

Examiners' Report
June 2015

GCE General Studies 6GS04 01

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Introduction

This paper is similar to previous papers and made comparable demands on candidates. The style of questions asked was similar to previous years and would have been familiar to candidates who were prepared for it. Question 7, the extended writing question in Section A, was the only new type of question. However, it followed an approach used for several years by the parallel Unit 3 paper. A significant number of candidates seem to have found the new question type too demanding and failed to attempt it. Generally speaking the pattern of marks awarded for question 7 was broadly in line with those achieved by question 14, the extended writing question in Section B.

Most candidates appeared able to meet the demands of the paper, although some appeared not to have been adequately prepared, either in terms of required knowledge or expected skills. Of the three main Assessment Objective, the one that candidates seemed least at home with, was AO3. Short answer questions which test the application of specific AO3 skills seem to pose few difficulties for most candidates. Questions 7 and 12, which test candidates' ability to evaluate the evidence and arguments used by an author in order to justify a conclusion, seemed to be less well-mastered. This difficulty is even more marked in the essay section. Four marks are allocated for the demonstration of AO3 skills, but few candidates score more than two marks. In particular, candidates regularly failed to demonstrate their ability to distinguish between fact and opinion and balance or bias. However, it should be noted that many candidates now seem better able to demonstrate AO3 skills than was the case with their predecessors.

Time does not seem to have presented problems. Few candidates appeared to lack sufficient time to answer all questions. There were very few excessively short or unfinished essays. Perhaps inevitably, there were some flippant and frivolous answers, but there appears to have been very few candidates who sought to be deliberately offensive.

Communication was generally sound, and sometimes excellent. A continuing problem is the decline in the quality of handwriting seen in some scripts. Candidates may have excellent knowledge and may be able to develop well thought out arguments. These are of little value if examiners are unable to read them and assess properly what has been written.

This year there seemed to be less problem of candidates misinterpreting questions. Most answers were relevant, but at times key issues were missed or ignored.

Question 1 (a)

This question, asking for a simple definition, presented many candidates with difficulties. A bland statement that a 'value' was a belief was insufficient. Candidates who achieved the mark usually showed that values were beliefs or opinions which were regarded as of central importance to life or which influenced conduct or behaviour.

1 Briefly explain the meaning of:

(a) 'values'

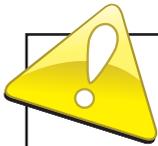
(1)

Something that someone would class as important,
their beliefs on what they would prioritise
and see as right or wrong.



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Examiner Comments

This answer made both the required points and so scored a mark, even though there is no reference to behaviour.



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Examiner Tip

Succinct answers are some times better than longer answers, especially on low mark questions.

1 Briefly explain the meaning of:

(a) 'values'

(1)

A value is an attribute which is preferred specific to a culture



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Examiner Comments

In contrast, this answer did not score. It is too vague and general and does not contain the idea that values are important or influence life. It simply recycles words from the passage without showing any understanding of the term.

Question 1 (b)

This question was correctly answered by the majority of the candidates, perhaps because there was a comment in the passage which could be quoted. Expected responses needed to indicate that a virtue was a desirable quality.

(b) 'virtues'

(1)

A virtue is an attribute which is not associated with a specific culture, however is widely felt by amongst people.



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Examiner Comments

This answer is too vague to earn credit. The explanation could apply just as well to 'fear' or 'greed', neither of which would count as a virtue. There is no reference to the idea of a desirable quality.

No marks were awarded.

(b) 'virtues'

(1)

universally admired qualities such as honesty



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Examiner Comments

This very short answer says sufficient to earn the mark. The example helps show understanding, but if 'honesty' had appeared without any explanation it would not have been credited. 1 mark awarded.

Question 2 (a)

This question was generally answered correctly by the majority of candidates.

Question 2 (b)

The majority of candidates selected the correct response.

Question (3)

Almost half of all candidates failed to score on this question, while about a third were able to identify one of the required analogies. Too many quoted phrases which were assertions rather than analogies, and a number ignored the instruction to restrict their selections to paragraphs 1-5.

3 From paragraphs 1–5 identify two arguments by analogy.

1 Formally teaching character development.

2 No formal teaching of character development.



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Examiner Comments

This answer did not score any marks. Neither points refer to argument by analogy. The second point is simply a reversal of point 1. Even if point 1 had been creditworthy, point 2 would not have earned a second mark as it would be classed as repetition of the same idea.

3 From paragraphs 1–5 identify two arguments by analogy.

1 'Imagine a school that expects its students to become literate without any formal instruction. Most parents would be alarmed by such an approach.'

2 'once a lesson on a virtue has been completed, time is needed for children to practise the concept.'



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Examiner Comments

The first point is credited as one of those listed in the mark scheme. It is a quotation of part of a sentence which contains an analogy. Unfortunately it has omitted the crucial part, 'just as with ... fractions or verbs', and so could not be credited.

How have changed attitudes to religion contributed to changes in social values?

With people becoming less religious in general or not being as strictly religious, traditional religious beliefs hold less of an influence over the ~~changes~~ or social values that people uphold.

Therefore ~~the~~ attitudes to things such as gay marriage have changed considerably with the decline in religion as the Church teachings over how it is not ~~wrong~~ ^{right} are not followed by as many people. It also changes what people are taught at a young age which are a huge influence.

(Total for Question 4 = 5 marks)



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Examiner Comments

This answer earned 4 marks. Credit was given for people becoming less religious and for religious beliefs having less influence today than in the past. A mark was given for the example of gay marriage and another for the comment about the rejection of the Churches teaching of homosexuality. The final sentence is not specific enough to earn the final mark.

How have changed attitudes to religion contributed to changes in social values?

previously homosexuality was considered a crime and in many cases a disease as society has progressed so has the understanding of people. Being gay, by the majority, was no longer considered an abnormal thing, with churches now accepting it by even carrying out gay marriages it may have swayed those more religious and set in their ways to accept and understand it.



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Examiner Comments

This answer only gained 2 marks. One mark was awarded for changing attitudes to homosexuality and gay marriage and a second for Churches now accepting it. No credit was given for the final undeveloped phrase which suggests that changing social values may have changed religious attitudes.



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Examiner Tip

Candidates should be guided by the number of marks available. Five marks suggests that five different points need to be made.

Question 5

Over half of all candidates scored either 1 or 2 marks, while approximately a third scored full marks. The main weakness shown by many candidates was the failure to explain the meaning of 'culture' which was crucial for an understanding of the term. Too often culture was used without explanation. Answers were generally better in explaining the concept of 'specific' and most were able to identify a relevant example. Candidates who failed to score usually did so because they gave an example which was not (virtually) unique to a specific culture.

5 Explain with an example what is meant by 'culture-specific' (paragraph 3).

If something is culture specific, then it ~~is~~ an belief that is practice within a certain culture. ~~A~~ ^{for} example ~~would be~~ ^{in Hinduism, cows are} ~~Hindu's~~ not slaughtered ~~as~~ as they believe that they are sacred animals and that doing so would be ~~at~~ ^{damaging}. In contrast, many cultures eat beef from slaughtered cows, for example ~~in the UK, or in A~~ ^{chicken, thus} suggesting that this belief is culture specific.



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Examiner Comments

This answer gained all three marks. It indicates that a religious group is a culture, and shows awareness that some cultures eat certain meat while others reject it. The reference to a 'certain culture' and the example underlines the meaning of 'specific', 'cows as sacred animal are unique to one culture but not to others'.

5 Explain with an example what is meant by 'culture-specific' (paragraph 3).

'Culture-specific' are things that only apply to one culture, it is something that the culture see as important and they value it ~~also~~ as part of their culture an example of something that is culture-specific is Muslim women wearing a burka.



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This answer earned two marks. One mark is credited for, 'applying to only one culture'. The repeated use of the word culture without explanation cannot be credited. The reference to 'Muslim women' does not show clear understanding that 'Muslim' refers to a specific culture. It needed to be expanded to show that religious groups can constitute a separate culture, showing it to be distinctive from others. The example, as an example, is creditworthy and so gains a second mark.



ResultsPlus Examiner Tip

Questions which ask for a definition or explanation of a term will not score if the word being defined is used as the main part of a definition. It is important to show that the term is understood. The idea of a 'culture' in the sense used here is of a particular group with identifiable characteristics that make them different to other comparable groups.

Question 6

Exactly half of all candidates scored two marks while about a quarter failed to score any. It is a fairly straightforward question. Candidates usually failed to score because they presented single words rather than phrases. Some failed to score because they provided parts of sentences but omitted the crucial phrases which were required. Some only gave one phrase when the question clearly indicates that two were required. Candidates had considerable scope for choosing correct responses.

6 From the passage, identify two phrases that could be used to describe different qualities to be welcomed in a 'good society'.

1 "Guide the young person to the virtue that will prevent recurrence"

2 "If we are to produce young people of ~~good~~ ^{who will} character, become trust worthy, honourable citizens. Men our schools, homes and public life must teach understanding"

(Total for Question 6 = 2 marks)



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Examiner Comments

The first point is not listed in the mark scheme and does not 'describe different qualities to be welcomed', so cannot score a mark. The second point is awarded a mark, even though a sentence has been quoted rather than simply the relevant phrase.



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Examiner Tip

This question gives a clear context for the selection of phrases. The key is that the chosen phrase describes a quality. This answer has, for point 1, simply outlined an instruction relating to 'virtue' (a general term) rather than a quality (such as 'honesty').

6 From the passage, identify two phrases that could be used to describe different qualities to be welcomed in a 'good society'.

1 Respect - treating others how you would want to be treated, including their possessions.

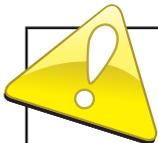
2 Honesty - being truthful to another, even if you have committed a sin.



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Examiner Comments

No marks were awarded to this answer. It has identified two desirable qualities but has not quoted phrases from the passage. The explanation of why these two qualities are desirable may be accurate but do not answer the question as set. To score marks, candidates must use phrases from the passage and not just identify or comment on qualities found in the passage.



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Examiner Tip

Candidates must learn to read questions carefully and make sure their answer is a response to what has been asked. No marks can be given if the question as set is not answered.

Question 7

This is a new style of question for Unit 4, but it is a pattern that has been regularly used on Unit 3. It tests AO2 (selection and organisation of evidence) and AO3 (evaluation of types of argument and evidence).

Most candidates were able to identify relevant evidence and either outlined some points of argument presented by the author, or examined the nature of arguments used. This second approach often focused on the use of analogy, making use of the evidence used to answer question 3. Some AO3 responses were extremely good and could have scored more than the four marks available. Most were able to score a mark for use of evidence and another for a plausible conclusion rising out of their answer. Some were able to recognise the different strengths of arguments based on fact rather than opinion and several were able to discuss questions of bias and balance.

Too many used meaningless expressions such as 'argument from opinion'. A number claimed there was evidence of deductive argument, whilst a surprising number felt that the argument was lacking because there was no argument from authority. Those making this point did not seem to recognise that it is generally recognised as a weak form of argument.

The author mainly uses opinion and analogy to justify his argument, which perhaps does not therefore justify his claim that the curriculum must be changed in order to include this reform.

It is Geoff Smith's belief that 'the concept of being good has fallen out of fashion', and he does not have any evidence to support this claim.

Smith does not state which exact ~~values~~ virtues must be taught in these ^{school} assemblies: he does not justify his reasons for choosing the traits he does.

The author's questioning of 'who would object...' is not backed up by any evidence, it is simply a pondering statement, an analogy which does not justify his belief.

Finally, Smith makes a judgement about major faiths, that they all 'spend time

exhorting their followers to be virtuous'. This judgement of faiths as a collective is stereotypical, and is not formed from evidence or fact, suggesting Smith does not have a method of reinforcing his views.

It is fair to ~~say~~^{agree} that virtues such as trust and respect must be taught in homes, but to suggest schools do sessions focussed on it is perhaps a step too far, without suitable justifications. Smith cannot produce evidence that this is a vital part missing in government curriculums, and it is for this reason that I believe Smith's arguments and evidence do not justify his claims.



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This answer gained 11 marks.

AO2 (evidence): Credit is given for reference to B4 (example). AO2 (argument): Analogy is mentioned twice but it is not examined or explained/understood so gains no credit. The answer briefly and simply outlines the author's line of argument. Credit is given for the beliefs/understanding of the issue (1 mark), for the justification of the traits selected (1 mark) and for the judgement about major faiths (1 mark), thus reaching the maximum of 3 marks for argument. Total for AO2 is 4 marks. AO3: Credit is given for A1 (identification of evidence), A4 (distinguishing between fact and opinion), A5 (examination of flaws and omissions) and A7 (a plausible conclusion), so reaching the maximum of 4 marks. AO4: The answer is clearly written and meaning is usually clear, although there are a few minor errors. 'Paragraphs' are usually single sentences. Total for AO4 is 3 marks. Total awarded: AO2: 4 marks, AO3: 4 marks, AO4: 3 marks.



ResultsPlus Examiner Tip

Questions which ask for a consideration of evidence and arguments used in a passage will not score high marks if the answer focuses on a personal view of the issue presented. This type of question must be focussed entirely on the quality of the content in the passage.

7 Do the arguments and evidence used by the author justify his claim that 'our schools, homes and public life must teach the understanding and practice of the universal elements of good character'?

Yes they do because the ^{author} ~~is~~ gives good arguments but doesn't give very much evidence more opinion and rhetorical questions.

The author does provide good arguments for example 'why should the development of character be seen as different to the other skills we teach' Giving the ~~is~~ reader something to think about and most likely ~~agree~~ agree with.

Furthermore some part the 'Qualities such as virtues are universally admired' which instantly tells the reader that virtues are very good things.

The author uses rhetorical questions a lot to influence his opinion onto you. ~~going to~~
"Why should the development of character be seen as different from other skills that we teach? I believe it is because the concept of being good has fallen ~~out~~ out of fashion. This means that the reader tries to think about the question but the author quickly makes you think about it how he does

The author gives the reader the things he ~~sets to~~ wants to improve and what they would improve.



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Examiner Comments

This answer was awarded seven marks. AO2 (evidence): One mark is credited for B1 and 1 mark for B3 (examples). Note that B1 is repeated at the end of page 1 and does not earn further credit. AO2 (argument): There is no examination of types of argument used. The final short paragraph does not earn AO3 A7, but is (just) worthy of one mark for a brief summary of the author's argument. Total for AO2 is 3 marks. AO3: Credit A1 (evidence) and A4 (fact and opinion). Total for AO3 is 2 marks. AO4: Meaning is generally clear but there is some awkward phrasing, earning two marks.

Question 8

Almost half of candidates scored one mark and a similar proportion scored two marks. The main reason for loss of marks was a failure to explain 'evolutionary'. Evolution may be a well-known term, but if a question asks for 'evolutionary' to be explained it must be explained clearly. Most answers were able to show that evolutionary psychology dealt with the human mind, thinking or behaviour, but too many failed to explain that it was concerned with change or adaptation over time. A few answers mistakenly suggested it was about change to an individual during the course of a single life time.

8 Explain the term 'evolutionary psychology' (paragraph 2).

The concept that some ~~of the~~ psychological qualities are innate and as a result of evolutionary theory. @ Some qualities such as the need for food, water and shelter ~~are a~~ feature due to evolution.



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Examiner Comments

Reference to psychological qualities and evolutionary theory are not explained or developed and so cannot be credited. The qualities listed are physical and not psychological and so do not earn any marks.

8 Explain the term 'evolutionary psychology' (paragraph 2).

Evolutionary psychology is the way a brain or thinking pattern have developed over many years so they suit the way we live. It is suggested that we developed to evolve to our surrounding that we have also developed in terms of brain structure and behaviour.



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Examiner Comments

One mark is credited for the reference to thinking patterns and brain/behaviour and a second mark for change/development over time.

Question 9 (a)

Just over half of all candidates achieved the mark. Some candidates failed to score because their writing so was so unclear that it was impossible to distinguish whether the answer read as 'nature' or 'nurture'.

Question 9 (b)

Almost half of all candidates scored all three marks. The main weaknesses which costs marks were confusion between 'nature' and 'nurture' and failure (when correct statements were made) to identify which was 'nature' and which was 'nurture'. Candidates should remember that when an answer depends on defining two closely related terms they should make clear which definition relates to which term. Most were able to give a clear indication of what the debate is about.

(b) Explain what you understand by the 'nature-nurture debate' (paragraph 3).

(3)

Nature is all to do with natural instincts and we act the way we do because we were born that way, it comes naturally to us.

Nurture is that we act the way we do because of how we were brought up, so our parents and environment has more of an influence on how we behave.

The nature-nurture debate aims to decide which has more of an impact on us.



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Examiner Comments

Three marks are awarded for correctly identifying the meaning of the terms and briefly explaining the nature of the debate.



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Examiner Tip

Answers do not need to be over-elaborate in order to score marks. Short answers which make key points are effective.

(b) Explain what you understand by the 'nature-nurture debate' (paragraph 3).

(3)

This debate questions whether certain traits and behaviour is innate from birth, or learned over time with outside influences from the environment in which someone grew up in or the other humans they spent time with.



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Examiner Comments

This was awarded one mark. It fails to explain which of the two characteristics described is 'nature' and which is 'nurture'. It can therefore only be credited with 1 mark for identifying the content of the debate, even though the definitions are correct.



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Examiner Tip

The correct definition of either term does not make it clear whether the definition refers to 'nature' or 'nurture' and, therefore, cannot be credited.

Question 10

Just over half of all candidates scored either two or three marks. Most candidates focused on equal pay or equal opportunities and were able to give some explanation of how these contributed to changing the place of women in society. A number failed to identify any law but simply wrote about the changing status of women. A disappointing number of candidates used as their example votes for women, often talking about the work of the suffragettes. Undoubtedly this played an important part in changing women's status, but occurring in 1918 it lay outside the parameters of the question and so could not be credited.

10 Identify and assess the impact of one law, passed in the UK in the last fifty years, that was intended to bring about change to the place of women in society.

The equal pay act was passed in the last 50 years and ensured that any gender or ethnicity would be paid the exact same for doing the same job. This reduced discrimination in the workplace massively and allowed women to feel more confident when working and brought both genders to be equal in the workplace.



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This answer was one of only a few responses which scored full marks. One mark is credited for correctly identifying the Act and one mark for referring to equal pay for doing the same job. A third mark is awarded for saying the Act reduced discrimination in the work place and the fourth mark for discussing the increased confidence of women in the work place.



ResultsPlus Examiner Tip

A succinct well-structured answer can be high scoring.

10 Identify and assess the impact of one law, passed in the UK in the last fifty years, that was intended to bring about change to the place of women in society.

In recent years, there's been a move to bring fair pay for men and women for the same job. Companies have to pay a man and a woman the same for the same job and are not allowed to discriminate against an applicant for a job based on the fact that they're male or female. This has brought women up from subordinate status in a patriarchal society to an equal position in a society that's more accepting of muted groups in society, such as women.



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Examiner Comments

This answer was awarded three marks. No specific law is identified and so the mark cannot be awarded. Credit is given for fair pay for men and women for the same job, for the comment about not discriminating between men and women applicants and the reference to improving status of women. The opening sentence is correct, but there is no indication that the reference is to either equal pay or equal opportunities legislation. It could simply refer to a general swell of popular or media based pressure.



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Examiner Tip

For this question it is not necessary to name a specific Act or give the exact date when it was passed, provided there is a clear reference which allows the examiner to identify the Act that is being referred to.

Question 11

Only a few candidates scored both marks and half of all candidates scored one mark. Most candidates were able to recognise that 'bias' meant an argument was one-sided. Many who scored the second mark were able to show that a biased argument would be selective in the evidence presented or might manipulate evidence. Too many suggested that biased arguments consisted of opinions rather than facts.

11 Give two reasons why bias can result in a weak argument.

1 It's one side, results aren't going to be reliable

2 Person has vested interest in certain side and so it will be skewed - causing the opposing side to be at a disadvantage



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Examiner Comments

One mark is awarded for one-sided argument (B1). The second point does not really add significantly to the first and so is not credited.

11 Give two reasons why bias can result in a weak argument.

1 Can lead to exaggeration to make it sound and look better than it is.

2 It only really shows one side of the argument - not giving an accurate account.



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Examiner Comments

Two marks awarded for 'exaggeration' (B2) and 'one-sided' (B1)

Question 12

This was a fairly straightforward question, with the majority of candidates gaining two marks. A few candidates ignored the restriction to paragraphs 4-6, and others ignored the qualifier, 'challenge'.

1 Sexuality remains 'a resource needed to survive'

2 No sex difference in indirect aggression. By the time you get to adulthood men use it as well.



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Examiner Comments

The first point does not challenge the issue referred to in the question. The second point does and is credited with one mark for bullet 3 in the mark scheme.

12 From paragraphs 4–6, identify two phrases which challenge the view that female psychology has evolved to preserve important behaviours.

1 ~~women~~ 'nor even that collectively women
couldn't stand to be kinder to one another'

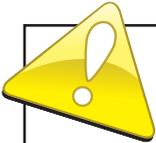
2 'NOT to say ^{that} all women are saintly creatures
by whom ^{never} a cross word is spoken'



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Examiner Comments

No marks were awarded. Neither phrase relates at all to the idea that behaviours have evolved to achieve a set purpose. It simply describes what some might see as female characteristics.



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Examiner Tip

Questions need to be read carefully and all qualifying terms should be addressed.

Question 13

This is a fairly common test of AO3 and is used in all four units. Most candidates were able to achieve at least one mark (usually for A1), identifying specific evidence; of these just under a quarter achieved three or four marks. The most common responses from the mark scheme were A1, A3 (balance and bias), A4 (fact, opinion and assertion), and A7 (plausible conclusion). Candidates who failed to score usually did so because they failed to examine the evidence and instead gave their own personal views on the issue raised, often with no direct reference to the passage.

The author uses a lot of evidence to back up her claim for example when she states that there is '2.3 million years of human history' she is explaining that there is plenty of evidence to explain the complex behaviour of half the human species however suggests that its not easy to reach. She explains that in fact to understand this, it is down to personal opinion as she draws back to the 'nature - nurture' debate explaining that it is up to you to try and understand the complex behaviour.



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This answer gained one mark for identification of evidence (A1). There is insufficient development to claim that the evidence has been critically examined. No further marks are credited.



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The use of 'critically examine the evidence' is an indication that the answer must be based on what the author has written and not upon the personal feelings of a candidate about the issue raised.

13 Critically examine the evidence used by the author to support her claim that 'if you want to understand the complex behaviour of half of the human species, an appeal to our ancestors has its limits'.

She has strong evidence from direct quotes from Kim Wallen, an university psychologist and Anne Campbell an evolutionary psychologist (Durham University). These two people are reputable sources and good use of authority in evidence. However it is unclear if there has been any contradicting evidence. The methodology of these experiments to reach such conclusions is also absent so it is hard to say whether these are good sources of information. However ~~the~~ the article is biased towards women, with the author being female, it is unclear whether only part of the quote has been used in attempt to support her claim.



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Examiner Comments

This answer earned all four marks. Credit is given for citing evidence (A1). The reference to authority is not credited as A6 but one mark is credited for critical comment on the evidence (A2). One mark is allowed for discussing flaws and omissions in the evidence (A5) and one mark for the recognition of bias (A3).

Question 14

The vast majority of candidates scored between 4 and 8 marks out of 12 on this question. The majority of candidates only reached band 2, which was effectively only dealing with one side or aspect of the issue. Too many candidates seemed uncertain about the meaning of 'deviance'. Many associated it with criminality and took 'protection' as referring to the work of police, courts and prison. Better answers were able to recognise that deviant behaviour might be a positive factor bringing about change. Those who did were often able to illustrate what they said with relevant examples.

Laws are an example of how society is protected from deviant behaviour, if there were no laws in place then there would be nothing to protect people from deviant behaviour, this is also true if there were no-one to enforce the law or punish those who break it. Severe deviant behaviours like assault are an example of why people believe society needs to be protected as many people can be hurt by deviant behaviour, however not all deviant behaviour is worthy of the same punishment - the view that all deviant behaviour ^{should be} equally punished is not a good way to protect society and could cause further deviant behaviour.

Not only should society be protected from deviant behaviour ~~but~~, society should also protect behaviour that is not deviant and encourage positive behaviours. ~~the~~ However behaviours that ~~should be~~ are considered deviant must be monitored, it is often the case where a behaviour is only considered deviant in context of the situation, so who sets the rules of what is deviant should be considered. Majority should determine what is deviant and what is not, especially depending on the situation, this is often why juries are used in court cases, so although ~~a~~ society needs to be protected, the view of what is deviant behaviour and what is not also needs protecting.



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Five marks awarded. AO1/2. This answer has a very limited view of the meaning of deviant behaviour, associating it with criminality and protection with punishment. There is no understanding of 'good' types of deviant behaviour. Evidence is limited. It does attempt to create an argument within the limits of the candidates understanding of the term and so reaches mid-level 2. 3 marks. AO4. Meaning is generally clear and expression is sound. 2 marks

Deviant behaviour or that of individuals going against that of what is typically accepted by society at a given time can be considered harmful for society and therefore require protection against. However, deviant behaviour can also inspire change and the evolution of attitudes for example, deviant behaviour in the arts can lead to an opening of the imagination by thinking laterally. This form of deviance can be a positive form and influence on society that should not be protected against in preserving the belief that using ones imagination is a good attribute. Furthermore, artistic deviance does little to harm society although radical artistic ideas such as 'Piss Christ' can cause offense that causes disharmony and could therefore be considered even in artistic form requires protection against.

Physically deviant behaviour is that a person may be physically violent possesses a direct threat to individual security and can therefore be argued that it requires protection against. However, in recent months with the movement of ISIS ~~the~~ and other fundamentalists

groups it can be seen that it is not deviance that should be protected against as these individuals are radical extremists taking teachings literally. Therefore it is extremism at the cost of other peoples right to belief that should be worked and protected against for the security of society even if raising the debate on potential restrictions to the human right of freedom of expression which may be in the form of extremist deviance.



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Examiner Comments

Ten marks are awarded for this answer.

A01/2. The answer offers a brief explanation of deviance and recognises different types of deviance. Evidence is used to illustrate the benefits of 'good' deviance and the harm of 'bad' deviance. It distinguishes between 'welcoming' and 'protecting against' deviance but without defining how this is to be achieved. It contrasts violence and radical extremism and touches on the danger that 'protection' may inhibit individual rights/freedom. There is a good range of evidence which raises the answer to the top of band 3, earning 7 marks.

A04. The answer is generally clearly written but towards the end becomes a little uncertain, earning 3 marks.

Question 15

Only about one third of candidates attempted this essay, but it was slightly better scoring than Q16. Only a very few candidates scored 24, or more, out of a total of 30; almost half of all candidates scored between 18 and 24 marks. Better answers adopted a broad approach and were able to deploy a wide range of supporting evidence. Such answers showed that the Arts have served many different purposes. Some interesting answers used literature and poetry as the focus for their answers. Weaker answers tended to be less well balanced, usually adopting a single viewpoint which they supported with a limited range of evidence. Pop music and Banksy were used repeatedly to support the assertion in the question. Relatively few candidates were able to score more than 2 marks for AO3. The majority of candidates scored in band 3 for AO1/2. Communication (AO4) usually earned 4 or 5 marks out of the 6 marks available.

Art can be found in all walks of life. That's one of the great things about it - it's everywhere! People are constantly finding new ways to demonstrate their creativity. This is often done by being critical of things that people have become comfortable with. Impressionist painters created art that challenged the idea that a painting had to look like the thing you were painting.

Artists challenge social issues too. Musicians write songs about politics and sexism and racism. Real life events are criticised. In World War One, poets wrote about their experience, often critical of the powers in charge.

In cinema, writers and directors often use their work to comment on the world around them. Ken Loach wrote films about issues like homelessness, unemployment and abortion, which were usually critical of the government and people's right-wing views.

There's a part of being creative and original that means you want to reject everything that has come before you and create something new and exciting. This can often lead to you

challenging established methods of creating art
and doing something completely different - Some
are successful. Some are unsuccessful.
Some are unsuccessful in their time but incredibly
successful after their death - Van Gogh.



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Examiner Comments

This answer was awarded 15 marks. AO1/2: The answer is one-sided, finding evidence to support the claim that the purpose of art is to challenge. No alternative view is presented and ideas raised are treated uncritically. There is a range of evidence taken from a variety of art forms. The approach is fairly simplistic and reaches the middle of band 3 to earn 10 marks. AO3: A1 is credited for evidence, but it is not treated critically. The conclusion is not a 'plausible objective' one; it is an attempt to sit on the fence. 1 mark is awarded for AO3. AO4: Writing is generally clear. Sentences are short. A few errors do not seriously inhibit understanding. AO4 is awarded band 3, (4 marks).



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Examiner Tip

A broad invitation to 'consider this assertion' is an instruction to look at the claim from as many different perspectives as possible. When dealing with the Arts, unless instructed otherwise, it is sensible to draw illustrations from at least two different art forms or periods.

The Arts exist to challenge established ideas and practises in every aspect of human life.

Art has been around for as long as culture has, commenting on everyday life and recording aspects of society, be it religion or everyday life in still frames. However it also pushes boundaries ~~the~~ and explores concepts that can change the way we think or how we do things. At first ~~Leonardo~~ Leonardo di Vinci changed how we viewed the human bodies and how proportions worked and how we thought about the body and some of his ideas are still part of everyday concepts.

Until that point and even from that point to the 1900s Art was very religion based, portraying scenes from religious books and fables or restricted to those wealthy who could afford to spend money on resources, but has always shown an aspect of life at the time. However in the 20th century as materials became available and views on what was considered 'Art' have widened, the ability to explore how we think and challenge ideas ^{we} have through Art has increased.

Contemporary Art now always has a hidden message - be it ~~as~~ millions of sunflower seeds all handmade out of ^{porcelain} ~~china~~ to represent everyone living

a form of propaganda and as a clear platform for those who want to bring ideas and events to light as it surrounds everyone.

From the design of everyday objects to the use of subliminal messaging through images in shows and posters, there is no way to escape the values ~~shown~~ expressed in the many forms of Art that touch ~~the~~ every aspect of a person's life.



ResultsPlus
Examiner Comments

This answer was awarded 26 marks.

This answer starts by identifying different purposes of art including recording life, pushing boundaries, exploring concepts and helping to bring about change. Reference is made to the disciplines of art, music and drama. It recognises that each operates in different ways. The claim that art was predominantly religious until the twentieth century is questionable. The answer suggests that the target group served by the Arts has broadened as have the opportunities to approach various issues. Relevant illustrations are given including Leonardo, pop music and porcelain sunflower seeds. The value of this latter evidence is considered. The conclusion recognises that even the least challenging art can carry and convey messages. The answer is a good band 4 and earns 17 marks. AO3 A1, A2 and A5 are credited for 3 marks. AO4: Writing is clear and ideas are easily understood. Few errors inhibit understanding. 6 marks.

Question 16

This was the more popular of the two questions, but tended to attract slightly lower marks. Many candidates failed to recognise the link between the question and human rights and often took freedom in a literal and physical sense. Discussion therefore tended to focus on wars fought against oppressors 'to protect our freedom' or the justification of taking away the freedom of criminals. Better answers were able to discuss issues such as the Human Rights Act, identify the freedoms which they believed should be universal and balance this by considering the responsibilities that came with rights. Some argued in favour of rights for society rather than the individual. Very few candidates scored 24 or better and half of all candidates scored between 11 and 19 marks.

Fundamental rights and freedoms laid out
in the Human Rights Charter post World War 2
often found the basis of the basics of society.
However, the preservation of these rights above
all else can be debated.

by a single person or group. It is the collective
rights and freedoms internationally which
must be preserved and kept central to the
beliefs of society.



ResultsPlus Examiner Comments

This excellent answer was awarded 29 marks out of 30.

AO1/AO2: This is a clear well thought-out and balanced answer. It is based on a clear understanding of the issues involved and reaches a sensible conclusion based on the range of evidence offered. It is perceptive and evaluative. Evidence used is pertinent to the points being made and is placed in band 5, (20 marks). AO3: credited for A1 (evidence), A2 (critical examination of evidence), A5 (plausible conclusion) earning 3 marks. AO4. Clear, well written and well-structured and is placed in band 4, (6 marks).

The thought of all rights and freedom must be protected above all else and at all costs, suggest these are the most important things anyone can have and nothing should take these away.

This is shown in the support of Syrian people trapped by a war torn country, places such as USA have helped with aid and to rescue many from danger. This links to the thoughts of freedom as they were trapped in their country with no way of escape alone. This supports view that their views should be protected.

However, the rights are different for different countries whereas women fought for equality becoming a right many countries view women as possessions. Such as in mainly muslim countries such as Tunisia women during divorce can receive nothing as they are seen as a commodity, whereas here due to men and women being equal they receive equal amounts. Also the right to education in the UK it is a law to attend some form of education until 18 in other countries the women's role is at home, a clear example was Malala who stood up at age 13 to the view that women should receive an education, through a blog, and was shot by the talaban. Suggesting some of the rights in the UK are ethnocentric as they don't apply to other cultures, even though they should.

On the other hand, in the UK people have fought during WW1, WW2 and other battles such as the suffragettes for the rights that we hold today so to this we should take pride in our rights as not everyone has the same opportunities so nothing should prevent someone accessing their rights.

However, in prison the question is asked whether someone still has their rights due to them breaking the law of the country. 2 years ago a

question arouse whether prisoners could vote. This suggests that their rights should remain intact, however in prison their choice of vote could sway the demographic but being locked in prison these won't affect them anyway. Also as they enter prison their right to freedom is removed due to their behaviour, suggesting not all deserve all their rights, so that some are more important than others.

The thought that rights are most valuable to an individual is true due to studies on prisoners who lost their rights the main cause of depression was due to their lack of right to freedom. Suggesting happiness can be due to rights so should be protected as all else such as personal possessions can be replaced but never your rights.

Therefore our rights are the most important and should be protected as it's our history and it enables you to achieve the most out of life. However, in prison those rights should be removed due to their disregard for the rules to provide safety for society. Also sadly other countries don't have as many rights so we too should aid in them keeping the little they have



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Examiner Comments

The candidate has misunderstood the main thrust of the question with regard to ideas of rights and freedom of the individual. The approach is very narrow. Evidence cited includes Syria, Malala and the right to education, the world wars, suffragettes and criminals in prison. Much of the answer is in the form of assertion. The approach is superficial. AO1/2 is placed in mid-level 3, (9 marks). AO3: Credit is given for A1 (evidence) and A5 (conclusion). Evidence is not examined critically. AO4: Meaning is generally clear but there are some parts where there is a lack of clarity and is placed in band 3, (4 marks).

Paper Summary

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

- When asked to define a term it is important not to rely on the definition of the same words that are the subject of the definition. It is essential that all parts of the term are explained and, where possible, an example should be used to illustrate meaning.
- When asked to select evidence from specific paragraphs in a source, no marks will be awarded for answers which are taken from other sections of the passage.
- Questions which ask for evaluation of evidence and arguments provided in a source will not gain credit for expressions of personal opinion about the issue which is the subject of the source.
- Essays usually have provocative titles which are intended to provoke discussion. This involves consideration of issues from different perspectives and should involve the deployment of a wide range of supporting evidence.
- Legibility is absolutely essential. Answers which are impossible to read cannot be properly assessed by examiners.
- It is not recommended to write excessively long answers for questions which carry only one or two marks. Generally the number of marks allocated and the number of lines available in the answer booklet should give an indication of the expected length and detail of the answer required.

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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