

Write your name here

Surname

Other names

Pearson
Edexcel GCE

Centre Number

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Candidate Number

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General Studies

Advanced

Unit 4: Beliefs, Values and Responsibilities
(including synoptic assessment)

Wednesday 15 June 2016 – Afternoon

Time: 1 hour 30 minutes

Paper Reference

6GS04/01

You must have:
Insert (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B and **one** question in Section C.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Do not return the insert with the question paper.

Information

- The total mark for this paper is 90.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
- Quality of Written Communication will be taken into account in the marking of your answers
– *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

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) What is meant by 'the glamorisation of crime' as used in Source 1 (paragraph 1)? (1)

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(b) What is meant by 'desensitised' as used in Source 1 (paragraph 5)? (1)

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(Total for Question 1 = 2 marks)

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2 Paragraph 2 quotes statistics from the Citizens Report UK. What are the **disadvantages** of using statistics?

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(Total for Question 2 = 3 marks)

3 Briefly outline moral questions faced by authors who write teen fiction.

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(Total for Question 3 = 4 marks)



4 In Source 1 it is claimed that reading teen fiction can help young people develop 'empathy'.

Explain the meaning of 'empathy' and illustrate your answer with **two** phrases taken from Source 1 which show how it may be developed.

Explanation

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Phrase 1

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Phrase 2

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(Total for Question 4 = 3 marks)



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5 How effectively does the evidence provided by the author in the source justify her claim that 'the role of teen fiction is to help students ask questions about the world they live in and then think about the choices they make'?

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(Total for Question 5 = 4 marks)



6 Those involved in creative activities, such as artists, writers and scientists, ought to be free to pursue their work without restriction.

To what extent do you agree with this view?

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(Includes 4 marks for Quality and Written Communication = 4 marks)
(Total for Question 6 = 14 marks)

TOTAL FOR SECTION A = 30 MARKS



Section B

Answer ALL questions.

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

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 ☒.

Read Source 2 on the separate insert and then answer questions 7–12.

7 Which of these world religions are all monotheistic?

- A Buddhism, Christianity and Judaism
- B Buddhism, Confucianism and Islam
- C Confucianism, Hinduism and Sikhism
- D Christianity, Islam and Judaism
- E Hinduism, Judaism and Sikhism

(Total for Question 7 = 1 mark)

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8 (a) What is meant by 'secular' as used in the source (paragraph 2)?

(1)

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(b) Give **three** ways, not mentioned in the source, in which religious beliefs conflict with secular views.

(3)

1

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2

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(Total for Question 8 = 4 marks)



9 Prince Charles argued that people of faith have a responsibility towards themselves and other people of whatever faith.

From paragraphs 3 and 4, write out **four** short phrases which illustrate these responsibilities.

(4)

1

2

3

4

(Total for Question 9 = 4 marks)



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10 (a) From paragraph 2 or paragraph 3, write out **one** phrase or sentence which is an assertion.

(1)

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(b) Name the type of argument used in paragraph 1.

(1)

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(c) From paragraph 4 or paragraph 5, write out **one** phrase or sentence which contains a moral judgement.

(1)

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(Total for Question 10 = 3 marks)



11 Mohammed Shafiq claimed that Prince Charles is 'absolutely correct that Christians are being oppressed'.

To what extent do the evidence and arguments used in the source **contradict** this claim?

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(Total for Question 11 = 4 marks)

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12 Critically examine the view that there should be no place for religion in public life.

(14)

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(Includes 4 marks for Quality and Written Communication = 4 marks)
(Total for Question 12 = 14 marks)

TOTAL FOR SECTION B = 30 MARKS



Section C

There are two questions in this section. You should answer ONE of them.

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

Write your answer in the space provided.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Use knowledge and understanding from a range of disciplines to reach an appropriate conclusion.

Chosen question number: **Question 13** **Question 14**

- 13** History shows that significant changes in human behaviour and experience are brought about by the actions of people who 'break the rules'. Effectively, yesterday's deviance becomes today's accepted behaviour.

Examine the view that without deviance society would stagnate.

(Includes 6 marks for Quality and Written Communication = 6 marks)

(Total for Question 13 = 30 marks)

- 14** Direct action is increasingly used by protest groups. Statues and paintings are damaged or defaced; employees in abortion clinics and animal testing labs are intimidated or killed; GM crops are trampled or destroyed.

Should the right to protest be limited? Explain your answer.

(Includes 6 marks for Quality and Written Communication = 6 marks)

(Total for Question 14 = 30 marks)

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TOTAL FOR SECTION C = 30 MARKS
TOTAL FOR PAPER = 90 MARKS



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PEARSON

Source 1

Catherine Bruton asks 'Do authors of Young Adult novels glamorise crime, or help readers avoid it?'

In a chilling case of art anticipating life, Anthony McGowan's novel *The Knife that Killed Me*, tells the story of a fatal stabbing in a school. Another writer of teen fiction, Alan Gibbons, offers an unflinching portrait of hate crime amongst young people, believing that since young people respond to narrative 'I hope this book will help tackle hatred'. Some critics disagree, blaming teen fiction – along with films and computer games – for promoting or even, maybe, legitimising youth violence and encouraging young people to buy into the glamorisation of crime.

The charity Citizens Report UK recently revealed that 163 young people have been lost to violent crime since 2005 in London. Can teen fiction make any difference or are authors just cashing in on headline-grabbing issues?

I have a dual perspective on this. In *I Predict a Riot*, I explore gang culture, knives and gun crime. As a secondary school teacher I have worked with kids from many different backgrounds and passionately believe that fiction has a responsibility to address the most difficult issues teens are facing. Books can challenge dangerous stereotypes in a way that no other medium can.

Helen Thompson, head judge of Britain's oldest and most prestigious children's book award, says 'an important difference between film/TV and books is the immersion experienced by the reader. We know that young people who read teen fiction are more likely to develop empathy.' She believes that young readers must engage with difficult material. 'Protecting young people from unpleasantness makes it more dangerous for them to enter the real world. They must see a reflection of themselves and the society they live in. That means looking at the problems as well as the good stuff.'

Gibbons believes that 'when violence is ever-present in film and on TV it is easy to become desensitised. I wanted to contribute to a process of re-sensitising. Writers who describe violence must be responsible, showing that there are clear and realistic consequences. Writers who fail to demonstrate the results of human actions are lying to their audiences.'

McGowan, believing that 'art should reflect society, and may influence it', argued 'No book can fix the fundamental ills in society, but can become part of a conversation nudging readers in a more humane and enlightened direction'. He is concerned that 'reading novels increases empathy but the kind of young people who get involved with street violence aren't, on the whole, big readers'.

So how do we ensure this type of fiction reaches a wider audience? The role of teen fiction is to help students ask questions about the world they live in and then think about the choices they make. So why doesn't the government put books like *The Knife that Killed Me* on the new GCSE syllabus?

(Source: adapted from 'Violence in teen fiction goes in the dock', Catherine Bruton, Thursday 13 November 2014, © Guardian News and Media Limited 2014)

Source 2

The role of religion is central to our future as a free society

A Roman Catholic charity claimed that the last two years have seen a serious decline in religious freedom in many parts of the world. Its report demonstrated that Christians are the most persecuted religious minority in the world and that Muslim countries are places where religious freedom is most under threat. It concluded that religious freedom is declining in western countries through fear of extremism and the apparently widespread belief that faith should have no place in public life.

The report lists the UK among 15 countries where religious freedom is classed as 'of concern and having recently deteriorated'. It cited several areas where religious beliefs are increasingly in conflict with secular views. There is now, the report argues, 'a hierarchy of human rights' in which equalities take precedence over religious rights and requirements.

Supporting the report, the Prince of Wales emphasised the importance of his own personal faith. He agreed that freedom of religion is being challenged in western countries. He said it was an indescribable tragedy that Christianity is now under such threat in the Middle East, although people of different faiths had lived together there peaceably for centuries. He claimed that both here and in the rest of the world our future as a free society depends on recognising the crucial role played by people of faith. 'Religious faith is convincing to outsiders when it is expressed with humility and compassion, giving space to others, whatever their beliefs.'

Prince Charles insisted that 'faith leaders have an ethical obligation to ensure that people within their own faith respect people from other faiths. We have yet to see the full potential of faith communities working together.' This, he suggested, required people to be confident in their own faith and to be humble. The Prince reaffirmed his intention in future to be seen as Defender of Faiths in general, including Islam. He argued that dialogue with followers of other faiths is essential for world peace and is a duty for all Christians and members of other faiths. He believed that governments have a duty to uphold the entitlement of people to practise their faith. Article 18 of the Universal Declaration of Human Rights states the right to change one's religion, yet even in the West this right can be challenged.

In response Mohammed Shafiq, chief executive of the Ramadhan Foundation, said: 'Prince Charles is deeply respected in the Muslim community and is absolutely correct that Christians are being oppressed. I would have liked him also to have spoken more strongly about Muslims and other faith groups being oppressed.'

(Source: adapted from 'Prince of Wales's plea to Muslims over Christian persecution', John Bingham, © Telegraph Media Group Limited 2014)

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