



Mark Scheme (Results)

June 2018

GCE General Studies (6GS04/01)

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

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June 2018

Publications Code 6GS04_01_1806_MS

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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.

Question Number	Source 1 is about two different social issues, euthanasia (source 1a) and abortion (source 1d), which have led to heated moral debate. Name three areas in which contemporary scientific or technological developments have led to moral debate.	Mark AO1
1	<p>1 mark for each of three relevant answers, such as:</p> <ul style="list-style-type: none"> • gm crops • global warming • cloning • designer babies • fracking • animal testing/experiments • nuclear power <p>This list is not exhaustive. Credit any reasonable contemporary scientific or technical development which raises moral questions.</p> <p>Do not accept social or non-scientific answers</p>	(3)

Question Number	Source 1d is an argument based on analogy. What are the strengths and weaknesses of this type of reasoning?	Mark AO3
2	<p>1 mark for each of three relevant answers such as:</p> <p>Strengths</p> <p>A1. Helps people to understand an idea A2. Works well if there are clear similarities A3. Uses a familiar idea to explain a less familiar one A4. Makes difficult ideas more simple to grasp</p> <p>Weaknesses</p> <p>B1. Comparison may be based on superficial similarities B2. Comparison may confuse rather than make clear B3. May emphasise the wrong similarities B4. Depends on the interpretation placed on the analogy</p> <p>Note 1: Question asks about strengths and weaknesses. Must refer to both to score full marks. If only gives strengths or weaknesses then max 2 marks. Note 2: Question does not ask for development so simple accurate answers are acceptable.</p> <p>Relevant references to/use of the sources should be credited.</p>	(3)

Question Number	Sources 1b and 1c argue in favour of legally allowing assisted suicide in the UK. Which of these sources presents the stronger argument? In your answer you should consider the strengths and weaknesses of the evidence and arguments used.	Mark AO3
3	<p>Source 1b</p> <ul style="list-style-type: none"> • Assertion • No verifiable evidence or fact • One-sided view • Second-hand not personal experience – but appeals to ‘authority’ figures • Inductive argument • Concludes with unsupported opinion <p>Source 1c</p> <ul style="list-style-type: none"> • Mainly opinion • Uses ‘facts’ in final sentence • Appeal to emotion/evidence of bias • Use of statistics but no provenance • Inductive argument in first paragraph • Causal argument in second paragraph <p>Marking questions Credit 1 mark max for a ‘Yes’ answer to each of these questions to a total of 4 marks (max). Do not credit any question more than once.</p> <p>A1. Does the answer identify specific relevant evidence from both sources?</p> <p>A2. Does the candidate consider whether there is sufficient relevant evidence or recognise lack of balance or prejudice?</p> <p>A3. Does the answer explicitly comment on the presence of ‘fact’, ‘opinion’, statistics and ‘assertion’ or whether fact or opinion provides stronger/weaker evidence?</p> <p>A3. Does the answer examine flaws or omissions in the evidence?</p> <p>A4. Does the answer correctly identify/comment on the type(s) of argument(s) used?</p> <p>A5. Does the answer consider strength/weaknesses of type of argument(s) used in the sources?</p> <p>A6. Does the answer offer a plausible final objective conclusion about which source presents stronger evidence?</p> <p>Note1: Answers must be clearly related to the question of support for assisted suicide.</p> <p>Note 2: Answers which simply focus on evaluation of one source and effectively dismiss the other or give general evaluation of evidence which could be applied to any passage, should not achieve more than 2 marks.</p>	(4)

Question Number	Using information from Sources 1a – 1d and your own knowledge construct an argument to explain why UK laws about assisted suicide should not be changed.	Mark AO1 2 AO2 4
4	<p>Answers which only use evidence from the sources should not exceed 4 marks.</p> <p>The 2 AO1 marks should only be awarded for use of evidence based on own knowledge or adding additional material to points raised in the source.</p> <p>Note 1: Answers may use evidence from any of the sources. Note 2: Do not credit answers which argue in favour of changing/liberalising the law.</p> <p>Credit 1 mark for each valid point to a max 6 marks.</p> <p>Evidence from source 1a</p> <ul style="list-style-type: none"> A1. Defined criteria open to interpretation (para 1) A2. Defined criteria have been expanded without a change of law (para 2) A3. Doctor shopping (para 3) A4. Prescribing doctors not knowing patients well (para 4) A5. Uncertainty of prognosis (para 4) A6. Patients live longer than expected – prevented if they are given drugs (para 4) A7. Drs are effectively guessing when making predictions (para 4) A8. Criteria are arbitrary (para 5) A9. Campaigners are being deceitful (para 5) <p>Evidence from source 1b</p> <ul style="list-style-type: none"> B1. The fact that law is being flouted should not justify change in law B2. Breaking the law does not mean the law is wrong B3. Individuals do not have the right to force their view on others <p>Evidence from Source 1c</p> <ul style="list-style-type: none"> C1. No one has the right to say that suffering is unnecessary C2. Who is to decide that suicide is the right choice for some C3. People who are suffering are not able to make rational decisions C4. Not everyone who opposes euthanasia is either religious or a bigot C5. Everyone is entitled to an opinion C6. What exactly do 80% of the population favour? 	

	<p>Evidence from Source 1d</p> <p>D1. Abortion is not comparable to euthanasia – the one is about preventing life, the other about ending life</p> <p>D2. Law enforcement should prevent criteria-slippage</p> <p>D3. If a law is wrong then it should be changed in a lawful manner and not by the (illegal) decision of individuals</p> <p>Own knowledge (such as)</p> <p>E1. Once allowed euthanasia is irreversible</p> <p>E2. Many formally terminal illnesses can now be treated; this could apply in future to other illnesses</p> <p>E3. A change in law would give too much power to family individuals who wanted to get rid of nuisances</p> <p>E4. Drs swear to maintain life, not end it</p> <p>E5. Those who assist euthanasia are playing God with other peoples' lives</p> <p>E6. Euthanasia diminishes the value of human life</p> <p>E7. If granted on strict criteria the law may be subsequently changed for other reasons such as mental/physical disability</p> <p>E8. Changing the law would be repeating the crimes of the Hitler regime</p> <p>E9. Slippery slope argument – once granted a change in the law will lead to further demands for change</p> <p>E10. Tail of the dog – should a vociferous minority force change on a passive majority?</p>	(6)
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Question Number 5	<p>'Many issues exist today which did not exist when moral codes were first established.'</p> <p>Does this mean it is no longer possible to rely on such moral codes in order to distinguish between 'right' and 'wrong'?</p> <p>Indicative content</p>	<p>AO1 4</p> <p>AO2 6</p> <p>AO4 4</p>
5	<ul style="list-style-type: none"> • Contemporary issues which did not exist in the past, e.g.: same sex marriage, organ transplants, genetic modification, gm crops, designer babies • What are traditional moral codes? • How did moral codes develop and what is their authority • Moral values are not absolute or permanently fixed • Evidence of moral values which have changed over time • Decline of religious authority • Traditional values have stood the test of time • Moral values are general principles which have to be adapted to meet new demands • Different moral values exist in different cultures – who is to say which is right and which is wrong • Adherence to traditional values may inhibit change and lead to social stagnation • Traditional values were created by those with power in society and imposed on the majority whether they wanted them or not 	
	<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 not developed beyond a simple unsupported assertion. Points made may be assertions rather than examined critically. Some evidence presented from only one viewpoint, possibly drawn from the source rather than own knowledge. To gain full marks at this level should have a selection of supporting evidence.	3-6
3	Presents reasons for and against the 'statement'. Clearly examines two or more contrasting viewpoints. Will 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	7-9

	viewpoints. To gain full marks should have a range of supporting evidence for both viewpoints. There may be a tentative conclusion.	
4	A balanced view recognising arguments for and against. Will support answer with evidence showing both sides of the argument. If evidence is one sided the answer will not exceed Level 3 even though two points of view.	10

AO 4	<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 6
	The answer is badly expressed or fails to treat 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 usually 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

Question Number	Paragraph 5 (Source 2) refers to 'many functions' of museums. State two such functions.	Mark AO1
6	1 mark for each relevant suggestion to a maximum of 2 marks, such as: A1. Preserving heritage/conservation work/collecting artefacts A2. Providing learning/research opportunities/facilities A3. Visitor attractions/staging exhibitions A4. Providing access to collections A5. Transmitting culture to future generations A6. Specialist collections (e.g. transport museums; museums of childhood)	(2)

Question Number	How does the author explain why local authority funding for the arts has been cut?	Mark AO2
7(a)	<p>1 mark for each valid point to a maximum of 2, such as:</p> <ul style="list-style-type: none">• Local authorities have had their income from the government reduced• They have less money to spend and have to make savings• Need to concentrate spending on essentials• Don't really value 'the arts as much as they say <p>Note: answers must be based on interpretation of source and should not introduce completely new ideas.</p>	(2)

Question Number	From paragraphs 2, 3 and 4 (Source 2) give two possible outcomes of reduced funding for the arts.	Mark AO2
7(b)	<p>1 mark for each of any two of the following:</p> <ul style="list-style-type: none"> A1. Loss of reputation for artistic excellence (by implication) (para 2 and 4) A2. Loss of visitor attractions leading to reduced number of tourists (para 3) A3. Loss of income from reduced tourism (para 3) A4. Reduced spending in shops/hotels/restaurants because of reduced number of visitors (by implication) (para 3) A5. Failure to attract investors A6. Knock on effect of government spending cuts/Local authorities forced to concentrate spending on essentials <p>Do not accept evidence from any other paragraph No alternatives</p> <p>Note: question does not ask for direct quotations so that paraphrases making points that relate to those given above are creditworthy.</p>	(2)

Question Number	Paragraph 1 (Source 2) is about government funding of the arts. Give three other types of income available to arts organisations.	Mark AO1
8	<p>1 mark for each of three relevant answer, such as:</p> <ul style="list-style-type: none"> A1. Donations from individuals A2. Private or corporate patronage/sponsorship/charitable gifts A3. Public appeals for assistance A4. Advertising A5. Surcharge on ticket sales A6. Sale of goods A7. Lottery A8. The arts fund A9. The Arts Council <p>Do not credit any form of direct public/government/funding</p>	(3)

Question Number	In paragraph 1 (Source 2) the Council spokesperson claimed that 'The Arts are essential ... for the soul of the city'. From the source give two statements which could be used to illustrate this claim.	Mark AO2
9a	<p>1 mark for each of two relevant answers, such as:</p> <ul style="list-style-type: none"> A1. Arts organisations (like the Rep) have national importance/are renowned (paragraph 1) A2. They have an interdependent relationship with places (paragraph 2) A3. The arts attract attention (to the city) when they flourish (paragraph 2) A4. The arts signal prosperity and attract investors (paragraph 2) A5. They enhance the city's reputation around the country (paragraph 2) A6. Payoff in terms of reputation (paragraph 3) A7. A significant draw for tourists (paragraph 3) A8. Vital role at the heart of their communities (paragraph 5) <p>Note. Sometimes two points may be included in a single sentence. Both points should then be credited up to the maximum mark</p>	(2)

Question Number	Examine the strengths and weaknesses of the evidence and arguments presented in Source 2 to support the claim that 'reducing spending on the arts ... is economic stupidity' (paragraph 6).	Mark AO3
9b	<p>The thrust of the argument is that spending on the arts has positive economic effects. By implication reducing spending on the arts is at best short sighted because of the inevitable impact on the economy.</p> <p>Two key statements are contained in paragraphs 1 and 5 which discuss the relationship between spending/funding and economic benefit.</p> <p>Much of the argument depends on inference rather than direct statement.</p> <p>Note: The question is about strengths and weaknesses. Credit should be given for identifying weaknesses in the evidence and arguments as well as strengths.</p> <p>Credit 1 mark each for a 'Yes' answer to the following questions to a maximum of 5 marks. Do credit each question only once.</p> <ul style="list-style-type: none"> A1. Does the answer subject the evidence/argument cited to limited albeit critical interrogation/comment? A2. Does the answer recognise bias and/or lack of balance/prejudice? 	

	<p>A3. Does the answer depend on/distinguish explicitly between 'fact', opinion and assertion?</p> <p>A4. Does the answer identify inference and implication rather than direct evidence?</p> <p>A5. Does the answer examine flaws or omissions in the evidence?</p> <p>A6. Does the answer identify and discuss the type(s) of argument(s) used or outline/summarise the argument presented?</p> <p>A7. Does the answer offer a plausible objective assessment of strengths and weaknesses in the evidence presented?</p> <p>Do not credit personal opinion/statements about the issue.</p>	<p>(5)</p>
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Question Number 10	'Museums and art galleries should not keep artefacts that were obtained from abroad.' Discuss this statement. Indicative content	AO1 4 AO2 6 AO4 4
	<p>The focus is on artefacts such as Egyptian mummies, the Elgin marbles and more recently artefacts illegally removed from, for example Iraq during the recent war and purchased/acquired by museums. The issue is whether such museums are morally entitled to retain such artefacts having purchased them, presumably, in good faith – or having been gifted by them by the 'owners' who had previously 'liberated' them. Some may refer to paintings and other artefacts 'liberated' during the second world war and subsequent wars.</p> <p>To gain high marks candidates must concentrate on questions of morality – i.e. What is 'right' or 'wrong'.</p> <p>What are the moral arguments in favour of retention?</p> <p>What are the moral arguments in favour of returning to 'rightful' owners?</p> <p>Who has the best moral claim if the original owners no longer exist (e.g. ancient Assyrian artefacts)?</p> <p>Question introduces economic element. Why return what has been bought legitimately?</p> <p>Who is now the true 'owner'?</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 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 not developed beyond a simple unsupported assertion. Points made may be assertions rather than examined critically. Some evidence presented from only one viewpoint, possibly drawn from the source rather than own knowledge. To gain full marks at this level should have a selection of supporting evidence.	3-6
3	Presents reasons for and against the 'statement'. Clearly examines two or more contrasting viewpoints. Will 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 should have a range of supporting evidence for both viewpoints.	7-9

	There may be a tentative conclusion.	
4	A balanced view recognising arguments for and against. Will support answer with evidence showing both sides of the argument. If evidence is one sided the answer will not exceed Level 3 even though two points of view.	10

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

Section C

Marking of Questions – Levels of response

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

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

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

Using the levels mark scheme

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

Having fixed the level, the answer should be assessed using the AO3 and AO4 descriptors. Answers which are placed in the lower levels are unlikely to achieve a high mark in AO3.

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

<p>Question Number 11</p>	<p>'As people go through life they experience many crises which only religion can help them survive.' Examine this statement from the perspective of Humanists and religious believers.</p> <p>Indicative content</p>	<p>AO1 4 AO2 16 AO3 4 AO4 6</p>
<p>This is intended to be a synoptic question. References to other sections of the entire Specification and 'own knowledge' are relevant and should be credited.</p> <ul style="list-style-type: none"> • Humanism rejects belief in life after death, supernatural powers and external 'purpose in life'. • Appeal is made to scientific observation, reason and 'evidence' rather than 'superstition'. • Believe that humanity is the sole arbiter of 'right' and 'wrong'. • Most religions teach a form of life after death, a supernatural power and an external 'purpose in life'. • Appeal is made generally to 'faith' and a supernatural revelation of purpose. • Believe that morality and rules of behaviour are based on a non-human authority • All people, whether religious or humanist, face a variety of life crises (birth, death, illness, unemployment, disability). • Life crises raise questions and demand answers. • Religion offers answers and comfort to such questions. • Different religions provide different answers. • Such answers may give comfort and hope but may not be evidentially based. • Reason and science may provide evidentially based answers but these may not bring comfort or hope. • Sociologists claim that religion helps create social order and social stability in times of crisis. <p>Candidates should recognise and develop contrasting viewpoints, recognising different arguments in support of or in opposition to views. Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about how people cope with 'life crises'.</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 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>		4
<p>AO2: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p>		16
AO1/2		
	Answer which is irrelevant, frivolous or incomplete. Insufficient evidence to assess.	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

A03 Descriptor		A03
Demonstrate understanding of different types of knowledge, appreciating		4
Criteria	Mark A03 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of 1 mark.	
<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> <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> <p>Note: the A03 mark cannot exceed 4 mark maximum.</p>		

AO4	<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 6
	The answer is badly expressed or fails to treat 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 usually 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 12	<p>'What an individual thinks and does is a learned response to society's demands.' Consider arguments for and against this view.</p> <p>Indicative content</p>	AO1 4 AO2 16 AO3 4 AO4 6
	<p>This is intended to be a synoptic question. References to other sections of the entire Specification and 'own knowledge' are relevant and should be credited</p> <p>This question is mainly about the nature-nurture debate but it allows candidates to explore aspects of social biology and evolutionary psychology and the nature of deviance.</p> <ul style="list-style-type: none"> • Do we behave as we do because it is 'natural'? • Do we start life with a 'clean slate' and learn responses to meet the needs of the society in which we live? • Can human behaviour be changed? • Do societal rules change to meet changing circumstances or in response to changed behaviour? • Why do different cultures/societies have different rules/expectations? • Why do people with identical backgrounds behave differently? • Is there such a thing as an 'altruistic gene'? • Is there such a thing as 'normal behaviour'? • Is deviance the result of poor learning or of a flawed nature? • Are human beings morally flexible and able to adapt to any of many different cultural environments? • What should society's reaction/response be to people whose behaviour does not conform to accepted norms? • If behaviour is learned who decides what is or is not acceptable? • If behaviour is innate why do definitions of acceptable and unacceptable conduct vary over time and between cultures? • Can we determine which behaviours are innate and which are learned? <p>Candidates should recognise and develop contrasting viewpoints, recognising different arguments in support of or in opposition to views. Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about why people behave as they do.</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 helps to place the answer at an appropriate mark within the range. 	

AO1: Demonstrate relevant knowledge and understanding applied to a range of issues using skills from different disciplines. marks		4
AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions. marks		16
AO1/2		
	Answer which is irrelevant, frivolous or incomplete. Insufficient evidence to assess.	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: Demonstrate understanding of different types of knowledge, appreciating		AO3 4
Criteria	Mark AO3 by asking the following questions and awarding a mark where appropriate. Each question is limited to a maximum of 1 mark.	
<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? A2. Does the answer subject the evidence referred to/cited to, albeit limited, critical scrutiny (using T & A skills/terms)? A3. Does the answer explicitly distinguish between, 'fact', 'opinion', 'belief' or recognise bias/balance? A4. Does the answer refer explicitly to and comment (briefly) on the strength/weakness of the argument(s) used? A5. Does the answer provide a plausible objective conclusion that arises from and is supported by the evidence presented? 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?</p> <p>Note: the AO3 mark cannot exceed 4 mark maximum.</p>		

A04	<i>Communicate clearly and accurately in a concise, logical and relevant way</i>	Mark 6
	Note: The A04 marks are not dependent upon the A01 and A02 marks.	
	The answer is badly expressed or fails to treat 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 usually 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