

Examiners' Report
June 2014

GCE General Studies 6GS04 01

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Introduction

This paper followed a similar structure to previous General Studies papers, making similar demands on candidates. Most questions were straightforward but one or two did pose challenges. Some candidates misinterpreted what they were being asked to do, in for example, Question 12. Several questions asking for definitions of terms showed that many candidates may be unsure of their meaning, so that their reading of passages and questions where these terms are used may be restricted.

Most candidates appeared to have sufficient time to complete the examination. A number of scripts showed certain questions were not attempted (most notably Question 4 (the numeracy test), Question 9 (the selection and explanation of analogy) and Question 12 (analysis of the evidence used in a passage)). These generally appeared to have been deliberately omitted rather than ignored through lack of time. As has been the case in the past the questions which caused most difficulties were those which focused on AO3.

Many candidates appeared to have been well prepared and were able to produce good well-reasoned and well-informed responses. Inevitably there were some who seemed to be out of their depth. Happily, this year, the number of frivolous and unpleasant responses was greatly reduced. The major problem for examiners was the often appalling illegibility of scripts. This seems to be increasing. Candidates may be able to produce excellent answers, but if they cannot be read they cannot earn credit.

Question 1

The understanding and explanation of terms used in source material is frequently tested in this paper. Candidates should be aware that it is insufficient to recycle the wording of the question, as in 'Ruling elite means the elite group who rule'. In order to achieve marks it is necessary to add something 'new' to show understanding. Explanations can often be enhanced with appropriate well-chosen examples. Note should also be taken of the number of marks allocated. If there are two marks available it should be clear that more is required than a simple bland statement. Many answers to this question failed to take note of both words in the phrase, often ignoring 'ruling' and simply defining the meaning of 'elite' in a social context. This often led to inappropriate examples such as 'the monarch', who clearly belongs to an elite, but lacking power and being an individual does not illustrate a term relating to a group of people able to take and impose decisions on others. However, there were many excellent answers which showed good understanding of the term.

This answer scored both marks, and might have scored more had they been available. It is a very full answer and shows sound understanding of the term both generally and in relation to the source material used.

Section A

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 1 on the separate insert and then answer questions 1–7

- 1 Explain the meaning of 'ruling elite' (paragraph 1).

The ruling elite in this ~~case~~ instance is the government who authorised the building of the arts centre. They are the ones in power who make the decisions on what taxpayer's money is spent on.



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Examiner Comments

Marks were awarded for 'the ones in power' (bullet 1 in the mark scheme) and for 'make decisions' (bullet 2). A third mark could have been credited to the example of 'the government' and a further mark might have been awarded for spending taxpayers money as an indication of economic and political power (bullet 4).

This answer scored 1 mark for the 'group in charge' (bullet 1). The second part of the sentence does not add anything substantial to merit a second mark.

Section A

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 1 on the separate insert and then answer questions 1–7

- 1 Explain the meaning of 'ruling elite' (paragraph 1).

Ruling elite means the 'dominant' or group in charge they are then seen by society as more powerful.



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Examiner Comments

The second part of the sentence seems to be incomplete. Had the idea been continued to explain in what way they were 'more powerful' a second mark could have been awarded. Similarly, if an example of such a group had been given a second mark could have been earned.



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Examiner Tip

A succinct answer can gain full marks, but repetition of ideas will not earn extra credit. Even if a definition question does not ask for an example, it is always worth giving one.

Question 2

This is a very open ended question to allow candidates to deploy their knowledge and understanding. Some answers quite rightly used material from the passage whilst others drew on wider knowledge. A significant weakness in many answers was that a single idea was repeated in slightly different words as the second 'reason'. Many candidates were able to give more than two reasons, but could not achieve more than the two marks available. The most frequent answers related to purposes of education and entertainment. Attraction of tourists, inspiration of visitors and broader contribution to the cultural and economic well-

being of an area were also frequent answers. Approximately two thirds of candidates were able to score both marks on this question.

This answer earned 1 mark. The first statement earned a mark for bullet 2 ('make available to the public'). The second answer could not be credited since it simply offers the same idea in different words.

2 Give two functions of museums and art galleries.

1 To give people somewhere to go when it rains.

2 To give tourists somewhere to visit.

(Total for Question 2 = 2 marks)



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Examiner Comments

Had the second answer been phrased in terms of attracting tourists to an area it would have been sufficiently different to be credited, perhaps as bullet 10 in the mark scheme (economic regeneration).



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Examiner Tip

When asked for two or more reasons or functions it is important to ensure there is a distinctive difference between the answers offered in order to score marks.

Question 3

This was a straightforward question which posed few problems for the majority of candidates, over half of whom scored both marks. A variety of answers were offered. The most popular were individual donations (bullet 1 in the mark scheme), corporate or business sponsorship (bullet 2), fund raising activities (bullet 9) and entrance fees either to the institution as a whole or to special exhibitions (bullet 10). The main weaknesses were candidates who ignored the instruction in the question and used examples taken from the source material, such as taxation, the Arts Council and the government. A second weakness was the repetition of similar ideas rather than ones which were clearly different.

This answer scored only 1 mark.

3 Give two ways, not mentioned in Source 1, in which the arts may be funded.

- sponsored by wealthy investors.
- corporations looking to advertise from the arts.

(Total for Question 3 = 2 marks)



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Examiner Comments

The first statement is credited as bullet 2 (investment). The second statement about business sponsorship would be credited under the same bullet point in the mark scheme and so cannot be credited.



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Examiner Tip

The ideas here are too closely related to be worthy of two marks.

This answer was awarded 2 marks for 'donations' (bullet 1) and 'sponsors' (bullet 2). Had the answer ended here it would still have merited both marks.

3 Give two ways, not mentioned in Source 1, in which the arts may be funded.

Donations and sponsors could be said to be a way in which arts are funded.

Also, through taxes. A percentage could be said to be shared with the arts council.

(Total for Question 3 = 2 marks)



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Examiner Comments

The second main suggestion is not creditworthy since it uses material (taxes and Arts Council) which appear in the source and two of which are specifically excluded in the mark scheme. Had the candidate referred to Arts Fund (a private organisation) a mark could have been earned, had it been available.



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Examiner Tip

A succinct answer can score full marks just as easily as an extended answer, provided the information given satisfies the requirement of the question.

Question 4

This question involved fairly simple and straightforward calculation of percentages. The challenge was provided by the need to identify and total the amounts contributed to the building of *The Public*. Many candidates were able to calculate correctly the contribution of the Arts Council (£31.5m) but the vast majority were unable to work out total funding (£68m). Most candidates who attempted this fixed on £65million, based on paragraph 2 but failed to identify and take account of the additional £3m contributed by the Arts Council mentioned in the final sentence of paragraph 6. Consequently few were able to achieve the full three marks. A considerable number of candidates failed to attempt this question. Almost 2/3rds of candidates failed to score any marks.

This answer achieved 3 marks, for presenting the correct answer.

4 What percentage of the cost of building *The Public* was paid for by the Arts Council?

Arts funded

$$5m + 17.5m + 6 + 3m = 31.5m$$

Others

$$18 + 8.5 + 2 + 8 = 36.5$$

total = 68m

↳ the arts council provided:

46.31%

(Total for Question 4 = 3 marks)

$$\begin{array}{r} \text{Arts} = 31.5m \\ \text{Others} = 36.5m \\ \hline \text{Total} = 68m \end{array}$$

- 46.31%
+ = 68m



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Examiner Comments

Full marks would have been awarded if the answer had been simply 46.3%. In this case the presence of the working out is not necessary. However, had the wrong answer been reached by poor calculation, either 1 or 2 marks might have been gained for working out the two key figures of £31.5m and £68m. For this question the usual convention of including the % sign was not enforced.



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Examiner Tip

It is always worth showing working out in a numerical question, so that stage marks can be gained even if the final answer is inaccurate.

This answer gained 1 mark.

4 What percentage of the cost of building *The Public* was paid for by the Arts Council?

31.5 million from the council

36.5 from elsewhere.

48.4%



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1 mark is awarded for correctly identifying the Arts Council contribution. The second component is correctly identified as 36.5 but the answer fails to indicate the global total of £68m and so cannot be credited with the second mark. The calculation is inaccurate and so full marks cannot be awarded.



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Examiner Tip

Additional marks could have been awarded if full working out was shown. The response does not indicate how the final answer was achieved.

Question 6

This question follows a format and uses a mark scheme that regularly appears on papers for this unit. Many candidates appear to be becoming more familiar with the style and have acquired some of the methodology to answer it. The main difference between this question and those which are normally used is that candidates are asked to concentrate on one specific aspect of the passage (bias) rather than on the passage as a whole, or whether the author is successful in justifying a specific phrase or sentence. Almost half of the candidates were able to achieve either 2 or 3 marks. Once again a number of candidates made no attempt to answer the question, others who attempted the question ignored the requirement to analyse the quality of evidence and arguments and simply discussed issues raised by the author rather than the effectiveness of how the author supported his assertions. This type of question is a specific test of AO3 skills and ideally, candidates should be able to demonstrate understanding of the terminology associated with AO3. To succeed in this question (and Question 12 which follows) candidates need to be taught appropriate strategies and not left to their own devices.

This answer was awarded all 4 marks.

6 'Source 1 is excessively biased.' How far does the nature of the evidence and arguments used in the source justify this assertion?

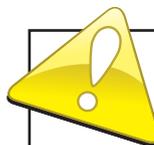
The opening paragraph used in the source illustrates a very biased set of conclusions. The writer states that this project has been an example of the 'folly of the age'. Also, one must notice that the writer of this article is from the Daily Mail, therefore the data information in the article is subject to the opinion of the writer. The writer also uses sarcasm 'Pure genius' showing that he is making a complete mockery of the events taking place with this project. The article offers no positive opinions on this project, highlighting the fact that it is very biased. Finally, the analogy that he uses 'makes the millennium come look like a brainwave' shows that the majority of this article perhaps relies on his opinion rather than offering a more balanced argument.

(Total for Question 6 = 4 marks)



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Examiner Comments

This question is marked with reference to a number of marking questions, as listed in the mark scheme. Of these questions, the response was awarded marks for A1 (citing relevant evidence), A2 (recognising the subjective view of the author), A5 (use of biased language) and A7 (lack of positive alternative view). It is a good illustration of the type of approach that should be used to answer this type of question. A further mark might have been awarded for A8 (conclusion) had the full allocation of marks not already been used.



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Examiner Tip

This question can and should be answered succinctly with a clear focus on points of analysis rather than by providing descriptions of content.

This answer was awarded 2 marks.

6 'Source 1 is excessively biased.' How far does the nature of the evidence and arguments used in the source justify this assertion?

There are lots of opinions in this source, showing that much of the evidence is biased, for example the author describes the

abstraction as 'empty' and New Labour as 'fluffy' suggesting he would never support the project.

Also uses rhetorical questions such as 'where did it all go wrong?' showing a negative outlook on the project.



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Examiner Comments

Credit was given for question A2 (recognising the biased nature of opinions) and A5 (choice of language). The question cited in the final paragraph is not, itself sufficient to justify a mark for A1 (referring to evidence of bias). To earn a third mark this point would need to be expanded.



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Examiner Tip

In answering this question it is always sensible to cite at least one piece of relevant evidence taken from the passage, since the question specifically asks about it. The reference to 'nature of evidence' indicates that a critical comment should be made about the selected evidence to show how it fits into the parameters of the question, which in this case is 'bias'.

Question 7

Each section of the paper has a 'mini-essay' which carries almost half of the marks for the section (Question 7 in Section A and Question 13 in Section B). It is disappointing that a number of candidates often fail to attempt these questions. The usual style is that the question will be formulated around a fairly provocative issue designed to encourage candidates to deploy their knowledge in order to examine the issue in a critical way. This usually means that the candidate should examine the issue and present arguments from more than one viewpoint. It is essential that claims and assertions are supported with relevant evidence. The candidate is free to determine what evidence to use, selected from their own studies, knowledge and experience. Most answers will benefit from a conclusion rising from the arguments and evidence presented. It is highly unlikely that a one-sided answer will achieve more than half marks, however perceptive and well informed it may be.

The question clearly indicated the need for two different perspectives and many candidates were able to respond. Sadly, few really understood the nature of government funding of the arts. Too often answers focused entirely on the building of new art galleries and ignored the range of other ways in which funding was possible and important. A second weakness was that many had little concept of the size of such funding. Many seemed to assume that it was of a sufficient amount, if re-deployed, to be able to solve the needs of the health service, or of the ageing population, or the needs of spiralling benefits costs. Some felt that it was perhaps the prime cause of the current government deficit. There were many well thought out and balanced answers, but the question also provided the opportunity for the demonstration of anti-cultural or selfish prejudices. There was often a lack of supporting evidence to justify arguments and help raise the mark awarded. This question carried 4 marks for quality of written communication (AO4). Many candidates achieved marks in the range 8-10 (out of 14, including 4 for QWC).

This answer was placed in band 2 of the mark scheme and awarded 4 marks for AO1/AO2 (out of 10). It gained 3 marks for quality of written communication.

7 Consider arguments for and against the view that governments should fund art galleries and museums.

One argument for the funding of art galleries & museums is that it is a popular pastime in Britain and so has the potential to generate large ~~income~~ revenues which can then be reinvested back into the community. So although the start-up costs seem extortionately high, in time these investments can pay for themselves.

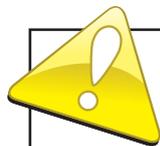
An argument against the funding though is that in current times, the economy has been in a

poor state with people having less and less disposable income. So the question to be raised is why aren't the government using these funds to obtain a faster short-term solution for the poor economy as spending money on art galleries seems like a waste, especially if there isn't much disposable income as people will not be able to afford the entrance fees anyway so it seems like a waste of money.



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Examiner Comments

This answer offers a single point both for and against funding. Both points are developed to a certain extent. The final sentence about entrance fees is mistaken and undermines the point being made. There is no conclusion and the superficial nature of the answer restricts it to Level 2. QWC is generally acceptable and the meaning is usually clear. Errors in punctuation do not seriously inhibit comprehension.



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Examiner Tip

Questions which ask a candidate to consider for and against should always reach a conclusion based on the arguments developed and the evidence used.

This answer was awarded 8 marks for AO1/2 and 4 marks for QWC giving a total of 12 out of 14.

7 Consider arguments for and against the view that governments should fund art galleries and museums.

It will be argued that governments should not fund art galleries and museums as not everyone would use them and they are not a necessity as opposed to something such as healthcare. It could be argued that the money could be spent elsewhere such as funding schools, colleges and other educational ~~facilities~~ ^{provision}, improving healthcare and ~~other areas~~ supporting other areas of society such as the ~~unemployed~~ ^{disabled} or pensioners. Also, it could be argued that not all members of the public, who fund the government via taxes, would approve the revenue, which poses the argument that ~~they~~ their money is being spent without consideration. It is also questionable whether funding art galleries and museums are of the same value and importance as funding other areas, particularly in times of austerity.

On the other hand, some people would argue that funding art galleries and museums would add cultural value to an area or society, as it would be educational. Also, it would create ~~jobs~~ jobs which can ~~help~~ decrease unemployment. Furthermore, ~~the~~ galleries and museums can attract tourists which can help boost the economy. It would also provide more places for citizens to visit ~~as~~ ^{for} leisure. Government funding ~~of~~ would significantly increase the potential for ~~art~~ art galleries and museums to expand and would also not mean they would rely on other areas of funding such as donations which offers less security.



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This is a well thought out answer which considers the issue from two different perspectives. Paragraph 1 argues against funding, offering a number of reasons why money could be used more effectively. Paragraph 2 (at the start of the second page) argues in favour of government aid. Again several valid reasons are presented and supported with appropriate evidence. Sadly there is no conclusion, although the structure of the answer implies support for government funding. A short conclusion in which the writer's considered view was made clear would have earned at least one additional mark. This is a good Level 3 answer earning 8 marks. QWC is clear and coherent and earns full marks.



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Conclusions form an important part of an argument.

Question 8 (a)

Candidates had some difficulty in accessing both marks. Many who seemed to understand the term were only able to express their ideas in simple, undeveloped terms. Most candidates scored 1 or 0, but the more able generally achieved both marks. Too many candidates simply recycled the wording of the question. Many who gave examples used the illustration of smoking (claiming that it both was and was not a 'social norm'). The most frequently occurring answers were that it was something 'accepted in society' and 'what most people do'. A few candidates failed to score because they gave examples but failed to explain what they were illustrating. The mark for an appropriate example could only be awarded if there was an acceptable explanation.

This answer scored 2 marks.

Section B

Answer ALL questions.

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

Read Source 2 on the separate insert and then answer questions 8–13.

8 Explain the meaning of these terms:

(a) 'social norm' (paragraph 1)

(2)

something that is accepted by society as a normal thing to do no one would think anything of it and so many people do it its the natural, normal thing to do.



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Examiner Comments

The first mark was awarded for bullet 6 in the mark scheme ('accepted by society'). The second mark is earned for the statement that 'many people do it' (bullet 7). There is no example, but this is not needed since the answer covers two separate marking points and shows that the meaning is clearly understood, even if in simple terms.



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Examiner Tip

A succinct answer can gain full marks provided it adds something to the original question. However, it is always worth adding an illustration to a definition to show understanding, in case the explanation is insufficiently developed to merit the second mark.

Question 8 (b)

Most candidates were able to score at least one mark on this question, usually for explaining that the term meant the isolation of individuals. Few were able to develop answers to show depth of understanding and several of the marking points in the mark scheme remained unused. Some answers mistakenly interpreted the term to indicate that individuals chose to exclude themselves. Relatively few good reasons to explain why individuals were excluded were offered. The examples used most frequently cited smoking or fell back on 'failure to observe social norms'. Once again many candidates simply recycled the words of the question, putting words such as 'Social exclusion means when society excludes somebody'. Such answers could not be given credit. Many candidates who achieved a second mark did so by referring to abnormal or unusual behaviour, but a few did mention race, religion or social class.

This answer was not awarded any marks.

(b) 'social exclusion' (paragraph 6).

(2)

Social exclusion is where you don't take part in social events, like going out because you don't want to. You come up with excuses to exclude yourself from society.

(Total for Question 8 = 4 marks)



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Examiner Comments

The answer refers to self-exclusion, indicating that the individual has effectively withdrawn from society rather than social exclusion where the driving force is society itself. The second sentence, even if it had been accurate could not have been credited because it is simply repeating in different words the (inaccurate) point made in the first sentence.



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There is no point repeating simple explanations in slightly different words since no additional marks can be credited.

This short answer earned 2 marks.

(b) 'social exclusion' (paragraph 6).

(2)

"Social exclusion" refers to the isolation of groups of people from society based upon their association with unfavourable or abnormal activities.



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The first mark was awarded for the reference to isolation (bullet 1 in the mark scheme). The second mark was awarded for the link to 'abnormal activities' (bullet 4, behaviour).



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An appropriate example could have helped with this answer to show more clearly that the term was understood.

Question 9

Answers to this question were generally disappointing. Over half of the candidates failed to score any marks at all. Of those who did score many only achieved 1 mark for identifying the analogy but were unable to provide a realistic assessment of whether it was a strong or weak form of reasoning. Failure to identify the analogy correctly meant the other 2 marks could not be accessed since they were about the strength or weakness of this particular analogy and not of analogies in general. A number of candidates failed to identify an analogy but still tried, without success to explain its strengths or weaknesses as a form of reasoning. Otherwise good answers could not be credited. A number of candidates made no attempt to answer this question.

This answer was awarded 2 marks. The phrase quoted is sufficient to identify the analogy and earn a mark.

9 From the passage identify an analogy used by the author. Explain whether her use of this analogy is a strong or weak form of reasoning.

"By that logic there would be no heroin addicts"

If compare the visible smoking ban with the idea

that heroin users cannot see the product on display, which does reduce the credence on this ban. ~~the~~ Therefore it could be considered a strong form of reasoning



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Having correctly identified the analogy the candidate offers a simple explanation of why it is a strong form of reasoning. The point of comparison identified is that evidence based on heroin users suggests that the government ban will be ineffective.



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Use the number of marks available for a question to indicate the number of different points candidates are expected to make. Clearly here it is expected either that candidates will make two separate points or will flesh out a single point with appropriate supporting detail.

Question 10

This was a simple, straightforward question asking candidates to select appropriate information from the passage. Examples which did not appear in the passage could not be credited. Almost three-quarters of candidates were able to access both marks. The principal weaknesses were failure to select items from the passage and repeating the same information twice. There was considerable choice of answers. Occasionally candidates mistook what they were asked to do and wrote arguments to justify continuing smoking or to persuade smokers to give up the habit.

This answer gained both marks.

10 The author claims that some people continue to smoke despite government measures.

Give two reasons used in the passage to justify this claim.

Reason 1 its essentially a drug addiction

Reason 2 it is an escape from worrying about life and a way to cope with stress.



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Examiner Comments

The first mark was awarded for bullet 1 (addiction). The second was awarded for bullet 7 (coping mechanism). Had it been available a further mark could have been awarded for bullet 6 (social circumstances).



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Answers to this question do not have to be extended, provided sufficient information is given to show that correct identification has been made. Note that the question asks candidates to 'identify' not 'write out' which allows for brief answers.

This answer earned 2 marks, based on the answer under 'Reason 1'.

10 The author claims that some people continue to smoke despite government measures.

Give two reasons used in the passage to justify this claim.

Reason 1 Smoking is linked to social circumstances that they can't escape. It acts as a coping mechanism.

Reason 2 She uses her own experience to justify this, stating, "As an ex-smoker living with three smokers"... "I can confirm it is alive and well".

(Total for Question 10 = 2 marks)



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Examiner Comments

Point 1 is credited for bullet 6 (social circumstance) and a second mark is awarded for bullet 7 (coping mechanism). Note the 2 marks are awarded for separate examples under 'Reason 1'. The second 'Reason' should not earn a mark because it is a statement of her own experience that smoking is continuing, but it does not give a reason to explain why this is so.



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Examiner Tip

Had the candidate read the question more carefully the irrelevance of the point made under Reason 2 should have been recognised.

Question 11

About two-thirds of candidates achieved both marks on this question. For some who failed to achieve maximum marks the stumbling block was the reference to 'in public'. This was sometimes missed and so cost candidates marks. A variety of reasons were offered but the most frequent responses identified either the problems of passive smoking or the government ban. Some did attempt to argue that smoking had become more popular especially amongst the young, but the majority recognised that the main drift was away from smoking.

This very full answer was awarded 2 marks even though there is no specific mention of 'in public'. Credit is given because the answer, especially the part which deals with the effects of smoking on others, implies 'in public'. It is not simply an answer to the question 'why have attitudes to smoking changed'.

11 Using your own knowledge, explain why attitudes to smoking in public have changed in recent years.

• scientific advancements have very much linked smoking as a main cause of cancer, this led to a decline in smokers as it became seen as 'dirty' and defurately unhealthy

• passive smoking also became apparent that even being around

(Total for Question 11 = 2 marks)

smokers can increase chances of illness by breathing in smoker, prompting non-smokers to start to despise smokers, for making them get cancer when they didn't choose to smoke



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1 mark is awarded for scientific advances (bullet 1) and 1 mark for passive smoking (bullet 3). Had both marks not already been awarded, a further mark could have been given for the development of paragraph 2.



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Examiner Tip

This is a type of question where it is important to read carefully the words contained in the question. Candidates who fail to pay attention to all the terms used are likely to lose marks.

This answer was awarded 1 mark.

11 Using your own knowledge, explain why attitudes to smoking in public have changed in recent years.

One reason why attitudes to smoking in public have changed in recent years is due to the fact the government banned smoking in certain public areas, as if somebody smokes in public, a non-smoker could see it as a ignorant act.



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Examiner Comments

The reference to the government ban on smoking in public was credited (bullet 5). There was insufficient development to justify a second mark. If the candidate had perhaps referred to it as being a threat (passive smoking), rather than 'ignorant', a second mark would have been justified.



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Examiner Tip

The allocation of two marks for an explanation implies that candidates should make two different points or should provide a fairly substantial explanation linked to the reason given.

Question 12

This question seems to have proved more of a challenge for candidates than any other on the paper. Although it carried 5 marks, few were able to score more than 2 or occasionally 3 marks. Candidates seemed to have considerable difficulty in understanding what they were required to do. The question is clearly one testing AO3 and has what has become a fairly traditional format. The main difference seems to have been the inclusion of a quotation in the question stem. Many candidates seem to have ignored this completely and to have treated the question as though it were a request to examine how far the writer justified his conclusion. As such, a number of candidates were able to deploy some of the expected

A03 skills. However relatively few of these were applied to the quotation and therefore largely irrelevant answers were generated. The core of the question was Lansley's claim that those smokers who he suggested were deviant because of their habit were already socially excluded for other reasons. Candidates could have tackled this in one of two ways. They could have asked whether the passage provided sufficient evidence to justify Lansley's claim that smokers were deviant. A second, and the preferred, approach was to examine whether the passage gave sufficient justification to assert that those who smoked were already, for other reasons, socially excluded. Here the focus should have been related to the claim that 80% of smokers were poor and had difficult lifestyle circumstances which debarred them from involvement in 'normal' life.

Evidence raised could have included the assertion that smoking was no longer a social norm; the analogy linking and comparing smoking to heroin addiction; government legislation which seemed designed to focus on a particular, already disadvantaged, section of society. Better answers were able to come to terms with this approach, but many treated the question simply as an analysis of claims made by the writer without reference to either deviance or social exclusion. The difficulty candidates experienced may explain the relatively large number of scripts which were left blank for Question 12.

This was a slightly more typical response to this question. The candidate has clearly not understood the question and fails to distinguish between social exclusion and deviance. It is not clear whether the candidate believes that Lansley was the author of the entire passage rather than just the opinion cited. It was (just) awarded 1 mark.

12 In paragraph 6 the author states: 'In Lansley's Britain, poor smokers can add deviance to other reasons for their social exclusion'.

Critically evaluate the arguments and evidence used by the author to justify this claim.

He is suggesting that they want to be deviant and therefore it is their fault for their exclusion from others in society. However before hand he states they must 'change the circumstances in which they live' yet does not make any action into doing so.

He also assumes that they are being deviant through other methods, such as being into trouble with the bailiffs and living in a class that expects those actions.



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Examiner Comments

The majority of the answer shows uncertainty about the nature and content of the passage and makes unjustified claims about what Lansley was saying. Lansley is confused with John Reid. The final sentence is awarded 1 mark for citing evidence which could have been used to support Lansley's claim, although the citation is neither applied to the quotation nor examined critically.



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Examiner Tip

In a question asking for an analysis of evidence and argument it is not necessary to provide a short descriptive account of content.

This answer was one of the small number of responses which gained 4 marks.

12 In paragraph 6 the author states: 'In Lansley's Britain, poor smokers can add deviance to other reasons for their social exclusion.'

Critically evaluate the arguments and evidence used by the author to justify this claim.

The view is that there are other reasons that can lead to social exclusion other than the fact that they smoke. The author uses facts and figures as evidence to postulate factors such as being poorly-educated, or being a single parent with a struggling financial situation which can contribute to people being socially excluded. The author supports her claims further with quotes from influential people such as the former health secretary, who are very educated about the issue to support her argument. As a result

... of the evidence used to it is hard to claim that
the author is just being biased, and she uses the
fact that she is an 'ex-smoker' to strengthen her
argument further.

(Total for Question 12 = 5 marks)



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1 mark is awarded for recognising the use of facts and figures (A3) and 1 mark is credited for reference to relevant evidence (A1). A third mark is awarded for recognising the author's argument (A5). A fourth mark is credited for the last sentence which offers a conclusion (A8).



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This question could only be answered well by candidates who read it carefully, identified precisely what they were being asked to do and deployed A03 skills in order to critically analyse evidence and argument within a specific context.

Question 13

Question 13 is the second of the two mini-essays and responses were fairly similar in character to those seen for Question 7. Most candidates scored between 8 and 10 marks (including up to 4 for quality of written communication - QWC). The wording of the question encouraged candidates to look at the issue from two different perspectives. Most answers focused almost entirely on smoking. Some of the better ones broadened out to consider other forms of social behaviours (such as obesity and lack of exercise, alcohol consumption and the legalisation of certain drugs) which have been the subject of proposed legislation. Many wrote in some depth about individual freedom and the right to make decisions freely on the one hand and contrasted it with the problems that might result from behaviours which might impact on others. Few answers really got to grips with the ethical side of the question.

This answer was placed in the middle of Level 2 and awarded 4 marks for AO1/2. The communication mark awarded was 3, giving a total of 7 out of 14 marks.

13 Consider arguments for and against the view that government legislation about social behaviours such as smoking is an unethical intrusion into individual freedom.

Some may argue that the governments legislation about social behaviours such as smoking are unethical in terms of an individuals freedom because it is the choice of the individual if they want to smoke or not, hence why should the government have an influence on how they are portrayed to others. It is the individuals free will!

However, it could be argued that this somewhat 'intrusion' into individual freedom' is needed in terms of protecting others as it is known that second hand smoke is also bad for someones health. Furthermore, arguing that they 'want everyone to live a healthy life-style' and by what could be seen to be 'enforcing' social exclusion (by removing smoking ~~from~~ from certain places) they are

protecting others/non-smokers from any possible harm.

On the other hand, people may feel that the government are unethically intruding into an individual's freedom by stereotyping people who smoke with being "poorly-educated" and "worrying about bailiffs". This is not only an unethical intrusion of ~~the~~ privacy into their life/life style

~~the~~ their freedom, somewhat ~~of~~ judging them for what could be seen as 'wasting money', but also an ~~the~~ unethical intrusion of their.



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This answer attempts to explain contrasting viewpoints, but does so in a superficial manner. There is no conclusion. The answer does not introduce any new material beyond what is included in the question and passage. The answer consists mainly of assertion without much supporting evidence. It pays little attention to the question of 'ethical' and seems to lose direction in the final paragraph where the opinions of the writer of the passage are confused with the attitude of government. The answer does not justify a Level 3 mark. 4 marks were awarded.

QWC is generally sound and meaning is usually fairly clear so 3 marks were given.



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In a question of this nature it is always useful to define key terms. This shows that you know what you are talking about and can often help to frame an effective answer.

This short answer achieved a good Level 3 response for AO1/2 and full marks for quality of written communication. It was awarded 12 marks out of the total of 14.

13 Consider arguments for and against the view that government legislation about social behaviours such as smoking is an unethical intrusion into individual freedom.

~~On a~~ ~~morally~~ Morally speaking, everyone has the right to make their own decisions and that certain aspects of the law violate this right as they dictate what people can and can't do (even though these laws protect society and other people's rights). In this case, ~~the~~ the choice of whether or not to smoke has been affected by government legislation which dictates when and where people are allowed to smoke, suggesting an unethical intrusion into individual freedom as the argument states.

However, it should also be noted that the smokers themselves are not the only ones affected by their decisions. Crimes such as murder may be the choice of the criminal, but it also affects the victim as well as their loved ones in a negative way, therefore intrusion into this form of freedom is justified. In the same way, smoking is harmful for passers by as well as smokers and it causes great costs to the NHS, affecting the wellbeing of the rest of society. For a similar reason, I feel that while this government legislation is an intrusion into individual freedom, in cases such as this, I feel as though it is morally justified.



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The candidate approached the issue from a clear moral perspective, and examined it from two different standpoints. Reasons to support each view expressed are provided. There is a justified conclusion at the end of the second paragraph. Claims are supported with evidence. The second paragraph makes an interesting comparison with murder. This is a good Level 3 response. 8 marks were awarded.

QWC is good and meaning is clear throughout, even though at times expression is a little awkward. 4 marks were awarded.



ResultsPlus Examiner Tip

Mini-essays do not always have to be long responses, but it is important that assertions are supported with relevant evidence and a conclusion is reached which clearly arises from the earlier argument.

Question 14

Question 14 was easily the more popular of the two essays but generally did not produce the highest scoring answers. Many answers either misunderstood the question or misread it. Often candidates failed to draw a clear distinction between beliefs and values. Very few attempted to explain the concept of 'underpinning' and often confused it with the teaching of religion/religious studies. A major concern seemed to be which particular religion should be taught in a multicultural and multifaith society, rather than which values, common to most religions, should form a foundation for modern education. Inevitably there were some one-sided arguments, most frequently from those who rejected the concept of religion in favour of the authority of science, although there were also arguments from those with strong religious beliefs who opposed the influence of science. In the main, answers did attempt to find a balanced approach. Perhaps inevitably the Ten Commandments found favour with many candidates (even those who weren't sure how many there were and weren't always sure of what they taught) as providing a set of values that most could accept, whether or not they were of religious persuasion. There were some excellent answers which adopted a balanced and objective approach to the question. Marks generally seemed to fall in the range 12 to 20 out of the total of 30. Most answers achieved a high Level 3/low-Level 4 response for AO1/2, but candidates still seem to struggle to achieve AO3 marks. The level of communication was generally good.

This was one of the weaker answers, achieving 10 marks out of 30.

Chosen question number: **Question 14**

Question 15

14 'Religious values and beliefs should underpin modern education.'

Critically examine and evaluate this view.

(Total for Quality of Written Communication = 6 marks)

(Total for Question 14 = 30 marks)

15 'There are many issues today which did not exist in the past, when traditional moral codes were formulated. Therefore, we must develop new ethical values more appropriate to the twenty-first century.'

Using contemporary and historical perspectives, consider the extent to which this may be both challenged and supported.

(Total for Quality of Written Communication = 6 marks)

(Total for Question 15 = 30 marks)

No they shouldn't

Times have changed. Religion ~~isn't big anymore~~ isn't as big a part of society as it once was. Education has got to adapt to reflect modern society as it is the students who will be going out into society. So why teach them about out-dated BS that has practically no value in modern-day Britain.

Although religion is still practised in modern society, it ^{should be} is up to the individual to educate themselves on the religion of their choice, this is helped through events put on by different religions at their place of worship (eg. Sunday

school for christians) so if they are being educated ~~their~~ there, there is no need to educate them about it in schools as well because 75% of the students will not follow any religion and so it is a waste of time for the majority of students, time that could be spent more productively educating them about something that actually is meaningful in modern society (eg. science) We need a cure for cancer more than we need ~~the~~ thousands of students to know ~~the~~ Noah

built a massive ship and saved 2 of every animal. What use is that?



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Examiner Comments

This answer misses much of the point of the question. It is a one-sided fairly superficial answer with no indication of a second viewpoint. Religion is seen in terms of curriculum content rather than of underpinning values. It was placed as a high Level 2 and awarded 5 marks for AO1/2. There is little evidence of AO3 and only 1 mark was awarded for bullet 1 (use of relevant supporting evidence). Communication (AO4) was generally sound and meaning was usually clear. It just met the criteria for band 3 and was awarded 4 marks.



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Examiner Tip

In an essay it is helpful to explain key terms used in the question to show that they are understood and to provide a solid foundation for the argument that is to be presented.

This was one of the better answers to Question 14 and was awarded 23 marks. It received 15 marks for AO1/2, 3 marks for AO3 and 5 marks for AO4.

Chosen question number: **Question 14**

Question 15

14 'Religious values and beliefs should underpin modern education.'

Critically examine and evaluate this view.

(Total for Quality of Written Communication = 6 marks)

(Total for Question 14 = 30 marks)

15 'There are many issues today which did not exist in the past, when traditional moral codes were formulated. Therefore, we must develop new ethical values more appropriate to the twenty-first century.'

Using contemporary and historical perspectives, consider the extent to which this may be both challenged and supported.

(Total for Quality of Written Communication = 6 marks)

(Total for Question 15 = 30 marks)

Some Religious teachings do state the necessary values our society needs. For example, the ten commandments teaches us not to kill, steal or cheat. These are ~~me~~ things that children should be taught at school, as they are essential in society today. However, some would argue that you do not need religion to get these points across. Children shouldn't be taught not to do things because they will get punished, they should be taught not to do things as

They are wrong. While I agree with this line of thinking, you're leaving the child to work with it's own interpretation of what "wrong" is, and that could lead to much more trouble than is needed. For example, in terms of self defence, killing isn't as wrong as it could be in other circumstances. Plus, the religious teaching reflects our society more. If you break the law, you do get punished. Surely this punishment should deter people from doing bad things.

Some states in America refuse to teach the theory of evolution. This is because it conflicts with the population's belief in the creation from God. This means that they are forcing the creationist belief onto children, which is wrong. In my opinion, they should be taught both views, then left to believe whatever they choose. Obviously, schools can't teach just evolution as it is still just a theory; it hasn't been

proved 100%. But the creationist story most definitely was not either, so it's wrong for those American schools to teach just that. That is not an example of religion ~~being~~ underpinning education. That's religion dominating it.

It can be said that ~~many~~ a lot of wars can be started through

different religions not getting along. For example, ~~the~~ many Middle Eastern countries are divided between Jews and Muslims, solely because they disagree on certain views. Without religious teachings in school, how can our future generations hope to get along with other religions. Yes, again it can be argued that school time should not be spent ~~teaching~~ teaching this. Instead it should be down to the parents teaching it as ~~it~~ it is the right thing to do. However, everyone would be at different levels of understanding, and ~~it~~ ~~is~~ much like those Middle Eastern countries, war was born out of the misunderstanding. Surely,

if it's taught we'll all be taught
equally in regards to religious
tolerance.



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This candidate attempted to achieve balance, recognising different viewpoints. The answer distinguishes between 'values' and 'stories' (things believed and taught) and argues for a balanced approach, opposing the domination of the curriculum by either religion or science. It uses some evidence to support points made. There is no clear conclusion but it does sufficient to reach a mid-Level 4 for AO1/2 and is awarded 15 marks. AO3 marks were credited for bullets A1 (use of relevant evidence), A2 (critical scrutiny of the evidence) and A5 (explicit reference to strengths and/or weaknesses in the argument). Reference to 'in any opinion' does not justify the award of A3 although the answer does distinguish between 'my opinion' and 'proven' which is almost worthy of credit. A fourth mark could have been awarded if there had been a plausible conclusion. 3 marks were awarded. Communication is clear and coherent without too many obvious errors; it therefore meets the requirements for the award of 5 marks.



ResultsPlus Examiner Tip

It is always worth including a clear conclusion to an essay, which arises from the arguments presented. Not only is this good practice, but in this examination it guarantees at least 1 mark for AO3.

Question 15

Question 15 was considerably less popular than Question 14 but, on the whole, produced slightly better answers. Many answers focused on relatively recent changes in behaviour, such as pre-marital sex, abortion, contraception, decline of marriage, homosexuality and same sex partnerships. They often made a strong case to argue that such changes demanded alterations to traditional moral codes. Some answers suggested that these were relatively new developments in human behaviour and so earlier forms of morality had not needed to legislate for them. Better answers were broadened out beyond sexual issues and considered some of the implications of recent technological and scientific developments. Whilst many argued for a new moral code others recognised that the development of morality over time has always been evolutionary rather than immovable. It was argued that many major religions had moral codes which were applicable in principal at all times and in most circumstances and that interpretation and application of existing principles were perhaps more necessary than the creation of new ones.

This answer reflects those weaker responses which just reached a low Level 3 for AO1/2, for which it was awarded 7 marks. It received 2 marks for AO3 and 4 marks for AO4 to achieve a total mark of 13 out of 30.

Chosen question number:	Question 14 <input checked="" type="checkbox"/>
	Question 15 <input checked="" type="checkbox"/>
14	'Religious values and beliefs should underpin modern education.' Critically examine and evaluate this view. (Total for Quality of Written Communication = 6 marks) (Total for Question 14 = 30 marks)
15	'There are many issues today which did not exist in the past, when traditional moral codes were formulated. Therefore, we must develop new ethical values more appropriate to the twenty-first century.' Using <u>contemporary</u> and <u>historical</u> perspectives, consider the extent to which this may be both <u>challenged</u> and <u>supported</u> . (Total for Quality of Written Communication = 6 marks) (Total for Question 15 = 30 marks)

~~This~~ The statement on issues being around today that were not in the past is relevant to many religions. As the world has become more globalised in all aspects of living then religion will need to adapt as well. However the difficulty of this is that religions are very much about tradition and following historical teachings. Therefore developing new ethical values may not be what is required as although some things have changed, people's morals have remained ~~extra~~ consistent. An example of this is people's attitudes to how they treat one another as set out by the 10 commandments in the bible which many could argue are still very much relevant today as they were 2000 years ago. ~~This~~ may be one problem that arises with the globalisation is the increasing number of new religions or sub-religions as the major six have ~~a~~ split off and new groups formed with similar values but different practices such as the ~~Christianity and Catholicism~~ differences between Catholics and Christians. The major trouble with introducing new ethical values is that ~~people~~ they would create so ^{many} ~~much~~ conflicts over to what they would be due to reasons such as traditions, politics ~~is~~ and different beliefs. However the increasing rise of new ^{views} ~~religions~~ such as atheists,

theists and agnostics are because many people who would follow Christianity because of growing up in Christian country such as the UK feel that it is outdated.

The extent of this issue of redeveloping religions is the controversy that it would cause it may be wiser to recreate a new religion that would be undertaken by large enough group of people to be self-sustaining for the near future as rates of development are increasing. The new religion should heavily base itself upon science for as evidence of a 'Big Bang' is much stronger today than the idea of 'God creating the world in seven days'.

In conclusion, ethical values should be updated and included in religion as many people who are religiously active have become more involved with the technology they use and their understanding of scientific processes. If this was integrated into the religion using the same moral values that ~~the~~ were used and that are still very much relevant today then the ~~the~~ new issues today can be addressed. There will need to be a balance between keeping people happy as adaptations to change are often dealt with differently by different people.



In many ways this answer dealt with the wrong question. The question is treated more as one about the need to modernise religion in a globalised world than about the need for changes in moral values. It adopts a narrow and largely one-sided perspective but fails to identify any of the 'new' issues which might create the need for new moral values. The answer does offer a conclusion which makes the first reference to technological and scientific changes. In essence it is little more than a repetition of earlier assertions. It was awarded low Level 3 marks (7). AO3 marks were awarded for A1 (supporting evidence) for comments about globalisation and the traditional nature of religion. An A2 mark was awarded (scrutiny of evidence) but it was not felt that a mark for A7 (plausible objective conclusion) was justified.

Communication was generally satisfactory and meaning was clear. This answer did enough to justify 4 marks in band 3.



Perhaps the best way to approach an essay question is to ask 'what am I being asked to do?' This should then lead to a brief plan indicating key points to be made.

This answer was placed in the middle of band 4 for AO1/2 (16 marks) and was awarded 3 marks for AO3. The addition of 5 marks for AO4 gave a total of 24 marks.

Chosen question number: **Question 14**

Question 15

14 'Religious values and beliefs should underpin modern education.'

Critically examine and evaluate this view.

(Total for Quality of Written Communication = 6 marks)

(Total for Question 14 = 30 marks)

15 'There are many issues today which did not exist in the past, when traditional moral codes were formulated. Therefore, we must develop new ethical values more appropriate to the twenty-first century.'

Using contemporary and historical perspectives, consider the extent to which this may be both challenged and supported.

(Total for Quality of Written Communication = 6 marks)

(Total for Question 15 = 30 marks)

The argument of 'traditional moral codes' being upheld or abolished has been continuing for years. The development of civil rights for both blacks and women have clearly indicated that we cannot rely upon ~~traditional~~ 'traditional moral codes' as it would put our society in the same hell over free speech and females right to their own bodies as it was less than 100 years ago.

As a society we must be constantly ready to adapt and change, dependant upon the circumstances arising. If we were to rely upon historical moral teachings laid down by monarchs we ~~we~~ would have a dull, degrading and oppressive lifestyle, as Queen ^{Victoria} ~~Elizabeth~~ once said on the issue of lesbianism

"women don't do that." ~~##~~ A now laughable concept. The idea that we are still fighting all over the world for the rights of those who love the same sex people as themselves, or want to be a

different sex to that of which they were biologically allocated at birth. Shows that our society needs to learn to change and develop new ethical values.

Our England, Europe and America fight against poverty in Brazil and India, we say how disturbing ~~the~~^{slums} are and how we are disgusted their government doesn't help them. However less than 200 years ago British citizens lived on top of one another on back to back houses, and bathed in the same water as for other people whilst children worked and died in factories. Had we not been open to change we would have to stake our heads at our own government ethics not someone else's.

Granted there are some ~~values~~^{moral values} which we don't need ~~to remove~~^{to remove} and therefore are detrimental to the underdevelopment

of modern society, for example, modern day teaching based on Jesus and loving your neighbours and doing good to one another, these are all values many would consider important to how society works, which is true. Children are taught that they should always be polite and helpful, however also always be covered, someone might hurt them or try and be rude via ~~tech~~ technology such as twitter, snapchat and Facebook. This rise in children having access to an entire world without leaving their homes has certainly meant some attitudes must be ~~discarded~~ discarded from past moral values and started from scratch. This ~~is~~ is such as that attitudes towards strangers. ~~These are moral~~ Our moral understanding

of what is right or wrong has changed drastically over recent decades and therefore it must be ascertained that ~~despite~~ despite the fractured being safe and comfortable we must break away from this and develop our own ~~the~~ cultural identity.



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Examiner Comments

This answer adopts a two-sided view, although the main emphasis is on reasons why change is justified. The issue is looked at from an historical as well as a contemporary standpoint and a range of supporting evidence is used. The conclusion that since society has progressed so should ethical values arises from the argument presented. AO1/2 earned 16 marks for a mid-Level 4 answer. AO3 was credited with A1 (identification of relevant evidence), A2 (critical approach to evidence) and A7 (plausible objective conclusion) giving a total of 3 marks. Communication is good and meaning is clear throughout, earning 5 marks for AO4.



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Examiner Tip

In an essay it is always worth defining key terms to show understanding of issues being discussed.

Paper Summary

Based on their performance on this paper, candidates are advised to bear the following in mind.

- The quality of handwriting in many cases is extremely poor and difficult to read. Legibility is an important aspect of communication.
- When asked to explain a definition little credit will be earned by simply recycling the words in the question. Marks can only be credited if something 'new' is added.
- Definition of terms can usually be improved by the use of an appropriate illustration/example which can show the reality of understanding.
- AO3 skills are an important part of this paper, carrying almost a fifth of the marks, but often seem unfamiliar to some candidates.
- A perennial problem is that some candidates do not read questions carefully. This often means that important aspects of questions are missed or that candidates answer the 'wrong' question.
- Essay and mini-essay questions carry marks for AO1 which deals with knowledge and understanding. It is important that in essays claims and assertions are supported with evidence drawn from the candidate's own knowledge.
- The number of marks allocated to a question indicates the number of separate points that should be made in an answer. Failure to make sufficient points can cost marks; writing more than is necessary can cost time which could be better spent on other questions.

Grade Boundaries

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

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