



# Examiners' Report

## June 2010

### GCSE General Studies 6GS04



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## Introduction

Summer 2010 was the first occasion on which this paper was available. It is in effect a continuation of aspects of the previous examination in terms both of content and of skills. The questions asked are of a similar type to those with which centres should be familiar. Centres need to be aware that unlike the other three units it is only offered in the summer and is not available in the January series of examinations. Like Unit 3 it is designed as a synoptic paper. The essays in Section C are where synopticity is tested.

General performance was pleasing. Most candidates appeared to have some knowledge and understanding of the various topics included in the Specification. Most answers were of an encouraging and thoughtful standard. Some perceptive and well informed comments were made. However, it was noticeable that candidates were less well prepared to cope with the demands of Section A on the Arts than on other areas of the Specification.

The paper tests all four assessment objectives in the same proportions as for Unit 3. It consists of three sections, two of which are data response questions. Section C consists of an essay section from which candidates are expected to answer one essay from a choice of two.

The main area of weakness appears to be AO3. Most candidates seem reasonably well informed and are fairly successful in selecting information and organising it to produce arguments. However, many do not appear to have been prepared for the demands of questions such as question 5, question 9 or question 10b. Those candidates who had been taught the various thinking and analytical skills were generally able to cope with these questions fairly well. Sadly there was little overt evidence of the use of thinking and analytical skills in the essays. This is surprising as AO3 is an essential part of the two AS Units and is well covered in the Student Guide.

A second significant area of weakness is that many candidates do not appear to read questions carefully enough. Questions are designed to give candidates guidance in the type of answers that are expected. It is important to pay attention not only to guides as to content but also to command words. Too often candidates presented answers which were only loosely linked to the question set. The question which posed the greatest difficulty was question 9 where the vast majority of candidates ignored the second part of the question and failed to 'indicate the type of evidence that you have identified'. In question 10b many candidates seemed to be unaware that they were expected to examine the sufficiency or strengths and weaknesses of evidence used by the author, preferring instead simply to discuss the claim 'you don't have to go to church to be religious'. In question 6 many ignored the opening statement which should have directed them to consider issues of morality and in question 11 many ignored 'secular society'. In all four essays candidates too often failed to define the terms that they had been asked to discuss, with the result that many answers were vague and appeared to lack direction. The best essays were those which had a clear structure and had been carefully planned. The inclusion of the candidates plan at the start of an essay can be of help to examiners when assessing the work.

Few candidates appeared to be short of time although there were a number of otherwise well written papers which omitted certain questions (particularly question 10b and question 11).

Writing was generally of a pleasing standard and most candidates were able to make their meaning clear. However handwriting was often of a poor standard and at times was almost impossible to read. Candidates should be aware that they must write in such a way that their work can be read.

### **Question 1(a)**

The three parts of question 1 were designed to be a fairly straightforward test of candidates understanding and application of the terminology used in AO3 (thinking and analytical skills). Of these part (a) was the least successful with only about 50% of candidates offering correct answers. The main issue was a lack of understanding of the term 'moral judgement'. At its simplest level this should indicate a judgement based on the ability to distinguish between 'right' and 'wrong' courses of action. As such one of the most popular responses that 'we have to be more robust ...' did not satisfy the criteria.

### **Question 1(b)**

This was the most successful attempt in question 1 with over 80% of candidates offering a correct response. However, it is not clear whether candidates truly understood the meaning of the term or were simply able to pick out the one sentence which contained statistical evidence.

### **Question 1(d)**

This question proved almost as difficult as part (a), with just over 50% of candidates achieving a correct response. It appears clear from some of the incorrect responses that candidates would benefit from a more grounded understanding of the thinking and analytical terms commonly used in the General Studies examination and which are detailed in both the specification and the AS student guide.

## Question 2

This question produced a few excellent and well informed answers. However, over 60% of candidates scored either 0 or 1 with less than 10% scoring full marks. The majority of candidates seemed to have only the vaguest idea of what the Arts Council was and how it operated. Too often answers suggested that the Arts Council was responsible for the purchase of works of art, their allocation to different museums, organising their display and determining whether a work of art was really 'art'. Some answers felt that the role of the Council was to licence people in some way to work as artists. Few were able to offer any specific examples of Arts Council work, although there were occasional links to the part it played in Liverpool's year as European Capital of culture. The most frequent correct responses commented on funding and promoting the arts to a wider audience. Many candidates quoted 'evaluation and approval processes' from source 1 but clearly did not understand what this meant.

A number of candidates made use of material contained in the sources. Whilst these were usually personal suggestions of what the Arts Council should do, rather than its current role, such answers were given credit. Weaker candidates often used material that would have been better suited to answer questions 3 and 4. A significant number only offered a single point which was clearly insufficient for a question carrying 3 marks.

2 What is the role of the Arts Council?

The Arts Council provides funding from the Government to a variety of areas of the arts, from theatre to installations. The Council supports the Arts in the UK and it can give aid and guidance to those individuals <sup>or groups</sup> who need it. The council also reports and monitors the progress of sections of the industry.



### ResultsPlus Examiner Comments

This answer achieved two marks. The first point about funding is clearly made and satisfies marking point A5. The second point that the Council supports the arts is another clear statement of its role and satisfies marking point A3. The final point is not sufficiently clear to count as a quotation from the sources and would need to be expanded to justify a third mark.

**2 What is the role of the Arts Council?**

The Arts Council:

- aims to raise the quality and abundance of art and culture, in places such as Liverpool.
- Controls finance when it comes to acquiring art for institutions.
- Raise awareness and appreciation of art and culture
- Encourage people to enjoy art in their own way

(Total for Question 2 = 3 marks)

**ResultsPlus****Examiner Comments**

This answer was awarded full marks. Although the second point is questionable, it does raise the idea of funding (marking point A5). The other 3 points are all worthy of credit as marking points A2, A1 and A3. The question does not require specific examples.

**ResultsPlus****Examiner Tip**

This answer illustrates a good way of saving time in an examination. Since the question does not carry any communication marks (A04) it is perfectly sensible and acceptable to use bullet points. It speeds up the answer and leads to for the marker.

**2 What is the role of the Arts Council?**

The arts council is designed to provide funding for creative projects across the arts. The fundings and subsidies that the arts council provide can go to anything from up and coming artists to filmmakers or photographers. Essentially the Arts Council's remit is to ensure that high quality art has a future for everyone across the nation.

(Total for Question 2 = 3 marks)

This is a good succinct answer which provides three clear points.

**ResultsPlus****Examiner Comments**

Marking points addressed are A5 (funding), A3 (range of arts supported) and A1 (make art accessible/available).

**ResultsPlus****Examiner Tip**

This answer shows that it is not necessary to write a great deal in order to score full marks. The length of answers should be guided by the number of marks available and the number of writing lines provided for answers.

### Question 3

This was one of several questions on the paper which demonstrated that many candidates do not read questions with sufficient care. In previous examinations a question has been asked about the meaning of the term artistic style. This question did not require candidates to define the term, but rather to explain whether or not it was a useful term/concept when considering works of art. In other words an element of evaluation was essential if candidates were to achieve full marks. Those who simply explained what artistic style means, or simply gave examples of different artistic styles could not therefore achieve high marks.

Overall more than 70% of candidates scored either 0 or 1 of the available marks. Fewer than 7% were able to score all three marks.

Candidates who gave a clear definition of the term were credited with a mark for this explanation.

The main reasons given to support the usefulness of the term related to classification of works of art and the way it helped comparison. Those who rejected its usefulness generally focussed on the uniqueness either of artists or of works. A number pointed out that it describes a very artificial concept of more use to critics than to artists or general observers since the boundaries between different styles are often blurred and imprecise.

Some candidates described particular styles, such as cubism or Impressionism and often illustrated their answers with appropriate examples. However they frequently failed to address the precise terms of the question and so could not be credited. Many associated style with the work of individuals and so failed to recognise that the term could have value when categorising works with similar characteristics. The chosen art form addressed by most candidates was painting but answers which considered other art forms were worthy of credit. Those candidates who made use of the information in the sources usually benefited.

One of the major problems encountered when candidates are asked to explain or show understanding of terms is that the question is simply recycled. Very often words being defined are used in the definition and so fail to show understanding.



3 Of what use is the term 'artistic style' (Source 2, line 12) when discussing works of art?

Artistic styles are different style  
of art that have been created by  
famous Artists.



**ResultsPlus**

Examiner Comments

This particular answer appears to offer a definition of artistic style but does not add anything to the question. An example might have made the answer sufficiently clear to justify a mark. Apart from the attempt at a definition there is no attempt to examine the key part of the question which is the usefulness of the term within the specified context.



**ResultsPlus**

Examiner Tip

When defining terms don't use the words you are defining as part of the explanation - it suggests you don't really know what the term means. A well chosen example can sometimes help make a definition clearer and so earn a mark.

3 Of what use is the term 'artistic style' (Source 2, line 12) when discussing works of art?

The "artistic style" refers to the type of media, <sup>used</sup> the particular way of painting or the time in which it was painted. It is a way of grouping together works of art so that each piece of artwork can be viewed within its context. So ~~the~~ "sculpture work" refers to works <sup>which</sup> ~~with~~ are <sup>usually</sup> 3 dimensional, photographs ~~are~~ ~~is~~ ~~referred~~ to cannot be necessarily viewed with the same criteria as sculpture. "Abstract" painting is an artistic style which usually represents something as opposed to "impressionism" which is ~~more~~ ~~about~~ a different style of painting.

The key issue in this question is whether 'artistic style' is or is not a useful term in the specified context of discussing works of art. As such, answers are not necessarily required to refer to particular artists. This answer gained all three marks.



## ResultsPlus

Examiner Comments

The definition of artistic style was credited for reference to the type of criteria that might be used to help determine style (marking point 8) A second point was credited for the idea of grouping works together (marking point A1). The third mark was given for the attempt to show the difference between two named styles (marking point A3 or A6). The comment about the difference between sculpture and photography was discounted. It would not have been credited if there had been marks available because it is about art forms rather than artistic styles.

### Question 4

This proved to be probably the most difficult question on the paper. Candidates generally find great difficulty in coping with the demands of aesthetic evaluation. There is a substantial section in the 'Clarification of Content' section of the Specification about aesthetics (p. 86) but many candidates appear only to have the most sketchy understanding of what it involves.

There were two distinct parts to the question. Firstly candidates were expected to define 'aesthetic criteria'. Secondly they were required to examine whether such criteria provided an objective method of assessing the quality of art. This meant that in addition to understanding aesthetics they needed to understand the term 'objective'. Results were generally disappointing. Almost 60% of candidates scored 0 or 1 mark and only 15% scored the top two marks of 3 or 4.

Too often candidates failed to read the question carefully. A significant number of definitions spoke about aesthetic evaluation rather than the criteria used in aesthetic evaluation. Many failed to list or show understanding of even the three broad criteria of form, content and longevity given in the Specification. Had they been able to do so they would have been better able to tackle the second part of the question.

Many answers to the second part showed more confusion than clarity of understanding. Some clearly misunderstood objectivity interpreting it as personal taste and opinion. Many simply relied upon the idea that 'beauty lies in the eye of the beholder' and rejected any concept of objective evaluation. However the better answers were able not only to define the three main criteria but also show how they could be applied to comparison of different works of art. Few answers paid attention to the idea of quality and many interpreted it simply as 'value' and interpreted this in a monetary sense.

- 4 Explain the term 'aesthetic criteria' and examine whether such criteria can provide an objective way to assess the quality of works of art.

Aesthetic criteria is the judgment of what makes art classed as 'good'. It can apply to beauty of the piece, the craftsmanship of the piece or the age of the piece. This criteria certainly gives a way of looking at art purely upon the basis of value, ~~and~~ but, many art pieces could be judged upon personal opinion rather than the monetary terms. Aesthetic criteria does in ~~its~~ a way give an objective view point since it has no involvement of personal taste but, can we really judge how much a piece of work is purely upon how well it is made or even how old? I feel there is much more to art.

(Total for Question 4 = 4 marks)

Relatively few candidates were able to score all 4 marks. This answer did sufficient to justify 4 marks, even though there is evidence of error in the discussion of 'value' and judgement in monetary terms.



**ResultsPlus**

Examiner Comments

This answer gained a mark for the simple definition as involving 'judgement' and the quality of 'good'. A second definition mark was awarded for the attempt to list the criteria. Certainly craftsmanship counts as part of form, and age relates to longevity. The third point 'beauty' is a subdivision of content and so should be credited. A third mark is awarded for the link to objectivity in the second paragraph (marking point A9). The final mark is awarded for recognising that, yes, art can be judged objectively but that such judgement is limited. It is a pity that the final sentence was not expanded. This answer does show an understanding of aesthetic criteria, the way in which they can be applied and some of their limitations.

- 4 Explain the term 'aesthetic criteria' and examine whether such criteria can provide an objective way to assess the quality of works of art.

Aesthetic criteria are the criteria that a piece of art should follow in terms of how it looks. I don't believe this is a good way of assessing the quality of works of art because all pieces of art are different and something that looks good to one person could look terrible to someone else. All pieces of art have a different meaning to them too, therefore they will look different to how other people think they should look. Everyone has their own, different opinion.

This answer was awarded 2 marks out of the 4 available.



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Examiner Comments

The definition of the criteria was insufficiently explicit to earn any marks. To a large extent it is a recycling of the question. It fails to recognise that the criteria are designed to get away from appearance (which is a very subjective approach) and bring in other factors that can be applied generally to help with assessment.

A mark is credited for recognising that all works of art are different (marking point B1) and a second mark is awarded for the recognition that taste is subjective and variable (marking point B13).



**ResultsPlus**

Examiner Tip

When asked to explain a term a simple statement will only earn a single mark. In order to access more marks it is necessary to add something to the answer. In this case what is needed is to name the principal criteria and use them as examples to show understanding. Better answers also explained the criteria rather than simply listing them.

### Question 5

This type of question was commonly set in Section B of most units of the previous specification. Sadly the majority of candidates do not appear to be prepared to meet its demands. It is a question that specifically tests AO3 and as such it is essential that candidates are equipped with the thinking and analytical skills included in AO3 and which are clearly outlined in the AS Student Guide (pp. 5-8). The purpose of the question is that candidates should, from a given source, identify evidence related to a conclusion in order to examine its nature. The question does not require candidates to examine the issue dealt with in the passage, nor are they required to express their own views about it or summarise what the author of the passage has said. In this particular case candidates were specifically asked to examine the strengths of the evidence. A number of marking points are contained in the mark scheme and could serve as a foundation to help prepare candidates to answer this type of question. Critical issues include: identifying relevant evidence; determining the nature of the evidence (whether it is fact or opinion); recognising the level of support presented by different types of evidence; understanding balance and bias; recognising the nature and strength of different types of argument; appreciating the relevance of evidence; and being able to offer an overall critical evaluation of the evidence.

Fewer than 40% of candidates were able to achieve more than 1 mark out of 3 on this question. Those who did attempt to evaluate the evidence most frequently identified bias and that the passage was heavily opinion based.

- 5 Examine the strengths of the evidence used in **Source 3** to explain what the role of the arts should be today.

One of the suggestions in source 3 for the role of the arts is that it helps us understand and identify our place in the world, more than the economists or politicians. This makes us 'brave' to show a different side to our country compared to what the media tells us.

(Total for Question 5 = 3 marks)

Many candidates answered this question by discussing the issue of the role of the arts today. There was usually little examination of either the nature of the evidence or of the strength of the evidence. A significant number failed to score any marks.



**ResultsPlus**

Examiner Comments

This answer achieved a mark for identifying a relevant piece of evidence from the passage. No further marks were awarded because there is no attempt at evaluation nor is there any reference to 'strengths'.



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Examiner Tip

If you are asked about the strength of the evidence you must identify at least one piece of relevant evidence and include a comment about whether it offers support to the statement. Such comments should at least contain reference to whether the evidence is fact, opinion or belief.

### Question 6

This was the type of essay question normally set on earlier papers, although it carried fewer marks. Candidates were expected to look at an issue from different perspectives in order to reach a conclusion. Most were able to do this with a reasonable level of success with almost 60% achieving 8 marks or more. This would place such answers in the 3rd and 4th mark bands.

The majority of answers restricted themselves to artists in the sense of painters but some did recognise that the question could cover all of the different art forms. The sources contained a variety of material that could have been used as supporting evidence but few candidates seemed to make use of it. The most common arguments in favour of freedom of expression revolved around Human Rights and freedom of speech. A number argued that since art was about the expression of emotions it would be wrong to restrict artists. Very few paid attention to the introductory statement and the use of the expression 'integrity'. It was hoped that this would cause candidates to adopt a moral perspective. Sadly this did not often happen. Arguments against the question often referred to offence that might be caused to others. Candidates were prepared to present a range of different arguments but few were prepared or able to evaluate the strengths and weaknesses of the arguments presented. However, it should be remembered that candidates have little time in which to construct a two-sided answer. Consequently many of the answers were of a pleasing and encouraging standard.



**6 'For artists, integrity is about doing what you want.' (Source 2, lines 2-3)**

Examine arguments **for** and **against** the view that artists should have total freedom to create what they want.

Initially, it seems a positive concept; as human rights have become more important to us in the last century the need and desire to have freedom has also risen and allowing artistic freedom would certainly instil popular opinion from some people. Allowing artists to create what they want also ~~etc~~ allows people to more effectively express themselves; with no limits or boundaries artists have the opportunity to use their talents to the full and create pieces that they might not have constructed if they had been <sup>otherwise</sup> restricted.

It is also possible that a lifting of restraints on artistic pieces would allow some art to be more realistic and increasingly attractive to society. If people can relate to <sup>art</sup> ~~work~~ and see its use in everyday life then the culture of art will be integrated and become more popular. And this will not only be a positive consequence for ~~cultural~~ society, culture in society it will have economic benefits (e.g. more interest in buying works of art / engineering art projects etc).

It is however blatantly true that many would see total freedom in art as a negative concept, that

would promote debauchery. If artists were allowed freedom in their work as well as so called 'nice' pieces there would inevitably be art created that some people would find offensive or inappropriate, hereby reducing popular involvement and love of the cultural arts. It is also true that in today's society art is likely to be misconstrued as being 'politically incorrect' and this may lead to conflicts concerning racism / sexism etc. Artists may subsequently strive to use art in a negative way to fuel such debates and the idea of 'freedom' may be abused.

(Total for Question 6 = 14 marks)

includes 4 marks for Quality of Written Communication



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Examiner Comments

This is a fairly straightforward answer which presents two contrasting views/opinions on the topic. A number of valid points are made to support artistic freedom including human rights, artistic expression and an increase in interest in the arts. The opposing view considered the possibility of offence, reduction of standards and encouragement of unacceptable social attitudes. This is generally a well thought out and balanced answer. The main weaknesses are lack of supporting evidence and the failure to produce a clear conclusion. Lack of conclusion would prevent the answer reaching the higher marking level and the lack of supporting evidence would limit the mark awarded from band 3. The answer is well written and meaning is clear. It was awarded 3 marks for communication.



**ResultsPlus**

Examiner Tip

It is not enough to make a range of good points. All assertions should be supported with evidence if they are to be convincing.

Giving anyone total freedom is always going to be a ridiculous thing to do because there will be some idiot that takes it too far and start to create art out of rape and murder or decide they want to paint a live nuclear explosion. So there always needs to be obvious limitations to protect human rights.

But artists still need a lot of freedom, within reason, to create their best work because you are going to be able to be most creative when you aren't held back by limitations. So a middle ground needs to be held to allow artists the freedom of their imaginations without them breaking laws.

But there are also issues with artists going overboard on how much they spend and it would seem silly to just let artists spend excessive money just to create pretty pictures.

**ResultsPlus**

Examiner Comments

This is a fairly superficial approach to the topic. It does briefly address two contrast in views, offering a single reason in support of each. The conclusion that there should be a middle ground is included in the second paragraph but needs to be expanded and explained. The answer lacks supporting evidence. The final paragraph about expenditure has little relevance to the question. The answer was placed in the middle of the second marking band since 'points made will be assertions rather than examined critically'.

Communication is generally sound and meaning is clear. A04 awarded 2 marks

### **Question 7(a)**

This was a fairly straightforward calculation but barely a third of candidates answered correctly. The main weaknesses were that candidates failed to adjust figures to the nearest thousand or calculated 75% rather than 72% of the given population.

### Question 8

This was the easiest question on the paper. More than 50% of candidates were able to score the maximum 3 marks with a further 33% gaining 2 marks. Most were able correctly to explain reincarnation. Some gave far more detail than was required, often showing considerable understanding of the term. Most candidates were able to identify correctly a religion which believed in reincarnation but a significant number offered Islam and quite a number believed it was a tenet of Christianity (or of Catholicism). Where there was a weakness it usually related to explanations of the term 'resurrection'. Some simply reworked the question as a belief that 'people came back to life after death'. Others felt it was sufficient to say that it was happened to Jesus Christ - without giving any further explanation. Candidates should not presume that examiners will credit points implicitly contained in the answer - answers need to be explicit. A number of candidates felt that resurrection was when the soul left the body and went to heaven. Better responses related resurrection to bodily return to life on earth at judgement day or at the return of Christ.

- 8 Reincarnation and resurrection are both beliefs about life after death. Explain how the belief of reincarnation is different to resurrection. In your answer you should identify at least one major religion which believes in reincarnation.

Reincarnation is the belief that the soul will return to life in another form a religion that believes in reincarnation is Hinduism. Resurrection is the belief that the soul will rise to heaven not life in another form and this is a belief held by Christians.



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Examiner Comments

1 mark is awarded for the explanation of reincarnation 'in another form'. 1 mark is awarded for correctly identifying Hinduism. The statement about resurrection is inaccurate and so no mark is awarded. Candidates were not asked to identify believers in resurrection.

- 8 Reincarnation and resurrection are both beliefs about life after death. Explain how the belief of reincarnation is different to resurrection. In your answer you should identify at least one major religion which believes in reincarnation.

Resurrection is when a person is brought back to life in the same form as in always, they still have full memory of their life. However in religions such as Buddhism, reincarnation means after death you come back as another being, perhaps an animal. Also, it is believed you have no recollection of your previous life other than in instances of ~~de~~ 'deja vu'.

(Total for Question 8 = 3 marks)



**ResultsPlus**

Examiner Comments

This answer was awarded all 3 marks. The explanation of resurrection 'in the same form as in always'. 1 mark was awarded for Buddhism and a further mark for return as 'another being' and for the comment about 'deja vu'.



- 8 Reincarnation and resurrection are both beliefs about life after death. Explain how the belief of reincarnation is different to resurrection. In your answer you should identify at least one major religion which believes in reincarnation.

Reincarnation is the belief that after death, your soul comes back in another form. E.g. human, animal. Resurrection is the belief that after death, you return to life as yourself which some people believe explains the thing of De ja vu. Reincarnation is widely believed in in the Christian religion, both Catholics and Protestants.

**ResultsPlus**

Examiner Comments

The explanations of reincarnation and resurrection are both credited. The comment linking déjà vu to resurrection rather than reincarnation is not penalised. No mark is awarded for the example because Christianity does not teach/believe in reincarnation.

### Question 9

This was the most disappointing question on the paper. Over 70% of candidates failed to score and very few achieved all 3 marks. There were two fundamental reasons for this. Firstly many candidates failed to read the instructions carefully. The majority correctly identified relevant evidence but failed to indicate 'in each case' the type of evidence it was. Many failed to attempt any form of categorisation. Secondly many of those candidates who did attempt to describe the types of evidence used meaningless terminology such as 'historical', 'judgemental', 'behavioural'. What was required was to establish whether each quotation illustrated 'fact', 'opinion' or 'belief'. These are the terms that are used to explain the different types of knowledge referred to in the Specification (p.10) and described in the AS Student Guide (pp. 6-7). These terms are key to the teaching and understanding of AO3. Unless candidates understand and can use these terms correctly they are unlikely to answer AO3 questions successfully.

A number of candidates failed to write out items of evidence, instead substituting line numbers or their own paraphrase of the words in the source. neither of these approaches satisfied the demands of the question and so could not be credited.



- 9 Identify three pieces of evidence used by the author to suggest a conflict between science and religion. In each case indicate the type of evidence that you have identified.

1 The Anglican Church Society claimed attendance fell from 1,606,000 people to 881,000 people in 37 years.

This is a statistic.

2 Galileo was compelled by the church to publically deny his theory that would undermine the church.

This is a fact.

3 Opposition to scientific progress is often loudly voiced by sincere religious activists.

~~This is a fact (although lacks proof)~~

This is an opinion - 'often'? When?

(Total for Question 9 = 3 marks)

In this type of exercise it is important that candidates select material that is relevant to the question. This candidate lost a mark by selecting an item of evidence that did not relate to the issue of 'conflict between science and religion'.



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Examiner Comments

Point 1 is not a relevant piece of evidence and so could not be credited, even though it is correctly labelled as a statistic (empirical or scientific knowledge would have been equally acceptable as a description). Points 2 and 3 are both correct and are awarded 1 mark each.



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Examiner Tip

Note the use of the word 'sincere' in point 3. If this had not been included the phrase could correctly have been labelled 'fact'. The use of the word 'sincere' which is a value judgement with which some might disagree converts the phrase into an opinion.

- 9 Identify three pieces of evidence used by the author to suggest a conflict between science and religion. In each case indicate the type of evidence that you have identified.

- 1 He Scientifically proved heliocentrism but the Catholic church compelled him publicly to deny his theory - factual evidence.
- 2 Opposition to scientific progress such as stem cell research and genetic modification is often loudly voiced by sincere religious activists - ~~the~~ opinion
- 3 The only questions scientists could safely ask were those permitted by the church - factual evidence

(Total for Question 9 = 3 marks)



**ResultsPlus**

Examiner Comments

This is a rare example of an answer which scored all 3 marks for correctly writing out and labelling 3 relevant items of evidence.

9 Identify three pieces of evidence used by the author to suggest a conflict between science and religion. In each case indicate the type of evidence that you have identified.

1 "He scientifically proved helio centricism but the Catholic Church compelled him publicly to deny it thereby". evidence - historical.

2 Scientific progress such as stem cell research... is often loudly voiced by sincere religious activists' evidence = opinion

3 "Science was effectively an extension of the religious establishment". evidence = judgment -

(Total for Question 9 = 3 marks)



**ResultsPlus**

Examiner Comments

This answer contains 3 correct items of evidence but only point 2 is correctly labelled and so earns a mark. The other two labels 'historical' and 'judgment' are not meaningful in the context of this examination. Point 1 could have been correctly labelled 'fact' and point 3 could have been identified as either 'assertion', 'opinion', 'subjective' or even 'belief'.



**ResultsPlus**

Examiner Tip

Read questions carefully and make sure that your answer addresses every part of the question. Words are deliberately included in questions in order to guide candidates' answers.

**Question 10(a)**

This question was fairly straightforward and generated some very pleasing answers. It was pleasing to note that almost all candidates answered the question as set, rather than an alternative question of their own devising. Almost 60% candidates were able to identify and explain at least two limitations of the statistical evidence, although less than 5% were able to score full marks. A few candidates ignored the question which related specifically to the passage and instead wrote about the limitations in general. These could not be credited unless there was a direct link to context of the question.

Candidates were able to provide an impressive list of limitations. The most popular responses included: lack of information about the size and nature of the survey (marking point A1); lack of details about respondents (marking point A2); the vagueness and lack of definition in the terms used (marking point A4); the significance of 'usual attendances' (marking point A8); the lack of information about 'other religions' (marking point A12); and the figures being out of date (marking points A17/A18). Answers showed clearly that most candidates were able to adopt a critical approach to the data. A weakness in a number of answers was that candidates seemed to feel that a survey was unsatisfactory unless the entire population was questioned. Such candidates seemed to have a limited understanding of the nature of sampling.

**10 (a)** Comment on the **limitations** of the **statistical** evidence used by the author in this passage (**Source 4**).

(4)

Whilst the author has used statistical evidence to show the decline between people going to church and the amount of people who believe in religion, he/she has not included quotes from people as to why this is. Therefore the opinions expressed in this passage such as 'people still wish to retain the appearance of belonging' is not backed up with many people (or any for that fact) agreeing with this statement. Therefore it cannot be taken as fact.



**ResultsPlus**

Examiner Comments

This answer has failed to address the question. The comment about lack of qualitative evidence is a valid comment about the limitations of qualitative evidence, but it is not appropriate as an answer to this question and could not be credited.



**ResultsPlus**

Examiner Tip

Note that 'limitations' and 'statistical' are emboldened in the question. This is to draw your attention to important guide words. You should make sure that your answer directly addresses these.

10 (a) Comment on the **limitations** of the **statistical** evidence used by the author in this passage (**Source 4**).

(4)

Firstly the 'usual attendances' statistic is impossible to measure as it begs the question what is a 'usual attendee' and how is it that this was measured all over the UK fairly? - this makes it unreliable. The statistics in lines 25, 26 and 27 are also impossible to measure accurately as it is impossible to know whether people are telling the truth. the questions 'are you religious' and 'do you believe in a supernatural power' are too broad for 'yes' and 'no' answers.

Relatively few answers scored full marks. This one did.



**ResultsPlus**

Examiner Comments

The first sentence draws attention to the meaning of 'usual attendances' (marking point A8). A second mark is awarded for the comment questioning how usual attendance was measured across the UK (marking point A2). A third mark is awarded for the question of the honesty of respondents (marking point A19). A fourth mark is given for the lack of definition in the questions asked (marking point A3).



**ResultsPlus**

Examiner Tip

Notice that this answer gives a great deal of information in a relatively short answer. It did not use all of the writing lines provided but still gains full marks.

10 (a) Comment on the **limitations** of the **statistical** evidence used by the author in this passage (Source 4).

(4)

The statistical evidence in this passage is very limited but the small piece there is is very limited because it isn't very applicable. The statistics are taken from a survey that was conducted 9 years ago and so is difficult to use as reliable data as it may be inaccurate due to not being recent statistics.



**ResultsPlus**

Examiner Comments

This answer uses a large number of words but only makes a single point - that the survey data is unreliable because it is out of date (marking point A19). The first sentence doesn't really say anything and could have been omitted.



**ResultsPlus**

Examiner Tip

Make sure that what you write is relevant. There is not sufficient time to allow introductory statements which do no more than repeat the content of the question.



### Question 10(b)

This question is similar to question 5 in that it uses AO3 to assess candidates ability to analyse a passage. Similar points apply to those made earlier. Far too often candidates treat the question simply as a comprehension exercise and fail to recognise that it is a test of their ability to read critically. Four points to note are that it refers to reasoning (unlike question 6 which simply concerned 'evidence'). This means candidates should examine the types of arguments used as well as the nature of the evidence presented. Secondly it is not simply about the strength of the evidence/arguments used but about their sufficiency. Thirdly a specific context is provided with the quotation 'you don't have to go to church to be religious'. Answers which look at evidence dealing with other issues raised by the author are not relevant and will not be credited. Fourthly candidates are directed to reasoning in paragraph 5. Evidence taken from other paragraphs will not be credited unless it is used as a means to underpin reasoning in paragraph 5. A key word that candidates should always have in mind therefore is 'relevance'.

As with question 5 there were a number of marking points. Many candidates were able to address A1 (identification of evidence); A3 (discussion of fact/opinion/belief/assertion/bias); A7 (a summative conclusion drawing points together to give a definitive answer to the question). Most candidates seemed less able to address A2 (critical evaluation of evidence); A4 (consideration of the types of argument used); A5 (specific critical evaluation of strengths and weaknesses). A few did address A6 and attempt to show other evidence which might have helped.

40% of candidates were able to score 3 or 4 marks but 25% failed to score at all, mainly because they had failed to answer the set question and instead either wrote a paraphrase of the passage or gave their own views on the issue raised. It appears that candidates do need to learn how to answer this type of question effectively. In particular many candidates do not seem to understand what is meant by 'strong enough to support' as used in this question. Candidates are not asked whether or not they agree with the statement but whether the author provides sufficiently strong reasons to justify the claim that is made.

(b) Is the author's reasoning in paragraph 5 strong enough to support the claim in paragraph 6 that 'you don't have to go to church to be religious'?

(4)

The author presents a clear and concise argument in paragraph five to support the idea that you don't have to go to church to be religious. They make reference to the bible and apply overriding religious ideals to modern society. It is clear that this argument is ~~only~~ primarily <sup>their</sup> own opinion, and one could argue that paragraph five itself lacks statistical evidence and other forms of proof to support their ~~own~~ claim.

Relatively few candidates made clear efforts to apply thinking and analytical skills to the analysis of the passage. Few achieved all 4 marks. This short answer did enough to satisfy 3 of the marking points in the mark scheme. The points made could have been expanded further.



**ResultsPlus**

Examiner Comments

1 mark is awarded for the reference to the Bible and application of overriding religious principles to modern society (marking point A1). A second mark is awarded for recognising that the paragraph consists of opinion rather than fact (marking point A3). A third mark is given for the identification in general terms of evidence that could have been included to support the assertion in paragraph 6 (marking point A6).



**ResultsPlus**

Examiner Tip

It strengthens answers if there are specific quotations from the passage rather than indirect references to content.

(b) Is the author's reasoning in paragraph 5 strong enough to support the claim in paragraph 6 that 'you don't have to go to church to be religious'?

(4)

I would not agree with the author's reasoning. Paragraph 5 states 'being religious is about behaving morally' and other such statements. But this does not mean behaving morally means you belong to that religion or are religious. There are general morals expected of people in society. The ten commandments state 'thou shalt not steal.' This does not mean if ~~if~~ someone <sup>acts in this way</sup> follows such, there are a Christian. The author also says 'it is less about intangible beliefs such as reincarnation...' which is incorrect. Religion is built on such beliefs and dictates what religion you belong to. Therefore the claim in paragraph 6 is a weak one, attending places such as church are still required to show your commitment to that religion and your belief in it.

This answer illustrates the way that many candidates discussed the issue raised in the passage rather than attempted to analyse the quality of evidence and argument presented.



**ResultsPlus**

Examiner Comments

The candidate earned 1 mark for the opening sentence which is a quotation of appropriate evidence (marking point A1). Subsequent quotations cannot be rewarded since there is only 1 mark for A1. The remainder of the answer is a personal consideration of whether the candidate accepted the suggestion that behaving morally equates with being religious. As such no further marks could be awarded. The concluding sentence cannot be credited with A7 because it arises from the candidate's views on the topic rather than an analysis of the evidence.



**ResultsPlus**

Examiner Tip

If you are asked to examine the evidence/argument/reasoning of the author of a source avoid the temptation to write instead about your own opinions on the issue raised by the passage.

### Question 11

This is a different type of essay question to question 6. Candidates are not required to look at an issue from two contrasting viewpoints nor are they required to reach a conclusion. It is designed to test a candidate's ability to select and organize information. Credit is offered for both existing knowledge and for use of evidence contained in the source. The mean mark for this question was almost 7 out of 14 with 30% of candidates achieving 9 marks or more. Sadly almost 10% of candidates failed to score any marks on this question, suggesting that they had made no real attempt to write any sort of an answer.

The principal weakness in many answers was an inability to understand the idea of a secular society. Candidates had a very wide range of possible reasons to choose from. Many answers missed the main point of the question and simply discussed the way in which religion still affects the lives of religious people. Better answers recognised that religion and the behaviour of 'religious people' can impact on the lives of others whether they wish to be influenced or not. The most frequent examples used were through the legal system, terrorist actions and the perceived problems of evangelical sects. Some candidates saw the impact of religion in preventing scientific and moral progress. Few candidates attempted to address both 'how and why'. The majority focussed on 'how' but failed to address the reasons underlying such influence.

Answers often considered the impact of life experiences (such as death or illness) leading to reliance on religion. A large number were aware that many of the main holiday periods developed from religious practices. Few took any account of the built environment to point out that religious buildings are very significant landmarks in most communities. A number drew attention to the role of religious education and school assemblies/compulsory worship as part of the education system. Many candidates seemed to feel that the UK is a secular society. A number of answers discussed the conflict between science and religion, but not all such answers were directly relate to the question.

**11** Using your own knowledge, together with evidence from **Source 4**, explain how and why, even in a secular society, religion can still affect people's lives.

A secular society is one where people of different and no beliefs live in a society together.

Religion is important for many people due to the belief that they have hope, something to live for and look on to after death. For many

People are often religious but do not believe in the strict sanctions set by authority, such as the

Catholic Church's strict, outdated views on such matters as contraception and gay rights.

**ResultsPlus**

## Examiner Comments

The candidate attempted to define secular society but clearly had little understanding of the term. The focus of the answer is on people who are religious rather than on the impact of religion on those who are not. There is a comment about religious conflict and the importance of religious tolerance. The answer concludes with a reference to restrictive morality.

The answer is very superficial and lacks supportive evidence. The answer was awarded 4 marks for AO1/2 and 2 marks for AO4 (communication).

**ResultsPlus**

## Examiner Tip

Essay answers must include evidence if they are to achieve high marks.

## Question 12

**12** 'Each human being is unique, so there is no point in trying to explain human behaviour through studying society.'

Evaluate this opinion.

This optional question was twice as popular as question 13, but very few candidates gained more than two-thirds of the available marks. This is designed to be a synoptic question which tests all four assessment objectives. Candidates who were most successful were those who were able to view the issue from a number of different perspectives and deploy supporting evidence from two or more different disciplines.

As with most essay titles the fundamental weakness was that candidates failed to read the question carefully in order to identify the variety of issues that they were required to discuss. A second weakness was that many candidates were prepared to present a variety of views but failed to support their claims with appropriate evidence. Consequently the majority of responses rarely exceeded the mid-point of marking band 3 for AO1/AO2. To gain higher marks it is essential to demonstrate both breadth and balance in selection of ideas and supporting evidence.

Communication was generally sound or good and most candidates scored between 4 and 6 marks for AO4.

Evidence of the use and understanding of AO3 was generally disappointing. Many candidates were able to score a mark for identifying relevant evidence and using fact/opinion/belief in their answers. Few, however, adopted a more critical approach or seemed to show awareness of the different types of evidence used or the relationship between them. Conclusions often appeared to be bolt-on rather than naturally arising from the arguments and evidence presented. Future candidates would benefit from consideration of the seven marking points used for the assessment of AO3.

In terms of content many candidates spent a considerable amount of time asserting the uniqueness of individuals and used this to dismiss the idea of studying society. Better answers recognised that in spite of uniqueness most human beings do share common characteristics which do lend themselves to study and categorisation. Few recognised the significance of the difference between the individuality of human beings and the broader collective idea of 'human nature'. The main sources of evidence about uniqueness were drawn from scientific knowledge but the disciplines most frequently addressed for the study of human nature were sociology and psychology (with few recognising that psychology has more to do with the study of individual behaviour than society as a whole). Little use was made of evidence drawn from other social science and humanities disciplines. History would appear to be a subject that concerns both individual uniqueness and the study of societies and human nature through time. Few candidates drew attention to the potential value of study leading to generalisations about likely behaviour as a means to identify and perhaps understand the conduct of those who deviated from the norm. Insufficient attention was paid to the value or pointlessness of studying behaviour.

This question produced many worthy answers but there were few which demonstrated a clear and balanced perception. A feature that was noted in a large number of answers was that even the well informed often failed to adopt a sufficiently critical approach to the ideas that were presented.



Each human being is unique, so there is no ~~problem~~ point in trying to explain human behaviour through studying society, this can be challenged through both a sociological explanation and physiological explanation.

From a sociological explanation, people are both cultured and socialised but effect the way humans behave. ~~then~~ First the individual will have primary socialisation through family and upbringing. This has a huge effect on an individual's behaviour, but also what goes on at school and peer groups, then works. But the culture can be from what religion, values, laws. And all these effect how a human behaves. \*

However, it can be said some people can become deviant due to not being the same as everyone else not the 'norm' ~~and~~ sometimes this means breaking the law. This also can be said for the reason why the person comes deviant because



The people who they are ~~in~~ in a group with 'friendship group' their norm may be to break the law. So pressure groups, living style all end up changing some ones behaviour.

On the other hand a psychological explanation can be that yes following others is a way that people live by they believe that if no one else is doing it then they should not. For example a girl in New York ~~about 12 years~~ a few years ago was stabbed to death by a Mr Naseley because the neighbours heard the screaming ~~but~~ light came on but because no one moved, then no body else did either. The norm was to ~~ignore~~ ignore it. She was then stabbed to death on her own door step with 34 witnesses.

~~On the other hand~~

Nevertheless it can also be said that humans can be influenced by the media, newspaper etc. This can change our behaviour for example in 1995 when a film was produced about killing people. Eight people died from ways of which they did in the film, from people who had watched

that particular film. This can be said to be already their nature to do that but the film gave them ideas and may have changed their behaviour.

But opposite to all these is the Biological view that people are ~~born~~ born with their nature to behave.

~~For~~ For example aggression that is used like animals to compete for women, and the lower class men who do not have as much to offer as richer men would have to resort to stealing, and aggression to compete for a 'mate'. As the testosterone of men is high.

Yes each human being is unique however there are points which can be explained to how human become to behave. Through norms, values, peer groups, pressure groups, DNA, biological reasons etc. So the behaviour of individuals is complicated ~~but~~ ~~can be~~ but ideas and reasons are explained, but then again are still only theory.

**ResultsPlus**

Examiner Comments

This answer clearly adopts two perspectives as stated in the opening paragraph. However the candidate appears to an extent to have lost sight of the question and is discussing human behaviour from a sociological perspective rather than using the perspective to examine whether the study of society is of benefit. A third biological perspective is added on the final page and is used to introduce the nature-nurture debate.

A variety of evidence is used to support the points being made. It is explained in too much detail and is not related to the question as set. The candidate does enough to reach the lower end of band 4 but is not sufficiently geared to the demands of the question to reach the higher marks.

AO3 was awarded 1 mark for the use of evidence (marking point A1) and a second mark is awarded for marking point A3. Communication is generally understandable although towards the end the answer seems to lack clarity. The conclusion reads very much as an afterthought rather than as something developed from the arguments presented.

Indeed every individual human is unique. Genetic makeup, phenotypes<sup>and</sup> personality vary from person to person; no one is the same.

Because everyone is unique it suggests that stereotyping groups of people is unfair because even within a group, while a person may fit 'a look' their feelings and thoughts are totally unique. Society can easily be divided into sectors such as based on wealth, working class or ethnicity however even within those sectors a whole spectrum of behaviours will be displayed.

Social Learning Theory (Bandura) suggests that behaviours are pre-learned based on upbringing, expectations or past experiences. This almost draws in the argument of nature V nurture. The patterns of behaviour dependant on the way a person is brought up or their genetic makeup; the genes that they have inherited. Different behaviours can be reinforced or learnt based on modelling or visual experiences for example dispositions of the parents. If a parent has a habit, often it is likely that a child will copy and pick it up. Another example would be when

referring to anger and aggression. If a child is raised in a violent home, they are more likely to demonstrate aggressive behaviours. With this point, maybe it is possible to explain human behaviour by studying society because it is dependent on the nurture of a child. The foundations they grow up with are likely to present during adolescence and adulthood.

Specific situations may trigger an individual to behave in a certain way or display particular attributes.

On the other hand some things again can't be explained for example what poses some people to commit murder? They may have had a perfect upstyle and upbringing (or perceived to have had) yet something within themselves triggers such unruly and disgusting behaviour; something that maybe can't be studied.

Society can be measured to an extent, as specific patterns of behaviour can be recorded and controlled. Studies can demonstrate how behaviours can be altered one time or through introduction of specific incentives to help minimise crime or



how an event that occurs in a ~~society~~ society can result in cohesion between the members. However again this all comes back to moral groundings.

Scientists can try and explain behaviour through studying society, however every human is unique. It is unfair to presume that because a person was brought up in whatever background they will behave in a specific way because they have the freedom to act / behave as they see fit which may be totally different. Individuals interpret societies perception of moral values.

Therefore in conclusion I agree that to an extent behaviour can be shared, and it is valuable to study society eg social learning theory and attitude formation, however at the end of the day, everyone is entitled to their own beliefs and everyone will behave differently because everyone is different.

This excellent answer achieved 28 marks. It demonstrates many of the characteristics that are looked for in a synoptic essay.

**ResultsPlus****Examiner Comments**

AO1/2 was awarded 18 marks. The answer presented a range of evidence drawn from different disciplines and examined the issue in a balanced and coherent manner.

The introduction gives a sound consideration of the way in which individuals possess a variety of unique characteristics even when they otherwise fit a 'standard' type of individual. The second paragraph, based on social learning theory considers the nature-nurture debate, recognising the importance of familial influence in creating behaviour. This is used to justify the study of society.

The third paragraph offers a contrasting viewpoint dealing with aspects of aberrant behaviour. Paragraph 4 notes that patterns of behaviour can be established and described, leading to processes whereby behaviours may be modified. The next paragraph discusses difficulties in using studies of behaviour to predict particular outcomes when faced with the unpredictability and free will of individuals. The conclusion draws together points made earlier and recognises that studies of society have benefit but also have limitations. The answer is balanced and shows good understanding. It does not quite reach the top marking band because the perspective is limited. Consideration could have been given to the use that scientists or historians might put studies of human behaviour.

Throughout the answer the candidate has kept sight of the question and has not been tempted to deviate from it.

**ResultsPlus****Examiner Tip**

In your conclusion make sure that you return to the original wording of the question to show that you have kept the question in mind throughout your answer.



I don't think there can be any conclusion formed over the behaviour of people in society. This is because people are unique and different from one another, therefore will show certain moods and behaviour situation dependant.

For example if people are on camera they automatically become posh in order to look normal to not make a fool of themselves, therefore at home they may not be afraid to swear in a heated discussion. This is not the same for everyone, people get camera shy and some people feel swearing and arguments get you nowhere. This view and perception on things is once again different in everybody and people will act differently everytime meaning no conclusion can be made even from a fair test of repeating a test of behaviour.

However saying this its apparent that a majority will have a behaviour similar.

To understand human similarities must be used in the study. For example after a stressful day at work the ~~the~~ majority of people will become angry ~~and~~ when frustrated by a situation. A conclusion may not be

able to be drawn from a study of human  
behaviour, but similarities and estimates  
accurate ones at that can be made



## ResultsPlus

### Examiner Comments

This answer was placed in the middle of band 2 for AO1/AO2. The approach is quite superficial and the introductory statement in the question is accepted uncritically. The approach relies more on a commonsense approach than dependency on any specific disciplines. The third paragraph is a contradiction of the opening paragraph and is the concluding sentence. The candidate does not seem clear as to the direction the answer should take and lacks supporting evidence.

In terms of AO3 the candidate was credited with 1 mark for the use of evidence based on personal behaviour in paragraph 2. A second but very marginal mark was awarded for marking point A3.

The answer is broadly understandable and as such was awarded 4 marks for communication.

### Question 13

**13** 'Moral values reinforce the traditions of the past and restrict human progress.'

Evaluate this view.

This was the second optional essay. It was less popular than question 12, attracting only a third of all candidates. Candidates achieved higher marks overall on this question, less than 20% scoring under 10 marks compared to nearly 25% of candidates on question 12. Similarly over 30% gained more than 20 marks compared to fewer than 18% on question 12.

A significant problem with this question was that candidates often failed to define the terms that they were discussing. In particular few seemed to be aware of the meaning of 'moral values' and either ignored it altogether or treated it as the same as 'morals'. Very few answers attempted to define what they understood by past traditions although they were prepared to assert that moral values did preserve them. Equally significantly few attempted to explain what they understood by 'human progress'. Those who did show an understanding of these terms were likely to score well on the question. Weaker candidates tended to equate moral values/morality with religion and often got sidetracked into the science-religion debate. A number of answers treated the question as though it was only about religion. Some of these seemed to feel that whilst Christianity provided a cement to bind society together, other religions (particularly Islam) were solely threatening to destroy society.

Better answers were able to show that moral values are constantly changing as a result of human progress. Others recognised that moral values which reflected past traditions often had a solid base and were of benefit to society.

Inevitably the 'progress' which it was claimed such values restricted involved abortion, sexuality, euthanasia, sexual freedom, and the role of women. Aspects of scientific progress that were hindered included genetic modification and stem-cell research. Many candidates adopted a clear cut division, seeing moral values either as totally restrictive or of little significance.

Better informed candidates were able to develop answers based on different forms of moral reasoning. Candidates were able to deploy evidence from a range of disciplines including: religion; the sciences; sociology; philosophy; politics and psychology. There were many interesting and perceptive comments.

Our world is making great progress, through new discoveries and scientific processes. Our society is expanding and we are <sup>becoming</sup> ~~become~~ more globally breaking down the barriers of countries. Although our industry is growing, the issue of ~~moral~~ traditional moral values still lies and whether it restricts the human progress.

Although less people believe in a — follow a religion, the moral values of our society still lies and it moves with our progress, with humanity making modern ~~percept~~ perceptions on the world are living. For example, ~~the~~ in 1936 the marriage of Edward VIII to Mrs Simpson, a divorcee, created great shock in the public as ~~divorcing~~ divorcing was considered immoral and breaking of the marriage vow. In modern day, divorce is somewhat accepted and is becoming more common in our society. When Prince Charles and Princess Diana divorced, it ~~did~~ although it caused slight controversy, it was accepted and Prince Charles went on to marry again, which the public congratulated.

\* Our moral values move with time. Although they are based on traditional views, they have grown into a modern perception of the issues arising in our society.

Scientific processes, however, challenge ~~not~~ some people who still follow traditional moral values ~~with~~ which causes limitations

in scientific studies. For example, although abortion has become  
quite common, ~~and~~ some people challenge the idea and ~~but~~  
believe every life is worth living.

**ResultsPlus**

Examiner Comments

This answer was awarded 5 marks for AO1/AO3. The range of evidence used is limited and certainly in the second paragraph dependant on the source material. It is a superficial view of the topic and relies heavily on assertion. There is little evidence of clear understanding of 'moral values' which the candidate equates with morals and with religion. It is not clear whether the argument is that moral values do or do not restrict progress. References to moral values limiting scientific progress appear to be confused.

The candidate was awarded 1 mark for AO3 for the use of evidence in paragraph 2 (marking point A1) There is no conclusion. Most of the answer can be understood although there are parts where meaning is not clear. It was awarded 3 marks for AO4.

"Moral Values reinforce the traditions of the past and restrict human progress."

The view that moral values restrict human progress could be seen to be correct in the example of Stem cell and embryo research. Advancing Science is restricted by law on the number of embryos can be created and tested, they are also restrictions by law which say embryos created for scientific testing are not to be kept alive for more than 14 days. This is for humane and moral reasons. Scientists ~~would~~ <sup>may</sup> support the view that these restrictions are bad and holding our society back ~~in a~~ ~~stagnant~~ unnecessarily.

However, it could be argued that we shouldn't 'play God' with living cells and potential human beings. Tampering with cells and genes could be altering 'God's plan' which some people may be afraid of.

The view that moral values reinforce the traditions of the past could be seen to be true for example attending church on a weekly basis and in some cases fasting at



lent, or the pass over. This doesn't have to be considered a bad thing as traditions can be modernised or if not modernised they can still be respected.

In conclusion reinforcing traditions of the past through moral values could be seen to be a good thing, however restricting human progress could be seen as a hindrance.

**ResultsPlus**

Examiner Comments

This answer is placed in the middle of band 3. The candidate has made an effort to deal with two aspects of the question and has drawn evidence from both scientific and religious perspectives. The illustration from science is developed in too much detail whereas the religious element is rather too brief. There is a lack of clarity about what moral values are and how they support tradition. The comment that traditions can be modified to meet new circumstances is an interesting point.

AO3 was awarded a mark for the use of evidence (marking point A1) and also for the conclusion which, though brief, did develop from the earlier argument. Communication was generally sound and the essay could be understood. It was awarded 4 marks.



morality, or moral values are often presumed to be old fashioned, a belief in things as they have been traditionally seen or done. In some <sup>cases</sup>, saying someone is extremely 'moral' ~~even~~ <sup>is</sup> almost equated with saying they are extremely traditional or even reactionary. However this is perhaps due <sup>more</sup> to a misconception of the term 'moral values' than to the values themselves.

It is true that in eras past 'morality' was a term often used, and was seen as very important. Moral values were often linked to religious belief and conviction that certain forms of behaviour i.e. sex before marriage, or people i.e. homosexuals were morally wrong would seem to limit the progressiveness of society today. People often ~~see~~ interpret the promotion of 'morality' as something almost Victorian in nature, emphasising things such as a ~~family~~ traditional family values, ~~while~~ something again which seems ~~idea~~ at odds with the idea of a progressive society in which single parent families and divorce are frequent. In short it would seem that 'moral values' encourage judgement rather than acceptance, are reactionary rather than progressive.

However, that is to presume that moral values subscribe to fixed form and are unable to

adapt according to an individual's ~~not~~ own views, or a particular time or place. In fact morality itself is an extremely subjective term, denoting different things to different people and as such it is impossible to define as either progressive or reactionary. Moral values therefore ~~are~~ cannot be said to be limiting to a progressive society as a whole, since this would depend on the form they would take as a whole. For example the legalisation of abortion ~~has~~ is seen by ~~some~~ some as to be an abandonment of moral values because they believe it <sup>to</sup> sanction the murder of a foetus, by others it is seen as a wholly 'moral' step since it allows a woman to take control of her own body.

The idea that 'moral values' <sup>are</sup> limiting to a progressive society is also dependent on what is meant by 'progressive'. Socially or economically progressive? Progressive for those with a liberal or conservative agenda? Progressive in the sense of intellectual or technological advancement? Such a term is also hugely subjective, again if we examine the legalisation of abortion, it is seen to be a hugely progressive step for some, quite the opposite for others.

It is impossible to say therefore that

all 'moral values' hinder progression whilst tying us to tradition. This may be true of some, quite the opposite of others. It is also worth considering what a society with no concept of, or respect for, morality would be like. Traditional moral values such as consideration for other humans may well encourage a society that is progressive in the social sense, allowing for, for example, the more humane treatment of prisoners.

**ResultsPlus**

Examiner Comments

This answer was awarded 16 marks for AO1/AO3. The answer attempts to explain the term moral values and shows how attitudes to morality and moral values have changed over time. After showing in paragraph 2 that moral values are traditionally seen as restrictive, paragraph 3 explains how they can change over time. Appropriate examples are used to support both of these claims. A distinction is drawn between the effects of moral values on individuals and on society in general. A weakness of the answer is that it is focussed almost entirely on social issues. Little reference is made to the way some people see morality as restricting scientific progress.

The answer is fairly narrow in focus but does attempt to see different viewpoints and uses a range of evidence. The candidate does show understanding of the issues raised.

AO3 was awarded all 4 marks. In particular credit was given for marking points A1; A2; A3 and A7.

Communication is clear and effective. The answer shows structure and is understandable with writing in the correct form. 6 marks are awarded for AO4.

Candidates have made an encouraging start to this new Specification but there are a number of areas in which performance could be improved. It is important that questions are read carefully. Candidates must ensure that they answer the question set rather than a similar question of their own devising. A perpetual weakness is in the application of thinking and analytical skills in AO3. These should not be left to chance but require to be taught. This is particularly true of the terminology associated with AO3. The section in the AS Student Guide provides necessary coverage of this content.

Essays in Section C include marks for AO3. Candidates should be equipped to demonstrate these skills. In particular they should be able to demonstrate clearly when they use fact and when they use opinion. In addition they should be able to critically evaluate the relationship between different types of evidence and argument. Essays need to be carefully structured. This can best be achieved by creating a plan to ensure that all aspects of the question are dealt with and that appropriate supporting evidence is used. It is helpful to explain terms that are included in essay titles to show a clear understanding of what the answer is considering.

The nature of the Specification means that all parts of Unit 4 content may be examined. Consequently candidates need to be well informed on all sections.

In some cases handwriting is a perennial problem. Work can only be credited if it can be read. It can only be read if it is written in a legible script.



## Grade Boundaries

### 6GS01: Challenges for Society

| Grade                       | Max. Mark | A  | B  | C  | D  | E  |
|-----------------------------|-----------|----|----|----|----|----|
| Raw mark boundary           | 90        | 58 | 53 | 48 | 43 | 38 |
| Uniform mark scale boundary | 100       | 80 | 70 | 60 | 50 | 40 |

### 6GS02: The Individual in Society

| Grade                       | Max. Mark | A  | B  | C  | D  | E  |
|-----------------------------|-----------|----|----|----|----|----|
| Raw mark boundary           | 90        | 60 | 54 | 49 | 44 | 39 |
| Uniform mark scale boundary | 100       | 80 | 70 | 60 | 50 | 40 |

### 6GS03: Change and Progress

| Grade                       | Max. Mark | A  | B  | C  | D  | E  |
|-----------------------------|-----------|----|----|----|----|----|
| Raw mark boundary           | 90        | 57 | 52 | 48 | 44 | 40 |
| Uniform mark scale boundary | 100       | 80 | 70 | 60 | 50 | 40 |

### 6GS04: Beliefs, Values and Responsibilities

| Grade                       | Max. Mark | A  | B  | C  | D  | E  |
|-----------------------------|-----------|----|----|----|----|----|
| Raw mark boundary           | 90        | 57 | 51 | 45 | 39 | 33 |
| Uniform mark scale boundary | 100       | 80 | 70 | 60 | 50 | 40 |

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Boundary Mark:** the minimum mark required by a candidate to qualify for a given grade.

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