

Examiners' Report  
June 2013

GCE General Studies 6GS04 01

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## Introduction

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 unit specification.

Section A was based on sections 4.4 and 4.5 ('Should everyone have the same moral responsibilities?' and 'How do we decide what is right and wrong?'). Section B was based on section 4.3 ('Do we need religious beliefs?'). In Section C, the two essays were designed to be synoptic and so required candidates to draw material from all sections of the unit specification although the main focus of Question 14 was section 4.6 ('Why do people do what they do?') and for Question 15 it was section 4.7 ('How should art be valued?').

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 specific questions in both Sections A and B, presumably this was because they thought these questions were beyond their competence.

Some candidates occasionally wrote at excessive length on certain questions. It is not clear whether this had an adverse effect on their answers to Section C. The number of lines provided for each question in the answer book and the marks 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 the questions. A significant number of answers appeared to be responses to questions different from those set. In such cases candidates often ignored key words or command words.

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 low marks because they did not deal with the task set.

An on-going weakness is limited understanding of the demands of AO3. It is apparent that some candidates have not prepared for such questions. Assessment of AO3 is an important part of Section C questions but candidates frequently fail to provide sufficient creditworthy evidence to achieve these marks. The Quality of Written Communication was generally quite good. Whilst there were some extremely well-structured papers, 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 complained, in their scripts, about being forced to take General Studies or who wasted their own and their examiner's time with facetious responses.

## Question 1(a)

Most candidates were able to show that the term concerned issues of right and wrong but often failed to earn the second mark by showing that it concerned matters of belief which affected an individual's, or societies, behaviour and manner of life. However a significant number failed to explain the moral aspect of the term and earned a single mark for showing understanding of behaviour. There were a good number of answers which reflected a sound understanding of the term. One of the most consistent failings was that some candidates explained how moral values were acquired, or gave examples of moral behaviour but failed to give clear explanations of the term as required by the question.

This response scored 2 marks.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

### SECTION A

Answer ALL questions.

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

Read Source 1 on the separate insert and then answer questions 1–6.

- 1 (a) Explain the meaning of the term 'moral values'.

(2)

Moral values are customs expressed by a person or people in determining what is right or wrong. A personal judgement on whether behaviour or an action is wrong or not.



**ResultsPlus**  
Examiner Comments

This answer gained a mark for reference to 'right and wrong', showing an understanding of 'moral'. A second mark was awarded for the link between the theory of 'moral' and the personal determination of acceptable behaviour.

## Question 1(b)

This question proved to be fairly straightforward for most candidates, many of whom were able to achieve at least 2 of the 3 marks. The main failings were selecting comments either made by Wenger or from the wrong paragraphs. Sometimes candidates produced over-long answers containing more than the required statements. However, provided a correct statement was included, the mark was awarded.

This answer was awarded 2 out of the 3 marks.

(b) From Source 1 (paragraphs 3–5) identify and write out three moral statements not mentioned by Arsène Wenger.

(3)

Statement 1

Footballers live in a bubble - you get the money, so you have to take the bad times with the good.

Statement 2

I feel obliged to make them believe they can realise their dreams

Statement 3

~~AND~~ If footballers do something wrong on or off the pitch young people want to do the same thing.

(Total for Question 1 = 5 marks)



**ResultsPlus**

**Examiner Comments**

This answer earned marks for statements 1 and 2 which both contained quotations listed in the mark scheme. A mark was not awarded for Statement 3 because it is not given as an acceptable response. The mark would have been awarded if the answer had continued with the next sentence 'We have to show an example' which is a creditworthy answer.

This is an example of an answer which was awarded full marks (3/3).

(b) From Source 1 (paragraphs 3–5) identify and write out three moral statements not mentioned by Arsène Wenger.

(3)

Statement 1

'The only way to deal with your life is to transform it into an art.'

Statement 2

'I feel obliged to make them believe they can realise their dreams to tell them they should do their best to do well at school.'

Statement 3

'If footballers do something wrong on or off the pitch, young people want to do the same thing. We have to show an example.'

(Total for Question 1 = 5 marks)



### ResultsPlus Examiner Comments

This answer scored all 3 marks, even though Statement 1 was not one of the acceptable phrases included in the mark scheme. It is unacceptable, not only because it is not a moral statement but also because it was a quotation from Wenger, which was specifically excluded by the wording of the question.

Statement 2 contains two separate creditworthy points from the list given in the mark scheme and so was able to earn 2 marks. The third mark was awarded for the correct quotation given at the end of Statement 3.



### ResultsPlus Examiner Tip

This question shows the importance of carefully reading the requirements of questions. Many candidates wasted time by writing out overlong sections of the passage rather than simply the required phrase(s).

## **Question 2(b)**

Correct answers for this question depended on identifying the correct answer in Question 2(a) which depended on the command phrase 'can best be supported'. The only acceptable answer was the reference to the phrase 'Arsenal are pioneers'. Answers which consisted of other parts of the sentence in paragraph 2 could not be credited unless the key phrase was included. The word 'pioneers' picks up the idea of 'one of the first' in Question 2(a).

### Question 3

In order to gain the mark on this question, candidates needed to include the idea of example and influence on an individual's behaviour. Some candidates wrote at length, either with specific examples of role models or with some of the characteristics of role models, often based on information given in the passage. However, too often they failed to show that individuals were influenced in either attitude, behaviour, appearance or thought by the example of their role model and so could not be credited with the mark.

This response was awarded the mark.

3 Explain the meaning of the term 'role model'.

A 'role model' is a person who inspires people to do something. They represent a group of people who share similar interests and values and are looked to, to set an example for others.

(Total for Question 3 = 1 mark)



**ResultsPlus**  
Examiner Comments

This answer gained the mark for combining 'inspire people to do something' with 'example', thus showing the important idea that role models influence the conduct of those who follow them.

## Question 4

There is usually a number calculation on this paper and so candidates should be properly prepared to attempt it. The numerical skills involved are always straightforward, using only information that can be gleaned from the text and understanding of basic mathematical procedures. However, candidates should be equipped with a calculator. A number of candidates remarked that they had no calculator and did not expect a numerical question.

Many candidates were able to cope well with the demands of this question but often failed to take it to a proper conclusion. Answers often consisted of the total amount payable rather than the additional amount payable. Some answers showed that candidates had not properly read or understood the question. In this case, answers were often ludicrously large. A further weakness was the failure to indicate that the answer was in '£s' or, where appropriate millions. Such answers did not achieve the third mark. Surprisingly some candidates indicated that they thought they were dealing in dollars.

Candidates who were able to get part way through the exercise were awarded 1 mark for correctly finding 80% of £136 million and 1 mark for reaching the total spend of £5.44 million.

This response scored full marks.

4 The Premier League consists of 20 football clubs.  $\frac{136}{100} \times 100 = 80$

Assume that each club spent exactly the same amount of money on community work in the 2009–2010 season. For the 2010–2011 season it was agreed that each club should increase its spending so that the total amount spent is approximately 80% of the expenditure of the Premier League as an organisation.

How much additional money is each club required to spend?

~~£100 million~~  
~~20~~  
~~£5 million spent by each in 2009-10~~

100 million = £5 million per club in 2009-10  
20

80% of £136 million = 108.8 million.  
÷ 20 = ~~£5.44 million~~ £5,440,000 - £5 million =

Extra of £440,000 <sup>required from</sup> ~~spent by~~ each club.

(Total for Question 4 = 3 marks)



### ResultsPlus Examiner Comments

This response achieved the correct answer and so was awarded all 3 marks.



### ResultsPlus Examiner Tip

With number questions it is always worth showing working, because in the event of reaching an incorrect final answer it may be possible to earn 'stage marks' for correct calculations, even if they are followed by an error.

This example was awarded 2 marks.

4 The Premier League consists of 20 football clubs.

Assume that each club spent exactly the same amount of money on community work in the 2009–2010 season. For the 2010–2011 season it was agreed that each club should increase its spending so that the total amount spent is approximately 80% of the expenditure of the Premier League as an organisation.

How much additional money is each club required to spend?

$$13.6 - 10\%$$

100

$$108.8 - 100 = 8.8$$

$$27.2 - 20\%$$

$$54.4 - 40\%$$

$$8.8 \div 20 = 0.044 = 44,000$$

$$108.8 = 80\%$$

$$136 = 100\%$$

$$8,800,000$$

$$44,000$$

Each club has to spend \$44,000 more to match 80% of the Premier League organisation expenditure.

(Total for Question 4 = 3 marks)



### ResultsPlus Examiner Comments

The first two stages of the calculation are completed accurately but the final stage shows carelessness in the omission of a zero, thus significantly reducing the final answer given.



### ResultsPlus Examiner Tip

When you have completed a calculation, check it carefully to ensure that significant figures have not been left out.

### Question 5(a)

Candidates were usually able to identify either the obvious comparison with dancing or the slightly less obvious link with the pianist. Those who selected the first often gave a direct quotation but those who selected the pianist analogy quite sensibly (and acceptably) gave a paraphrase making in some way a reference to the idea of comparison. Some answers chose examples from other sections of the passage, and in so doing demonstrated the lack of a clear understanding of the nature of analogy.

This response was awarded the mark.

5 (a) From paragraphs 1 to 3, identify an analogy used by Arsène Wenger. (1)

Football is ~~the~~ an art, like dancing  
but only when it's well done does it  
become an art.



**ResultsPlus**  
Examiner Comments

This answer gained the mark for correctly quoting the required phrase. It was not penalised for including the comment that expands the analogy. Some candidates simply quoted 'football is an art' and by failing to include the crucial expression 'like dancing' failed to earn the mark.

This response was also awarded the mark.

5 (a) From paragraphs 1 to 3, identify an analogy used by Arsène Wenger.

(1)

“~~football~~ “One ~~day~~ day a sportsman heard a pianist, so he went to see him & said ‘I would give my life to perform like you.’”



**ResultsPlus**

**Examiner Comments**

Credit is given here for quoting the reference to the link between footballer and pianist. The use of the word 'like' shows an awareness of comparison.



**ResultsPlus**

**Examiner Tip**

The wording in the question 'identify' shows that answers do not need to be direct quotations. If candidates are required to use words from the passage the question will clearly say something like 'quote' or 'write out'. If these words appear then a paraphrase will not be acceptable. However, a quotation which omits words in the main body of the quote and indicates (usually with an ellipsis) that they have been omitted is usually acceptable provided the omitted words are not the key part of the answer.

## Question 5(b)

Although over the years there have been questions about reasoning from analogy on the General Studies papers candidates often did not appear to be very sure in their knowledge. Most were able to suggest that a strength of analogies was that they helped readers or listeners to understand an argument. Similarly many suggested that weaknesses were that they might be too complex for audiences to understand or that they were too subjective. A number of responses ignored the question, which is about arguments from analogy and either explained what an analogy was or examined the strengths and weaknesses of the analogies used in the passage. Consequently marks were generally rather disappointing on this question.

This is an example of an answer that was awarded 4 marks.

(b) Using your own knowledge, outline the strengths and weaknesses of arguments from analogy.

(4)

Strengths of using an analogy is that it gives the reader a better opportunity at visualising what is being said. Another strength is that it can make the argument clear as they are easy can be a simple tool in highlighting a point. One weakness is its not based on facts and is just opinion which reduces the validity of the argument. Complex analogies, as well, can be hard for the reader to understand which is a further weakness.



**ResultsPlus**

**Examiner Comments**

This was one of the more convincing arguments. The candidate presented two strengths and two weaknesses. As a result the answer gained 4 marks.



**ResultsPlus**

**Examiner Tip**

It is important to answer the question the examiners have asked and not one of your own devising. Even if you display an excellent level of knowledge it cannot be credited unless it is a response to the question set.

This answer scored 2 out of the available 4 marks.

(b) Using your own knowledge, outline the strengths and weaknesses of arguments from analogy.

(4)

One strength of using analogys to form an argument is that it gives people an ~~reared~~ idea of what things can be like for them.

However, analogues sometimes have no link with what is being argued and may be placed as irrelevant.

Another strength is that things can be compared, eg. football and music can be compared as art.

However analogies are just examples

(Total for Question 5 = 5 marks)



**ResultsPlus**

**Examiner Comments**

This answer gained 2 marks for the points made in the first two sentences which match a strength and a weakness listed in the mark scheme. The remainder of the answer is not creditworthy since it explains what an analogy is rather than why it may be regarded as either a weak or strong form of reasoning.

## **Question 6**

This topic was a very familiar one to most candidates and many were able to write at some length. Sadly many answers were quite superficial. A few were able to distinguish different types of celebrity, arguing that some were entitled to greater privacy, but that others who sought celebrity status for its own sake deserved all they got. Relatively few were able to discuss the legal position or suggest possible future changes. A number restricted themselves almost entirely to the content of the passage, indulging themselves at times with interesting interpretations of what the author and the subjects he quoted had said. Most were able to recognise that there were two sides to this topic and many were able to illustrate their answers appropriately.

This response scored 11 marks in total.

- 6 Using your own knowledge and information from Source 1 consider whether celebrities and people in the public eye should be entitled to the same level of privacy as everyone else.

Ethically, I do believe that all people deserve their privacy, it is a fundamental right. However, the privacy of celebrities is of a different matter. As Arsenal football player <sup>Manuel Almunia</sup> states in source one, 'Footballers live in a bubble - you get the money, so you have to take the bad times with you'. ~~The~~ ~~a~~ ~~celebrity~~ This is life, not everything is perfect. The lack of privacy celebrities get is ~~not~~ not as bad as other people are suffering from, such as communism in North Korea. I believe it is very shallow when celebrities do complain about privacy, as Manuel Almunia said, it comes with the job, when someone becomes into the public eye they know that this is inevitable. #

Some may disagree with me and say everyone should have a right to privacy and treated equally in society. People like Nelson Mandela did not fight for rights for them to be abused, it is morally wrong to scrutinise ~~and~~ <sup>a</sup> celebrity and make them feel paranoid. ~~get to~~ They would argue that, 'you would do this to a normal ~~celebrity~~ person, so why a celebrity?'

The question to this argument, in my opinion, is that celebrities are a source of entertainment, so

invading their privacy enables the media to cover stories on celebrities such as heat magazine. We, as a western society, are interested in other people's business; this is evident with the rise of social networking sites such as Facebook and Twitter, also the new craze of reality television such as 'Made in Chelsea' and 'I'm a Celebrity get me out of here'.

To conclude I do believe, like Wenger states, 'England is more liberal than France', we should not be proud of this. The lack of privacy might be considered, 'intrusive' in England but it <sup>is a</sup> enables source of entertainment and celebrities know it comes with the job, they are worse & slier in the world than this.

(includes 4 marks for Quality of Written Communication)

(Total for Question 6 = 14 marks)

TOTAL FOR SECTION A = 30 MARKS



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**Examiner Comments**

Interestingly this answer starts by contrasting theory (ethics) with reality, supporting the claim with evidence from the passage. Two contrasting viewpoints are presented. In the second page the focus is turned on public interest and the growth of television programmes and social networking sites. The conclusion recognises the contrast between the rights of the individual and the demands of the public/entertainment. It reaches the middle of band 3 and was awarded 8 marks.

Communication is generally clear but a number of errors did at times inhibit clarity. It was awarded 3 marks.

The total mark was 11 out of 14.

- 6 Using your own knowledge and information from Source 1 consider whether celebrities and people in the public eye should be entitled to the same level of privacy as everyone else.

According to ~~the general public~~ <sup>some people</sup>, famous figures such as footballers could be seen as having less rights to privacy than the general public. It could be argued that they chose this particular career path, understanding what it entailed, meaning that they should open up their privacy to their fans and other individuals. // Many people such as footballers are also seen as role models to large quantities of people, and by having less privacy, this allows these fans to gain a better insight into the footballers' life. If they were ~~herofor~~ honorable and ~~wett~~ respectful individuals then this lack of privacy may encourage other people to behave in a similar, good manner.

// However, if the famous person were to take a different path, such as drug addiction or crime. Then I believe this should be kept private. They would still be considered a role model, and by publicising this kind of behaviour, it may be seen as okay by their fans, increasing the amount of unwanted behaviour in communities.

It could also be argued that they are humans just like everyone else, and therefore have the same rights to privacy as we do. It isn't fair that we can keep our lives private if they are unable to do the same. //I therefore conclude, that in social and public places, what they do should be allowed to be publicised, as long as the behaviour is justified. However, in their home where their family and private life are concerned, they should have the right to privacy. I don't think this would happen due to the nosy and gossipy human nature.

(includes 4 marks for Quality of Written Communication)

(Total for Question 6 = 14 marks)

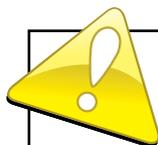
TOTAL FOR SECTION A = 30 MARKS



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**Examiner Comments**

Although this answer does recognise two contrasting viewpoints the main focus supports the view that celebrities effectively give up their right to privacy by choice. References to role models suggest that if they are 'good' role models they should not have privacy, but if they have 'bad' habits these should be kept secret. Arguments for privacy in private life are largely unsupported assertions. There is an attempt at a conclusion, but it is really little more than an attempt to sit on the fence. There is little in the way of supporting evidence. Little use is made of evidence from the passage. The answer was placed at the top of band 2 with 5 marks. Meaning is clear although there are a number of spelling errors. QWC was awarded 3 marks. The answer was awarded 8 marks overall.



**ResultsPlus**

**Examiner Tip**

Assertions on their own are rarely convincing in an argument. They need to be supported with appropriate evidence.

This response scored only 4 marks overall.

- 6 Using your own knowledge and information from Source 1 consider whether celebrities and people in the public eye should be entitled to the same level of privacy as everyone else.

In a way yes because it is their own right and life to get on with private life but in a way no because it is their choice to stay a celebrity and in the public eye.

It could harm their life though because in Spiderman (the movie), journalists keep trying to photograph the Spiderman and figure out who he is. If his identity was revealed then the bad guys could attack the person or his family and friends. If this happened in real life then they should be entitled to more privacy so they can keep safe because "with great power comes great responsibility".



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**Examiner Comments**

The opening paragraph contains two simple unsupported assertions. The remainder of the answer uses an illustration based on a film to suggest that lack of privacy can be harmful. The answer is placed at band 1 and because of the example used, which does support a valid point, achieves 2 marks. The answer would have been improved by an attempt to address an alternative viewpoint. Communication is sound and broadly understandable, earning 2 marks. 4 marks are awarded in total.

## Question 8(a)

Most candidates were able to cite decreasing church attendance as evidence of declining religious practice. However, too many wrote about declining beliefs rather than practices and so could not earn full marks. Some candidates provided an answer here that would have fitted better in Question 8(b). This question illustrates the importance of reading carefully and identifying the requirements of a question before starting to write. There were probably more crossed out answers for this question than for any other.

This is an example of a response that scored 2 marks.

8 (a) Using your own knowledge:

Outline evidence which shows there has been a 'decline in religious practice in the UK during the 20th century'.

(2)

The Church and the State are no longer intertwined, many laws are no longer based on religious beliefs. There has also been an increase in registry office (unreligious) marriages and an increase in divorce. Schools ~~also do not~~ Many schools also do not ~~have prayers or to preach~~ to the students about religion.



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Examiner Comments

The first part of the first sentence is inaccurate and is not creditworthy. However, it is true that many laws are no longer based on religious belief. This comment was creditworthy and earned 1 mark. The reference to the increase of civil marriages was also deemed creditworthy and earned the second mark. If more marks were available one could have been given for references to divorce and schools reducing aspects of combined worship. 2 marks were awarded.

This response also scored 2 marks.

8 (a) Using your own knowledge:

Outline evidence which shows there has been a 'decline in religious practice in the UK during the 20th century'.

Less people attend church. Divorce is more frequent, and gets which isn't supported by religion. Blasphemy is common in the media. Un-married couples are no longer afraid to have 'bastard' children, as this is now socially acceptable. A wider acceptance of social minorities such as black people + gays also shows the UK is more multicultural + an increase in the amount of



**ResultsPlus**  
Examiner Comments

Credit could be given for several different points in this answer, including declining church attendance, increased divorce, changes in attitudes to blasphemy, declining marriage rates, and increased acceptance of homosexuality.



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Examiner Tip

Make it clear to the examiner if part of your answer is written outside the space allocated for it.

## Question 8(b)

Too often candidates included information in this question that was more appropriate to Question 8(a). An important weakness was that answers often concentrated on reasons for decline in religious belief rather than religious practices and so limited themselves in the mark they might achieve. There are a wide variety of points that can be made in answer to this question. Most answers stressed the importance of science and scientific discoveries in challenging or debunking belief in religious teachings, the existence of the supernatural and the need to accept a debatable 'authority', whether a God or a holy book. Other popular responses included the increase in divorce, decline of marriage, rise of cohabiting, development of Civil and other partnerships and changes in moral attitudes and behaviour. Many wrote about lives being too busy and the impact of work and leisure activities on Sundays. Some interesting answers drew attention to the influence of multi-culturalism in undermining trust in any one religion and often linked this to changing patterns in education and the cumulative effect on younger generations over time of changing patterns of parental behaviour and attitude towards religion.

The following response was awarded 1 mark out of the possible 4.

(b) Give reasons to explain this decline.

(4)

Many people may not have the time they once had to attend religious practices as they are having to spend greater time at work or home with their families, however, just because the individuals may not publicly practice religious ideals, in private they may, also the survey seems to be based on the idea of volunteering therefore not all 'believers' in a religion may contribute to voluntary work.

(Total for Question 8 = 6 marks)



**ResultsPlus**

**Examiner Comments**

1 mark was awarded for lack of time/ other activities as influences on changing practices. A second mark could not be awarded for the simple statement that people are still religious even if they do not demonstrate this publicly because there is no link to show how this resulted in 'declining' religious practices since, presumably, those who were religious continued to perform some religious practices even if not attending church. The remainder of the answer referred to the passage rather than to the question and so earned no further marks.

This response was awarded 3 marks.

(b) Give reasons to explain this decline.

(4)

Religion is regardless of belief a way of explaining purpose and answers to questions we can't answer. However with science coming up to answer these questions and with a far more liberal and understanding Britain, religion is not adaptable enough to remain relevant. Gay marriage and women's rights have helped fuel a more secular state where the church has had ~~declining~~ declining power and influence over the nation. Leading to less indoctrination and more people thinking for themselves.

(Total for Question 8 = 6 marks)



**ResultsPlus**

**Examiner Comments**

Credit was given for failure to provide satisfactory answers to important questions which results in changed attitudes toward the claim of religion and consequently to its influence on behaviour. A second mark was awarded for changing social attitudes (such as gay marriage). The third mark was awarded for the declining power and influence of the church on people's lives.



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**Examiner Tip**

Too many candidates did not read this question carefully and so spent too much time writing about reasons for changing religious beliefs rather than changing practices and so, in spite of good knowledge, did not earn credit.

## Question 9(a)

This is a simple, straightforward question which depends on a candidate understanding the term 'prejudice' and being able to restrict their attention to the specified section of the passage. Candidates who failed to score often did so because they selected a phrase from paragraphs 4 or 5. More frequently candidates selected a phrase which showed no understanding of the idea of prejudice. Occasionally phrases were selected which concerned non-religious rather than religious people.

This response was awarded the mark.

- 9 (a) From paragraphs 1 to 3, identify one example of a phrase which demonstrates prejudice against religious believers.

(1)

Andrew Copson describes belief in God as a "delusion"



### ResultsPlus Examiner Comments

This answer gained a mark for correctly identifying and paraphrasing the correct response. The mark was awarded even though it is not a direct quotation.



### ResultsPlus Examiner Tip

Careful attention should be paid to command words, such as 'identify' which indicate to candidates the nature of the answer which is required.

This response did not gain any marks.

- 9 (a) From paragraphs 1 to 3, identify one example of a phrase which demonstrates prejudice against religious believers.

All the people I know who help others,  
Whether the church goes or not, do so be-  
-cause they sense the need and seek to meet it <sup>(1)</sup>



**ResultsPlus**  
Examiner Comments

Although taken from the third paragraph, this statement does not indicate prejudice and so cannot be credited.

## Question 9(b)

This was another fairly straightforward question which required candidates to select and write out two appropriate phrases. Answers needed to show not only the required 'characteristic' but also the link to 'religious and non-religious'. Most candidates interpreted this as writing out quotations but a few did take the opportunity to paraphrase and were given credit, provided their answers contained sufficient supporting information. Marks were lost most frequently for only writing out the characteristic and failing to show the religious/non-religious link. Occasionally candidates were given credit if they ran two relevant phrases together as a single point, up to the maximum mark.

This response was awarded 1 mark.

(b) From paragraphs 1 to 4, identify two phrases or sentences that show characteristics which are shared by both 'religious and non-religious people'. (2)

1 The desire to help ~~is~~ ~~some~~ and some others is written on the human heart.

2 Most people get involved because someone they trust suggests it.

(Total for Question 9 = 3 marks)



**ResultsPlus**

**Examiner Comments**

This answer earned 1 mark for point 1, which is one of the accepted statements. It contains the characteristic of 'helping' and by quoting 'human heart' shows that the characteristic extends beyond the bounds of those who are religious and so by implication includes the non-religious. Point 2 is not credited although it is a relevant quotation. To earn the mark the next sentence was required, which is 'While this is true of religious and non-religious [people] ...'.



**ResultsPlus**

**Examiner Tip**

Make sure that answers are complete and include all the details required by a question. Examiners do not assume what you mean and give credit based on a partial answer.

This response was awarded 2 marks.

(b) From paragraphs 1 to 4, identify two phrases or sentences that show characteristics which are shared by both 'religious and non-religious people'. (2)

1 "All the people I know who help others, whether church goes or not, do so because they sense need and seek to meet it"

2 "most people get involved because someone they trust suggests it. While this is as true of religious as non religious people"

(Total for Question 9 = 3 marks)



**ResultsPlus**  
Examiner Comments

This answer earned both marks for two correct answers. Note the difference in point 2 between this answer and the previous one. This contains the necessary qualification and so earns the mark, whereas the previous answer did not.

## Question 10

The stem in this question deliberately guided candidates away from the passage with the intention of inviting discussions about statistics in general. Candidates who concentrated on the passage were not able to earn marks. Similarly candidates who dealt with strengths rather than weaknesses could not be awarded marks.

Answers were often quite disappointing and often showed a lack of understanding of the nature of statistics based on surveys. A frequent error was the suggestion that a sample survey could not be used to extrapolate the attitude/behaviour of larger numbers. Candidates who scored well usually concentrated on the transferability of statistical information, recognising that some statistics gathered for one purpose might be twisted or interpreted to suit another. Other credible answers were that many readers did not understand statistics and that while statistics might give objective quantitative answers these were often bland and could not illustrate qualitative issues.

This answer was awarded 3 marks.

**10** Source 2 does not contain statistics but does refer to a survey which contains statistical information.

What are the limitations of using statistical evidence to support an argument?

Statistics can easily be taken out of context and manipulated to give a totally different slant on something. This creates a weaker argument. Furthermore it can be difficult to understand some statistics and how they are created meaning arguments are harder to project and convey to others.

(Total for Question 10 = 3 marks)



**ResultsPlus**  
Examiner Comments

Credit was given for saying that statistics are often gathered for purposes different to the use being made of them. A second mark was earned for saying they are easily manipulated and a third mark for the discussion of the way in which statistics are created. Credit could not be given for saying they may be difficult to understand (which is an acceptable response) because the mark had already been awarded. Although the first sentence is succinct it covered two separate points and earned 2 marks.

This answer was awarded all 3 marks.

**10** Source 2 does not contain statistics but does refer to a survey which contains statistical information.

What are the limitations of using statistical evidence to support an argument?

Not representative of an entire case, the statistical test would be biased or flawed, would be outdated and thus not an accurate picture of the present day.



**ResultsPlus**

**Examiner Comments**

This answer is succinct but gives enough information to merit all 3 marks. Credit is given for 'not representative', 'biased' and 'outdated', all of which are points made in the mark scheme.



**ResultsPlus**

**Examiner Tip**

Use the number of marks allocated and the space provided to indicate the length of answer expected. A succinct answer can often gain just as many marks as an overlong answer, which often merely wastes valuable time.

## Question 12

This was another straightforward question where candidates were required to select appropriate phrases from the relevant section of the passage. Once again acceptable paraphrases which gave relevant information could be credited. The main challenge was that the selected phrases must be taken from the specified section of the passage.

Both marks were awarded for this response.

12 In paragraphs 4 and 5 of Source 2, the author suggests that religious organisations possess a number of advantages when it comes to performing charitable activities. Identify from Source 2 two of the advantages he suggests.

1 'networks of participation'

2 'organisational capacity'



**ResultsPlus**

**Examiner Comments**

Although very succinct both statements give sufficient information to clearly identify the appropriate phrases and so both marks are credited.

This response was awarded 1 of the 2 marks available.

12 In paragraphs 4 and 5 of Source 2, the author suggests that religious organisations possess a number of advantages when it comes to performing charitable activities. Identify from Source 2 two of the advantages he suggests.

1 'most people get involved because someone they trust recommends it'

2 'churches' capacity for generating and sustaining a sense of shared obligation'



**ResultsPlus**

**Examiner Comments**

This answer earned 1 mark. Credit was given for point 2 which is one of the acceptable phrases given in the mark scheme. The answer in point 1 was not creditworthy because this phrase has nothing to do with differences between religious and non-religious organisations and could apply equally to either group.

### **Question 13**

In order to answer this question successfully the candidates were required to identify different evidence used by the author in order to analyse its usefulness in justifying the argument. Many were able to describe the argument and most included some of the points of evidence used by the author. Evaluation was variable. The most frequently made points included the lack of specific statistical evidence as indicating a flaw in the argument. Many were able to say that the passage consisted more of opinion and assertion, often made to appear as though they were objective statements rather than incontestable fact. The other point most frequently made was that the passage showed clear evidence of bias but created an impression of trying to achieve a balance between different points of view. Some candidates appeared to be using prepared answers which identified the key analytical points but failed to address them directly to the passage.

This response was awarded a total of 11 marks.

13 To what extent is the argument presented by the author justified by the evidence he uses to support it?

The author's argument suggests that both believers and non-believers have access to charity work, but being in a religious organisation helps tighten the network and usually do more for charity.

The argument would be more justified if the author were to show statistical data or a graph to support the argument that religion is declining, or a deductive argument. The author makes this statement however the reader may come from a very religious background and therefore disagree.

He begins the argument with an opinion which he tries to show as a fact 'faith leads to greater participation turns out to not be true'. However this is not supported by evidence and by using 'Matthew 23:11' he attempts to make an argument from authority, but without evidence it is unsupported. However as he is arguing against this point, he may purposely

avoid giving support to it.

The 'report' that is referred to is not justified enough to use as supported evidence. The reader would not know who was in this report, what its aim was or what it was about.

The argument is presented well by beginning with the point that he is arguing against, and ending with the conclusion that sums up his ideas.

(includes 4 marks for Quality of Written Communication)  
(Total for Question 13 = 14 marks)

**TOTAL FOR SECTION B = 30 MARKS**



### ResultsPlus Examiner Comments

2 marks were awarded for AO2 in the opening paragraph. In the third paragraph credit was given for the reference to Copson and in paragraph 4 credit was given for reference to the report. AO2 achieved 4 marks out of a possible 6. For AO3 credit was given in paragraph 2 for the comments about lack of statistical evidence. The same paragraph also indicates issues of balance but not sufficiently well to justify a mark. In paragraph 3 a clear distinction is drawn between fact and opinion so earning a mark. The final sentence of the paragraph indicates authorial bias and earned 1 mark. In the same paragraph the author considered the use of argument from authority, but was not credited because there was a failure to show accurate understanding of what this type of argument is, or why it might be regarded as weak. A range of relevant evidence is referred to throughout the answer and this earned another mark. Paragraph 4 deals with insufficiency of evidence, but this mark had already been awarded. Total for AO3 was 4 marks. (Note: the maximum of 4 marks for AO3 cannot be exceeded, even if all AO2 marks have not been awarded.) Communication was generally sound, in spite of occasional lack of clarity in meaning. AO4 was awarded 3 marks. This makes a total of 11 marks.

This response was awarded 8 marks.

13 To what extent is the argument presented by the author justified by the evidence he uses to support it?

The author justifies his argument by using evidence from a speech from Andrew Copson, the General Secretary of the British Humanist Association. This ~~is~~ evidence is reliable as it is from a source high up in the field of what the author is looking at.

The author also looks at a ~~£~~ report, however it is not mentioned what the report is called or what it's about. It may have been mentioned in the original source but in the adapted version which we are given, it is not. And so this evidence cannot really be justified in the author's argument.

The author says many things, for example 'the decline in religious practice ~~on the~~ during the 20th century' but it is not backed up with any evidence and so his argument there is invalid.



**ResultsPlus**  
Examiner Comments

Credit was given in the opening paragraphs for reference to Copson and the government report. Credit was also given for reference to the decline of religion. There was no other AO2 material worthy of credit. For AO3 credit was given to selection of some appropriate evidence, especially in paragraph 1 and for the consideration in paragraph 2 of the lack of details about the report and possible reasons for this. Communication was generally sound and meaning was clear so 3 marks were awarded.

The answer earned 8 marks altogether out of a possible 14.

This response was awarded only 4 marks.

13 To what extent is the argument presented by the author justified by the evidence he uses to support it?

It is supported because it is derived from a reliable newspaper source: The Guardian. It is justified because the argument talks about both religious and non-religious people. It is a weak argument because he source my use I association which is the British Humanist Association. It is well supported by the author though with both viewings that allow be chance to read on. Though, no statistic are used which could have made a small impact on to where the argument will lie.



**ResultsPlus**  
Examiner Comments

This answer failed to outline the argument or evidence presented and so did not score any AO2 marks. Credit (1 mark) was awarded for AO3 for commenting on the Humanist Association and for the final paragraph which attempts to identify flaws (1 mark). Communication is sometimes unclear and so this answer was awarded 2 marks for AO4. This makes a total of 4 marks overall.

## **Question 14**

This was easily the more popular of the two essays. Most candidates recognised it as dealing with the nature-nurture debate. A proportion of candidates seemed confused by the expression 'heredity', interpreting it as a reference to primary socialisation in the family rather than characteristics inherited through genes and DNA.

Arguments in support of environment were usually well-informed and able to cover a range of different points. Much was made of the experiences of identical twins, the neighbourhood in which a person grew up and 'wolf-children'. Arguments in support of nature/heredity were usually less well-informed and less well-developed and often suffered from lack of supporting evidence. There were some outstandingly good answers, but equally there were many which were superficial, largely one-sided and somewhat disappointing. The vast majority of answers, whether good, bad or indifferent came to the conclusion that behaviour was largely determined by environment. Some of the better answers recognised that it was not possible to come down firmly on one side or the other, therefore the answer was built around the clue of 'more' in the question. Surprisingly a number of candidates mistakenly wrote about the environment and global warming as the result of human behaviour.

There are many studies that behavior is a product of the environment, ~~also~~ There are also many that blame it on hereditary (genetics), but what if it is a mixture of both?

Some people may argue that ~~behavior~~ environment determines human behavior, this is shown in a study of a psychologist who studied foster children. ~~He found that children of adopted during childhood were less likely to be aggressive~~ He did a longitudinal study of 2 year olds in foster care. Over the years some went back to their families, some stayed in the children's home and some were adopted. He found that children who were adopted were less aggressive and better behaved than children in foster care or back with their families. ~~This shows that~~ they all started off in the same environment it is easily comparable that environment is a major factor.

Although some people believe that human behavior is determined by genetics. This can be shown in instinctual behavior, for example when someone is surprised they automatically

flinch which could be considered getting themselves ready to fight. Some people even lash out when they have been shocked. Also if you are about to get hit, instincts again help to ~~pre~~ make you protect yourself by covering yourself with your arms.

It again can be argued that human behaviour is the product of environment. In a documentary I watched, there was a boy in Africa who ran away from home at around 4 years old. He ran into the bush and no one found him for years. When found he had the characteristics of a wolf as that is what had looked after him for all the years. He walked on all fours, couldn't talk but growled and snarled and he also ate raw meat by putting his face into the dead carcass. He gained these features as a product of his environment.

~~It could be argued though~~ Another argument for environmental influences is of children at school. According to statistics people from working and underclass families are more likely to fail and have bad behavior in school. This is because they don't have the cultural capital of more well

of students and have not been taught about the advantages of education. Working class and underclass children also come from unstable homes where the parent is hardly present due to working which doesn't allow them to have knowledge to succeed. In theory if these children grew up in a well off family they would be better behaved.

It could be argued though that behaviour is a mixture of both environmental and genetic hereditary factors. This is because some people show behaviour change when exposed to a different environment but can have traits of their parents such as being having a bad personality which other people in their family have.



### ResultsPlus Examiner Comments

This answer uses a variety of supporting evidence drawn from different areas including psychological studies, media reports and social studies. The emphasis of the answer is on environmental influences but there is an attempt to introduce heredity as a factor in a paragraph about instinctive behaviour and also in the conclusion. The answer ends with an attempt at a balanced and qualified conclusion. The answer did enough to be awarded a band 4 mark (AO1/AO2 15 marks). Full marks were awarded for AO3 (4 marks). Communication was sound and meaning was clear (AO4 5 marks). Total = 24 marks.



### ResultsPlus Examiner Tip

In essays it is important to recognise that titles are usually provocative and there are different legitimate views about a subject. In order to gain high marks it is essential to consider different viewpoints.

This response was awarded a total of 13 marks.

I believe that human behaviour is more of the result of the environment we are in, in comparison to it being heredity. The society we are in influences are decisions. ~~there~~ From a young age we are exposed to the outside world and we learn what we see. This is proven when we look at people with abused backgrounds or from broken homes as they are <sup>more</sup> likely to repeat these sorts of acts in the future, Nelson Mandela once said, 'we are what we see', which we ~~are~~ become as we learn influences @ our behaviour.

However, our behaviour can also be something that is heredity and will always be a part of @ us. For instance serial killers are born, they are not created therefore it will always be in their genes to murder people ~~the~~ Although, most people are not serial killers but it ~~is~~ still in some attributes of their personality is heredity.

On the other hand it can be argued that gang rape comes from a result of environmental influence. For instance in the novel 'Lord of the Flies' by William Golding

a crowd mentality takes over the characters of the book and they kill a pig which is metaphorical of gang rape. The behaviour is down to the environment that they are in.

Humans tend to have a habit of "following the crowd." Therefore, if one person is to do something, others will follow.

This is an influence of our behaviour as we see what is around us and we immediately react to what is there.

Other environmental influences include looking at celebrities which become role models. The media allow these people to be all around us and we mimic their behaviour. As the French international footballer Bacary Sagna said: 'young people want to do the same thing.' Whether it is right or wrong.

It could be argued that one behaviour is based more upon our morals which can be heredity. Our moral judgement allows us to distinguish between right and wrong and people view it to be something that we are born with. Although, on the other hand it could be said that even our morals come from things we have picked up

ourselves by observing the environment around us.

To conclude, I believe that our behaviour is a result of the environmental ~~shape~~ around us. Society moulds ~~our~~ our views and opinions which shapes our behaviour.



**ResultsPlus**

**Examiner Comments**

Although there is reference to heredity this is a largely one-sided approach, asserting that behaviour is largely the result of environment. Some of the claims about heredity suggest that this function is not well understood. Examples are often general rather than specific but there is an attempt to support claims by citing evidence. This is drawn from several disciplines including literature and recent history. The argument is fairly superficial and assertive. It does just enough to reach low band 3 for AO1/AO2; 8 marks were awarded. For AO3, 1 mark was awarded for the use of evidence although there is no apparent distinction between fact and opinion and the conclusion is fairly superficial. Meaning is fairly clear so 4 marks were awarded for AO4. This makes a total of 13 marks overall.



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**Examiner Tip**

Essays test the synoptic element of the specification. This means candidates should draw their evidence and viewpoints from different disciplines and from different parts of the specification. Here the two obvious perspectives (disciplines) are scientific and sociological/psychological. Failure to deal with more than one discipline or viewpoint will limit the number of AO1/AO2 marks which can be awarded.

## **Question 15**

This was the less popular of the two essays and was generally less well done. Aesthetic evaluation seems to be a topic that candidates are not comfortable with and which few seemed to understand. Candidates were able to show the subjective nature of art creation and appreciation. A number of candidates were able to offer sound examples, generally drawn from the field of painting or music. It was good to see that a number of candidates did draw on knowledge of other arts including literature and sculpture. Some candidates, who were undoubtedly influenced by Source 2, included reference to dance and sport.

Very few candidates showed any real understanding of the nature or purpose of aesthetic evaluation. Few were able to consider the issues of 'form, longevity and content'. Of those who attempted to deal with this aspect of the question many focused more on 'objective rules' and 'evaluation' in the sense of setting a price. There were some attempts to discuss whether a piece of art was 'good' or 'bad', or whether different art works could be compared but these were usually sunk by an insistence on the subjective judgement of creator and observer. Too many answers felt that the purpose of objective rules was to determine how artists created rather than how observers judged. The result was that such answers argued that creativity would be destroyed by the need or determination to observe such rules in an inflexible way. Another mistake was made by candidates who attempted to argue that there should be different principles for different art forms and even for different styles of art.

This response scored 25 marks.

Aesthetic evaluation considers the form, content and longevity of art.

The claim suggests that everyone is subjective to different forms of art and that it ~~is~~ serves no purpose to define principles for aesthetic evaluation. This claim can be supported by the quote 'the beauty is in the eye of the beholder' which suggests everyone sees things differently. An example for this would be an ~~a~~ child's artwork. It may not be seen as a 'good' piece of art ~~to~~ critics, but to the family of the child, it may be more than a painting, it may have a meaning behind it. Not everyone enjoys or appreciates the same ~~as~~ kinds of art. If they did, there would be no demand for so many genres and sub-genres. After Margaret Thatcher's death, groups of people decided to purchase the song 'Ding dong the witch is dead' they liked it because they created a meaning around the song, and consumed it differently to how it would have been produced to be consumed, which also suggests that art is subjective. Classical music would be seen as high culture and

a form of very good art by critics, however, it now appeals to a niche audience. Where genres such as 'pop' and 'R&B' have taken over the mainstream music, they are now subjectively condemned. All art forms are producing new genres and hybrids all the time. This could suggest that artists are looking to cater to individual needs, it gives more of a freedom and higher democracy to the public where they can choose which art they want to personally condemn, subjectively.

However, critics of art would argue that it should have universal standards, through the aesthetic evaluation criteria of content, form and longevity. This idea is also widely thought, as people who appreciate art through this criteria would find a work of art such as Monet amazing ~~art~~ or going to see something such as ~~Monet's~~ ~~painter~~. The Monet work has high longevity and would be very expensive. Each of the forms of art that is considered aesthetically pleasing

all put into high culture activities, which could suggest that this criteria for art is elitist. In education, children are expected to know and read a Shakespeare play. This suggests that the universal standard is already set for this, globally, people are expected to know about him and his work. ~~This work suggests~~ <sup>new para</sup> If there was a universal standard set then this may limit creativity in the arts. At the time of artists such as Monet and Picasso, their work would not have been anywhere near as rated or priced as it is now, and work such as Shakespeare became much more famous after he had died. This can suggest that work that may not be considered great by critics now, may be in the future.

~~Art should be~~ Art is consumed differently by many people, and they are entitled to their own subjective opinion. However, for artists such as Shakespeare, to Beethoven, to Monet, their work will always be ~~seen as~~ known as good art, even if

people disagree, and therefore  
it could be argued that these  
standards are already in place.  
Despite this, personal experiences and  
opinion will always influence  
their thoughts on art, no matter  
what the form, content or longevity.



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**Examiner Comments**

This answer does sufficient to reach mid band 4. It shows understanding of the term aesthetic evaluation and uses evidence drawn from different disciplines to support the points being made. There is an attempt to produce a two-sided view and achieve balance. The conclusion arises from the arguments presented. It was awarded 16 marks for AO1/AO2. All 4 marks for AO3 were awarded. Communication is sound and meaning is generally clear although there are occasional lapses in clarity. AO4 was awarded 5 marks. This makes a total of 25 marks.



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**Examiner Tip**

An essential part of essay writing is the ability to support claims and assertions with carefully chosen supporting evidence. The wider the choice and range of evidence is, the better will be the final mark.

~~These arguments for and against a universal~~  
~~s~~

When a set universal set of principles for something is established, that is then confirmed. If you come to establish principles for a form, it loses flexibility. Should art, ~~is~~ as it has many forms, ~~be~~ lose that flexibility? My opinion is no. However points such as an understanding for others who don't appreciate the arts ~~but~~ argues some justification for this.

Art has many forms which often go unappreciated. People with an acquired taste in that genre of music, and the artists, may be the few people who realise how heavy metal (with all its ~~of~~ sub genres) can be incredible. ~~was~~ Many people overlook the elaborate riffs guitar solos and intelligent, well thought drums. Therefore it is not seen as art by people who cannot see or understand the effort and talent put into developing that music. This can pose for justification of establishing universal & objective principles for evaluation of this art form. The principles could evaluate the skill & talent of the artist. This would allow ~~many~~ <sup>many</sup> unappreciated bands in the 'heavy metal' genre to ~~be~~ gain credibility for their

talent. However, ~~en~~ ~~the~~ were principles established, the possibility of the word art and ~~the~~ the whole point of enjoyment of the music may be removed. Consider bands such as the Foo Fighters. Their music is simple, yet well performed and enjoyable as people can sing along or whatever. Yet if a universal, ~~set~~ objective system were established to evaluate the talent behind, they would lose some credibility. ~~through~~ ~~to~~ (Not that they're not talented, they REALLY are, just their particular music is not elaborate). ~~there~~

As a result an objective measure regarding talent and enjoyment cannot be established as



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**Examiner Comments**

This answer attempts to address two contrasting views. Whilst recognising that for 'art lovers' objective rules may be inappropriate it also recognises that for others, who do not appreciate the subtleties of particular genre, objective rules may be helpful. In the opening paragraph a clear statement is made that rules may remove artistic flexibility and therefore its potential to develop and explore new approaches. The answer is illustrated with reference to two different musical forms, but there is no indication that the term 'aesthetic evaluation' is understood. This answer was placed at the top of band 2 and awarded 6 marks (AO1/AO2). AO3 marks were awarded for use and evaluation of evidence - the answer appears to be unfinished so that the conclusion could not be credited. Credit was also given for recognising the difference between 'fact' and subjectivity (AO3 = 3 marks). Communication was generally sound, but there were occasions when meaning was not clear (AO4 = 3 marks). A total of 12 marks were awarded.



**ResultsPlus**

**Examiner Tip**

The purpose of evidence is to support claims that are made. There is a danger of developing evidence at length and losing sight of the purpose and supporting role of evidence.

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Read each question carefully before you start to write, too many candidates lose marks because they are careless when reading questions and so fail 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 unit specification. Make sure you practise these skills; many candidates miss out on marks because they do not have the necessary knowledge in this area.
- Remember to bring a calculator to the examination so it can be used to answer number questions.
- Clear handwriting is essential if candidates' work is to be properly evaluated; credit can only be given for work that can be read and understood.
- Candidates need to understand the demands of the different command words used, so make sure you familiarise yourself with these and practise using them regularly.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



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