

Mark Scheme (Results) June 2010

GCE 2008

GCE General Studies (6GS04/01)

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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 (Specification reference Unit 4:7 How should Art be valued)

Question No	Question	A03		
1(a)				
	Correct Answer	Accept	Reject	Mark
	<p><u>It is only right that</u> quality is our mantra. OR <u>The Arts Council should ...</u></p>	<p>Answers may contain the full sentence (or more) but must contain the words underlined.</p>	<p>Any other answer Answers which simply contain line reference</p>	<p>1</p>

Question No	Question	A03		
1(b)				
	Correct Answer	Accept	Reject	Mark
	<p>Either: <u>64% of Merseyside's residents</u> now use their galleries and museums against <u>a national average of about 48%</u>. OR <u>64% of Merseyside's residents</u> now use their galleries and museums OR against <u>a national average of about 48%</u>. OR <u>'Attendance figures prove that ... see it</u></p>	<p>Answers may contain the full sentence (or more) but must contain the words underlined.</p>	<p>Any other sentence. Any phrase taken from any other paragraph in Item 1 any quotation from item 2 or 3 Answers which simply contain line reference</p>	<p>1</p>

Question No	Question	A03		
1(c)				
	Correct Answer	Accept	Reject	Mark
	Either: <u>It might flush out the system a bit</u> OR <u>something like a theme park or Sudoku</u> OR <u>artistic endeavour gains brownie points</u> Or <u>We can get bogged down</u>	Answers may contain the full sentence (or more) but must contain the words underlined.	Any phrase taken from any other paragraph in Item 2 any quotation from item 1 or 3 Answers which simply contain line reference	1

Question No	Question	AO1
Question No	Question	AO1
	Answer	Mark
Q2	<p>The question asks ‘what is the role of ... Council?’ ie. ‘what does the Arts Council do?’</p> <ul style="list-style-type: none"> • One mark for each relevant point to a maximum of 3 marks. • If one point is developed in depth then allow up to 2 for identification and development. • Development may take the form of an appropriate example and this should be credited. <p>Answers may include:</p> <p>A1 make great art available/accessible to everyone</p> <p>A2 develop art/ encourage experiment and innovation/ to invest in culture</p> <p>A3 championing artistic experience/ support a range of artistic activities from theatre to music, literature to dance, photography to digital art, carnival to crafts</p> <p>A4 make life better/ help great art to inspire, bring us together and teach us about ourselves and the world around us.</p> <p>A5 invest in artistic experiences/funding/ Invest public money from the government and the National Lottery to create these experiences for as many people as possible across the country</p> <p>A6 support the work of regional arts councils /work with other regional cultural, political and business organisations to encourage the arts</p> <p>A7 allow appropriate references from source material such as ‘the process of evaluation and approval’</p> <p>A8 To broaden horizons ... / Help the public to understand/appreciate art/the arts/ To inspire and sustain the spirit....Stimulate fresh ideas ...</p> <p>A9 To bring considerable benefits to other areas - social, economic, and general well-being ...</p> <p>Any other valid point should be credited.</p> <p>Note: the question does not require specific examples of Arts Council work, but where given these should be credited.</p> <p>Treat marks as 1+1+1 OR 2 (for development of one point) + 1 each of the points A1 to A9 can only be credited once</p> <p>Do not credit Regulation of galleries, control of displays, purchases of individual works, censorship, curating etc</p>	3

Question No		AO2
Q3		(3 marks) AO2
	Answer	Mark
	<p>1 mark each for any three separate but relevant points. But allow 1+1 for any reason well explained/developed. (Candidates may take the view that it is useful, has no value or has some value - each of these views is acceptable but none should receive a mark unless added to with appropriate explanation related to the question.) Reserve marks for reasons given to support the answers.</p> <p>Allow max 1 mark for a clear explanation of the term ‘artistic style’ - refers to artistic movements (eg Romantic, Classical, Pop Art <u>NOT</u> forms of Art (eg Music, Literature, Poetry, Painting etc).</p> <p>The main reasons will probably be: Of use: A1 Allows art to be categorised/ Is useful for categorisation A2 It is a form of labelling A3 Is a short hand term to guide viewers about what to expect A4 It is a well practised and understood term A5 It allows critics to make sense of works in more than one genre A6 to show that art works/methods of working etc can be different/ to define the way in which an artist/group of artists work A7 to establish criteria used to determine characteristics of a style A8 to identify periods when artists worked/type of material used/techniques Any other valid point must be credited</p> <p>Not useful: B1 Term is invented by and applied by critics for their purposes B2 Few artists think of their work in terms of particular style B3 By looking for similarities it can obscure important differences B4 Each work of art/artist is unique B5 Artists can work in various styles so how can they be categorised B6 Works often have characteristics of more than one style B7 Labels can be more confusing than helpful (eg: what does ‘Classical’ mean in art? Music, Literature architecture?) B8 Boundaries are very blurred and imprecise B9 A useful way of controlling what the establishment see as acceptable and so limiting progressive movements Any other valid point must be credited</p> <p>Treat as 1 +1+1 OR 2 (for development of one point) +1 but NOT 3+0 (a single very well developed point should not exceed 2 marks) Note: candidates may give reasons both supporting and opposing usefulness. These should be credited. Watch for repetition of similar points phrased differently and watch for recycling of the question. Do NOT credit reference to specific artists unless they are used to illustrate for eg: differentiation</p>	3

	<p>'No' answers up to (1+1+1)</p> <p>Award one mark for each of the following points to a maximum of three marks:</p> <ul style="list-style-type: none"> B1 Each work of art is individual and should be judged individually B2 Difficult to be objective even if you want to B3 Art expresses ideas - these are subjective B4 Values are involved - these change B5 Interpretation of rules/artworks can be biased B6 Aesthetic criteria appear objective but are in fact subjective B7 Personal taste is just as important as any other criteria B8 Beauty should exist for its own sake B9 People have different reactions to beauty at different times/circumstances B10 Enjoyment/pleasure should be an end in itself and not determined by criteria B11 Art works have a broader appeal than simply 'beauty' B12 Technical analysis may prevent us truly experiencing a work of art B13 Taste is subjective <p>Any other valid point must be credited</p> <p>A combination of points from the two lists may be credited provided the candidate makes it clear that two viewpoints are being presented.</p> <p>Do not credit candidates who do not understand 'objective'</p> <p>Do not credit criteria based on price, market forces, monetary value.</p>	4
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Q. No		AO3
5		
	Descriptor	
Indicative content	<p>The question is meant to be an assessment of evidence not a comparison of sources. DO NOT credit answers which look at evidence in Sources 1 and 2. The following points may be considered:</p> <ul style="list-style-type: none"> • <i>'... helping us to understand and identify our place ...'</i> (line1-2). This is opinion - it is also an unsupported assertion. The strength is that it is given a context to which we can relate - times of uncertainty. As an opinion it carries weight as the view of an authoritative figure (Director of the Tate). Its weakness is that it is opinion and therefore open to challenge; times of uncertainty is very vague; there is no explanation of how the arts help us understand/identify. Not clear whether statement relates to individuals, society, artists or the Arts community. • <i>'... insights of artistguide and nourish us ...'</i> Opinion; unsupported; context unclear - guide and nourish how? • <i>' ... guide and nourish more than ...economists or politicians.'</i> Opinion. Unsupported. Rhetoric. • <i>'Roosevelt's New Deal included an innovative programme that changed the face of the arts'</i>. Factual statement but relates to what it did rather than to its role. Some of content may be challenged. Not clear how it relates to today. There is no evidence of what it did - as such it is also an unsupported assertion • The author is Director of the Tate therefore likely to be authoritative/biased. <p>Weakness may be examined by a general consideration of the passage. Almost entirely opinion based. No factual evidence used. Passage biased, lacks balance. (In other words examination of sufficiency.)</p> <p>Do not credit:</p> <ul style="list-style-type: none"> - answers which discuss types of evidence in general terms but do not relate their answer to the source. - answers which simply summarise or précis the source. - evidence which does not relate to the statement - answers which discuss the issue rather than consider nature of evidence - references to <i>The Observer</i> which is not part of the source <p>Weakness may be examined by a general consideration of the passage. Almost entirely opinion based. No factual evidence used. Passage biased, lacks balance. (In other words examination of sufficiency.) It is not enough simply to say evidence is strong/weak. Such comments must be supported and justified by reference to the nature of the evidence.</p>	

	<p>Consider the answer by asking each of the following questions. If the answer leads to a 'yes' response, credit 1 mark to the maximum of 3 marks. Do not reward any question more than once.</p> <p>Does the answer:</p> <p>A1 identify at least one piece of relevant evidence (ie those listed above) which relates to the role of the arts today? If yes, then award 1 mark</p> <p>A2 recognise that opinion/subjectivity offers less support than fact/objectivity? If yes, then award 1 mark</p> <p>A3 recognise/identify the presence of bias or question the balance of the evidence? If yes, then award 1 mark</p> <p>A4 Comment on the relevance/irrelevance of the evidence presented in the source? If yes, then award 1 mark</p> <p>A5 Offer a critical evaluation of whether the evidence provided is strong or weak in terms of the question? If yes, then award 1 mark</p> <p>A6 Does the conclusion arise from/is supported by reasoning presented in the answer If yes, then award 1 mark</p> <p style="text-align: right;">1+1+1</p> <p>Note: responses must be clearly related to the passage in order to gain credit. Answers which are of a general (learned) nature should not be credited.</p>	3
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Question no.	Question	AO1+AO2
6		(14 marks)
Indicative content	<p>Note the question refers to artists. Candidates may interpret this either as artists (painters/sculptors) or in a broader sense of those involved in ‘the arts’. I suspect some will make contrasts between visual and written/aural arts</p> <p>Evidence/ideas that might be used from the sources:</p> <p>Responsibilities for accepting public funding (Source 1)</p> <p>A1 Art not an instrument of social policy (Source 2)</p> <p>A2 Great works of the past - (eg the rococo period) Source 2 which challenges contemporary standards.</p> <p>A3 Artworks as carriers of meaning (source 2)</p> <p>A4 Culture helps us understand the world (source 3)</p> <p>A5 Insights of artists guide us (source 3)</p> <p>A6 Roosevelt and New Deal (source 3) Etc.</p> <p>Evidence from own knowledge eg,</p> <p>B1 Existing laws (obscenity, defamation etc. impose restrictions on all members of society.</p> <p>B2 Different types of moral reasoning (social contract, natural law, utilitarian etc.</p> <p>B3 Examples of works that once challenged but are now accepted</p> <p>B4 Areas of creative work regarded as unethical</p> <p>B5 Lady Chatterley trial etc.</p> <p>B6 Issue of what is art? Conceptual and performance art</p> <p>B7 egs such as Banksy, Tracy Emin, Damien Hirst - art? Vandalism? Con? Etc.</p> <p>relevant points might include:</p> <p>C1 Restrictions may be an infringement of the human rights of artists</p> <p>C2 Art is about exploration, creativity and innovation not just reproduction. Of established ideas</p> <p>C3 The arts have a responsibility to challenge and cannot do this if restricted</p> <p>C4 Modern values have evolved as a result of challenges by the arts in the past</p> <p>C5 Artists have the right to create but audiences have a right not to be offended</p> <p>C6 Rights are important but so are responsibilities</p> <p>C7 The right to create is not necessarily the right to have an audience</p> <p>C8 Can a beneficial outcome justify unethical procedures</p> <p>C9 Artists should be subject to the same restrictions that apply to people in other walks of life</p> <p>C10 Are different art forms subject to the same restrictions as artists?</p> <p>Note. Source 2 is primarily about the role or purpose/nature of art</p> <p>All other valid points must be credited.</p> <p>After marking the answer for AO1 and AO2, assess it for communication, AO4</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 the answer taking account of both AO1 and AO2. Where an answer meets a mark range descriptor for AO2 the evidence of AO1 should help to place the answer appropriately within the range.</p> <p>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.</p>		
<p>Descriptors</p> <p>AO1: <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p>AO2: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p> <p>AO4: <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p>		<p>4 marks</p> <p>6 marks</p> <p>4 marks</p>
	<p>Answer which is irrelevant or frivolous. Insufficient evidence to assess</p>	<p>0</p>
1	<p>Limited assertion supporting a single viewpoint in a superficial manner with limited supporting evidence.</p>	<p>1-2</p>
2	<p>Presents some/a 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 assertion. Points made will be assertions rather than examined critically. Some evidence will be presented, probably drawn from the items rather than from own knowledge. Will probably concentrate on a single art form.</p>	<p>3-5</p>
3	<p>Presents a number of reasons both for and against the view in the statement. Will clearly examine two or more contrasting viewpoints 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. May show understanding of different art forms. There may be a tentative conclusion.</p>	<p>6-8</p>
4	<p>Will adopt a balanced view recognising there are arguments for and against artistic freedom. May consider what is meant by total freedom and may compare with other aspects of life/ society. Will reach a conclusion even if tentatively. There will be some evaluation of the relative merits of the different viewpoints. The answer will be supported with a range of evidence and may deal with more than one art form but should not be expected to do so.</p>	<p>9-10</p>

A04 Descriptor		Mark
<i>Communicate clearly and accurately in a concise, logical and relevant way.</i>		
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 reliably (6 lines or less).	0
1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	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 (Specification Reference Unit 4:3 Do we need religious belief)

Question No	Question	AO2
7(a)		
	Answer	Mark
	<p>Total population = 58,789,000 % of these claimed to be Christian 72% of total = 42,328,080 = 42,328,000</p> <p>Note the answer is to the nearest thousand Be wary of answers which do not have sufficient 0's</p>	1

Question No	Question	AO2
7(b)		
	Answer	Mark
	<p>B 45%</p> <p>Attendance in 1968 = 1,606,000. in 2005 = 881,000 fall = 725,000 $725,000 / 1,606,000 = 45.14 = \mathbf{45\%}$</p> <p>Note the answer is to the nearest thousand.</p>	1

Question no	Question	AO1
8		
	Answer	Mark
	<p>Answers that do not give an example are limited to max 2.</p> <p>Reserve 1 mark for identification of a major religion which believes in reincarnation.</p> <p>The three principal ones are Buddhism, Sikh and Hindu (We can allow sects within these three). Note the reference to ‘major religions’ should exclude others.</p> <p>Do not allow any other including Christianity, Islam or Judaism.</p> <p>1 mark for showing a clear understanding of reincarnation</p> <p>“Doctrine of the rebirth of the soul in one or more successive existences, which may be human, animal, or vegetable. Belief in reincarnation is characteristic of Asian religions, especially Hinduism, Buddhism, and Sikhism. All hold to the doctrine of karma, the belief that actions in this life will have their effect in the next.”</p> <p>1 mark for showing a clear understanding of resurrection. ‘Arising again from death to life. The general resurrection or resurrection of the body has been understood in diverse ways, always in the light of St. Paul’s teaching on the risen or glorified body. In the conventional theology the material body is identified with the glorified body (since the soul is the substantial form of each) and is in some way spiritualized so that it is made incorruptible and immortal. At the end of the world the souls of all men will be reunited with their risen bodies. The Christian doctrine of resurrection of the body...’</p> <p>NB. The idea of souls going to heaven is only acceptable if it is linked to a reunion in a physical form with the body.</p> <p>The essential difference is that reincarnation involves the transmigration of souls (ie into a different body) resurrection concerns a return to life in/with the original body.</p> <p>NOTE: examples to illustrate resurrection should not be credited</p> <p>NOTE: candidates who correctly identify an example of a religion believing in reincarnation, but who fail to give correct definitions, should still score 1 mark</p>	3

Question no	Question	AO2
9		
	Answer	Mark
	<p>Award 1 mark for each correct statement (to a maximum of 3 marks). To achieve a mark it is essential to name the type of evidence as well as quoting it. If there is no acceptable 'label' then no marks may be awarded</p> <p style="text-align: right;">[1+1+1]</p> <ul style="list-style-type: none"> • <u>Failure to conform resulted in fines, imprisonment and in extreme cases death</u> (lines 4-5) Fact • The only questions it could safely ask were those permitted by the Church (lines 6-7). Fact • He scientifically proved heliocentrism but the Catholic Church compelled him publicly to deny his theory (line 14-15) Fact OR • He scientifically proved heliocentrism but ... it conflicted with accepted beliefs lines (14-16) Fact OR • He scientifically proved heliocentrism but the Catholic Church compelled him publicly to deny his theory, because it conflicted with accepted beliefs. (lines 14-16) Fact • Opposition to scientific progress such as stem cell research and genetic modification is often loudly voiced by sincere religious activists. (lines 20-22) opinion OR • Opposition to scientific progress such as stem cell research and genetic modification is often loudly voiced by religious activists. Fact • Opposition to scientific progress such as stem cell research • Opposition to scientific progress ... sincere religious activists (lines 20-22) opinion • Opposition to scientific progress such as genetic modification Fact • 'Science was effectively an extension of the religious establishment (lines 5-6) assertion/opinion <p>Note if parts of sentences are used the facts may be removed and they can become opinion, in which case credit as opinion. Must have the underlined phrases to be credited.</p> <p>Only accept the following terms to identify evidence (these are the ones given in the Student Guide): Fact/objectivity; opinion/subjectivity; belief; empirical/scientific knowledge; moral knowledge; assertion</p> <p>Do Not accept: Historical knowledge; past knowledge; behavioural knowledge; analogy; inductive; deductive; judgment - or derivatives of these.</p>	3

	Phrases must be written out correctly and not paraphrased. It is not sufficient just to give line numbers instead of phrases.	
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Question no	Question	A03
10(a)		
	Answer	Mark
	<p>Note: the question is about limitations of statistical evidence. Do not credit 'strengths'.</p> <p>The statistics are contained in paragraph 2 but there are also figures contained in the final paragraph.</p> <p>Credit one mark for each relevant point about these statistics. Comments about the limitations of statistics, without reference to the passage should not be credited unless it can be clearly related to evidence in the passage.</p> <p><i>There are plenty of limitations that could be identified, including:</i></p> <p>A1 There is no indication of who conducted the survey or of the methodology used.</p> <p>A2 There is no indication of the number of respondents, the profile of respondents or their location.</p> <p>A3 The actual questions asked are not available - their actual wording could challenge the legitimacy of the interpretation placed on the responses.</p> <p>A4 What is the meaning of the terms used (religious, Christian, usual attendance) and how were they explained to respondents?</p> <p>A5 Was the survey conducted by the Church society (which has a vested interest) or by a different organisation?</p> <p>A6 'Almost' and 'over' are very indeterminate - how many people are represented by these qualifiers?</p> <p>A7 Where did the Church society figures come from? How were they calculated?</p> <p>A8 Do usual attendances refer to the total number of people making such attendances or is it an average figure? Or taken on special/significant dates?</p> <p>A9 Whose Sunday Services are referred to? Anglicans or all Christian communities?</p> <p>A10 Would this figure be greater if special occasions were included (Christmas, Easter, Funerals, Weddings etc.)?</p> <p>A11 The only figure that is easily checked is the population figure.</p> <p>A12 What is the breakdown in religious terms of the 3% religious who are 'nor Christians'?</p> <p>A13 What is the breakdown of the remaining 25% between non-respondents and non-religious and non Christians?</p> <p>A14 On what basis is assertion in final paragraph given? (No stats)</p> <p>A15 Does 'belief in the supernatural' equate with 'being religious'?</p> <p>A16 Only relate to Christians (and then not all groups of Christians)</p> <p>A17 Are figures from 2001/2005 reliable indicators/out of date/no longer relevant?</p> <p>A18 How significant is an undated passage when dealing with statistics?</p> <p>A19 How reliable/honest are answers - respondents give expected answer</p>	1+1+1+1

Question no	Question	AO3
10(b)		
	Answer	Mark
	<p>This question is about sufficiency and the relationship between types of knowledge. Answers which deal with issues of sufficiency but do not refer directly to the passage should not be credited unless they deal with insufficiency and can provide evidence to support their claims. Evidence is contained mainly in paragraphs 4 and 5</p> <p>Issues that could be considered include:</p> <ul style="list-style-type: none"> • identification of supporting evidence in the passage • reliability of evidence • nature of evidence (fact, empirical, opinion, belief, moral values etc) • relevance of evidence • evidence of bias/balance • ‘missing evidence’ - what could be said but isn’t - either in support or opposition to the claim <p><i>Evidence that could be considered from the passage</i></p> <ul style="list-style-type: none"> • Discrepancy between those claiming to be religious and those attending church • Figures for those who are religious but not Christian • Definitions of religious (paragraph 5) <p><i>Missing evidence</i></p> <ul style="list-style-type: none"> • What church leaders, holy books or catechism say about importance of attendance • Statistics relating to alternative places of worship (eg homes, other public buildings) • Elderly and disabled or geographically isolated may be physically unable to attend church • What exactly does ‘attending church really mean?’ • Is the description ‘usual attendances’ significant? • Discrepancy between proportion of children christened - and so ‘religious’ compared to church attendances. <p>Award 1 mark for each of these questions which can be answered ‘yes’ to the maximum of 4 marks. There must be clear links between answers and the passage.</p> <p>A1 Does the answer identify or quote relevant evidence? A2 Is there critical evaluation of evidence (using T & A skills)? A3 Does the answer discuss any of fact/opinion/belief/assertion/bias? A4 Does the candidate identify/consider the type(s) of argument used? A5 Is there specific/critical evaluation of the strengths/weaknesses of evidence/arguments? A6 Is there suggestion of other evidence that might have strengthened the claim? A7 Does the conclusion arise from/is supported by reasoning presented in the answer</p>	4

Question no	Question	AO2
11		
	Indicative content	
	<p>A secular society is one in which government and religious practices and institutions exist separately. The question is not about secularism but about evidence of religion affecting modern society.</p> <p><i>Evidence in support of ‘how’:</i></p> <ul style="list-style-type: none"> A1 Many laws based on religious principles A2 Compulsory religious education in schools A3 Religious leaders (of all faiths) comment in the media about modern issues A4 People of religion protest at many ‘modern’ activities A5 Attacks on religion and religious beliefs by atheists A6 Blasphemy in common use privately and publicly A7 Religious programmes on media A8 Popularity of sacred music (eg Kathryn Jenkins etc.) A9 Examples of religious conflict (Middle East, terrorism,) A10 Religious buildings common feature of the landscape A11 Religious art in galleries and museums A12 Films and the media A13 Many street and place names; names of products A14 Continuing religious practices such as marriage etc <p><i>Arguments in support of ‘why’</i></p> <ul style="list-style-type: none"> B1 Britain has a traditionally ‘Christian’ culture and tradition B2 Society today is multi-faith as well as multi-cultural B4 Many people still think of themselves as religious even if they are not regularly practising B5 People who are anti-religious try to debunk religious teachings/beliefs (and vice versa) B6 The physical environment impinges on all aspects of life B7 Traditional moral values have a strong religious foundation B8 The education system (compulsory RE, worship and faith schools) etc <p>Note: This question does not require candidates to examine a statement from contrasting points of view nor does it require a conclusion to obtain full marks. If included these should be credited but candidates should not be penalised if they are omitted.</p>	

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	Marking Guidance	
	After marking the answer for AO1 and AO2, assess it for communication, AO4	
Level	Descriptor	Mark
	AO1: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines. 4 marks.	4
	AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions. 6 marks.	6
	Answer which is irrelevant or frivolous. Insufficient evidence to assess	0
1	Limited supporting evidence Limited assertion that religion does/does not continue to affect life today.	1-2
2	Some supporting evidence but of limited scope Presents some reasons supporting the view that religion still affects life today. Points made will not be treated critically. Answers may indicate different influences but will fail to develop these beyond simple assertion. May reflect personal prejudices.	3-5
3	Points will be supported with a range of evidence Presents a number of reasons supporting a view about the statement. Will clearly examine more than 2 different influences. Some of the points made will be treated critically Will show a sound understanding of how religion can affect different aspects of life in a secular society	6-8
4	Good range of supporting evidence Will attempt to adopt a balanced view presenting a range of ideas. There will be some evaluation of different reasons. Answer will address both ‘why’ and ‘how’. To reach the top mark candidates should address the issue of religious influences in relation to a secular society. May contrast UK society with other societies such as USA or Islamic societies. May note that Britain is not formally a secular society. May contrast influences that are based on tradition and practice rather than on belief or commitment	9-10

Level	Descriptor	Mark
	<p>A04: <i>Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p>The A04 marks are not dependent on the A01 and A02 marks</p>	4
0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably (6 lines or less).	0
1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	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 no	Question
12	
Indicative content	Specification reference: Unit 4:6 Why do people do what they do? (especially 2 and 3) also Unit 2:3 Is it nature or nurture that best explains human behaviour? And Unit 1:6:3 What makes a humane society
<p>This is intended to be a synoptic question. References to other sections of the entire Specification are relevant and should be credited. Answers may contain the following points but the lists are not exhaustive.</p>	
<p>Behavioural psychology:</p> <ul style="list-style-type: none"> • Seeks to identify general characteristics of human behaviour • Examines influence of customs, ritual social norms etc • Behaviour as a learned outcome • External influences (geographical, survival, available resources etc.) • Possible conflict between different social groups seeking dominance • Focus on individual behaviour rather than group <p>Sociology:</p> <ul style="list-style-type: none"> • Seeks to identify general characteristics of human behaviour • Examines influence of customs, ritual social norms etc • Behaviour as a learned outcome • Socialisation, internalisation • External influences (social: family and friends, social activities, culture, media) • Societal rules • Focus on group behaviour rather than individual 	<p>Religion</p> <ul style="list-style-type: none"> • Creation and original sin • Prospect of reward and punishment • Supernatural authority base for behaviours • Different perspective of eastern religions with Judeo-Christian <p>Evolutionary psychology</p> <ul style="list-style-type: none"> • Identifies characteristics shared with animal kingdom • Identifies characteristics unique to humans • Inheritance of genes contributing to adaption • Issue of behaviour being genetically influenced (inherited) • Socio-biology - advantages of certain social behaviours • Selfish and altruistic genes • Impossible to explain behaviour purely in terms of environment • Development of useful traits
<p>Possible arguments</p> <ul style="list-style-type: none"> • Humanity is unique • Human beings do conform to norms • Behaviour is learnt rather than inherent • All societies share similar behaviour patterns 	<ul style="list-style-type: none"> • Different societies adapt to different circumstances differently • Similarities to animals can help explain aspects of behaviour • Society excludes those who do not conform

Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about how human behaviour may be explained and the value of different contributions.

Level	Descriptor	
	<p>A01: <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p>A02: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>	<p>A01 6</p> <p>A02 14</p>
	Insufficient evidence to assess. Irrelevant or facetious answers	0
1	Insufficient evidence to assess. Inconclusive, incomplete answers	1
2	Limited (in variety or amount) range of evidence used drawn from a single discipline Superficial or formulaic answer	2-6
3	Some evidence used from two or more disciplines Issue examined from one or more viewpoints but in a superficial or unbalanced manner	7-13
4	A range of evidence drawn from two or more disciplines, showing some understanding. Issue examined in a balanced and coherent way from two or more viewpoints.	14-18
5	A good range of evidence, showing clear understanding A balanced perceptive and evaluative answer	19-20

A03	Descriptor	
<i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>		
Criteria		Mark
Mark A03 by asking the following questions and awarding a mark where appropriate. Each question is limited to max 1 mark		4
<p>A1 Does the candidate identify/refer to (but not necessarily quote) specific/relevant evidence? <i>If 'yes' award 1 mark</i></p> <p>A2 Does the candidate subject the evidence to albeit limited critical scrutiny (using T & A skills/terms)? <i>If 'yes' award 1 mark</i></p> <p>A3 Does the answer use both 'fact' and opinion, without necessarily distinguishing between them? <i>If 'yes' award 1 mark</i></p> <p>A4 Does the answer explicitly distinguish between fact and opinion or recognise bias and/or the problem of stereotyping? <i>If 'yes' award 1 mark</i></p> <p>A5 Does the candidate refer explicitly to and comment (briefly) on the strength/weakness of the arguments used? <i>If 'yes' award 1 mark</i></p> <p>A6 Is an overall objective assessment made of the sufficiency of the evidence and arguments presented? <i>If 'yes' award 1 mark</i></p> <p>A7 Does the conclusion arise from, and be supported by the evidence presented? <i>If 'yes' award 1 mark</i></p> <p>Do not exceed the maximum of 4 marks or seek to transfer any marks from A01/A02</p>		

A04	Descriptor	Marks
<i>Communicate clearly and accurately in a concise, logical and relevant way.</i>		
<i>The A04 marks are not dependent on the A01, A02 or A03 marks</i>		
The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing to assess reliably. (6 lines or less)		0
The answer is only understandable in parts, 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 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.		5-6

Question no	Question
13	
Indicative content	Specification reference: Unit 4:5 How do we decide what is right and wrong? (also Unit 2:4 where do values and opinions come from?)
<p>This is intended to be a synoptic question. References to other sections of the entire Specification are relevant and should be credited. Appropriate answers may contain the following points but the lists are not exhaustive.</p>	
<p><i>Different forms of moral reasoning and their purposes</i></p> <ul style="list-style-type: none"> • Utilitarianism • Social contract theory • Situation Ethics • Natural law • etc. <p><i>The influence of religion</i></p> <ul style="list-style-type: none"> • Influence of Christianity on UK law and behaviour • Ten commandments - religious code or common sense? • Common features of morality between religions • Concept of reward and punishment (self-interest v altruism) <p><i>Sociological perspectives</i></p> <ul style="list-style-type: none"> • Marxist - conflict theory • Feminist - gender oppression • Functionalist - social benefit and cohesion • Chicken and egg relationship? 	<p>Definition of key terms and key issues Restrictions on artistic and scientific freedom</p> <p><i>Key contemporary issues</i></p> <ul style="list-style-type: none"> • Abortion and euthanasia • Family structure and relationships • Human rights • Genetic modification • Multicultural and multi-faith society <p><i>Differences between cultures and times</i></p> <ul style="list-style-type: none"> • Evidence of different responses to similar issues (eg gender roles • Individual freedom, individual versus group) • Changing values in recent times (eg social reforms of late 1960s • Legal changes influencing morality • Media influences • New issues arising since codes were formulated • Authoritarianism versus individual liberty
<p><i>Possible arguments</i></p> <ul style="list-style-type: none"> • The nature and purpose of morality • Different forms of moral reasoning • Religious influences on moral values and moral codes • How do moral values restrict progress (scientific/social) 	<ul style="list-style-type: none"> • Changes to moral values due to contemporary issues • Are traditional moral values simply restrictive? • To what extent do morals protect individuals and society? • Are moral values absolute or variable? • Relationship between rights and responsibilities

Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about how human behaviour may be explained and the value of different contributions.

Level	Descriptor	
	<p>A01: <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p>A02: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>	<p>A01 6</p> <p>A02 14</p>
	Insufficient evidence to assess. Irrelevant or facetious answers	0
1	Insufficient evidence to assess. Inconclusive, incomplete answers	1
2	Limited (in variety or amount) range of evidence used drawn from a single discipline Superficial or formulaic answer	2-6
3	Some evidence used from two or more disciplines Issue examined from one or more viewpoints but in a superficial or unbalanced manner	7-13
4	A range of evidence drawn from two or more disciplines, showing some understanding. Issue examined in a balanced and coherent way from two or more viewpoints.	14-18
5	A good range of evidence, showing clear understanding A balanced perceptive and evaluative answer	19-20

A03	Descriptor <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	Mark
Criteria		4
Mark A03 by asking the following questions and awarding a mark where appropriate. Each question is limited to max 1 mark		
<p>A1 Does the candidate identify/refer to (but not necessarily quote) specific/relevant evidence? <i>If 'yes' award 1 mark</i></p> <p>A2 Does the candidate subject the evidence to albeit limited critical scrutiny (using T & A skills/terms)? <i>If 'yes' award 1 mark</i></p> <p>A3 Does the answer use both 'fact' and opinion, without necessarily distinguishing between them? <i>If 'yes' award 1 mark</i></p> <p>A4 Does the answer explicitly distinguish between fact and opinion or recognise bias and/or the problem of stereotyping? <i>If 'yes' award 1 mark</i></p> <p>A5 Does the candidate refer explicitly to and comment (briefly) on the strength/weakness of the arguments used? <i>If 'yes' award 1 mark</i></p> <p>A6 Is an overall objective assessment made of the sufficiency of the evidence and arguments presented? <i>If 'yes' award 1 mark</i></p> <p>A7 Does the conclusion arise from, and be supported by the evidence presented? <i>If 'yes' award 1 mark</i></p> <p>Do not exceed the maximum of 4 marks or seek to transfer any marks from A01/A02</p>		

A04	Descriptor <i>Communicate clearly and accurately in a concise, logical and relevant way.</i> <i>The A04 marks are not dependent on the AO1, AO2 or AO3 marks</i>	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 reliably. (6 lines or less)		0
The answer is only understandable in parts, 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 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.		5-6

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