

Examiners' Report  
June 2016

GCE General Studies 4 6GS04 01

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## Introduction

This year's entry was only just over half of last year's entry. Most candidates seemed to have sufficient time to complete the paper although there were a number of questions on some papers where no attempt was made to provide an answer. Happily there were few inappropriate answers.

The paper was broadly similar to previous papers and covered four of the five elements. Questions were structured in a similar fashion to earlier series and made comparable demands on candidates. All questions proved to be accessible to the majority of candidates although there were a number of questions where no attempt at an answer had been made. These included, in particular Q5 and Q11 which followed a fairly traditional pattern for testing AO3 and the two mini-essay questions (Q6 and Q12). Q9 attracted high marks for almost all candidates whereas Q8b proved beyond the ability of the majority. Both essays in Section C resulted in broadly similar marks although most candidates attempted Q14 rather than Q13.

Examiners are finding increasing difficulty in reading the handwriting of some candidates. Anecdotal evidence suggests that this is getting worse. A particular problem is found with candidates whose writing is incredibly small and does not respond well to enlargement on the computer. Candidates should recognise that poor handwriting may mean that they lose marks as examiners are unable to read their work properly.

Some candidates demonstrated an impressive level and range of knowledge however other candidates seem to feel that they can produce essays without including relevant supporting evidence. As in previous years examiners are disappointed by the number of candidates who do not appear to have been prepared for the demands of AO3 questions. This problem seemed to have been improving in recent years, but this year a greater number of candidates seem to have encountered problems. There seems to be a lack of knowledge of the technical terms associated with AO3 and an inability to apply AO3 skills to the source passages. AO3 also often scores poorly in the two essays.

Candidates should recognise that failure to attempt questions means they cannot access the marks available. An attempt however, even though it may be wide of the mark and fail to score, does give the possibility of achieving a mark which could not be earned by a blank response and which can have a significant impact on grades.

## Question 1 (a)

Many candidates gave acceptable answers by giving simple explanations. The key idea was that it meant crime was made to appear acceptable or attractive. Answers which failed to score usually did so because they simply recycled the word 'glamour' in their answer without further qualification.

**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)

The approval of crime by authors and readers alike. The view that crime is legitimate and accepted amongst young people.



**ResultsPlus**  
Examiner Comments

This answer is an example of an acceptable response. The approval of crime shows that it is appealing and is credited as bullet A1. The first part referring to legitimising crime would have been rejected but the second expression that it is accepted among young people could have been credited.

**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)

Making out the act of a crime to be something less important, by having computer games centred around criminal acts.



**ResultsPlus**  
Examiner Comments

This answer failed to score because it does not convey the idea that crime is made to seem attractive. It does not address any of the marking points. Crime being made to appear 'less important' is insufficient.



**ResultsPlus**  
Examiner Tip

When only one mark is available for a definition it is important to make sure that the response is accurate and concise. It is not necessary to provide a developed answer.

## Question 1 (b)

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

(1)

Desensitised means that they do not feel empathy or emotion to the crime any more.



**ResultsPlus**

**Examiner Comments**

This answer was credited as addressing bullet A1 in the mark scheme. The reference to "anymore" linked to not feeling empathy shows the process of change in feelings about crime.

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

(1)

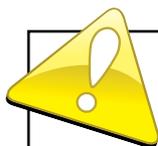
When violence is ~~shown~~<sup>represented</sup> in a light hearted, unsensitive way which causes the viewer to not have the correct view about crime.



**ResultsPlus**

**Examiner Comments**

This answer does not address any of the marking points and so did not earn a mark. The word 'desensitised' does not have the meaning of light-hearted. 'Unsensitive' cannot be credited as it is merely recycling the word being defined rather than explaining it. The word implies a loss of feeling or sensitivity and does not simply mean being without.



**ResultsPlus**

**Examiner Tip**

Both parts of question 1 refer to the use of terms 'as used in Source 1'. The meaning given must therefore relate to the sense in the passage and not be a broad general definition.

## Question 2

Candidates often suggest that arguments based on statistics are automatically stronger because 'statistics are facts'. This question is designed to encourage candidates to examine some of the possible weaknesses of using statistics. It is a general question and was not meant to be answered by references to the source, although answers which did make use of the source were credited. There were some excellent answers which were able to offer various reasons why the use of statistics might not always be beneficial. Reasons most frequently given were that they might be unreliable, manipulated, out of date or incomplete. A few candidates misread the question and wrote about the advantages of statistics. Most candidates were able to score at least one mark

This answer seems to be attempting to link the question into the source by the reference to crime, but nevertheless it makes valid points

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

They can be outdated, and they are only the crimes that have been accounted for, many more would have been committed and not reported.



### ResultsPlus Examiner Comments

This short answer earned 2 marks. One mark is awarded for 'out of date' (bullet 6) and a second mark is awarded for incomplete (bullet 1)



### ResultsPlus Examiner Tip

Take note of the command words used in questions. Here the key instruction is 'what'. The question does not ask for explanation so that lengthy answers are not required. The fact that 3 marks are available implies that 3 different points are required.

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

The disadvantage of using statistics is that they may not be representative of the whole world as those statistics are just from the UK report. Also they may not be significant, we do not know the statistics of the number of young people lost that is unrelated to violent crime. Finally those statistics may be biased.



**ResultsPlus**  
Examiner Comments

This answer gives three valid points to earn 3 marks. Credit is given for 'not representative of the whole world' (bullet A4). A second mark is awarded for the question of completeness (bullet A1). The third mark is awarded for 'biased' (bullet A3).

### Question 3

The important word in this question is 'moral'. It means answers should deal with questions of right and wrong and practical issues. It is an open ended question and candidates had scope to offer a wide variety of answers. The question does not ask for evidence from the source or from 'own knowledge' so that candidates are free to use either. The most frequent responses included bullets 1, 2, 3, 4, 6 and 8. Answers which referred to whether sales might be increased by the inclusion of certain material were not usually credited unless the response was given an appropriate moral dimension.

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

Are teen authors influencing young people? So  
is it ~~is~~ right to write a good book that  
would sell lots if the good book ~~has~~ would  
have a bad impact for young people. So  
violence sells well but ~~it is~~ morally wrong if it  
makes ~~young~~ teens violent and desensitised.



#### ResultsPlus Examiner Comments

No credit is given for the statement about writers being influenced by the need to sell well (this is a practical and not a moral issue). A mark is however given for referring to a possible bad impact on young people (bullet 1). The second sentence is simply an expansion of the first and so earns no further credit.



#### ResultsPlus Examiner Tip

Pay careful attention to qualifying words in questions such as 'moral'. They explain the type of answer that is being looked for

This is a full answer and scored all 4 marks.

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

Writers have a responsibility to present crime in a realistic way, as glamorising crime poses the moral question whether such a presentation may encourage crime due to its ~~aff~~ idealistic appeal as used by writers. Also, they have a responsibility to show the impacts of crime, as portraying crime as a good thing would question how moral it is to teach that. Furthermore, ~~they have a responsibility~~ the moral question of character dehumanisation (ethnic, gender, sexuality) is important as this could morally be wrong by ~~singling out~~ <sup>readers feel</sup> certain stereotypes and making young ~~excluded~~.

(Total for Question 3 = 4 marks)



**ResultsPlus**  
Examiner Comments

Credit is awarded for bullets 3, 4, 5 and 6. Had the maximum not been reached other bullet points could have been credited. This candidate has clearly kept the issue of 'moral questions' firmly in mind while answering.

## Question 4

Most candidates were able to score at least 2 marks for this question. The selection of two appropriate phrases was fairly straightforward although a number of candidates showed clearly by their selection that they did not understand what was meant by 'empathy'. The definition proved to be rather more problematical. Too many candidates felt that empathy was simply understanding a problem or showing sympathy for people who were experiencing difficulties. The mark was reserved for answers which showed the idea of sharing or putting oneself into the shoes of somebody else in order to experience and so share another person's emotions.

- 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

Empathy is putting yourself in the shoes of another person, to understand their feelings emotionally.

Phrase 1

protecting young people from unpleasantness makes it more ~~difficult~~ dangerous for them to enter into the real world.

Phrase 2

They must see a reflection of themselves and the society ~~to~~ they live in, that means looking at the problems, as well as the good stuff.



**ResultsPlus**  
Examiner Comments

This is a good example. Credit is given for the explanation of empathy (bullet 3). If the answer had simply said 'understanding another person's feelings' the mark would not have been awarded. The link between 'understanding' and 'putting yourself in someone else's shoes' is sufficient to earn the mark. The first phrase is not listed in the mark scheme as acceptable but phrase 2 earns 2 marks on the basis of positive marking because it lists both bullet 6 and bullet 7, so giving two correct phrases.



## ResultsPlus

Examiner Tip

A number of candidates only gave one example phrase, presumably because they were not sure of which phrase to select as a second example. This is potentially a costly mistake. If a phrase is selected it may be correct and earn a mark whereas if the space is left blank no marks can be awarded.

- 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

Empathy is the ability to "put yourself in someone's shoes", and experience the emotions and feelings that they are experiencing, even if you've not been through the experience yourself.

Phrase 1

"young people who read teen fiction are more likely to develop empathy" by engaging "with difficult material".

Phrase 2

When reading, young people experience "immersion", and so develop empathy for the character.



## ResultsPlus

Examiner Comments

This answer earned 2 marks. Credit is given for the explanation of empathy for using the expression 'putting yourself in someone else's shoes' and experiencing emotions and feelings even though you have not had that experience personally (bullet 3). A second mark is given for the first phrase (bullet 5) but the second phrase is not one of those listed as acceptable in the mark scheme and so could not be credited.

## Question 5

Question 5 is a form of question which has regularly appeared in General Studies exam papers since the specification was first introduced. Examiner's reports have repeatedly emphasised the qualities looked for in answers to this type of question and published marking schemes have indicated the marking questions which are used. Questions about the effectiveness or strengths and weaknesses of evidence (and arguments) are tests of AO3 and candidates need to demonstrate AO3 skills. These can be taught and in recent years candidates have demonstrated improving mastery. Many answers this year suggested that candidates are less aware than they used to be of what is expected. The main weakness is that candidates discuss the issue raised in the question rather than identifying and evaluating the evidence presented in support of the writer's argument. A number of candidates failed to address this question at all and so earned 0 marks. Candidates who had clearly been well-prepared usually scored 3 or even 4 marks.

This answer shows that the candidate had been prepared in how to approach this type of AO3 question. It shows some familiarity with AO3 terms.

- 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?' yp

The evidence provided by the author does justify her claim well as she has statistics in her text which are facts that have been used to shock the reader. Other things she has done well is have arguments from authority such as authors of teen fiction, and head judge of Britain's oldest and most prestigious childrens book award.

~~Things~~ The evidence provided by the author doesn't justify her claim well as she has no opinions from young people, the people that actually read this genre.



## ResultsPlus

### Examiner Comments

This is an example of a well put together response. One mark is awarded for recognising that statistics are facts (A4). The answer identifies argument from authority and links this to authors of fiction and the judge of a competition (A7) but does not examine the strengths or weaknesses of such arguments. A third mark (A1) is awarded for identifying the specific evidence of figures and the role of the head judge. The final paragraph is a conclusion which recognises the deficiency of the evidence in not citing the views of teenagers/consumers and is credited with a fourth mark (A6). If further marks had been available the opening sentence might have been credited as a plausible conclusion (A9).



## ResultsPlus

### Examiner Tip

Note that as 4 marks are available answers need to provide four separate points of evaluation. It should be remembered that each marking question can only be awarded 1 mark. Some answers which listed four or five pieces of evidence could only earn 1 mark for bullet A1.

- 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'?

Quotes from Helen Thompson, such as 'Protecting young people from unpleasantness... real world' and 'they must see a reflection of themselves and the society they live in'; show that students should ask questions and think about their choices. Quotes (evidence) also from McGowan, 'but can become part of a conversation nudging... humane and enlightened direction' justify the claim <sup>really</sup> effectively.



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Examiner Comments

This answer only earned 1 mark. It identifies and quotes two statements by Helen Thompson and so is awarded one mark for bullet A1. The nature of the evidence is not examined so that no further marks may be awarded. The second paragraph gives a second piece of evidence but cannot be credited as the mark has already been awarded. The accumulation of evidence is not sufficient to justify a second mark for bullet A2. The answer does not consider differences between fact and opinion, bias and balance or types of argument each of which is a basic element of AO3 and could earn marks.



**ResultsPlus**  
Examiner Tip

The relative strengths and weakness of fact and opinion and bias and balance, as well as the different types of argument (authority; analogy; causation and induction) should be learnt so that they can be used and credited. A question that asks 'How effectively ...' demands a final sentence drawing together a conclusion from the material presented. Such a conclusion can earn a mark for bullet A9.

- 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'?

The author provided statistics in stating that 163 <sup>young</sup> people since 2005 have been lost to crimes in London. This is weak evidence as it's confined to one particular city, as well as coming from a charity than a commendable source. Thus, reduces the claim's effectiveness.

However, Helen Thompson (Judge of Britain's oldest and prestigious book ~~award~~ <sup>award</sup>) stating that young children "are more likely to draw empathy" & supports the claim well as this is someone of sound experience, as well as notability claiming that teen fiction does help students ask questions of the world.



### ResultsPlus Examiner Comments

The majority of answers like this one scored 2 marks. This answer is awarded 1 mark for citing evidence (bullet A1) and a second mark for showing the flaws in the first item of evidence cited (bullet A6). The reference to the judge and quotation of evidence cannot earn a second mark for A1 because it has already been awarded. The answer almost indicates that this is argument from authority but cannot be credited as this is not explained.



### ResultsPlus Examiner Tip

For this type of question it is worth having a mental check list which matches the marking questions used in the mark scheme. A 4 mark question indicates that at least four of these marking questions should be addressed. The marking questions are usually fairly consistent from one year to the next.

## Question 6

Mini-essays are designed to encourage candidates to develop a balanced argument showing awareness of different viewpoints. Many answers to question 6 focussed heavily on a single perspective with sometimes an acknowledgment of an alternative view. The better answers were able to develop two viewpoints supported with relevant evidence. This question requires a conclusion because it asks 'to what extent ...'. The main lines considered were often based on freedom of expression opposed to harm and offence caused to others. Relatively few answers considered the question from a moral perspective, but some argued that creative workers should be free to do what they wanted but restricted in whether their finished work should be used or published. Some answers distinguished between the arts and science, claiming that the arts were relatively speaking unimportant but that what scientists were allowed to do should be limited because of its potential impact on society. Few of those answers which argued for restrictions outlined what limitations they had in mind, who should decide what they were and how they should be applied. Those which used examples to illustrate their argument often relied on Banksy, Emin and Hirst in the arts and genetic engineering in the sciences.

- 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?

The statement is basically saying that people in creative activities should have no restrictions that stop them from pursuing their work.

I disagree with this view because in today's society, many people who have involvement in creative activities hold a lot of influence over the youth of today. If there was no restrictions to them then they would be free to write or say what they want. If the creative person chooses to work negatively then only bad can happen and poor influences on children.

Another reason why I disagree with the view is because there would be many rules that the creative person could ignore. An artist could use any material to create a project and a scientist would be free to use any living organism to achieve what they want. With this in mind, many people would challenge the activities of the people and basic human and animal rights would be ignored.

On the other hand, Many people who seek creative activities should want to fully express themselves as an artist or writer. If there was no restrictions <sup>but</sup> freedom then an artist would be able to influence people through art and writers through their passages. If we allow this freedom, we would give creative people opportunity to positively influence the youth.

There is also a lot of other areas which have seriously negative implications that allow freedom such as big businesses in ads. However, people who seek to influence a market or create a new medicine are not allowed because society fears change and society fears mass influence.

In conclusion, I would still disagree with the view as many of these 'creative activities' hold a lot of influence over young people and as art is changing and becoming more abstract, people may be influenced negatively and see things like crime and harsh scenes as positives.



**ResultsPlus**  
Examiner Comments

This answer shows a mainly one sided viewpoint which suggests that creative people do need to work with limitations. Paragraph 2 and 3 give different reasons why restrictions are required. Paragraph 4, which purports to be arguing against freedom, is merely a re-run of paragraph 2 saying that influence may be good. The meaning of paragraph 5 is not clear but seems to be in favour of the need for restrictions. The conclusion is a simple restatement of the introduction. The answer is not supported with clear examples. It is placed in the middle of band 2 for AO1/AO2. Generally meaning is clear, although paragraph 4 is rather confusing. There are no serious spelling or punctuation errors.

yes → free to create <sup>no boundaries</sup> <sup>very definition</sup>  
no → restriction due to offence  
→ artist who all artists who  
post modern  
contemporary  
beige type

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?

I believe that those involved in creative activities ought to be free to pursue their work without restriction primarily because it is ~~its~~ ~~the~~ freedom is a fundamental ~~part~~ to creativity. If art and science were to have restrictions imposed upon them, then by definition I believe they could not be called 'creative activities'. Creativity describes the creation of something new, however adding regulations to this hinders the extent this can be achieved. William Blake's poetry 'Songs of Innocence and Experience' <sup>(1794)</sup> ~~is~~ is an example of art which may have gone against social standards or expectations, but because he rose above those restrictions, he was able to make a creative work that is transhistorically significant as a rebellious literary work reflective of social ills in the 18<sup>th</sup> century. This further shows how creative activities can have unforeseen significance in the future, ~~that~~ that could not be achieved if restrictions were in place.

However, I do acknowledge that there may be necessary limits on creative activities. Instagram

artist "keigetye" for example, creates art from pornographic images and has even had his nipples removed for the cause of "art". This could be more dangerous, as the nudity could offend/disgust some viewers, and his extreme actions could be glorified as "art" to perhaps encourage others. Therefore, some restrictions that regulate the levels of offence for ~~a Utilitarian method of~~ from a utilitarian point of view could be seen as necessary.

~~How~~ Nevertheless, I believe that if too many restrictions and regulations were to be enforced on artists, then the creative industry would be significantly under threat to censorship <sup>upside</sup> of freedom of expression. Therefore, I conclude that a balance is crucial to allow some extreme "creative" activities to be restricted if they are harmful to viewers, yet ultimately restrictions should be avoided to allow art to be <sup>fundamentally</sup> "creative", and free.



This answer earned 13 marks. Paragraph 1 gives reasons why creativity should not be limited, supported with an example from literature. This on its own would deserve a good level 2 mark. Paragraph 2 considers reasons why there needs to be limitations, using an example from pornographic art, although the nature of the proposed limitations is not examined. Justification is given based on Utilitarian theory. A conclusion is offered in the final paragraph arguing that a balance is needed between allowing creativity and not causing offence. This is a good level 3 answer. It cannot reach the highest band because there is no discussion of the type of restrictions that are required. AO1/AO2 is awarded 9 marks. Communication is generally in acceptable form and meaning is clear. 4 marks are awarded for AO4.

- 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?

People that are involved in creative activities would be able to create new, innovative ways that would help the modern world a lot quicker ~~the~~ without restrictions, therefore in this respect ~~per~~ there should be no restrictions. Why would we restrict them if they are only helping the human race to ~~prog~~ progress quicker?

However, as much as they everybody would love for them to do their job and be creative, ~~some~~ people ~~would disagree~~ think that the way in which they go about their work is an issue for everyone on this Earth, such as pollution and increase in global warming

, therefore ~~for~~ ~~people~~ it is not an effective way of doing things.

I could also argue that other people have restrictions in their jobs, so it shouldn't be any different for people involved in creative activities and that those restrictions are implemented for the better.



### ResultsPlus Examiner Comments

This answer was awarded 5 marks. It is very superficial and poorly expressed. The answer lacks supporting evidence. The candidate makes one assertion in support of freedom and two in favour of restriction and so is placed at the bottom of band 2 rather than the top of band 1, which is restricted to a single viewpoint. If there had been some supporting evidence (AO1) the answer could have been given a higher mark in band 2. It is awarded 3 marks for AO1/2. The answer lacks clarity and has weak sentencing, so receives 2 marks for AO4.



### ResultsPlus Examiner Tip

Mini-essays need to show awareness of two different viewpoints, have supporting evidence for each viewpoint and reach a conclusion in order to score higher marks. Clear well-written English, including correct spelling, sentence construction and paragraphing in order to achieve high marks for AO4.

## Question 8 (a)

Question 8a required candidates to explain the term secular as used in the source. Too often candidates ignored this and explained the meaning of secular state. Since the source is not about the political separation of politics/government and religion such answers could not be credited. A number of answers suggested that secular meant that religion should not be allowed. Short simple answers which recognised that 'secular' had the meaning of 'worldly' as opposed to religious were rewarded.

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

(1)

*The country has no official religion*



**ResultsPlus**  
Examiner Comments

This answer is not acceptable as it does not relate to the question or the source and is specifically excluded in the mark scheme.

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

(1)

*secular means non-religious beliefs*



**ResultsPlus**  
Examiner Comments

This simple answer, matching bullet 4 in the mark scheme is awarded a mark.



**ResultsPlus**  
Examiner Tip

Questions of this nature do not require lengthy answers. It does not ask for explanation. Candidates which provide lengthy answers are wasting time which could be more profitably spent on higher scoring questions.

## Question 8 (b)

This is a fairly simple and straightforward question which presented few difficulties to candidates. Most answers focussed on areas of conflict rather than specific issues such as the recent 'Trojan Horse' scandal. The most popular responses included wearing religious dress/symbols in public (bullet 7), scientific and religious answers about the origin of life or the universe (bullet 2), scientific/medical practices such as abortion, euthanasia and contraception (bullet 4), sexual orientation, marriage and divorce and equality (bullet 8). The use of the term 'give' in the question is asking for a listing of issues and does not require detailed or elaborate answers.

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

(3)

- 1 Some religions come with laws that enforce certain aspects and breach the human rights of secular views. For example, Islamic Shari'ah law allows for stoning as a punishment, which would not be legal in secular countries.
- 2 Religious beliefs can provide ~~several~~ contradictions with science, which secular views define as the ~~pillar~~ pillar that explains human life and things that happen in the universe (e.g. the laws of physics).
- 3 ~~Many religions but~~ Most religions believe in an afterlife, whilst those who hold secular views disagree or have no view on the possibility of this.



### ResultsPlus Examiner Comments

This answer is a good example, and is credited marks for conflict between religious and secular laws (bullet 5), conflict between scientific and religious claims (bullet 2) and the question of the after-life. This third answer is not listed in the mark scheme but is acceptable and so is credited. It should be noted that the list in the mark scheme is not exhaustive but is illustrative.



### ResultsPlus Examiner Tip

These correct answers could have been expressed much more succinctly, allowing more time for other questions.

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

(3)

- 1 If the God that religious ~~beliefs~~ believers believe in always makes the right decision with what goes on in the world whereas secular views would disagree with.
- 2 Extremism can be developed from secular views such as ISIS, compared to the real religious belief of Islam.
- 3 The way people should dress such as the burkha in being worn by women of the Islam religion which some Muslims

(Total for Question 8 = 4 marks)

disagree with.



**ResultsPlus**  
Examiner Comments

This answer earned 1 mark. The meaning of point 1 is unclear and is not acceptable. Point 2 cannot be credited as in the answer it is clearly linked to differences between religious groups rather than between secular and religious beliefs. Point 3 is allowed for A7 even though it suggests that some Muslims are not in agreement with it.

## Question 9

This was a simple high scoring question. There were many possible answers to choose from and few candidates experienced difficulty. Those who failed to score marks usually ignored the instruction to 'write out' selected phrases from paragraphs other than paragraphs 3 and 4 or omitted the relevant words from a chosen phrase.

- 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 'Our future as a free society depends on recognising the crucial role of people of faith!'

2 'Faith leaders have an ethical obligation to ensure that people within their own faiths respect people from other faiths!'

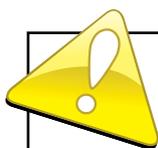
3 'Dialogue with followers of other faiths is essential for world peace and is a duty for all Christians and other faiths.'

4 'Religious faith is convincing to ourselves then it is expressed with humility and compassion, giving space to others, ~~and~~ whatever their beliefs!'



**ResultsPlus**  
Examiner Comments

This is a good response that has achieved high marks.



**ResultsPlus**  
Examiner Tip

If a question specifies that answers should be taken from a specific section of the passage marks cannot be awarded for statements that might be accurate but are taken from the wrong paragraphs. The instruction 'write out' does not mean paraphrase or put in your own words.

## Question 10 (a)

This question is designed to test whether candidates can identify assertions, which are unsubstantiated and make unsupported claims. It is important that answers are only taken from the two specified paragraphs and are quoted accurately rather than paraphrased. Many candidates were able to score well. The main failings were statements which were not assertions or which were selected from excluded parts of the passage.

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

(1)

He agreed that freedom of religion is being challenged in western countries.



### ResultsPlus Examiner Comments

This answer correctly identified the phrase in bullet A2.



### ResultsPlus Examiner Tip

When asked to write out a phrase it is important not to write out too many words because sometimes the additional words can invalidate the chosen phrase. Ensure that the words written out do include the relevant parts of the phrase.

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

(1)

It cited <sup>several</sup> ~~that~~ areas where religious beliefs are increasingly in conflict with secular values.



### ResultsPlus Examiner Comments

This answer does not include one of the phrases listed in the mark scheme and so cannot be credited with any marks.

## Question 10 (b)

This question was poorly answered. Very few candidates were able to identify either causal or inductive arguments. Many claimed it was an argument from authority, but a large number used terms and expressions which do not relate to types of argument. The frequency of poor responses suggests that many candidates are not familiar with different types of argument. The implication is that they have not been prepared to discuss the relative strengths and weaknesses of different types of argument, although this is a key element of AO3.

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

(1)

fact, opinion, bias & fear provoking.



### ResultsPlus Examiner Comments

This answer is typical of many which showed a clear lack of understanding of types of argument. It was awarded 0 marks.



### ResultsPlus Examiner Tip

It is essential to be able to define and identify different types of argument and why such arguments may be considered either strong or weak forms of reasoning.

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

(1)

People within their own faith respect people from other faiths.



### ResultsPlus Examiner Comments

This answer earned correctly identified the phrase in bullet A2.

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

I would have liked him also to have spoken more strongly about Muslims and other faith groups being oppressed. ' (1)



**ResultsPlus**

**Examiner Comments**

This did not achieve any marks because it is not one of the phrases listed in the mark scheme. It is a statement of opinion but does not contain any moral (right or wrong) judgement.



**ResultsPlus**

**Examiner Tip**

Questions about moral judgements require answers which relate to issues of right and wrong, whether in terms of behaviour or of belief.

## Question 10 (c)

This answer was generally well done. Candidates who failed to score usually did so either because they listed phrases taken from other parts of the passage rather than from paragraphs 4 and 5 or because they chose phrases which did not include a moral judgement. In simple terms moral judgements are about questions of right and wrong.

- 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?



An argument from authority when he says that he 'would have liked him also to have spoken more strongly about Muslims'. This suggests that he feels that Prince Charles hasn't mentioned other faiths to be oppressed. This evidence is an opinion but an expert's one making it more valid but still can be proven wrong.

~~Also Evidence~~

Also an opinion when Charles says 'we ~~travellers~~ have yet to see the full potential of faith communities working together.' This suggests that he feels that faith communities don't attempt to work together, including Christians.



**ResultsPlus**  
Examiner Comments

This is a good example of a response. Reference to argument from authority is credited with 1 mark for bullet A7. A second mark is awarded for citing relevant evidence (bullet A2) and a third mark for recognising the weakness of opinion.

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?

There aren't any arguments in the source that claim Christians aren't being oppressed. There are many arguments from authority from the Prince Charles to the Roman Catholic charity that agree with the claim however they are weak arguments as they are opinions.



**ResultsPlus**  
Examiner Comments

This short answer is awarded 1 mark for recognising there is no evidence/argument in the source to claim that Christians are not being oppressed (bullet A1). A second mark is awarded for recognising that there is argument from authority (Bullet A7), citing the Prince and the Catholic Charity. The reference to arguments based on opinion is not developed sufficiently to justify a third mark.

## Question 11

Comments made about question 5 are also relevant to question 11. This is a test of AO3 skills. Key expressions in the question are 'to what extent' and 'contradict'. The passage is supporting Shafiq's claim. There are a couple of phrases which might be interpreted as challenging the statement but generally speaking there is no real contradiction. Candidates earned marks by stating that the passage did not contradict the claim. Too many answers wrote about the issue raised but failed to discuss the basic AO3 issues of the relationship between facts and opinions, bias and balance. Too many candidates confused amount of evidence with the effectiveness or strength/weakness of evidence. Relatively few discussed types of argument. Answers were generally disappointing with most candidates earning either 1 or 2 marks and very few earning all 4.

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

(14)

Religion in some countries is very significant and helps individuals through life and supports them, however in some places it is not very significant and isn't publicly promoted.

It can be argued against this statement that there is a place for religion in public life. This is especially true in Muslim countries which are highly religious as religion is a support network for many people and encourages a good life, in order to get to heaven. Religious fundamentalism is most extreme and public in Muslim countries, with groups like ISIS and Al Qaeda starting wars and fighting in streets. Islam is a very well respected religion and applies to nearly all inhabitants of the respective countries. Its religions like Catholicism are also very public in Ireland and Italy, as they are just very

religious countries ~~to~~ and religion influences nearly all members, but not to an extreme via religious fundamentalism.

On the other hand, it can be argued religion shouldn't be part of public life. It's unique to the individual and therefore doesn't need to be shared with others. Also not everyone is religious and so flaunting a religion may be seen as offensive or rude to an atheist. Many also follow Dawkins' idea of belief without belonging and so are religious, but only practise that at home, away from public eye. This indicates a religious view and membership, but not a full and extreme support for it.



**ResultsPlus**  
Examiner Comments

This answer presents two contrasting views. In countries which are predominantly of one religion then it is acceptable for religion to play a part in public life. Examples were given to support this claim. In countries which are not predominantly religious then it is not acceptable because it may cause offence. The candidate notes that some people worship in private. The answer clearly examines two contrasting viewpoints and does present some evidence in support. It does enough to reach the middle of mark band 3 achieving for AO1/2.

Generally meaning is clear but there are some sections where structure of sentences is awkward.

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

(14)

The claim that there should no place for religion in public life could be associated with a vested extremist and people in government who believe that religion is becoming too extreme, more militant or oppressive. However, to take action on this claim would also make the organisers of this just as oppressive as the extremists.

The utilitarian view, that is the greatest happiness for the number would suggest that there is no place for religion in public, because people who claim they are religious are declining.

The 2011 census also showed how statistics reflected the dwindling numbers of church goers. It also showed a rise in the number of people who claimed to be of 'feel it' religion, which suggests that many people that religion is not relevant or serious anymore.

Although, it could be argued there

Should be a place for religion in life,  
because sociologist Grace Davies claimed  
that there is 'belief without belonging',  
in which many people have a faith  
but are practicing it when it suits them.

In conclusion, there should be a  
place for religion in society because  
many people who want to continue to  
practice their religion will do so in  
a peaceful manner.



**ResultsPlus**  
Examiner Comments

This answer earned 8 marks. It presents a single viewpoint, arguing that religion is violent and disruptive and of declining importance with fewer adherents. The last two paragraphs suggest that there is a place for religion in life but it should be in private rather than in public. The answer reaches the upper part of band 2. It is given 5 marks for AO1/AO2 5.

Communication is generally sound and meaning is usually clear earning 3 AO4 marks

## Question 12

This second mini-essay served a similar purpose to question 6. It was slightly less well done but illustrated similar strengths and weaknesses. The main weakness was that candidates interpreted 'in public life' as simply meaning 'in public'. The question was really intended to invite discussions of secularism in government and public affairs, but very few attempted this. Issues that could have been explored include whether religious leaders should have a place in government purely on the basis of their religious standing, of whether it is appropriate that leaders of the Anglican community are in a more privileged position than leaders of other faith groups and whether religious beliefs should be a basis for new laws. The majority of answers took a much broader view, often focussing on questions of public worship or the wearing of religious dress, symbols and dietary matters. When candidates did adopt two contrasting viewpoints these were often fairly bland and superficial. The main consensus seems to have been that religion should be a private matter, but some extreme views argued that religion and religious practices should be abolished altogether. Some focussed on religion as a (or sometimes the sole) cause of conflict and war. Happily there were very few extreme attacks or defences of religion and religious practices.

On the one hand, without deviance society would ~~stop~~ stagnate. This is because the actions of people who act against accepted norms and rules can often become accepted behaviours within themselves. Examples from history demonstrate this. Women, who were previously oppressed and not allowed to do certain things by fitting into a traditional image, took drastic action to protest this. The actions of wearing shorter skirts and publically burning bra have become majorly important actions that have led people to ~~think~~ accept the greater role of women and even to speak ~~up~~ up about other issues.

Homosexuality demonstrates changes within religion as well as in society as a whole, that has come about from deviance. Homosexuality was previously frowned upon, thought of as 'wrong', and forbidden by the main religions. However,

as more people began to be homosexual and show that this was going to continue, this caused attitudes to change and it is now accepted ~~as~~ in society, as well as in religion. Without these types of people changing their behaviour to deviate from social norms and rules, these societal changes would not have come about.

Many new ideas and technologies come about from breaking away, or deviating, from the norm. An example of this is the Eiffel Tower, a world renowned landmark that was originally only intended to be a temporary structure. This shows that things we accept to be normal can change at any moment, and change permanently. ~~Without the~~ ~~these~~ ~~idea~~, building of the Tower ~~was~~ came up against opposition from locals and many felt it was 'ugly', yet it remains in Paris and is now loved by people all over the world. Without these deviations, where people challenge norms and break accepted rules, society would not be able to progress as no one would ever make a change for fear of deviating.

On the other hand, it can be argued that deviance has a negative and opposite effect on society. Rules have been put in place for a reason, usually for the protection and preservation of society as we have

built it to be, therefore by challenging these rules, people are threatening ~~the~~ the progress society has made. For example, many countries in the ~~the~~ world, particularly those such as Britain and America, have become safer as a result of technologies and new techniques in the ~~the~~ legal and justice systems. We can test people for alcohol intake while driving, and use thumbprint and DNA recognition ~~to~~ to identify criminals so that they can be arrested and removed from society. When a ~~criminal~~ person chooses to deviate from the rules, and murders, attacks or steals, they put lives and positive changes at risk. Terrorists, in particular, demonstrate this. Their deviation from norms and rules within societies and religions creates mass destruction and chaos. Their insistency to create damage puts the foundations of society at risk, as it ~~is~~ causes people to live in more fear and look backwards rather than into the future.

Therefore, this demonstrates that deviance does not always have an impact on society in terms of causing it to change and progress, as some forms of deviance have the direct effect of making people stop their usual lives.

However, this argument is limited as it can be argued that while society may not be changing for any better reasons, it is in the end not stagnant. Whether it is going backwards or progressing for the future, it is making changes as a result of deviations. In the example of terrorism, this can have ~~to~~ more indirect positive effects in terms of tightening of security and new surveillance and prevention techniques. It can also create a kind of 'connectedness', where people come together to mourn and support each other in times of hardship. Therefore, this suggests that some types of deviance can bring about both negative and positive change.

Overall, it can be ~~argued~~ agreed to a large extent that, without deviance society would stagnate. The role of deviance is clear - it aims to bring about attention and ~~make~~ do something that has not before. While it can be argued that society changes naturally, it ~~is~~ is most likely that, without deviations from normal behaviour, we would all simply continue in set ways of life. African-Americans ~~would~~ <sup>may</sup> never have gained civil rights when they did without deviators such as Rosa Parks, and women may never have gained the

right to vote without the ~~extra~~ controversial actions of the suffragettes. Therefore, the view is largely accurate.



**ResultsPlus**

**Examiner Comments**

This balanced answer identifies a number of changes in behaviour which have come about in recent years and suggests that change was aided by conduct seen as deviant. Evidence is drawn from a range of disciplines, including science, history and sociology. The answer then recognises that deviance can have a negative effect and shows that there is often a good reason for the existence of rules which are being challenged. Such challenges can be destructive rather than constructive. It continues to show that change may be negative rather than positive, but even so it shows that a society which can change is not stagnant. The essay concludes with a reasoned conclusion based on the earlier argument. It is awarded mid band 4 and for AO1/2.

The essay is awarded AO3 marks for marking points A1, A2 A5.

Communication is good.

The view that without deviance ~~the~~ society would stagnate is one with plenty of compelling evidence. If people of the past had not challenged the rules of the time then the world would likely closely resemble that society. For example, had philosophers of the past not challenged the church's decree that the planets and stars orbit the earth, that would likely still be the commonly accepted truth even though it has been found to be false. Deviation fuels progress, and without it we would be lost in the past.

Another important reason for deviance ~~is~~ is that it allows people to exercise their ~~right~~ free will, and if enough people are opposed to an idea considered the 'norm' it can be replaced by a new one.

Deviance of a malicious kind is what produced the justice systems that we live in, with the deviance of criminals ~~at~~ allowing for the breaking / writing of laws that we live under to ensure that the people of society

can live harmoniously. Whenever someone  
~~if there was~~ ~~absolutely~~ ~~no~~ ~~deviance~~  
commits a crime, they change the views  
of those ~~off~~ affected by it to be  
more cautious of something similar happening.  
In the past, women have been  
~~more~~ ~~historically~~ terribly mistreated, and if  
it were not for movements like those  
of the suffragettes, who were deviants,  
that deplorable state of society would  
have remained. Nowadays people recognise  
how wrong it was and society is in  
a much better place thanks to ~~the~~ the  
efforts of those deviants. Without them,  
change would not have been achieved.



## ResultsPlus

### Examiner Comments

This answer scored 17 marks. It presents a one sided view which uncritically accepts the statement implied in the question. A range of evidence from different disciplines is offered to support the necessity of deviance. An interesting approach is the recognition that criminal deviance brings about change both in the lives of individuals and in the law and legal system. The final paragraph, about women's equality, appears to have a final concluding sentence. This is for the paragraph and is not a conclusion to the whole answer. AO1/AO2 is placed in the middle of band 3 and awarded 12 marks.

AO3 is awarded 1 mark for A1 (use of evidence) but there is not sufficient justification to award a mark for the conclusion. AO3 is awarded 1 mark.

Communication is generally sound and meaning is clear. There are a number of minor errors but these do not seriously impede understanding. AO4 is placed in band 3 and awarded 4 marks.

In an ideal world people would be free to express their views and act independently of each other without fear of persecution or discrimination. Obviously this is not the case, and it is unfortunately commonplace for a fear of the unknown to overtake compassion and acceptance in regards to ~~people's~~ people's reactions to different beliefs. For someone to defy the norm and ~~is~~ conduct themselves in a manner unexpected or disencouraged by society at large ~~would~~ ~~now~~ is now labelled as deviance.

It is preferred by many authorities and institutions to maintain the status quo at any cost, instead of evaluating and encouraging change in a rational and tolerant manner.

Radical change in an already stagnating society is most often brought about by such 'deviance', as it is the only way to overcome the societal restriction of 'normality'.

I do not believe that this ~~is~~ must always be the case, however. In a society that is aware of the signs and pitfalls leading to stagnation ~~or~~ <sup>or</sup> a lack of social progress, deviance is ~~being~~ not so much responsive as automatic. It would not be considered

outlandish to reject the norm in favour of an ~~new~~ ~~alternative~~ alternative or more personal approach to life. In a context such as this, I would not call ~~it~~ deviance, as the opinions and beliefs of each <sup>person</sup> ~~citizen~~ would be respected as equal. Only in an oppressive or unequal society would deviance be the only way to avoid stagnation.

That being said, popular opinion remains a significant factor in how we perceive others, and there will always be an underappreciation of some beliefs in one way or another. It is until we learn to ~~accept~~ reject the concept of normality between inherently unique people that deviance will be the <sup>dominant</sup> ~~driving~~ force for major societal change.



### ResultsPlus Examiner Comments

This answer is awarded 13 marks. It adopts a fairly limited view of deviance as simply being different. No evidence is presented to support assertions. The assumption is that society is already stagnating and that only people who are different will attempt to overcome resistance to change. The view expressed is totally one sided but a number of sound points are made. The question is examined from a political and social perspective and so does just enough to reach the bottom of band 3 for AO1/2 and is awarded 8 marks.

There is a conclusion which does develop from the main part of the answer and so 1 mark is awarded for AO3.

Communication is fairly clear and meaning can be understood. Sentences are sometimes structured awkwardly but there is coherence to the argument. AO4 is awarded 4 marks for band 3.



### ResultsPlus Examiner Tip

It is essential that evidence is used to support assertions and argument in essays. Such evidence can be drawn from any source provided it is relevant to the question.

### Question 13

Although this essay was less popular than question 14. With only about a third of candidates attempting it, it was slightly higher in scoring. Far too many candidates seemed unclear about the meaning of 'deviance' and 'stagnate'. Many interpreted deviance in terms of criminality and failed to recognise that any form of behaviour which was different to the social norm could be classed as deviant. Too often 'deviance' was interpreted as 'deviant' and essays dealt with the activities of an individual or group activities. Some paid attention to 'history' in the introduction and gave accounts of the Suffragettes, the American Civil Rights movement and scientific research. Few paid attention to the idea of changes in human behaviour and focused on legal changes. The better answers were able to show that in some cases change might be attributed to deviance, but other changes could be attributed to other factors. Such answers very often identified changes in human behaviour, such as the acceptance of homosexuality, divorce or race relations before examining the factors that helped bring about change. In order to score well candidates need to show an understanding of the key issue, examine it from at least two different perspectives and support answers with a range of evidence drawn from different disciplines. Too often there is a lack or shortage of relevant evidence. In addition to testing AO1/AO2 essays test AO3. Marks rarely exceed 2 out of 4 because the majority of students fail to demonstrate AO3 skills. Those which score well usually have a range of evidence and a plausible conclusion but are also able to show that they understand the difference between fact and opinion and their relative value in supporting arguments. Sometimes this is an integral part of the answer, at others candidates have bolted on a penultimate paragraph in which they consider AO3 issues. Candidates need to be shown the importance of these AO3 marks and how best to access them.

The statement is basically asking if the right to protest for a human should be allowed.

In some cases, a protest is necessary in order to pull a view across to a company. They are done in order to raise awareness that there is a lot of disagreement about a subject. If the subject for instance is whether abortion should be allowed, many people would protest against it because it is an act against our human rights and the morality of an innocent being. Protests against this should not be limited because there is a huge disagreement and belief about the topic.

On the other hand, people protest very heavily against GM crops which is not understandable, this is because the use of these GM crops means that water can be used for other reasons and we have a safety net for when food supplies run low. However, many people handle and

The food they mean is designed for starving countries and they have prevented it from reaching there.

Protests can also be very violent and overexaggerated because some people can be offended very easily by soft subjects. Which means that a lot of people involved could be hurt or threatened. In these cases people use protest to convey a negative image and many people only seek violence in doing so. If the protest was to have limits these people wouldn't feel threatened.

On the other hand, having limits to a protest means that the reason for doing so is not properly conveyed and if protests are not strong enough, many bad things could happen. An example would be the animal testing which sparks huge protests. If these protests was to be limited then the people would feel that what they are against would happen. However, if no limits were to be put on protests then violence and other strong actions may occur.

Protests should be limited also because areas which seek medicine and are protested against would find that people are being ungrateful and do not want healthcare or medicine.

In conclusion, I believe that protests should be limited because they don't really achieve anything in the process because the large businesses tend to ignore the needs of people against their development which makes protesting seem unimportant. There is also a case that some ~~protests~~ protests are deemed violent which

Means a limit should be put on them to ensure protection and safety of others.



**ResultsPlus**

**Examiner Comments**

This answer seeks to present a two sided approach but is very simplistic and at times contradictory. Some protest is justified (against abortion) but others are not (GM crops) depending on the possible outcome. Limitation is referred to but is not explained. The answer does distinguish between violent and peaceful protest. There is not enough depth in the answer to justify band 4 but because of the attempt to create a two sided view it is placed towards the top of band 3.

One AO3 mark is awarded for the use of evidence (A1) through reference to abortion, GM crops and one mark is credited for the conclusion (A5).

At times meaning is not very clear and sentences can read quite awkwardly. There are a few errors. The answer is placed at the top of AO4 band 2.

## Question 14

Too many candidates focused on the three examples of direct action given in the introductory paragraph. Better answers introduced other examples of protest sometimes including local protests. Very few recognised that limitations already exist on some forms of protest. Answers which identified different forms of protest (such as letter writing, public meetings, petitions, and poster/leaflet campaigns) were able to develop a broader and better balanced response than those who simply treated all forms of protest as the same. A considerable number took hold of the phrase 'direct action' in the introduction and interpreted this as the form of protest which needed limiting, but very few were able to suggest how it might be limited. Most answers claimed that the right to protest is an entitlement which should not be taken away but proceeded to argue that legitimate forms of protest which caused harm to others should be limited. Very few answers argued that all forms of protest should be banned and even fewer argued that any form of protest should be totally without restriction. Perhaps inevitably, as with question 13 many candidates used as illustrations the Suffragettes, the American Civil Rights movement and campaigns against genetic crops.

Protest groups or pressure groups are groups of people who have a strong ~~beliefs~~ beliefs and views towards an attitude object, and attempt to influence government decisions by enforcing their views, and making them <sup>and public</sup> views heard. However in some cases this opinion is made apparent brutally and immorally; ~~the~~ whereby the protestors actions can become even more damaging and concerning to society than the issue they are protesting...

Statues and paintings can include priceless pieces of artwork, such as the infamous 'fountain' urinal piece, or Damien Hurst's 'the idea of death is impossible in the mind of the living.' It is understandable why these pieces may provoke the public's activists to protest, due to animal rights or the pointless death of an animal purely for innovative,

creative purposes. However these protests lead to damage to artwork, which may ~~prove~~ be ~~a part of a work~~ regarded as an important piece of culture to many, ~~but~~ <sup>or</sup> as sentimental piece of history to others - especially for pre-renaissance paintings as the development, and shift of these paintings over time, which reflects the development of society respectively. Although artwork may provoke beauty in the mind of one individual, it may provoke anger in another; however this should not allow someone to destroy or damage a piece physically, as it goes against the ~~current~~ concepts of social contract theory, despite possibly following utilitarianism, ~~as it~~

~~As~~ The new scientific technology that has developed in recent years has lead to the development of more potentially lifesaving drugs, and furthermore, a possible solution to combat world hunger; genetically modified crops. However clinical trials are required to test these new drugs, of which commonly animals are used. This provokes organisations such as the RSPCA and the RSPB, not to mention the millions <sup>of people</sup> for animal rights; These motives have every right to be protested

against, ~~however~~ employees are 'intimidated and killed' Genetically modified crops 'go a long way... They can help produce drought resistant crops that can be sold to countries with extremely hot climates and famine. Or produce crops that provide a vitamin that ~~is not~~ would not normally be sourced by the crop. For instance genetically modified rice plants are ~~produced~~ developed to produce beta-carotene, which increases the bodies uptake in vitamin A; this can be planted in areas with a high rate of vitamin A deficiency (causing blindness) to reduce blindness. ~~However~~ The Amish community use genetic traditional methods of farming without electricity as it is their culture and religion, however they happily accept the concept of GM crops as farming with traditional methods can be difficult to obtain high yield. However, ~~people~~ some disagree with these concepts as they feel that it is unnatural, and that we are 'playing god'. ~~as~~ This leads to employees becoming 'intimidated and killed' which is immoral, as these employees ~~are~~ have human rights and natural rights, which are inalienable and should not be challenged.

Despite the members of society having a right to opinion and free speech, if their actions lead to the loss of lives (murder or riots) to convey their views, then the right to protest should be limited, to accommodate natural law.



**ResultsPlus**  
Examiner Comments

This answer is awarded 26 marks. It examines the right to protest and also considers the harm that can be done by protestors. It defends the right to protest, recognising that there will always be different views in society but points out that some violent protest can do more harm than the target of the protestors. The answer considers several different targets of protest. It does sufficient to reach band 4 and is placed in the middle of AO1/AO2 with 18 marks.

For AO3 this answer is credited with 1 mark for A1 (identification of evidence) a second mark for A2 for an attempt to critically examine the evidence presented and a third mark for A5 for presenting a conclusion which arises out of the argument. It achieves a total of 3 AO3 marks.

Communication is generally good and meaning is usually clear although there are one or two instances where meaning is a little uncertain. Minor errors do not inhibit comprehension. It is awarded AO4 band 3 with 5 marks.

## **Section C**

There are no examples from this section. It consists of answers to those question 13 or 14 questions for which candidates did not tick the appropriate box on the question page.

## **Paper Summary**

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

- Make sure you have a greater knowledge and understanding of AO3 terms such as fact, opinion, bias, assertion and different types of argument
- Ensure you have developed a greater ability in applying AO3 terms to the evaluation of evidence and arguments in source material
- Make sure that you pay greater attention to command words in questions and do precisely what questions ask you
- Ensure that arguments in essays and mini-essays are supported with relevant evidence
- Pay close attention to the AO3 marks carried in Section C essay questions
- Take greater care with the quality of handwriting and written communication.

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