



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE in
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.

Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
 - How well does the response communicate the meaning?
 - What range of specialist terms is used?
 - How accurate is the spelling, punctuation and grammar?

Section A

Question Number	Different religions have different beliefs about death and the afterlife. Outline differences in the teachings of Islam and Hinduism about death and the afterlife.	Mark AO1 4
1	<p>One mark for each valid point to a maximum of four (maximum of two for each religion), such as:</p> <p>Islam:</p> <ul style="list-style-type: none"> A1 Death is the end of present life A2 Believers granted eternal life at day of judgement A3 Must give account of their life A4 Wicked thrown into hell A5 Righteous cross into paradise A6 Honourable to die for religion/beliefs <p>Hinduism:</p> <ul style="list-style-type: none"> B1 Death separates soul and body B2 Soul cannot die or be killed / destroyed B3 Individuals work out destiny during several lifetimes B4 One experience is unfair as the basis for eternal judgement B5 Soul moves from one body to another (reincarnation) B6 New body determined by quality of previous life B7 When soul finds 'real self' it becomes part of godhead B8 So gains release from life / Nirvana B9 wrong to take another's life <p>Note 1: answers must show awareness of differences. This may be done simply by listing beliefs prefaced by '<i>Hindus believe ...</i>' or may be in linked sentences such as '<i>Islam believes that ... but Hindus believe ...</i>'</p> <p>Note 2: If beliefs of only one religion are given then a maximum of two marks to be given however thorough the answer may be.</p> <p>Note 3: Do not credit simple statement 'they believe in the afterlife'. To earn a mark this must be qualified / described, albeit simply.</p>	(4)

Question Number	Identify the type of argument used in paragraphs 3 and 4 and explain whether such an argument would usually be regarded as a strong or weak form of reasoning.	Mark A03 3
2	<p>One mark for identifying as either causation or induction (no alternatives). One mark for each point (to a maximum of two) for explaining why it might be regarded as strong or weak, such as:</p> <p>Causation</p> <ul style="list-style-type: none"> A1 often simple correlation not cause A2 assume there will only be one outcome from an action A3 certain to be other causal factors A4 results of an action are never inevitable A5 often based on subjective rather than objective reasoning <p>Induction</p> <ul style="list-style-type: none"> B1 generalises from the specific to the general B2 based on observation B3 additional information / evidence may falsify or strengthen conclusion B4 conclusion can only ever be probable not inevitable B5 can be strengthened by additional evidence <p>Answers that identify the wrong type of argument but make an accurate point about that type of argument may be awarded a maximum of one (out of three marks).</p> <p>Answers that fail to identify a type of argument may not be awarded the explanation marks.</p> <p>Note: The question is about strengths and weaknesses. There must be reference to this to earn the second of the development marks.</p>	(3)

Question Number	Using evidence from Source 1, outline the author's attitude to secularism.	Mark A02 5
3	<p>Ideally, candidates should make the point that the evidence cited is a reflection of what the author thought on the topic and as such they reflect his attitude. The key issue should be a selection of relevant evidence.</p> <p>One mark for each of up to five valid points based on the passage.</p> <p>Evidence used from the passage may be either direct quotations or paraphrases. Credit points such as:</p> <ul style="list-style-type: none"> A1. secularists suspect they (people of faith) collude with hot-head co-religionists (para 3) A2. that strident secularism would push religion out of public life (para 4) A3. once secularists only wanted separation between Church and State (para 4) A.4. today they want to purge all signs of religion from public space (para 4) A5. implicitly 'ignorance' leading to suspicion (para 5) A6. implicitly removing religion from schools (para 6) A7. Author has a negative / hostile attitude to secularism and believes it should be resisted <p>Be prepared to credit other relevant material taken from the passage. Do not credit material which is not clearly based on the passage.</p>	(5)

Question Number	The author claims that 'religion will soon be purged completely from public life'. Critically examine the evidence used by the author to justify this claim.	Mark A03 4
4	<p>Evidence that might be cited includes:</p> <ul style="list-style-type: none"> • the hostility to religion sparked by the Charlie Hebden affair in Paris – lack of respect for religion (para 1) • violence / antagonism between different faiths – persecution of minorities – lack of toleration (para 2) • failure of civilised states to enforce toleration (para 3) • hostility / pressure from extremists and secularists squeezing moderates – life becomes impossible (para 3) • public display of religiosity likely to be banned in London (para 4) • believers forced to worship and use rites in secret, state pressure is anti-religious (para 4) • changed attitude and aims of secularisers (para 5) • increasing ignorance of faiths leads to growing intolerance • decline of teaching about religion in schools through fear (para 6) <p>Credit one mark each for a 'Yes' answer to the following questions to a maximum of four marks. Do credit each question only once.</p> <p>A1 Does the answer identify specific relevant evidence from the passage? A2 Does the answer subject the evidence / argument cited to limited albeit critical interrogation / comment? A3 Does the answer recognise bias and / or lack of balance / prejudice? A4 Does the answer distinguish explicitly between 'fact', opinion and assertion? A5 Does the answer examine flaws or omissions in the evidence? A6 Does the answer identify and discuss the type(s) of argument(s) used? A7 Does the answer offer a plausible objective assessment of the limitations in the evidence presented?</p> <p>Note. Question is specifically about evidence and weaknesses. Do not credit personal opinion / statements about the issue.</p>	(4)

<p>Question Number 5</p>	<p>Consider the view that the wearing of religious symbols and religious dress in public is socially divisive and, like smoking in public places, should be banned by law.</p>	<p>Mark AO1 4 AO2 6 AO4 4</p>
	<p>Indicative content</p> <p>Watch for one sided rants. Arguments for, such as:</p> <ul style="list-style-type: none"> • they are divisive • wearing them is flaunting beliefs and deliberately challenging • some dress can create barriers to communication • prevents real social integration • some can be dangerous • smoking banned because harmful to others • wearing of turbans is an exemption from certain safety laws • need for consistent approach and not allowing exemptions just for religious reasons. <p>Arguments against, such as:</p> <ul style="list-style-type: none"> • will stress the freedom of the individual • need for tolerance • religious symbols are not threatening • wearing them is no different to ban the bomb stickers – they are statements of belief • attempts to ban them says more about the banners than about the wearers • demands to ban them are no different in principle to actions of the Nazis • a society that praises diversity cannot justify restrictions • bans on smoking and fox hunting infringe personal liberty • most wearers are peaceful and do not challenge, but often those who are anti-religious are aggressively so. 	
	<ul style="list-style-type: none"> • AO1 and AO2 are combined for the purpose of marking. Answers should be placed in the mark range which provides a 'best fit' for the quality of answer, taking account of both AO1 and AO2. Where an answer meets a mark range descriptor for AO2 the evidence of AO1 helps to place the answer at an appropriate mark within the range. 	

<p>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines. 4 marks</p> <p>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions. 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 answers should have a selection 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 such a ban. Will support answer with evidence showing both sides of the argument. If evidence is one sided, the answer will not exceed Level 3.	10
AO4 Descriptor	<p><i>Communicate clearly and accurately in a concise, logical and relevant way</i></p> <p>Note: The AO4 marks are not dependent upon the AO1 and AO2 marks</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
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Section B

Question Number	Which of the above statements is entirely factual?	Mark AO3 1
6(a)	<p>Statements</p> <p>(iv) 'the first stone tools appeared in Africa' (paragraph 3)</p> <p>Award one mark for the correct statement. No alternatives.</p> <p>Answers may be given as statement numbers, full quotation of statements or part quotation.</p>	(1)

Question Number	Which two of the above statements contain fact and opinion?	Mark AO3 2
6(b)	<p>Statements</p> <p>(iii) 'Jacob Bronowski, the brilliant scientist and philosopher defined cultural evolution' (paragraph 2).</p> <p>and</p> <p>(v) 'the music becomes richer through this process of selection' (paragraph 3)</p> <p>Award one mark for each correct statement. No alternatives.</p> <p>Answers may be given as statement numbers, full quotation of statements or part quotation.</p>	(2)

Question Number	<p>In Source 2 (paragraph 6) the author uses an analogy between art and nature.</p> <p>Outline strengths and weaknesses of analogy as a form of reasoning.</p>	Mark AO3 4
7	<p>Note: strengths and weaknesses. If only strengths or weaknesses then award a maximum of three marks. Allow one mark for an explanation of 'analogy'. If only one-sided answer this should be taken from the maximum of three marks.</p> <p>Allow one mark for each valid point such as (or similar):</p> <p>Strengths</p> <p>A1 Depends on the closeness of the similarities in the comparison.</p> <p>A2 Depends on the closeness of the similarities of the circumstance.</p> <p>A3 Analogies are easy to communicate.</p> <p>A4 They are simple for most people to understand / aid understanding / help explain a point.</p> <p>A5 Depends on ability of audience to distinguish between relevant and irrelevant features.</p> <p>Weaknesses</p> <p>B1 Similar events may not lead to similar outcomes.</p> <p>B2 Conclusions drawn from analogy can only be 'possible'/ matter of opinion.</p> <p>B3 Deceptive – sounds convincing, but</p> <p>B4 Usually focus on perceived similarities but ignore differences.</p> <p>B5 To be effective they require clear thinking – but this is often missing / difficult to interpret.</p> <p>B6 Comparisons are often superficial or spurious / only work if comparison is strong / may confuse.</p> <p>B7 Establish general principles and try to apply to specific cases.</p> <p>B8 May be too complex for audience to understand.</p>	(4)

Question Number	Using evidence from Source 2, show how the author supports the claim that the theory of evolution can be applied to the visual arts.	Mark AO2 5
8	<p>One mark for each valid piece of evidence taken from the passage to a maximum of five marks, such as:</p> <ul style="list-style-type: none"> • the similarity of the process of selection and survival (para 1.) • Bronowski’s claim about cultural evolution (an expert) (para 2) • evidence after the ice age – progress of cave paintings – assertion (para 3) • evolution and enrichment through selection (para 3) • need to adapt to environment (para 4) • examples in para 4 (max one mark) • evolution of evolution (para 5) • punctuated equilibrium – spectacular leaps (para 6) • examples of spectacular leaps (para 6) (max one mark). <p>Up to two marks may be awarded for comment or explanation that ‘shows how’ the cited evidence supports the claim.</p> <p>The question is about selection of relevant evidence rather than of explanation.</p> <p>Do not credit answers that fail to cite evidence from the passage but use own knowledge to explain ‘Darwinian Laws’ and how they may or may not be applied to the visual arts. Maximum of one mark for such an answer.</p>	(5)

Question Number	<p>The worth of a work of art is often expressed in terms of whether it is 'liked' or how much it cost. Some critics evaluate a work using 'aesthetic' criteria.</p> <p>Explain the term 'aesthetic evaluation'.</p>	Mark AO1 4
9	<p>Note: aesthetic evaluation. Do not credit answers that are simply about evaluation, such as appeal or price.</p> <p>1 mark for each valid point made such as</p> <ul style="list-style-type: none"> A1. Aesthetic evaluation is about judging the 'beauty' of a work of art / the way something looks / how pleasing A2. There are generally agreed criteria A3. The criteria are Longevity, Form (style of creation), Content (message) (Only award if A5 is not awarded) A4. Explanation of these terms (allow 1 mark for each term clearly explained) A5. Assessment of which term is the most / more useful for judging an artwork A6. Comment about other ways of judging value of art A7. Attempt to create objective form of evaluation A8. Really a subjective judgement – individual interpretation <p>Accept alternative wording or descriptions that convey the same sort of ideas.</p>	(4)

Question Number	<p>With reference to any artistic movement you have studied, consider whether a new artistic style owes more to the originality and innovation of individuals than to economic or cultural pressures. In your answer you may refer to any branch of the arts.</p>	<p>Mark AO1 4 AO2 6 AO4 4</p>
<p>10</p>	<p>Any artistic style may be chosen and any artistic form. Answers that refer to more than one form (such as visual arts, dance, music, literature, drama) should be credited.</p> <p>Creativity /originality Points made may include: A1 all art is creative and so will show originality A2 a new style represents a change of direction A3 an individual is usually responsible for being the first to do something 'different' A4 originality may result from new media, methods, materials, technology, circumstances A5 but someone (individual or group) must take these up and use them creatively A6 what is an artistic style and what makes it different or new? A7 role and involvement of followers to turn innovation into a 'school' or 'style' because they see potential.</p> <p>Economic and cultural pressures Points made may include: B1 'development' of original ideas into a style is because others are attracted B2 many may be attracted for commercial reasons B3 development implies a second stage of turning innovation into a distinctive process B4 new style may become fashionable, and so become 'the thing to do' rather than because artists are motivated by creativity B5 art sells and artists need to live, therefore will produce work that is commercially rewarding B6 art may be directed by state requirements rather than individual creativity B7 new styles may be artificial and invented by people who simply want to be outrageous or challenge existing ways of doing things.</p> <p>Note: question uses term 'development', which can mean creation and introduction of something new but it can also mean building on someone else's original idea – improving, adding to, changing direction, making into something more mainstream.</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 helps to place the answer at an appropriate mark within the range.	
<p>AO1: <i>Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines.</i></p> <p>4 marks</p> <p>AO2: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p> <p>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 selection 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 influence of both creativity and economic pressures. Will support answer with evidence showing both sides of the argument. If evidence is one sided, the answer will not exceed Level 3.	10
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	
	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 11	'Protests and demonstrations against developments such as fracking, new transport infrastructure, farming genetically modified food and building on green belt land are motivated by self-interest rather than genuine concern for the public good.' To what extent can this opinion be challenged?	Mark AO1 4 AO2 16 AO3 4 AO4 6
Indicative content		
<p>This is intended to be a synoptic question. References to other sections of the entire specification are relevant and should be credited. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about the issue of self-interest and public good.</p> <p>To reach higher marks in any band answers should show a broad awareness of the issue and draw support from different areas.</p> <p>Points made may include:</p> <ul style="list-style-type: none"> • The main issue, which is progress versus nimbyism • How genuine are reasons for protest/objection • Are people happy with such developments provided they are a long way from where they live • What is the economic and social justification for such developments? • To what extent is it right to endanger the future in order to provide for the present? • Who defines what is meant by the public good? • Do local protesters have to take action because their genuine interests and concerns are not being looked after by local councillors or MPs? • Are planning decisions taken in the interest of big business rather than ordinary people? • Are protesters small groups of well-organised and articulate individuals who do not really represent popular feeling? 		

- Are protests really generated by media led scares?
- Should we be looking for more environmentally friendly solutions to problems such as the need for new energy sources, housing, increased food supplies and more transport facilities?
- Do these problems link in to a small overcrowded country that needs to reduce its population rather than find potentially damaging solutions?
- Why are nimby protests usually in 'nice' areas?
- Are 'nimbys' really well-informed or are they reacting to poorly understood and informed 'gut-instincts'?

Candidates should be able to recognise and develop contrasting viewpoints, recognising the changing arguments in support of or in opposition to different views. Many are likely to relate the question to personal/local experiences.

- AO1 and AO2 are combined for the purpose of marking. Answers should be placed in the mark range which provides a 'best fit' for the quality of answer taking account of both AO1 and AO2. Where an answer meets a mark range descriptor for AO2 the evidence of AO1 should be used to help place the answer at an appropriate mark within the range.
- AO1 involves knowledge and understanding which will usually be seen in the form of factual statements.
- For AO2 we are looking for 'so ...' or 'therefore ...' or 'because ...' or 'so what this means ...' statements. If you can place these or similar phrases in front of something a candidate has written then it probably involves explanation, interpretation, evaluation, integration etc. and so counts as AO2.

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
	Insufficient evidence to assess. Irrelevant or facetious answer.	0
1	Insufficient evidence to assess. Incomplete and inconclusive answer.	1
2	Limited (in variety or amount) range of evidence used. Superficial answer showing limited understanding of the issue.	2-6
3	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a narrow, simplistic or unbalanced manner	7-13
4	A range of evidence drawn from two or more disciplines, showing some understanding. Issues examined in a balanced and coherent way from two or more contrasting viewpoints.	14-18
5	A good range of evidence, showing clear understanding. A balanced perceptive and evaluative answer	19-20

A03	Descriptor Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations	AO3 4
Criteria Mark A03 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of one mark.		
Allow one mark for each 'YES' answer to the following questions to a maximum of two 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 use fact and opinion in the answer or rely on assertion?</p> <p>A4. Does the answer explicitly distinguish between, 'fact', 'opinion', 'belief' or recognise bias / balance?</p> <p>A5. Does the answer refer explicitly to and comment (briefly) on the strength / weakness of the argument(s) used?</p> <p>A6. Does the answer provide a plausible objective conclusion which arises from and is supported by the evidence presented?</p> <p>A7. Does the answer specifically recognise that subjectivity is a less convincing form of evidence than objectivity?</p>		(4)
NOTE: the A03 mark cannot exceed four marks maximum.		

A04 Descriptor	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	Mark
	Note: The A04 marks are not dependent upon the A01 and A02 marks	
	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
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Question Number 12	Consider the claim that 'each individual must determine what actions are "right" or "wrong"'. 	Mark AO1 4 AO2 16 AO3 4 AO4 6
	Indicative content	
<p>This is intended to be a synoptic question. References to other sections of the entire specification are relevant and should be credited. 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 morality.</p> <p>To reach higher marks in any band answers should show a broad awareness of the issue and draw support from different areas.</p>		
<p>The purpose of the question is to examine the relationship between individual and collective morality.</p> <p>Issues that might be considered:</p> <ul style="list-style-type: none"> • Are there absolute moral standards? • What is 'right' and 'wrong'? • How are moral standards developed? • Role of religious belief and declining influence of religion. • The key issue is the contrast between an absolute form of morality and one that changes to meet different circumstances. • Candidates should be able to identify different forms of moral reasoning such as Natural Law, Utilitarianism, Social Contract. • Do traditional forms of morality meet the demands of modern society? • Examples of different moral issues facing modern society. • Who has the right to decide on moral standards? • The role of law (and government) in establishing moral standards. <p>Candidates should be able to recognise and develop contrasting viewpoints recognising the changing arguments in support of or opposition to different views.</p> <ul style="list-style-type: none"> • AO1 and AO2 are combined for the purpose of marking. Answers should be placed in the mark range which provides a 'best fit' for the quality of answer taking account of both AO1 and AO2. Where an answer meets a mark range descriptor for AO2 the evidence of AO1 should be used to help place the answer at an appropriate mark within the range. • AO1 involves knowledge and understanding which will usually be seen in the form of factual statements. • For AO2 we are looking for 'so ...' or 'therefore ...' or 'because ...' or 'so what this means ...' statements. If you can place these or similar phrases in front of something a candidate has written then it probably involves explanation, interpretation, evaluation, integration etc. and so counts as AO2. 		

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
	Insufficient evidence to assess. Irrelevant or facetious answer.	0
1	Insufficient evidence to assess. Incomplete and inconclusive answer.	1
2	Limited (in variety or amount) range of evidence used. Superficial answer showing limited understanding of the issue.	2-6
3	Some evidence used from two or more disciplines. Issue examined from one or more viewpoints but in a narrow, simplistic or unbalanced manner.	7-13
4	A range of evidence drawn from two or more disciplines, showing some understanding. Issues examined in a balanced and coherent way from two or more contrasting viewpoints.	14-18
5	A good range of evidence, showing clear understanding. A balanced perceptive and evaluative answer.	19-20

A03	Descriptor Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations	AO3 4
Criteria Mark A03 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of one mark.		Mark 4
Allow one mark for each 'YES' answer to the following questions to a maximum of two 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 use fact and opinion in the answer or rely on assertion? A4. Does the answer explicitly distinguish between, 'fact', 'opinion', 'belief' or recognise bias / balance? A5. Does the answer refer explicitly to and comment (briefly) on the strength/weakness of the argument(s) used? A6. Does the answer provide a plausible objective conclusion which arises from and is supported by the evidence presented?		4

<p>A7. Does the answer specifically recognise that subjectivity is a less convincing form of evidence than objectivity?</p> <p>NOTE: the AO3 mark cannot exceed four marks maximum.</p>	
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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
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