The answer is badly expressed or fails to treat the question seriously. There are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliability (6 lines or less).	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1
2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.	2

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

SECTION C

Question Number 13	Indicative Content Specification reference: Unit 4:6 Why do people do what they do?
	<p>This is intended to be a synoptic question. References to other sections of the entire specification are relevant and should be credited.</p> <ul style="list-style-type: none">• the term deviance generally used as a pejorative term, but not all forms of deviance are 'bad'• deviance simply means varying from the norm<ul style="list-style-type: none">- changing definitions of what behaviours are counted as deviant• norms are social constructs and are determined by circumstance and may change over time• legally: issues such as abortion, divorce, adultery were criminal activities, current laws do not support this. Why have the laws been changed? Role of individuals who refused to accept (i.e. deviated from) the norm and brought about changes in public attitudes• the arts have consistently been changed, in many different forms, by those who refused to accept the norm: many possible examples; likely to include Impressionism; Banksy; Lady Chatterley; Hair• moral values constantly changing: marriage, cohabiting; illegitimacy; role of women; styles of punishment• science has seen development of new techniques by those who challenged orthodoxy• examples of stagnant societies where the norm is imposed – especially countries that are dominated by single religions (Catholic Spain in 17th century; Iran under the Ayatollahs; USSR under communism, or one group of people (British colonies in early 19th century; South Africa under Apartheid; USA before civil rights)• role of individuals in bringing about change (Martin Luther King; Ghandi; Mandela; William Web Ellis)• under what circumstances is breaking the rules/law justified?• under what circumstances is breaking the law/rules not justified?• why does society need to change? New blood, new ideas, new challenges. <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 nature of deviance.</p>

Level	<i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines.</i> <i>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	AO1 4 AO2 16
AO1/2		
	Insufficient evidence to assess. Irrelevant or facetious answers.	0
1	Insufficient evidence to assess. Incomplete and inconclusive answers.	1-2
2	Limited (in variety or amount) range of evidence used. Superficial answer showing limited understanding of the issue.	3-7
3	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a simplistic or unbalanced manner.	8-14
4	A range of evidence drawn from two or more disciplines, showing some understanding. Issues examined in a balanced and coherent way from two or more contrasting viewpoints.	15-19
5	A good range of evidence, showing clear understanding. A balanced, perceptive and evaluative answer.	20

AO3	<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	
Criteria		Mark
Mark AO3 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of 1 mark.		4
<p>Allow 1 mark for each 'YES' answer to the following questions to a maximum of 4 marks:</p> <p>A1. Does the answer identify/refer to or quote relevant evidence?</p> <p>A2. Does the answer subject the evidence referred to/cited to, albeit limited, critical scrutiny (using T & A skills/terms)?</p> <p>A3. Does the answer explicitly distinguish between, 'fact', 'opinion', 'belief' or recognise bias/balance?</p> <p>A4. Does the answer refer explicitly to and comment (briefly) on the strength/weakness of the argument(s) used?</p> <p>A5. Does the answer provide a plausible objective conclusion that arises from and is supported by the evidence presented?</p>		

- A6. Does the answer identify evidence that 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 AO3 mark cannot exceed 4 marks maximum.

AO4 Descriptor	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	Mark
	Note: The AO4 marks are not dependent upon the AO1 and AO2 marks	
1	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
2	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
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.	2-3
4	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 Q14	Indicative Content Specification reference: Unit 4:4.3 Should everyone have the same moral values?
<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>Key issues are the nature of protest and the different forms that protest can take.</p> <ul style="list-style-type: none"> • What is meant by 'protest' and under what circumstances is protest justified? • Is protest harmful or threatening to others? Impact of protest on those not involved. • different types of protest and protest groups • peaceful protest and direct action - what does the law allow? • How can the right to protest be balanced against the rights of others? • laws have been changed in the past as a result of direct action • examples of changes brought about by peaceful protest and campaigning • examples of changes brought about as a result of direct action • Why do people resort to direct action? • Does protest have to be high profile and confrontational? • How do you change a government/organisation which will not listen/respond to legitimate complaints? • the importance of consent/acceptance where decisions are made • Should protesters be able to limit or prevent access of others to services or activities? • How has the law restricted the right of protest? Does direct action have to be outside the law? • Are single issue protest groups undemocratic in trying to impose their will on the majority? • Is a society that allows protest a stronger one than a society which limits? • Does failure to listen and respond to peaceful protest drive protesters into more direct and often harmful action? <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	Descriptor <i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines.</i> <i>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	AO1 4 AO2 16
AO1/2		
	Insufficient evidence to assess. Irrelevant or facetious answers.	0
1	Insufficient evidence to assess. Incomplete and inconclusive answers.	1-2
2	Limited (in variety or amount) range of evidence used. Superficial answer showing limited understanding of the issue.	3-7
3	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a simplistic or unbalanced manner.	8-14
4	A range of evidence drawn from two or more disciplines, showing some understanding. Issues examined in a balanced and coherent way from two or more contrasting viewpoints.	15-19
5	A good range of evidence, showing clear understanding. A balanced, perceptive and evaluative answer.	20
AO3	Descriptor Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.	
Criteria		Mark
Mark AO3 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of 1 mark.		4
Allow 1 mark for each 'YES' answer to the following questions to a maximum of 4 marks:		
<p>A1. Does the answer identify/refer to or quote relevant evidence?</p> <p>A2. Does the answer subject the evidence referred to/cited to, albeit limited, critical scrutiny (using T & A skills/terms)?</p> <p>A3. Does the answer explicitly distinguish between, 'fact', 'opinion', 'belief' or recognise bias/balance?</p> <p>A4. Does the answer refer explicitly to and comment (briefly) on the strength/weakness of the argument(s) used?</p> <p>A5. Does the answer provide a plausible objective conclusion that arises from and is supported by the evidence presented?</p> <p>A6. Does the answer identify evidence that 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?</p> <p>A7. Does the answer specifically recognise that subjectivity is a less convincing form of evidence than objectivity?</p>		
Note: the AO3 mark cannot exceed 4 mark maximum.		

AO4 Descriptor	<i>Communicate clearly and accurately in a concise, logical and relevant way</i> Note: The AO4 marks are not dependent upon the AO1 and AO2 marks	Mark
	The answer is badly expressed or fails to treat the question seriously. There are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliability (6 lines or less).	0
1	The answer is only understandable in parts and may be irrelevant. Writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1
2	The answer is generally understandable; writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.	2-3
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

