

Mark Scheme (Results)

June 2011

GCE General Studies (6GS04)
Paper 01 Beliefs and Values

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:
<http://www.edexcel.com/Aboutus/contact-us/>

June 2011

Publications Code UA027984

All the material in this publication is copyright

© Edexcel Ltd 2011

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 4:3 Do we need religious belief)

Question No	Question	A02
Unit 4A1a	Explain the meaning of the term 'secular countries' (line 10).	
	Correct Answer	Mark
	<p>Award 1 mark for each simple relevant point. eg it is a country:</p> <p>A1 which is not religious A2 a country where religious organizations/organized religion plays no part in government A3 where church and state are legally/constitutionally separated A4 not bound/influenced by religious rules/doctrine/practices A5 where religion/religious organizations or leaders have no official status A6 where there is no official state religion</p> <p>Allow the 2nd mark for a relevant illustration/example provided there is a creditworthy definition to earn the 1st mark. Naming the country in its own is not enough. definition of secular <i>Not religious, sacred or spiritual; not bound by religious rule</i></p>	2
Question No	Question	A02
Unit4A 1b	What is meant by 'fundamentalist' (line 26)?	
	Correct Answer	Mark
	<p>1 mark for acceptable statement/definition of fundamentalist eg</p> <p>A1 accepts religious (or other) teachings/ideologies as absolute A2 believes such teachings cannot/should not be challenged A3 believes it is essential to adhere strictly to primitive/basic/original teachings/doctrine/practices of church or organization A4 believes in doctrinal purity A5 rejects any modification/watering down/addition to beliefs A6 will not change beliefs to accommodate contemporary/scientific discoveries or theories A7 believes that teachings are inspired or come from Higher Authority A8 beliefs are accepted (and/or) applied literally Do not reward answers which simply say 'holds extreme/radical views) <i>Fundamental: foundation/core/ central or primary rule or principle</i> <i>Fundamentalist: A person who strictly maintains the ancient or foundation doctrines of any religion or ideology</i></p>	1

Question No	Question	AO1
Unit4A 1c	To which religion does an imam (line 33) belong?	
	Correct Answer	Mark
	<p>Islam</p> <p>Accept alternatives such as: Muslim; Muhammadan; Moslem; sub-divisions of Islam such as shi'a, Sunni or recognisable variations in spelling</p> <p>Do not accept references to any other world religion which is not linked to Islam</p>	1

Question No 2.	Question	AO2
Unit 4: 2	<i>To what extent do 'the claims of religion merit scrutiny from every angle?' (lines 4 - 5) Explain your answer.</i>	(6 marks)
	Answer	Mark
	<p>Notes:</p> <ul style="list-style-type: none"> (i) Focus of question is on claims of religion. Answers which simply describe organisation of religion should not score more than 2 marks. (ii) Answers should look at least at two perspectives to gain full marks - note the question refers to 'every angle'. Any answer which has only one perspective should not exceed 4 marks. (iii) Candidates should identify views that are hostile to and supportive of religion or view the issue from different disciplines (such as historical, scientific, political etc. <p>Allow up to 3 marks for identification of claims of religion. One mark for each valid point eg:</p> <ul style="list-style-type: none"> A1 Origins of life/the world/the universe A2 Supernatural powers A3 Supreme authority A4 Need to worship/obey superior power A5 Moral authority A6 External control of human affairs A7 Miracle A8 Foreknowledge of future A9 Life after death A10 authority in political sphere/basis for legal/moral codes/organisation of society <p>Allow up to 4 marks for evaluation (ie. Justification of need to scrutinise claims of religion) eg:</p> <ul style="list-style-type: none"> B1 Counter claims - evidence from science/history/philosophy etc. B2 Conflicting views of different religions B3 Conflict between faith and reason/why 'rational people' have/hold 'faith B4 Lack of scientifically acceptable 'evidence' B5 Purpose of religion B6 influence on laws/lifestyle/morality B7 Universality of some beliefs/teachings/values even in secular societies B8 Conflict between faith and action B9 Not all religious claims are susceptible to scientific investigation <p>Note: Claims and evaluation are likely to be run together Be careful not to over-reward prejudiced 'rants' which ignore the thrust of the question</p> <p>Remember: the total mark awarded may not exceed total of 6. Split may be 2:4; 3:3</p>	6

Quest. No 3	Question	AO3
Unit 4:3	<i>Critically examine the strengths and weaknesses of the evidence and arguments used by the author to support his claim that ‘These spiritual emperors have no clothes, and we should not be afraid to say so’.</i>	(6 marks)
	Answer	Mark
	<p>The question is designed to lead to a critical evaluation of evidence used by the author and not just a repetition of content or a personal comment on the issues raised in the passage.</p> <p>Marking Points:</p> <p>Allow 1 mark for correctly clarifying/explaining the meaning of the statement in the question</p> <p>Allow 1 mark for each ‘YES’ answer to the following questions to a maximum of 6 marks:</p> <p>A1 Does the answer identify specific evidence from the passage relevant to the question?</p> <p>A2 Does the answer critically review/examine specific relevant evidence?</p> <p>A3 Does the answer distinguish explicitly between fact/opinion or refer to objectivity/subjectivity demonstrated by the author?</p> <p>A4 Does the answer explicitly show strengths or weaknesses of the evidence and/or the possibility of bias/rely on rhetorical questions to ‘persuade’ the reader?</p> <p>A5 Does the answer examine flaws or omissions in the evidence or argument?</p> <p>A6 Does the answer recognise/discuss the balance between assertion/opinion and evidence?</p> <p>A7 Does the answer identify types of argument used in the passage?</p> <p>A8 Does the answer explicitly comment on the strength/weakness of arguments used in the Passage/ or reach a specific judgement as to how successfully the writer is able to support/justify the claim/or offer a plausible final objective assessment of the justification for the conclusion?</p> <p>Do not allow marks for evidence which is not contained in the passage. Do not allow marks to answers which merely summarise content but do not contain any evaluation. To obtain maximum marks answer must comment on both strengths and weaknesses.</p> <p>Note: the spiritual emperors referred to are the priests/imams etc - ie leaders of religion. The authors claim is that they are not able to support their claims but that we (‘society’) have been brainwashed into thinking the evidence is there.</p> <p>Candidates may refer to: (these are guidance, not marking points)</p> <ul style="list-style-type: none"> ➤ On the basis of spurious claims, religion has influenced attitudes to social issues (para 2) ➤ Religion is used as an excuse for professional people to refuse to fulfil their responsibilities (para 2) 	6

	<ul style="list-style-type: none">➤ Religion claims divinely given authority but there is no evidence that a God exists➤ Tolerance of religious claims/teaching is a responsibility 'cop-out' (para 4)➤ Religious beliefs/teachings can be challenged with evidence (para 5)➤ Religion has been and can be a negative social influence (para 5)➤ Religious teachings can be harmful when embodied in law (para 6)	
--	---	--

Question no. 4	Question	AO1+AO2+AO4
Unit4 A4	Examine the view that the issues we face in the modern world mean that morality should not be based on religion.	AO1 4 AO2 6 AO4 4
Indicative content	<p>Evidence/ideas that might be used from the sources: Question over reliability/authority of religious teaching</p> <ul style="list-style-type: none"> • Lack of/need for ‘rational support’ for claims of religion to have moral authority • Actions of religion/religious often conflict with basic moral teachings • Religious morality leads to intolerance and denial of rights of others • Assumption that ‘God’ is a sufficient authority for imposing views on majority • Effectively blackmails non-religious into seeking compromise • Many religions support civil rights abuses • Laws based on religious principles can be harmful <p>Evidence from own knowledge</p> <ul style="list-style-type: none"> • Many contemporary issues have developed since religious teachings developed • Conflicting views of different religions/religious sects on moral issues • Large sections of society no longer religious/accept religious authority • Specific examples of religious intolerance (eg: abortion; euthanasia; education/rights of women; etc) • Examples of restrictive legislation • Much common ground between moral teachings of different religions • Religious morality often subsumed into value systems of secular societies • Religions often teach valuing others (Good Samaritan; love your neighbour) • Developments in science/technology which lead to questioning of religious beliefs <p>Examples of arguments</p> <ul style="list-style-type: none"> • There are many different forms of moral reasoning • Different religions hold to different often conflicting values • If there are many conflicting ‘gods’ can they all be right/are any right • Religious moral beliefs have led to harm and even death (eg JWs and blood transfusion; abortion demonstrations) • Christian morality is the basis of much modern law • Religion has just as much to offer in approaching issues as other philosophies etc. <p>After marking the answer for AO1 and AO2, assess it for communication, AO4</p>	

	<p>Descriptors</p> <p><i>A01: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p><i>A02: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p> <p><i>A04: 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>
	Answer which is irrelevant, frivolous or incomplete	0
Level 1	Limited assertion either that religion is or is not helpful in examining moral issues but with limited support.	1-2
Level 2	Presents a number of reasons either in support of or contrary to the view. Points made will be assertions rather than examined critically. Some evidence will be presented for only one viewpoint, probably drawn from the items rather than from own knowledge. May concentrate on a single religion or contemporary issue.	3-5
Level 3	Presents a number of reasons both for and against the view. Points made will be treated critically. Some evidence will be presented for both viewpoints and will recognise that both viewpoints have some merit. Will probably show understanding of a range of different moral perspectives.	6-8
Level 4	Will adopt a balanced view recognising that religious morality can be both a good and a bad thing. Will reach a conclusion. There will be some evaluation of the relative merits of the different viewpoints.	9-10

A04	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 upon the A01 and A02 marks.</p>	
	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.	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 5	Question	AO3
Unit4 B5	<i>Which of these statements best expresses the views presented in Source 2?</i>	
	Answer	Mark
	<p style="text-align: center;">(ii) Anti-social behaviour has increased with the decline in traditional values.</p> <p>Accept either (ii) or phrase or part of phrase 'anti-social behaviour...traditional values</p> <p>No alternative</p>	1

Quest. no 6	Question	AO3
Unit4 B6	Identify the type of argument used in paragraph1 and give reasons to explain why it is a strong or weak form of argument.	
	Answer	Mark
	<p>Allow either 'Inductive' or 'Causal'</p> <p>Credit 1 mark for correctly identifying type of argument Credit 2 marks for different reasons for saying whether it is a strong or weak form of arguing. Credit answers which give one reason for strength and one for weakness. (1+1) Do not credit answers which simply say whether it is strong or weak or which fail to identify argument type in acceptable terms. Do Not credit answers which give a description of the type of argument but do not consider its strength or weakness.</p> <p>1 mark for each valid point eg:</p> <p><i>Inductive</i></p> <p>A1 Generally regarded as strong/sound but conclusion is possible/probable rather than certain A2 Usually based on observation A3 Additional evidence can lead to different or modified conclusion A4 Uses specific evidence to lead to general conclusion (therefore weak) A5 Conclusion may be weak even if premises are true A6 Mistakes in observation can easily lead to flawed conclusions (weak)</p> <p><i>Causal (or post hoc)</i></p> <p>B1 Events observed may be correlation rather than result of cause and effect (weak) B2 Other factors than those observed may have contributory effect/influence (weak) B3 'Cause' may not necessarily lead inevitably to the 'effect' (weak)</p> <p>Note If candidate offers deductive or authority as 'type of argument' but gives one or two good reasons to explain why their chosen type is either strong or weak the answers should be credited to a maximum of 2 marks for 'reasons' but 0 marks for identification of type.</p> <p>Do Not give any credit to answers which identify or describe any other type of argument. Do not credit answers which say inductive is 'weak because based on opinion' or 'weak because lacking in factual evidence'. Similarly answers which say it is based on fact/evidence should not be credited. NB - argument from authority relies on expertise, not status.</p>	3

Quest. no 7	Question	AO3
Unit 4 B7	<i>Is the author's reasoning in source 2 strong enough to support the view that 'we must address our increasing failure to produce good parents' (line 22)?</i>	4
	Answer	Mark
	<p>The question is designed to lead to a critical evaluation of evidence used by the author and not just a repetition of content or a personal comment on the issues raised in the passage.</p> <p>Most answers will argue that evidence is not related to the statement and so does not provide strong support.</p> <p>Marking points</p> <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/examine/review specific evidence from the source relevant to the issue?</p> <p>A2 Does the answer distinguish explicitly between fact/opinion or refer to objectivity/subjectivity demonstrated by the author?</p> <p>A3 Does the answer refer to strengths or weaknesses of the evidence and/or the possibility of bias?</p> <p>A4 Does the answer recognise the balance between assertion/opinion and evidence?</p> <p>A5 Does the answer identify types of argument used in the passage?</p> <p>A6 Does the answer explicitly comment on the strength/weakness of arguments used in the passage?</p> <p>A7 Does the answer specifically identify omissions/irrelevance in evidence or flaws in argument?</p> <p>A8 Does the answer reach a specific judgement as to how successfully the writer is able to support/justify the claim/provide a final plausible objective assessment about the justification for the claim?</p> <p>Do not allow marks for evidence which is not contained in the passage. Do not allow marks to answers which merely summarise content but do not contain any evaluation.</p> <p>Reference could be made to:</p> <ul style="list-style-type: none"> • Lack of any specific evidence relating to parenting - assertion not a conclusion • Evidence of increasing ant-social behaviour (paragraph 2 and 3) • Reference to increased number of anti-social families - but not linked to parenting (paragraph 4) • ASBOs suggest cause is individual not family • Parenting is really non-sequitor <p>Content (for guidance - these are not marking points):</p> <ul style="list-style-type: none"> • Assertion and opinion • Lack of concrete factual evidence • Nothing is sourced • Seems to be mainly self-justification 	(4)

Quest. no 8	Question	AO1
Unit 4 B8	<p><i>The author mentions influences that may contribute to a rise in anti-social behaviour.</i></p> <p><i>Give two other influences not mentioned in the passage which may also contribute to such a rise.</i></p>	2
	Answer	Mark
	<p>One mark for each of two separate points.</p> <p>Range of possible answers eg:</p> <p>A1 Media influence/video games/popular music/films</p> <p>A2 Decline of religion/change in moral attitudes (cannot have decline of traditional values because implied in passage)</p> <p>A3 Youth unemployment/lack of qualifications/poor education/dead end jobs/boredom</p> <p>A4 Inadequate punishment/police powers</p> <p>A5 Insufficient activities provided for young people</p> <p>A6 Availability of cheap drink/drugs to fuel such behaviour/under age drinking</p> <p>A7 Breakdown in traditional family structure</p> <p>A8 Peer pressure/desire to conform/gang culture</p> <p>A9 Immigration/racial conflict/resentment over 'lost' opportunities</p> <p>A10 Poverty/recession/cost of living</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • decline of traditional values (because implied in passage) • shortage of police presence • local (deprived?) environment 	2

Question no 9a	Question	A02
Unit 4b 9a	The writer claims it is wrong to believe 'there has always been trouble' (line 10) Explain how he supports this view.	3
	Answer	Mark
	<p>1 mark for each of three points taken from the passage. Credit any of:</p> <p>A1 Fifteen years ago ... I knew that politics had changed A2 A new age of incivility was becoming the order of the day A3 In the 1990s labour ... strategy to counter the collapse of decent behaviour A4 Trouble used to be spasmodic and exceptional A5 Social disorder has gradually taken over A6 There are now more violent crimes ...than there were in the whole country 50 years ago A7 When I first started campaigning ... more than six 'families from hell'</p> <p>Credit answers which paraphrase evidence instead of quoting it directly. Do not credit any other answers including evidence not found in the passage</p>	1+1+1

Question no 9b	Question	A02
Unit 4b 9b	<i>Using your own knowledge explain why he may be wrong. (that it is wrong to believe 'there has always been trouble')</i>	3
	Answer	Mark
	<p>One mark each for each of two valid points showing that 'there has always been trouble'.</p> <p>Reserve at least 1 mark for explanation/development.</p> <p>Possible answers are innumerable. Credit any answer that shows an understanding of the existence of trouble in the past. Credit answers which make valid general points such as changing attitudes and changing definitions/understanding of the nature of trouble</p> <p>Credit answers which attempt to 'explain'. Max 2 marks for simple example of trouble with development/explanation</p> <p>Do not credit answers /evidence taken from the passage</p>	

Question no 10	Question	AO2
Unit 4 B10	<i>Anti-social behaviour is a form of deviance. Examine whether or not deviant behaviour is always harmful to society.</i>	14
Answer		
Indicative content	<p>Deviance is a term used to describe behaviour which varies from the norm. As such it is a social construct. Behaviour is therefore defined as deviant only within the context of the society in which such behaviour is illustrated. In the UK education (primary and secondary socialisation) imparts awareness of the characteristics of ‘normal behaviour’. Most people are ‘normal’ in most aspects of their lives but can still exhibit deviance (<i>eg: a golfer who improves the lie of his ball when no one is watching is being deviant</i>). Examples of deviant behaviour might include: criminal activity; insanity; eccentricity; suicide; drug-taking; homosexuality. However in certain social contexts these may be ‘normal’ rather than deviant and the person who does not demonstrate these characteristics is deviant.</p> <p>Answers should explore examples of deviant behaviour which are harmful society (most will focus on crime) but should also examine examples of deviant behaviour which are or can be beneficial to society. A good example is the ‘deviant’ who grows up in a criminal or drug-based environment and yet refuses to conform to majority behaviours. The best answers may consider the way in which much of progress can be attributed to ‘deviant’ behaviour. Galileo (or was it Copernicus?) was deviant as was Darwin.</p> <p>Answers should show an understanding of the meaning of deviance and be able to give examples of generally accepted deviant behaviour. Better answers may show an understanding of the way that concepts of deviance change over time or according to circumstance. (eg under most circumstances Sidney Carlton would be regarded as deviant but because of the circumstances his actions are classed as heroic and altruistic.) Some may recognise that deviance may in fact be neutral as far as society is concerned (neither harmful nor helpful but merely ‘harmless’).</p> <p>The emphasis of the question must focus on ‘always’ and an understanding that deviance is not a pejorative term but simply indicates a divergence from the norm.</p> <p>After marking the answer for AO1 and AO2, assess it for communication, AO4</p>	

	<p>Descriptors</p> <p><i>AO1: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></p> <p><i>AO2: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i></p> <p><i>AO4: 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>
	Answer which is irrelevant, frivolous or incomplete	0
Level 1	Limited assertion either that deviance is or is not harmful to society.	1-2
Level 2	Presents a number of reasons either in support of or contrary to the view. Points made will be assertions rather than examined critically. Some evidence will be presented for only one viewpoint, probably drawn from the source rather than from own knowledge. May concentrate on a single form of deviance.	3-5
Level 3	Presents a number of reasons both for and against the view. Points made will be treated critically. Some evidence will be presented for both viewpoints. Will probably show understanding of a range of different forms of deviant behaviour and will recognise that whilst some is harmful not all is.	6-8
Level 4	Will adopt a balanced view recognising that deviant behaviour can be both a good and a bad thing. Will reach a conclusion. There will be some evaluation of the relative merits of the different viewpoints.	9-10
A04	<p>Descriptor</p> <p><i>A04: Communicate clearly and accurately in a concise, logical and relevant way.</i></p> <p>The A04 marks are not dependent upon the A01 and A02 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 reliably.	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
11	<i>'Life for the majority of people would be better if society was less tolerant and individually we were more prepared to protest when traditional moral values are challenged.'</i> Critically evaluate this assertion.
Indicative content	Specification reference: Unit 4:2 Should everyone have the same moral responsibilities? (especially 2 and 3) also Unit 1:4 and Unit 2:5 (?)
<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>The question examines the nature of tolerance within the context of rights and responsibilities. Answers should consider the freedom of the individual (especially within the two areas of the Specification - arts and science) and the rights of others. Other issues relate to the nature of moral values - are they absolute or do they change to suit circumstances. Questions that might be examined include:</p> <ul style="list-style-type: none"> • What are traditional moral values? • How are traditional moral values challenged? • Who challenges traditional moral values? • What is the right to protest? • Are their limits on the right to and the nature of protest? • Do challenges to traditional values always harm society? • Examples of traditional moral values. • Examples of how traditional values have been challenged. • Effects of such challenges on society both good and bad. • Examples of individuals and groups who have protested to support traditional values. • Harmful effects of such protest. • Is protest always designed to protect the majority or self-interest? • Irrational nature of much objection to/defence of traditional values 	
<p>Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about traditional values and different forms of protest.</p>	

Level	Descriptor	A01 6 A02 14
	A01: <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>	
	A02: <i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	
	Insufficient evidence to assess. Irrelevant or facetious answers	0
1	Limited (in variety or amount) range of evidence drawn from a single discipline or viewpoint. Inconclusive, incomplete answers or superficial or formulaic approach	1-5
2	Some evidence used from two or more points of view (disciplines). Issue examined in a superficial or unbalanced manner mainly from a single viewpoint but adopt a very simplistic view to both perspectives.	6-10
3	Range of evidence drawn from two or more viewpoints (disciplines) showing understanding. Issue examined in a balanced and coherent way from two or more viewpoints	11-15
4	A good range of evidence used, showing clear understanding. A balanced, perceptive and evaluative answer.	16-20
Level	Descriptor	A03 4
	A03: <i>Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	
	Limited evidence but may include some facts or opinions.	0
1	Uses facts and opinions to support the answer but supporting only one perspective.	1
2	Uses fact, opinion and belief in some of the evidence presented from more than one perspective.	2
3	Makes explicit reference to facts, opinions and beliefs in some of the evidence presented from more than one perspective, and is clear about the difference between them.	3
4	Makes clear the difference between fact, opinion and belief in most of the evidence presented and shows how the use of fact, opinion and belief affects the strength of arguments presented.	4
Level	Descriptor	A04 6
	A04: <i>Communicate clearly and accurately in a concise, logical and relevant way.</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.	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
3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.	4-5
4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.	6

Question no	Question
12	<i>Critically examine the view that in an age of economic austerity it is wrong to use public funds to subsidise the arts.</i>
Indicative content	Specification reference: Unit 4:5 How should art be valued? (also Unit 2:4 Do the arts challenge or reflect society?)
This is intended to be a synoptic question. References to other sections of the entire Specification are relevant and should be credited.	
<p>The main thrust of the question is whether the arts should be subsidised or not. Candidates should show an understanding of the arts and the way in which they may be subsidised. There should be some awareness of the selective nature of such subsidy and also the importance of private patronage.</p> <p>Some answers may question whether there should be public subsidy at any time, irrespective of the economic circumstances. Answers may reflect prejudice against the forms of art which generally receive subsidy. This is often seen in terms of social class divisions. Few will recognise the breadth of arts which receive subsidy most are likely to see subsidy going simply to museums and art galleries; opera theatre and classical music. Similarly there may be a perception that subsidies are largely directed to London based institutions. Some may be aware of the importance of private support for the arts in terms of corporate sponsorship (eg: Classic Fm's 'composer in residence' scheme) and public support for the purchase of works of art.</p> <p>Ideally candidates should examine the benefits of subsidy (preserving culture; making it available to all; educational value; supporting talent; providing employment; investment in localities; support for tourism etc.). Many will argue that money could be better spent such as supporting the NHS, but few will have any idea of the relative amounts of money which are involved. Some will argue that the arts should only survive if they are self supporting. The success of Pop Concerts is usually cited as an appropriate example. A similar line of argument is that people should be prepared to pay the economic cost of what they want and should not rely on the goodwill of others. Some will recognise that much subsidy comes through the National Lottery and will argue that money for good causes benefits the rich rather than the poor.</p>	
Synoptic element. Candidates should look at the question from a range of viewpoints or disciplines. They should draw together and compare different ideas about the role and importance of the arts and the significance of subsidy.	

Level	Descriptor <i>A01: Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i> <i>A02: Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.</i>	A01 6 A02 4
	Insufficient evidence to assess. Irrelevant or facetious answers	0
1	Limited (in variety or amount) range of evidence drawn from a single discipline or viewpoint. Inconclusive, incomplete answers or superficial or formulaic approach	1-5
2	Some evidence used from two or more points of view (disciplines). Issue examined in a superficial or unbalanced manner mainly from a single viewpoint but may adopt a very simplistic view to both perspectives..	6-10
3	Range of evidence drawn from two or more viewpoints (disciplines) showing understanding. Issue examined in a balanced and coherent way from two or more viewpoints	11-15
4	A good range of evidence used, showing clear understanding. A balanced, perceptive and evaluative answer.	16-20
Level	Descriptor <i>A03: Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.</i>	A03 4
	Limited evidence but may include some facts or opinions.	0
1	Uses facts and opinions to support the answer but supporting only one perspective.	1
2	Uses fact, opinion and belief in some of the evidence presented from more than one perspective.	2
3	Makes explicit reference to facts, opinions and beliefs in some of the evidence presented from more than one perspective, and is clear about the difference between them.	3
4	Makes clear the difference between fact, opinion and belief in most of the evidence presented and shows how the use of fact, opinion and belief affects the strength of arguments presented.	4

Level	Descriptor	AO4 6
	<i>AO4: Communicate clearly and accurately in a concise, logical and relevant way.</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.	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
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

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UA027984 June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

