

Examiners' Report
June 2012

GCE General Studies 6GS04 01

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Introduction

This is the third occasion on which this paper has been set. Most candidates appeared to understand the requirements of the paper although detailed knowledge about the arts and morality continued to be rather patchy. This paper was designed to give broad coverage of the specification.

Section A was based on section 4.7 (*How should Art be valued?*), with particular emphasis on 4.7:1 and 4.7:3. It also contained reference to 4.4:1 (*Should everyone have the same moral responsibilities?*) and 4.5:3 (*How do we decide what is right or wrong?*).

Section B was based on section 4.5 with particular emphasis on 4.5:1 and 4.5:2.

In Section C, the two essays were designed to be synoptic and so required candidates to draw material from all sections of the specification. The main focus of Question 12 was Section 4.6 (*Why do people do what they do?*), with particular emphasis on 4.6:2 and 4.6:3 although there were very clear links with 4.4:1 and 4.4:3. Question 13 was concerned with Section 4.3 but also contained elements of 4.2:2.

Candidates appeared to have sufficient time to complete the paper. There were very few examples of failure to attempt or complete Section C, although there were some examples of candidates who failed to attempt questions in Section A (most frequently Question 3,) and Section B (most often Question 8 and 10) presumably because the challenges they presented seemed to be beyond their competence.

Some candidates wrote a great deal in answer to the mini-essays (Question 5 and 11) and often Questions 4 and 9. It is not clear whether this had an adverse affect on their answers to Section C. The number of lines provided for each question in the answer book and the mark available should be taken as a guide to the length of answer required.

It is apparent that some candidates do not pay enough attention to the wording of questions. A significant number of answers appeared to be responses to questions different from those set (noticeable particularly in Questions 5, 7, 9, 10 and 11). In each of these questions candidates often ignored key words such as *moral* in the term *moral values* (Questions 5 and 11), *strengths* (Question 10) and *limitations* (Question 9). Answering the wrong question inevitably means that candidates seriously restrict the number of marks they may access. Sometimes very well-argued and informed answers scored very low marks because they did not deal with the problem set.

Hand-writing continues to be a problem in the responses of many candidates. Examiners felt that there had been an increase in the number of scripts which were difficult to read, although they also noted a considerable number of candidates whose handwriting was beautifully legible. Candidates must recognise that credit can only be given for what can be read and understood.

Quality of Written Communication was generally good. Whilst there were some extremely well-structured papers, unfortunately there were a few that showed a limited understanding of the basic rules of sentence structure. Pleasingly, there seems to have been a reduction in the number of candidates who felt it necessary to complain about being forced to take the paper, who wasted their own and their examiner's time with facetious responses or who attempted to be offensive in their answers.

A perennial weakness is limited understanding of the demands of AO3. It is apparent that some centres do prepare students for this important aspect of the specification - such candidates generally score well on AO3 type questions. However, a substantial number of candidates appear not to have been prepared for questions such as Question 3 and Question 10. Assessment of AO3 is an important part of Section C questions. Candidates frequently fail to provide sufficient creditworthy evidence to achieve these marks.

Question 1 (a)

This was a very straight-forward comprehension exercise, which presented few difficulties. Most candidates were able to identify at least two relevant phrases and many achieved all three. The most frequent 'wrong' answer related to the descriptive phrase about the village clinging to the slope of the hillside.

Question 1 (b)

This question was not always well done. Candidates were usually able to score a mark for defining analogy as a comparison between items. A surprising number failed to identify the significance of similarity either here or in their explanation of argument from analogy.

Answers often confused argument from analogy with other types of argument (such as argument from cause) and frequently felt that the use of analogy was simply to make the argument interesting. Relatively few were able to show that the use of analogy was a means to propose a conclusion, on the basis that if (a) behaves in this way then it is reasonable to assume that (b), which has similarities to (a), will behave in a similar way under similar circumstances.

Some candidates attempted to illustrate their answer with points used in answer to Question 1(a). However, there were some candidates who clearly had a good understanding of the term and were able to define it clearly.

This answer gained all 3 marks for a clear, accurate definition.

(b) Explain the difference between an analogy and an argument from analogy. (3)

An analogy is comparing something to another thing and drawing on their similarities. An analogy argument from analogy is when you take the outcome of one situation and use it to draw conclusions about another situation, due to the similarities between them. For example an analogy is "tennis and badminton are similar (as they are both racket sports)" and an argument from analogy is ~~the~~ "you are good at tennis so you will be good at badminton".

(Total for Question 1 = 5 marks)



ResultsPlus Examiner Comments

The answer earns a mark for showing that analogy is a comparison between two items based on their similarities.

A second mark is awarded for showing that a conclusion can be based on the nature of the analogy.

The third mark is awarded for the use of an illustration which shows understanding.



ResultsPlus Examiner Tip

When giving a definition it helps to use an illustration to demonstrate understanding of the term.

Many answers showed a sound understanding of the term *analogy* but failed to show a similar understanding of the term *argument from analogy*, even though it is a key feature of AO3.

(b) Explain the difference between an analogy and an argument from analogy.

(3)

An analogy compares one situation with another in order to make it easier to understand for the reader.

An argument from analogy uses an analogy in order to make the argument stronger and easier to understand for the reader.



ResultsPlus

Examiner Comments

This answer is about what the candidate sees as the purpose of argument from analogy. As such, it sees little difference between the two terms, even though 'difference' is the main command word in the question.

A mark is awarded for the definition of analogy, even though there is no recognition of the importance of similarity.

No marks are awarded for a very vague description of argument from analogy. This part of the answer does little more than repeat the first sentence and recycle the words of the question.



ResultsPlus

Examiner Tip

Candidates should be aware of the meaning of certain key terms and be able to define them clearly without simply using the word or term being defined as the central part of the definition.

Question 2

Many candidates were able to score 2 marks at least on this question for calculating the number of paintings sold and the total income over the period. A surprising number then failed to convert this to an annual average and so lost the final mark. Candidates who assumed that the period was 9 or 11 years were credited.

Some candidates complained that they had not been 'given' a calculator. Some produced working that was incomprehensible, whilst others felt they had not been provided with all the necessary information (such as the number of paintings donated), even though this was contained in the source material.

Candidates were awarded all 3 marks if they identified a correct answer without showing working. If working was shown candidates earned one mark for the number of paintings sold (whether stated explicitly or implied).

One mark was awarded for reaching the total income from sales.

The third mark was allocated for reaching a correct annual average.

Candidates were allowed to base their calculation on either 9, 11 or 10 (the correct number) years, to allow for both inclusive and exclusive counting of dates.

- 2 In the period to 31 December 2007 four out of every five works of art donated by artists to help fund the Cill Rialaig project were sold. The average price of such works of art was €3750.

What was the average annual income for the Cill Rialaig project from these sales in the period from 1 January 1998 to 31 December 2007?

Four out of every five were sold with the average price of €3750.
1998 - 2007 - 9 years.
~~€3750 ÷ 9 years = €416.60~~
€3750 × 4 (artworks sold) = €15,000 ÷ 9 = €1666
is the average annual income.



ResultsPlus Examiner Comments

This candidate fails to identify any of the three marking points, and so earns no credit. It is not clear how the candidate has attempted to complete the calculation.

The candidate has failed to identify from the passage the critical figure of 1500 items donated. Without this figure the calculation is impossible.



ResultsPlus Examiner Tip

Candidates should remember to take a calculator to the exam. It is important to take note of all necessary information.

- 2 In the period to 31 December 2007 four out of every five works of art donated by artists to help fund the Cill Rialaig project were sold. The average price of such works of art was €3750.

What was the average annual income for the Cill Rialaig project from these sales in the period from 1 January 1998 to 31 December 2007?

$$1500 \times 3750 \times \frac{4}{5} = \underline{\underline{\text{€}4500000}}$$



ResultsPlus
Examiner Comments

This answer scored 2 marks for identifying the total income. Although 1200 (works sold) is not shown, it is implicit in the calculation. The candidate has failed to use the answer given to calculate the average income.



ResultsPlus
Examiner Tip

Candidates should read questions carefully and ensure that they respond to all parts of a question, especially when completing calculations.

Question 3

Candidates should be familiar with this type of question since a similar one was set on last year's paper and it is a formulation also used on 6GS02.

Most candidates were able to select three relevant pieces of evidence but the majority either ignored *nature of evidence* altogether, used inaccurate terms or simply explained what the phrase was saying. Too often, lengthy passages were written out rather than short phrases. Occasionally, perhaps to save time and space candidates, omitted parts of the sentence they were quoting. Too often, perhaps inevitably, the parts omitted were the phrases that actually carried the marks.

A number of candidates failed to note the terms of the question and presented phrases which were completely unrelated to alternative purposes for the project. This was a fairly straight-forward question for those candidates who were acquainted with appropriate A03 terminology but proved difficult for many who had not been adequately prepared. A number of candidates failed to gain any marks because they only provided 2 of the required phrases and gave inaccurate explanations of the nature of evidence.

This proved a challenging question for many candidates, who appeared not to be familiar with the terminology used to describe *nature of evidence*. Candidates able to identify correctly three appropriate phrases were credited with a mark, even if they could not gain marks for *nature of evidence*.

This mark was not available to candidates who only gave two phrases.

3 Identify and write out **three** phrases which suggest that the Cill Rialaig project was about more than just providing 'a retreat for creative artists'.

In each case you must state the nature of the evidence contained in the phrases you have identified.

Phrase 1

"The ruins of the four other cottages have been retained to be a permanent monument to the inhabitants of the old village.

Nature of evidence

evidence from deduction.

Phrase 2

Cill Rialaig is a model of restoration, not only of old buildings, but of a community.

Nature of evidence

evidence from deduction.

Phrase 3

There is also a scheme whereby local

youngsters are given a taste of training
by professional artists.

Nature of evidence

evidence from empirical evidence

(Total for Question 3 = 3 marks)



ResultsPlus

Examiner Comments

This answer scored 1 mark for the correct identification of three phrases. However the answer *deductive* used to describe the nature of evidence in phrases 1 and 2 is not a recognised descriptive term for evidence (correct answers should have been respectively *fact* and *opinion*).

The third phrase is classified as 'empirical'. This is generally an appropriate descriptive term for the nature of evidence but was not deemed appropriate as a description of *taste of training* where either *fact* or *objective* would have been suitable responses.



ResultsPlus

Examiner Tip

Candidates should be able to distinguish between argument and evidence and should be aware of the appropriate descriptors relevant to each of these terms.

This answer selected three appropriate phrases and correctly identified the nature of the evidence in each case. Three marks were awarded.

3 Identify and write out **three** phrases which suggest that the Cill Rialaig project was about more than just providing 'a retreat for creative artists'.

In each case you must state the nature of the evidence contained in the phrases you have identified.

Phrase 1

The ruins of the four stone cottages have been retained to
be a permanent monument to the inhabitants of
the old village.

Nature of evidence

fact

Phrase 2

It is the untamed authenticity of this inspiring place

Nature of evidence

opinion

Phrase 3

local youngsters are given a taste of training by professional artists

Nature of evidence

fact

(Total for Question 3 = 3 marks)



ResultsPlus
Examiner Comments

The answer has quoted full sentences when it is only necessary to include the relevant phrases.



ResultsPlus
Examiner Tip

When asked to identify a phrase it is better not to include full sentences unless asked to do so, selecting just the appropriate phrase. Each of the answers in this question consisted of a maximum of three or four words.

Question 4

This question was generally well-answered. Most candidates were able to engage with the issue. Better answers recognised that price was more about expressing a value than a judgement on quality. Some answers were able to discuss in some detail the different aspects of aesthetic evaluation. The main issue with this question was the length of answers produced by some candidates.

Many answers used their knowledge of the arts/artists to illustrate their answers. The most frequent examples were Banksy, Van Gogh, Monet and Leonardo. Occasionally candidates were distracted by their knowledge and neglected the thrust of the question.

Better candidates noted that since 5 marks were allocated to this question they should make at least 5 separate points. Weaker answers tended to be rather repetitive, but most were able to identify the subjective nature of art evaluation.

Most answers were restricted to thinking of artists as painters but some recognised the existence of other forms of art.

This is a fairly simplistic and repetitive answer but there was sufficient material to merit 2 marks.

4 Explain whether the price paid for an artist's work is the best way to judge its quality.

it isn't because many people have differing tastes in art and so they are willing to pay more or less for the work, sometimes the price will be low because only one person is interested in buying the work and sometimes the price will be high because many people want to buy the price. Therefore the price paid for the artist's work is not the best way to judge its quality.



ResultsPlus Examiner Comments

Credit was given for recognising that differing tastes can affect what people are prepared to pay. A second mark was awarded for recognising that price can be determined by supply and demand. The final sentence is an assertion rather than a conclusion and so gained no further credit.

The answer has only dealt with the question *what determines the price paid for a work of art?* It does not examine issues of how to judge quality, nor does it refer to/explain the term *quality*.



ResultsPlus Examiner Tip

Candidates should be careful to note all key words in questions and ensure that they deal with them, if they are to obtain high marks.

This is a good, clear answer which achieved maximum marks. It demonstrates that candidates can accumulate marks without writing at great length.

4 Explain whether the price paid for an artist's work is the best way to judge its quality.

On the one hand, the price an artist's work fetches may depict its value because the more desirable the piece, the more money can be charged for it. However, different people value different things in artwork and will ~~make~~^{form} individual opinions on a piece, taking into consideration the skill of technique used, the emotions or thoughts it promotes and how aesthetically pleasing it is. A person may value a piece very highly whilst another doesn't value the same piece at all due to individual interpretation so overall no, the price paid for an artist's work is not the best way to judge its quality.



ResultsPlus

Examiner Comments

1 mark is credited for the opening statement that price reflects desirability. A second mark is given for recognising that different people have a different sense of value. Two marks are awarded for the statement that aesthetic evaluation influences opinion.

Although the point about different people's judgement is similar to one made previously, it contains additional information and so is worthy of a further mark.

The final sentence is an attempt to achieve an objective judgement and is worthy of credit.

This answer has six points which could earn marks but is limited to the maximum of 5 for the question.



ResultsPlus

Examiner Tip

Answers do not need to be long in order to merit high marks.

Question 5

This question produced some well-informed and well-argued answers. Better answers showed a clear understanding of the ideas contained in *moral norms of society* and were able to apply this to their examination of the work of artists.

Some candidates recognised that *artist* is a much broader term than *painter* and embraces a variety of different art forms. Such answers were able to present arguments both for and against the view in the question and support them with a range of evidence.

Weaker answers often seemed unaware of the term *moral norms*, replacing it with *societal norms*. As a result, they limited the mark they might achieve. Such answers often adopted a single viewpoint.

Perhaps inevitably, the majority of examples used related to modern artists, most frequently referring to the work of Hirst, Emin and Banksy. Some candidates attempted to take a broader historical view but often demonstrated a confusion about time (Monet was not a leading figure of the Renaissance) and about the moral norms of the past.

Many arguments focused on questions of freedom of expression and/or the role of artists to challenge existing moral values by pushing at the bounds of acceptability. Other views were that artists, as citizens, were entitled to no greater freedom than that experienced by people generally. A few candidates managed to twist the question to refer solely to those artists living in the society of Cill Rialaig and so made their task rather difficult.

This is a good example of one of the better answers.

The candidate shows a clear appreciation of the issues involved and is able to adopt a balanced approach.

5 Consider the view that artists should work within the moral norms of the society in which they live.

Art is always about letting an individuals
flame for creativity and individuality flow through
the art they create. By saying that "artists should
work within the 'moral norms' of the society in
which they live" we immediately begin to ~~over~~
convey the idea that something someone creates,
is wrong - if it is not what their society perceives
as 'normal'.

There is no real perception of 'normal' anymore, who
are we to decide what is normal and what isn't?
Creativity and individuality are mashed up within
one's mind and with experimentation, that helps
an artist to relay partially what's going on in their
head. Art can often be and is often about the
subconscious feelings of the artist, an outpouring of
their emotions through the best way they see fit.

their art. However, I do believe that there can be a fine line between creativity within artists and ~~therefore~~ there can be a perhaps anarchistic (use the term lightly) need to break free from the norms of society - and in doing ~~so~~ so, endangering the moral 'code' by which so many societies live. A recent ~~document~~ channel 4 drama rather graphically showed what would happen if an

artist uses their 'art' as a sort of fall back for creating something which willfully encourages bestiality, torture and murder - and can have a serious effect on millions of people, not for the good. Yes we should let artists be 'free', but never truly free, for the risk of endangering other's lives for the sake of one's 'art' can be too great at times. The term 'moral norms' is generalised and very broad - some 'moral norms' should be adhered to when creating art but, if artists had to work within these boundaries we very certainly would have some of the greatest pieces of art in the world.



ResultsPlus

Examiner Comments

The opening paragraph and the first half of the second paragraph establish a sound foundation for the answer by examining the nature of art and the meaning of moral norms. It establishes that the role of the artist is to explore and express ideas.

An alternative view is introduced part-way through the second paragraph. Here, the candidate distinguishes between creativity and 'anarchistic challenge'. An example from television is used to show the potentially damaging influence of too much freedom.

In the final paragraph the candidate attempts to produce a critical examination of the two viewpoints, in order to reach a balanced conclusion.

Although lacking supporting evidence, this answer demonstrates most of the characteristics of band 4 in the mark scheme. The use of supporting evidence could have raised it to full marks.

Communication is clear and minor errors do not inhibit understanding of the points being made.



ResultsPlus

Examiner Tip

Argumentative answers are always more effective if assertions are supported with sound examples and evidence.

This is a fairly superficial answer which suggests that the candidate has only a limited understanding of the question and lacks the knowledge needed to support points made.

5 Consider the view that artists should work within the moral norms of the society in which they live.

Many artists will complete work to grow habitat other will use art to show beliefs + culture therefore for an artist to be limited to the moral view or the normal society limits the range of what an artist can do to express his view and therefore it wont be art. However this will be open to objection as - people may believe an artist must work to morals of norm in order to not create conflict between people or religion. Some artists may have very ~~the~~ controversial views of there own therefore any work that he completes will be immediately open to debate from others.

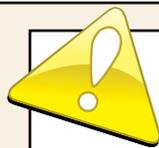


ResultsPlus Examiner Comments

The answer makes two simple points. The first point is that imposing limits on artists' work mean that it is no longer art.

The second point is that the freedom of artists should be limited in order to avoid conflict. Neither point is developed or examined critically. Neither point is supported with relevant evidence.

Communication is weak, the answer is not well-structured and there are sections where the meaning is not clear.



ResultsPlus Examiner Tip

In a question like this it is beneficial to define key terms, to show that they are understood.

Question 6

This was a simple, straight-forward question and most candidates were able to achieve at least one mark; many achieved both marks. The main weaknesses were that candidates ignored methods and simply wrote about campaigners. Some offered methods not included in the article and so could not earn reward.

This is a fairly typical answer, which scored both marks for correctly identifying two different campaigning methods.

SECTION B

Answer ALL questions.
You should aim to spend no more than 30 minutes on this section.

Read Source 2 on the separate insert and then answer questions 6–11.

6 From the passage, identify two different campaigning methods used in the abortion debate.

1 Television advertising campaign

2 Going to court to prevent the adverts being shown on television.

(Total for Question 6 = 2 marks)



ResultsPlus
Examiner Comments

The second point is sufficiently clear to be accepted as legal protest.

This candidate failed to read the question properly. The answers are commentaries on the passage but have no relevance to different campaigning methods.

1 The abortion debate acknowledges both sides of the argument, explaining that showing that it is not one-sided, e.g. ^{something that needs to be thought out e.g. contraception.}

2 The writer uses evidence to back up the debate, e.g. 'Last year, Marie Stopes ~~rece~~ received more

When 350000 came.

(Total for Question 6 = 2 marks)



ResultsPlus

Examiner Comments

Neither answer is a form of campaigning.



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Examiner Tip

It is important to read carefully even the most straight-forward comprehension question. Failure to do so will lead to loss of easily accessible marks.

Question 7

This question generated some excellent answers, showing a broad appreciation of different factors which contribute to social change. Too many candidates ignored *social* and *factors*.

A significant number of answers listed changes rather than factors and failed to show how they had contributed to further change. Others seemed to feel they must take their information entirely from the passage and so simply wrote about the Abortion Act. Candidates who listed several pieces of legislation were only able to earn 1 mark (for legislation as a contributory factor).

Some candidates do not appear to understand when 1950 was and included material from much earlier. This was a straight-forward question with a wide range of possible answers but a few candidates appeared to find it very demanding.

This was a good answer, which listed three different factors and so gained all three marks. It shows how explanation can support a simple answer and demonstrates that the details refer to causal factors and not outcomes.

7 Give three factors which have helped to change social attitudes in the UK since 1950.

1 Feminist movement - women become emancipated, equality between men and women increased leading to social attitudes changing towards women

2 Immigration - new people with different cultures leading to social attitudes changing & society changed

3 Shift in religion attitudes - religion attitudes have relaxed since 1950 and so has had a direct impact on social attitudes.



ResultsPlus
Examiner Comments

Candidates who simply referred to *women's rights* were not credited, because this was seen as an outcome of the feminist movement or of legislation.

To gain the mark it would be necessary to show how women's rights brought about further change, as illustrated in this excerpt.

This answer is typical of many who ignored the question and focused their attention entirely on the passage.

7 Give three factors which have helped to change social attitudes in the UK since 1950.

1 Marie Stopes' advert

2 Marie Stopes' phone line/help line

3 1967 abortion act.



ResultsPlus

Examiner Comments

The 1967 Act was credited as an example of legislative change which helped to alter social attitudes. Points 1 and 2 are more the result of changed attitudes than causal factors in bringing about change.



ResultsPlus

Examiner Tip

Unless specifically told to draw information from the source material candidates are advised to make use of their own knowledge, in order to answer questions, especially when the scope of the question clearly falls outside the scope of the source.

Question 8

This answer was not generally answered well. Many candidates were able to score a mark for showing an understanding of *absolute* but few attempted to show that they understood *moral*.

Most examples chosen did not show that candidates had a clear understanding of the term. The essential aspect is that moral absolutes are more than the views of individuals or groups. The term implies universality of application; moral principles which are applicable at all times under all circumstances and for all people. Too many answers suggested that anti-abortion was a moral absolute because anti-abortionists believed there was never any justification for abortion. However, they failed to show that to be an absolute it should be accepted by, or imposed on, everybody, without qualification. The clearest examples of moral absolutes were usually taken from the Ten Commandments.

This answer failed to show any understanding of the meaning of either of the two words being defined.

It implies that a moral absolute is an individual, rather than a societal matter.

The example given does not show that the candidate understands, or can apply, the term used.

8 Explain the term 'moral absolutes' (line 12). Use an appropriate example taken either from the passage or your own knowledge to illustrate your answer.

The term moral absolutes refer to the need or desire to remain true to moral values ~~is~~ no matter what. An example of this given in the passage is that 'pro-lifers' 'ignore the emotive and complicated circumstances that surround abortion' - and they stick only to their moral values, or 'moral absolutes', ~~ignoring other~~



ResultsPlus

Examiner Comments

No matter what is insufficient to indicate universality.

Here, it clearly relates to the views of individuals, rather than of society as a whole. *Moral values* is insufficient to explain the meaning of moral.



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Examiner Tip

Where a term to be defined contains two or more words, it is important to show understanding of the meaning of all of the words used. Examples used should be clear and should help to demonstrate that the term is clearly understood.

This simple, short answer demonstrates a sound understanding of the term and achieves full marks.

The answer would have been improved by showing that moral absolutes apply to all people. The final phrase approaches this but could have been strengthened.

- 8 Explain the term 'moral absolutes' (line 12). Use an appropriate example taken either from the passage or your own knowledge to illustrate your answer.

A moral absolute is something which will always be morally wrong or right whatever the circumstances. For example 'it is wrong to kill someone without just cause, or it is morally wrong to let someone starve. In the UK something people would agree to as being wrong is...



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Examiner Comments

Credit is given for the reference to *right and wrong* and to *always... whatever the circumstances*. Two examples are given, both of which could fit the definition given.

Question 9

This question was generally answered well, with many candidates scoring 3 marks or better.

A major weakness was that some candidates ignored *limitations* and wrote about strengths. Others described a limitation as lack of information about other parts of the world, even though the passage clearly related only to the UK.

Most candidates concentrated on paragraph 4, where there were some obvious discrepancies. Some became confused by apparent discrepancies in the figures given in paragraph 1 and those given in paragraph 4

This superficial answer earned 1 mark. The candidate has clearly misunderstood parts of the source.

9 Examine the limitations of the statistical evidence used in paragraphs 1 and 4.

The data only shows the number of abortions in the UK, but not how many had called in during that 24-hour period just for abortion.

No comparative data is given from an earlier time such as the 1950's, which can be used as data to confirm or reject my evaluations made.

Overall, the evidence used in paragraph 1-4, is highly flawed as it does not have any earlier set of data to compare it with.



ResultsPlus Examiner Comments

The first paragraph gains no marks. It indicates a non-existent limitation, by assuming that the 24-hour helpline concerned only a single period of 24 hours. This misunderstanding meant that credit could not be given, due to a lack of clarity as to why people used the help-line.

The second paragraph just earned a mark for the lack of comparable data, although the reference to the 1950s suggests that the candidate has not fully understood the passage.

The final paragraph is an attempt at a summary but simply repeats part of the content of the second paragraph.



ResultsPlus Examiner Tip

This answer illustrates the need to read source material carefully.

This answer achieved full marks for a good, clear analysis of limitations.

9 Examine the limitations of the statistical evidence used in paragraphs 1 and 4.

The figures in paragraph one show how many terminations Marie Stopes International carry out a year but only in Britain not worldwide. Therefore other abortion clinics figures are not known.

The evidence in paragraph four is not up to date and is from 2008 so the updated figures are not known. Also the situation the women were put in to cause them to abort is not known so the evidence is limited. The evidence shows many calls to the 24 hour hotline but not how many of these people actually went on to have an abortion

(Total for Question 9 = 4 marks)



ResultsPlus Examiner Comments

Credit is given for recognising that figures for other clinics are not known. The reference to *worldwide* does not invalidate the point.

Two marks are awarded for references to the figures not being up-to-date. A further mark is credited for reference to the lack of certainty as to why people phoned the hot-line and a mark is awarded for showing the uncertain relationship between those who used the hot-line and those who eventually received an abortion.

Even though 5 points are made, the answer can only achieve the maximum 4 marks available.



ResultsPlus Examiner Tip

It is possible to achieve full marks by writing a succinct answer. Note that the question does not ask for an explanation of the limitations.

Question 10

The wording of the question is important. Candidates are required to examine evidence relating to a specific claim in the source material. Answers which ignored *adverts for abortion are clearly wrong* and examined evidence used in a general sense, were unlikely to score highly. Similarly, answers which considered the weaknesses of the evidence without clearly relating their comments to the idea of strengths, could not receive much credit.

Some candidates failed to score well because they ignored the source altogether and wrote general (learned?) answers about the strengths and weaknesses of evidence. Many candidates failed to make use of appropriate evidence terminology in their responses. Some identified relevant evidence but failed to examine whether or not it provided strong support to the claim.

This short answer gained all 4 marks.

10 The author argues that 'TV adverts for abortion are simply wrong'.

Examine the strengths of the evidence used in the passage to support this view.

The evidence put forward is strong as the author has the same pro-abortion view as those doing the advert, she also refers to "many" finding it uncomfortable, suggesting she ~~has~~^{is} displaying unbiased views that are representational of a wider population.

She also uses statistical evidence to support her point, e.g. "580,000 calls" showing that a large volume of women do know where to receive help ~~for~~ when they need it, suggesting the advert's purpose is redundant. This is strong evidence as it appears academic and factual, so her argument is based on the truth.



ResultsPlus Examiner Comments

Identified evidence included the stance of the author (as a pro-abortionist but arguing against the advert) and reference to statistical information.

Credit was given for the strength of the writer who supported views that she might normally oppose and so avoided bias.

A further mark is awarded for showing that the statistical evidence indicated that the advert is not needed. The candidate specifically claimed that both items of evidence presented strong evidence.

A fuller answer might have discussed the relationship between opinion (the first piece of evidence) and fact (the second piece of evidence).



ResultsPlus Examiner Tip

When asked to examine the strength of evidence it is not sufficient to say 'it is strong' (or 'weak'). It is important to explain why it is strong/weak, using appropriate terminology (such as subjective/objective, fact/opinion, belief or bias/balance)

This answer shows an understanding of AO3 (thinking and analytical) terms but has failed to apply it to the source and question. It is an answer that might have been produced in response to almost any question, based on the strength or weakness of any source.

10 The author argues that 'TV adverts for abortion are simply wrong'.

Examine the strengths of the evidence used in the passage to support this view.

The evidence used is seemingly quite strong as it uses a range of different methods of arguing, for example facts/statistics, opinions and also analogy. However the argument comprises mainly of opinions, therefore could produce more biased evidence to support the writer's own views as a priority, for example biased statistical evidence in terms of abortion numbers. Finally, using the case study of 'Marie Stopes' it is good evidence, because it is a valid name/organisation in terms of the argument and also it presents argument from authority in which is extremely relevant.



ResultsPlus

Examiner Comments

References to statistical evidence about abortion numbers and the Marie Stopes case study are not related to the question asked and so cannot be credited.



ResultsPlus

Examiner Tip

When asked a specific question, candidates should make sure that it is answered in specific, not general, terms.

Question 11

This question produced some excellent answers but there were also a number of superficial ones. Most answers were better able to deal with the second part of the question, often seeming to miss the first part altogether.

As with other questions, the major weakness was a failure to address the use of *moral* in the question. A number of answers dealt with changing social values, some of which may well have had a moral dimension, but these were often not explored.

The most frequent reasons for change listed were religion, media, technology, medicine, migration, legislation and culture. Surprisingly few answers saw education as a significant factor in bringing about change.

Weaker answers often simply listed or described social change without attempting to explain why such changes occurred. Many candidates failed to support their explanations with relevant evidence and so were unable to access the AO1 marks.

This answer really adopts a single viewpoint and discusses changes in social values without showing any understanding of the term *moral values*. Although the term *moral values* is used, the example given relates to general social and not moral attitudes.

11 How and why do moral values change over time?

Moral values change over time as society develops. Values are passed down through generations, however, each generation views the moral values differently; therefore, they mutate as they are passed down. Also, things which were once associated with negative things slowly become accepted and this further changes people's moral values. For example, many generations ago piercings and tattoos were associated with the punk and rock sub-culture and criminals; therefore they were viewed by society as a sign of trouble, and it was assumed that the individuals sporting such body modifications were anarchists and ~~that~~ that the rest of society

shouldn't associate with such people. However, nowadays, tattoos and piercings are viewed by the younger generation as a form of art and expression, not something related to trouble that means that you should avoid certain

people. However, as these moral values are passed down to the generations to ~~come~~ come, they will be changed once again, and it is highly likely that eventually, the moral values associated with body modifications will go full-circle and be viewed as socially unacceptable once again. This is the same for every set of moral values that exist.



ResultsPlus

Examiner Comments

The answer was placed at the lower end of band 2 because it failed to develop the moral aspect of the question. Most of the answer is assertive, rather than reasoned. A limited use of evidence fails to show clearly that the question has been properly understood.

Communication is generally sound and meaning is clear.

This answer was placed at the top of band 3 in the mark scheme. The candidate has attempted to examine both aspects of the question and shows some understanding of the term *moral values*. Examples are generally chosen well.

11 How and why do moral values change over time?

Moral values of society are constantly evolving and changing the most recent is the petition for the right to gay marriage not civil partnerships. Morals change for a variety of different reasons.

Morals change over generations, ~~when~~ parents socialise their children to follow the new morals of society such as ~~not~~ racism, sexuality and views on disability. The law also encourages change it dictates societies morals ~~and~~ after successful campaigns they find the majority idea before passing the law and this changes moral values in the long term. Across the world countries change each others values as they no longer see something as right due to the changes in other countries for example the events in Syria was sparked by Libya.

Morals have changed over time as we now live in a cosmopolitan society where we question each other. In a more fundamental society morals were taught by the church however due to secularisation ~~and~~ morals are no longer taken from this ~~way~~ and allows society to choose what they think is morally

accepted.

In a more modern twist ~~the~~ campaigns

Surrounding morals such as gay marriage spread quicker due to the emergence of social media such as facebook and twitter ~~as well~~ this can completely change a campaign making it large world wide.



ResultsPlus

Examiner Comments

The answer starts with a good current example of changing moral values. In the second paragraph, a range of potential causal factors is identified. The purpose of the reference to Syria is not made clear.

Paragraphs 3 and 4 continue the examination of different causal factors, using appropriate generalised examples to illustrate them.

This answer would have been more effective with better use of specific examples. The only specific example relates to gay marriage. For example the reference to the law being changed in response to campaigns could have benefited from a specific example. In view of the source material the 1967 abortion act would have served well. The answer is clearly focused on moral issues.

Communication is sound and meaning is clear.



ResultsPlus

Examiner Tip

It is better to use specific, rather than generalised, examples to support points being made.

Question 12

About one third of candidates attempted this essay. Although the less popular, it was probably the better-answered question. Several very impressive answers considered the question from a variety of viewpoints and drew on various disciplines, most notably biology/science, psychology, ethics/morality and sociology. Some answers were supported with a wide variety of examples, but others contained many assertions with little supporting evidence.

Perhaps inevitably, the majority of answers were firmly based in the teachings of evolution. A small number of thoughtful answers recognised that religion offered a potentially different dimension.

Too many answers thought that the question was about animal testing, so that much time and space was wasted on material that was not relevant to the question. However, a few were able to link issues of animal testing into the arguments that were presented in answer to the question. The majority of answers argued that behavioural studies were justified by alleged physical similarities. Better answers recognised that such similarities were closer with some animal groups than others. Arguments against such behavioural studies tended to focus mainly on mental issues, communication and civilization.

Some candidates confused ethical issues involved with animal testing and possible ethical issues with animal observation/study. Very few candidates noticed the use of *must* in the question.

Most marks for AO3 were awarded for identifying/using relevant evidence and for attempting a balanced, justified conclusion. A few of the better answers attempted to examine the evidence critically. Very few candidates attempted to distinguish the strengths and weaknesses of facts and opinion, and even fewer considered the types of arguments they had used. Centres need to do more work in preparing students to access the AO3 questions in Section C.

This answer reached the top of band 3 but was not enough to justify a mark in the band 4 range.

12 'Humans and animals share many characteristics. To understand and explain human behaviour, we must study the behaviour of other animals.'

Critically evaluate this opinion.

(Total for Question 12 = 30 marks)

includes 6 marks for Quality of Written Communication

13 Consider and evaluate reasons why religion has long been a major cause of human conflict.

(Total for Question 13 = 30 marks)

includes 6 marks for Quality of Written Communication

Many studies have been conducted on animal behaviour which have lead to conclusions that can often be generalised to

humans. When looking at behaviour from a biological point of view, scientists have been able to identify regions of the brain that determine specific behaviours. Most of these studies have been done by scanning brains of animals that are similar in brain anatomy to humans. The majority of them were restricted to using animals due to ethical concerns. It is considered unethical to experiment on human brains as it may cause both physical and psychological harm to the participants. However, it is more acceptable to carry out this research on animals because they are considered less valuable than humans, therefore any harm to them would not be so important. Therefore, we must use animals and apply the research findings to humans.

According to many scientists, humans have evolved from animals, some of which are still existing. Therefore, many basic human behaviours can be seen in ~~these~~ animals with a close evolutionary relationship with

humans.

Some people may disagree with the opinion and believe that animals ~~can~~ shouldn't be studied to explain human behaviour. This could be because they believe that humans are superior to animals in intelligence and

therefore human behavior is far more complex. Therefore, we would not be able to generalise animal behaviors to explain human behaviors because we are just too different. Also, many people believe that animals' lives and wellbeing is just as valuable as humans, so if we want to gain information to explain human behavior, we should be using humans as the findings would be much more applicable to every human being.

In conclusion, I agree with the opinion that animals must be studied to explain human behavior because there are many similarities in ^{the} behaviours of animals and humans therefore and findings would be able to be applied ~~to~~ to humans. Also, studying humans would be unethical in some cases and can be illegal.



ResultsPlus

Examiner Comments

The answer considered contrasting viewpoints and drew on different disciplines/perspectives (science and ethics/morality). The candidate's conclusion noted the use of *must* in the question and attempted to address it.

A number of points are made in support of the statement and an equal number of points are made against it. Supporting evidence is limited.

For AO3, this answer cited, and critically examined, evidence and reached a simple conclusion which is more assertion and repetition than objective judgment.

The candidate has drawn a clear distinction between scientific evidence (fact) and ethical beliefs.

Communication is good and reaches the top of band 3.



ResultsPlus

Examiner Tip

To be effective, arguments need to be clearly supported with specific relevant evidence. This often needs to be interpreted to show how it helps to answer the question.

This is a good well-balanced answer, which makes a number of valid points, examines the issue from different perspectives, uses different disciplines and supports arguments with relevant evidence.

12 'Humans and animals share many characteristics. To understand and explain human behaviour, we must study the behaviour of other animals.'

Critically evaluate this opinion.

(Total for Question 12 = 30 marks)

includes 6 marks for Quality of Written Communication

13 Consider and evaluate reasons why religion has long been a major cause of human conflict.

(Total for Question 13 = 30 marks)

includes 6 marks for Quality of Written Communication

why we should

- animals similar - gorillas social hierarchy / soc
- rats (sleep behaviour / biology)
- aggression / aggr

- different species - no / h are dif (religion)
- society is dif religion to guide
- similar biology but vastly dif.

As many animals share similar behaviour to humans it would make sense to study animals.

Studying animals is far more practical a way to study large numbers of animals, relatively cheaply with relatively few ethical issues during the process. Especially as studying people can be impractical, inconvenient and so filled with ethical issues like psychological harm that animals are often, the best option.

And indeed, animal research into behaviour has been successfully applied to human behaviour

and has significant applications for therapists for treating addiction. Skinner rats were kept in a box and got a food reward when they pressed a lever. The frequency of lever pressing increased because they were rewarded and this has huge importance in our understanding of drug addiction and behaviour. Therefore understanding animal behaviour has helped us to understand our own behaviour.

Animals share many things such as biology and social hierarchy with us. Although we are more developed, we have a complex social hierarchy just like gorillas and we have similar patterns of nursing. Gorillas, like humans, have a long development period

for their young where the mother cares for the infant during the first few years. The infants learned through play and have roles for each member of the group. This is similar to our behaviour. Understanding animal behaviour in social hierarchy can help us to explain the successes of our own society.

Animals share a great deal of biology with us. We share a common ancestor with gorillas and our brain pathways are similar to rats. Sleeping behaviour, when studied in rats extensively, found a specific region of cells in the brain that controlled the sleep/wake cycle and being able to manipulate the biology of ~~the~~ hamsters by ~~grafting~~ transplanting tissue, we

are able to understand why we behave and sleep the way we do. Treatments for narcolepsy ~~or~~ using orexins after research on narcoleptic dogs is useful and treating seasonal affective disorder after observing and experimenting on animals. We can discover a lot about ourselves and how our biology influences behaviour by studying animals.

However, many will argue that studying animals is pointless as we are a different species. There may be similarities but we

are different. Our species has developed and created much technology that no animal has done. We have emotions, morals and religion while animals do not. Explaining our behaviour can be deemed pointless if we are using inferior animals species as a comparison.

Furthermore, if you were to take a creationist view, God created us, separate from the animals and governs our behaviour. We were set as shepherds over them and have had holy books such as the Bible, Qur'an and Torah set down to guide humanity and alter our behaviour. Can a cat be Muslim and read the Qur'an? Can a human? Religion ~~is~~ influences our behaviour and this can't be studied in animals.

And what of the individual? Do we not have free will? We are all unique in personality and soul. Creating a set of

not have free will? We are all unique in personality and soul. Creating a set of behavioural principals based on animal behaviour doesn't take this into account and can fail to explain why we all prefer different things, why I may behave differently to the person next to me.

Also, our behaviour does differ significantly. As a species, we are the

only ones that have major wars with each other and can commit genocide. This is a major component of behaviour and animal behaviour, that consists of short term minor conflict, cannot be used to explain.

In conclusion, animals can be studied to help us understand biological components for our behaviour but there are limits to how far we can generalise such findings. Humans have unique behavioural differences that can only be explained by studying humans.



ResultsPlus

Examiner Comments

Supporting evidence is considered from a critical viewpoint. The answer shows a good understanding of issues raised and reaches a sound conclusion.

For AO3 the candidate selects relevant evidence, examines it critically and reaches a supported conclusion. The strengths and weaknesses of the evidence used are indicated.

Communication is good.



ResultsPlus

Examiner Tip

This question illustrates the value of planning work before starting to write.

Question 13

This was the most popular of the two essay questions, attracting two-thirds of candidates. There were some extremely well-argued and justified answers. Equally, there were many answers which adopted a fairly simplistic approach. Some candidates attempted to achieve balance by recognising that there were many other factors which contributed to conflict.

Some of the better answers argued that religion was often used as an excuse to justify conflict. Similarly, the better answers were able to show that religion could be a cause of conflict on an individual or community level, just as much as on a national or international level.

Many of the examples used were simplistic, showing a lack of understanding of the nature of conflict. Perhaps inevitably, the most popular examples of conflict were the Crusades, 9/11 and the war on terror, Northern Ireland and the Middle East. Many candidates appear to have some awareness of Christianity and Islam but little awareness of other major faiths. A significant proportion considered conflict between science and religion and atheists and religion.

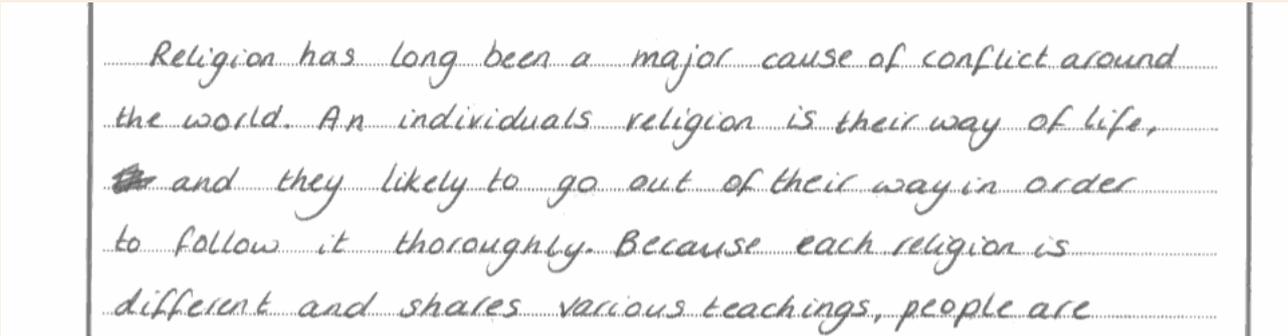
Two distressing aspects of answers to this question were evidence of irrational hostility to religion in general and considerable anti-Islamic feeling. Many candidates seemed to feel that terrorism was the chief characteristic of Islam, rather than of groups of individuals whose faith was based on Islam but not accepted by the majority of the Islamic population. 'Rants' of this nature rarely scored well.

There were many answers which appealed for a more tolerant approach to different religious faiths and an appeal to build on what is held in common, instead of focusing on issues which may divide.

In view of the dominant role of the Second World War in modern history syllabi, it was disappointing to see that many students at this level believed that it was a war brought about as the result of religious conflict. Few of those who used this as an illustration were able to see that the persecution of Jews was not a prime cause of war but rather the tragic result of a dictator's obsession.

Most marks for AO3 were awarded for identifying/using relevant evidence and for attempting a balanced justified conclusion. A few of the better answers attempted to examine the evidence critically. Very few candidates attempted to distinguish the strengths and weaknesses of facts and opinion and even fewer considered the types of arguments they had used. Centres need to be more thorough in preparing students to access the AO3 questions in Section C.

This was a largely assertive answer which presented a limited variety of reasons why religion can lead to conflict. Some of these assertions were supported with relevant evidence. Apart from references to the Twin Towers, evidence was of a general nature (family upbringing and war).



Religion has long been a major cause of conflict around the world. An individuals religion is their way of life, ~~the~~ and they likely to go out of their way in order to follow it thoroughly. Because each religion is different and shares various teachings, people are

brought up to follow different views and have opinions that may not be supported by another religion. What one person may believe, another person may completely disagree, and have a completely different belief.

There have also been several historical events that show the impact of religion, and the ways in which it leads to conflict. For example, the bombing of the Twin Towers in New York was done by a group who act the way they do in support of their religion and to generate awareness and get attention. This horrific event shows the extent to which some religious groups are willing to go in order to support and preach their beliefs. The aim of these acts is to express views and to share it with the world, but in the wrong way that lead to the death of countless innocent people.

There have also been several of wars and conflicts caused within countries because of apposing religious beliefs. One side of a country may support one religion, whilst another supports

a different religion. This can cause people to clash over their varying opinions, and therefore result in conflict.

In conclusion, a person's religion is very important to them and can cause them to act in ways that are violent in order to support their religion. This in turn can lead to conflict between different religious groups in order to prove a point.

or prove another religion wrong.



ResultsPlus Examiner Comments

This answer considers the question from two disciplines (Sociology and History) but in a fairly simplistic manner. The conclusion is a simplistic repetition of material previously used. There is just enough to reach low band 3 in the mark scheme.

For AO3, the answer uses evidence but comments about it, rather than examining it critically. 'Opinion' is used in terms of belief and justifies a mark. The conclusion does not credit a mark.

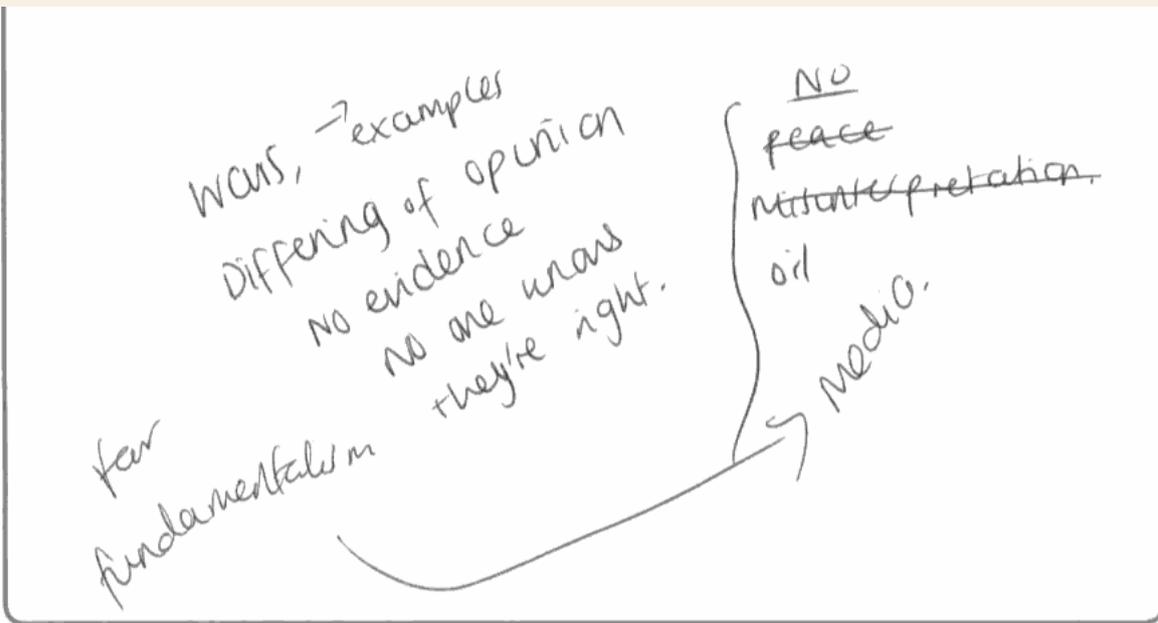
Communication is generally sound and is sufficient to reach low band 2. A number of errors do inhibit understanding.



ResultsPlus Examiner Tip

To achieve band 4, candidates must show that they have considered an issue from different perspectives as well as drawing evidence from different disciplines.

This is a good answer. The candidate has considered a number of disciplines and has viewed the question from different perspectives. It offers a number of different reasons to explain why religion has been, and is, a cause of conflict. The approach is fairly narrow and examples are drawn from a limited field (Islam).



It has been argued that religion has long been a major cause of human conflict.

There are many reasons for why this is the case, with more and more religions developing in the world, wars eventually break out as one religion tries to spread their faith across. Such as the Islamic concept of Jihad, the aim is to spread their religion and defend Islam.

However, this leads to acts of violence, terrorist attacks such as the attack on the World Trade Centre (9/11), and as countries, such as the USA defend themselves eventually a war occurs, with religious beliefs as the cause.

Furthermore, ~~the~~ with every religion having their own individual beliefs, ~~they~~ each believer assumes that their own religion is right, therefore, when there's a difference of opinion instead of negotiating, the countries which follow these religions go to war.

For example, the War on Palestine is currently between Israeli Jews and Palestinian Muslims, the war is over land, ~~from~~ each religion believes the "promised land" belongs to them. This is a conflict in which hundreds of thousands have died, and continue to do so, and the cause is due to religious

disagreements.

With no way to know which religion is right or wrong, the conflict continues, as none is willing to surrender, in fear that it is seen as betraying their religion.

However, it can be argued that it is not religion

that causes conflict, but it is due to religious worshippers who misinterpret what it is they're being taught.

For example, when considering the terrorist attacks on 9/11, although Al-Qaeda claimed it was in the name of Islam, ~~many~~ the majority of Muslims ~~condemned~~ condemned their actions. Their response was that Islam teaches peace not violence.

Therefore, it is not religion which is causing conflict, but rather terrorists who use religion as an excuse to cause destruction.

Furthermore, it is thought that the media plays a significant role in causing conflict and making it appear as though religion is the cause.

In recent times, the media has picked on the idea of Islamic fundamentalism, creating moral panic through its news stories which are often exaggerated, untrue and produce a biased image.

This is most relevant in the western world, where media influence has led to Islamophobia, and the belief that all Muslims are bad, terrorists with hidden agendas.

With this sort of media influence people assume Islam ~~is~~ is the root cause of the conflict, when really it has ~~nothing to do~~ less to do with the religion, and more to do with propaganda and media bias.

Often, religion is ~~not~~ portrayed as the cause

for conflict, such as conflicts in Syria and Libya between different members of the same Islamic faith or Christian faith.

The cause is often due to poor living conditions, poor governmental control, but eventually as protests occur, and people cause conflict for freedom and better rights, it results in conflicts ~~over~~ between religion as well.

Often, individuals feel that the only community they belong to is that of the people who share their religious beliefs especially in countries such as Syria where trusting your neighbor is difficult as government influences are everywhere.

Therefore, when people protest, they do so within their religious groups, which makes

it seem that religion is the cause of the conflict, when in actual fact it just provides solidarity.

Overall, there are many reasons as to why religion can be seen as a cause of human conflict; many wars have religion causes at the heart of it. However, often misinterpretations and media bias can make it seem that the cause of human conflict is religion, when in actual fact there are other, more deeper

causes for the conflict which should be investigated.



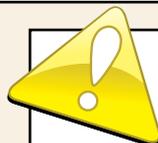
ResultsPlus
Examiner Comments

The answer contains a number of perceptive comments and examples are evaluated. Positive consideration is given to the role of the media, as is the nature of belief in a religious context.

AO3 marks are awarded for:

- citing and critically evaluating evidence
- distinction between fact and opinion
- providing a justified conclusion.

Communication is generally good and meaning is clear.



ResultsPlus
Examiner Tip

A broader approach to the topic would result in a higher mark being awarded.

Paper Summary

Centres and candidates should note the following suggestions for improving achievement.

- Too many candidates lost marks because they were careless in reading questions and so failed to respond as required.
- Essays carry a combined mark for AO1 and AO2. Failure to support answers with relevant evidence can cost marks.
- AO3 (thinking and analytical skills) is an important part of the Specification. Many candidates lose marks because they do not have necessary knowledge in this area.
- Candidates should remember to have a calculator that they can use to answer number questions.
- Clear hand-writing is essential if candidates' work is to be properly evaluated.
- Candidates need to understand the demands of the different command words used, so that they can provide appropriate answers.

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