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# Examiners' Report

## June 2017

GCE General Studies 4 6GS04 01

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## Introduction

The paper was broadly comparable to previous papers in structure, coverage of the specification and the demands made on candidates. The number of candidates this year was considerably lower in recent series but does not seem to reflect a significant change in ability. Candidates did not appear to have difficulty in completing the paper and a relatively small number of papers included questions which were not attempted.

Candidates generally were familiar with the requirements of AO1 and AO2, but responses to all of the AO3 questions were generally disappointing. Few candidates seemed to be aware of different types of evidence and argument, and in the essays were rarely able to do more than accumulate marks for the identification of evidence and producing a plausible conclusion.

A significant weakness in the essay questions is the failure to produce sufficient relevant supporting evidence. Candidates should be aware that unsupported assertions, especially in one-sided answers, will not score well.

The level of communication is generally good but the quality of handwriting continues to deteriorate. A significant number of scripts were almost illegible. This inevitably means that examiners miss valid points which in more clearly written answers might score marks.

Candidates appeared to be better informed and more able to gain marks in section A (Religion) than in section B (Art). The level of knowledge and understanding demonstrated in Section B was disappointing, suggesting that few candidates had discussed this section of the Specification.

## Question 1

This was a new type of question because it was focused on specific religious beliefs. Some candidates answered well and showed good knowledge and understanding of the two religions. It was sometimes noticeable that candidates were able to provide very detailed knowledge of one religion but were very sketchy or confused about the other. Too many of the weaker answers merely said they both 'believed in the afterlife' but did not give specific details. Some used correct technical terms like 'reincarnation' but failed to explain them. Islam tended to attract better answers than Hinduism.

### SECTION A

Answer ALL questions.

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

Read Source 1 on the separate insert and then answer questions 1–5.

- 1 Different religions have different beliefs about death and the afterlife.

Outline differences in the teachings of Islam and Hinduism about death and the afterlife.

In Hinduism, reincarnation is ~~pro~~ believed in 'Atma' is the positive soul energy that is transferred to the next life. The law of Karma says if you commit good deeds you will be reincarnated into a good being and if you commit bad deeds 'papa' you will become a lower lifeform. The ultimate reincarnation is to return to God.

Islam does not believe in reincarnation as Hinduism does. However Islam does believe that your actions can lead to being united with Allah.



**ResultsPlus**  
Examiner Comments

This answer was awarded two marks, earning one mark for B5 (reincarnation) and a second for B6 (the new body determined by previous life). The paragraph about Islam is too vague to earn marks. The final phrase about being united with Allah would have been rewarded by the addition of something like 'in Paradise'.

## SECTION A

Answer ALL questions.

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

Read Source 1 on the separate insert and then answer questions 1-5.

1 Different religions have different beliefs about death and the afterlife.

Outline differences in the teachings of Islam and Hinduism about death and the afterlife.

Islam teaches that good people who believe in Allah will go to hell heaven after death to be with him and sinners will go to hell, whereas Hinduism teaches that God is incarnated in many forms including a female God part of God representing death who punishes sinners after death and that after death everything is reincarnated on the path to Nirvana or the ultimate heaven.



**ResultsPlus**  
Examiner Comments

This answer earned all four marks. The section about Islam was credited for A2 (eternal life in day of judgement) and A4 (punishment of wicked in hell). Hinduism earned marks for B5 (reincarnation) and B8 (release of the soul to Nirvana).



**ResultsPlus**  
Examiner Tip

A question asking 'outline' does not need a detailed explanation of points made, but it is important to include sufficient number of points to match the number of marks available.

## Question 2

Like most of the questions testing AO3 this question was answered weakly in most cases. Relatively few candidates were able to identify either of the acceptable types of argument. Answers showed a lack of knowledge or understanding of the different types of argument, even though this is an area of the specification which has been tested regularly. Far too many suggested 'argument from opinion'. Almost as many answers claimed it was a deductive argument. Very few identified it as a causal argument and the majority who scored the 'identify' mark said it was inductive. The reasons given usually confirmed the lack of understanding. Deductive arguments were described as from the specific to the general while some explanations of inductive claimed they were from the general to the specific. The most popular 'correct' answers earned marks for A1 and A4 for causal and B1 for inductive. Too many claimed that inductive arguments were based on opinion without evidence and very few were able to show that conclusions were only probable and could be changed with additional evidence.

- 2 Identify the type of argument used in paragraphs 3 and 4 and explain whether such an argument would usually be regarded as a strong or weak form of reasoning.

The argument used is an inductive argument going from a specific observation of extremists creating an intolerable atmosphere in certain places and ~~concluding~~ <sup>leading to a general conclusion</sup> that it will lead that due to this a no-God zone will be created. This form of argument is regarded as weak, there is no evidence and it is merely based on assumptions.



### ResultsPlus Examiner Comments

This answer gained one mark for correctly identifying inductive and a second mark for B1 (specific to general). The final sentence is clearly wrong and earns no marks.

- 2 Identify the type of argument used in paragraphs 3 and 4 and explain whether such an argument would usually be regarded as a strong or weak form of reasoning.

The writer uses an opinion "I foresee that London... will become a no-god zone". Opinions are a weak form of argument as they depend on the beliefs of the person and may be biased, and not take both sides of the argument into account. <sup>Opinions</sup> Arguments are subjective



**ResultsPlus**

**Examiner Comments**

This answer was awarded no marks. Opinion is not an acceptable type of argument. The explanation is confused, but could not have been awarded a mark because of the error in the first part. If a type of argument had been named (even if it was wrong) one mark might have been awarded for a sound explanation of that particular type of argument.



### Question 3

Some candidates ignored the question and merely wrote about secularism without reference to the set question. Some candidates cited evidence from the passage without referring to how it reflected the attitude of the writer. The better candidates were able to cite a range of evidence, showing that the author had a negative attitude to radical secularism, but that there are some indications of a change in her attitude.

3 Using evidence from Source 1, outline the author's attitude to secularism.

The author believes that secularism is an ideal state for a ~~country~~<sup>society</sup> to exist in. However, it can, at times, be seen as a form of modern extremism. This is shown by the use of the word 'civilised' in order to describe secular states, showing that a ~~non-religious~~<sup>secular</sup> state is the modern equivalent of a standard civilisation.

However, now, later in the article, the ~~and~~ author states that secularists want to "purge all signs of religion from public space," which demonstrates ~~how~~ how, instead of focusing on the removal of one particular religion, secularism is ~~endangering~~<sup>endangering</sup> ~~and~~ ~~now~~ threatening All religions.



#### ResultsPlus Examiner Comments

This earned one mark. The first paragraph shows that the candidate had misunderstood the passage. The question asks for 'evidence from source 1' but apart from the reference to 'purging' (A4) no supporting evidence is provided to show the negative attitude of the author.



#### ResultsPlus Examiner Tip

This answer shows the importance of reading passages carefully.



3 Using evidence from Source 1, outline the author's attitude to secularism.

The author doesn't agree with the idea of secularism where church and state are separated, primarily as he sees it heading towards an even more divided country. <sup>author</sup> She claims that religion would essentially be 'purged' with secularism due to further separation from church and state which would harm the country socially and have an overall negative impact on society. The author even claims religion should be pushed through faith based schools so disagrees strongly with secularism in education. She claims religion would otherwise no longer exist in the west and this would be bad as religion is 'non-negotiable' in many people's lives.



**ResultsPlus**

**Examiner Comments**

This short answer gained four marks. Credit is given for stating her opposition to secularism (A7), for religion being purged (A4), for advocating faith schools and the need for more religion not less (A5) and for recognising the danger that religion soon may no longer exist. The reference to 'purged' has already been credited so gains no further marks.



**ResultsPlus**

**Examiner Tip**

Answers do not have to be long, provided the necessary number of points have been made to earn the marks.

## Question 4

As with other AO3 questions this was not answered as well as in previous years which suggests that candidates were not aware of the technical demands in this AO. Too many candidates ignored the question and merely wrote about the issue. Some candidates cited relevant evidence, and so earned a mark, but failed to analyse the strengths or weaknesses of the evidence to earn additional marks. When candidates did earn a second mark it was usually for distinguishing between fact and opinion (A4) or by adding a plausible conclusion (A7).

- 4 The author claims that 'religion will soon be purged completely from public life'. Critically examine the evidence used by the author to justify this claim.

The author uses a ~~statistic~~ fact saying that "half of Britain's 250000 Jews do not see their future here" suggesting that they may leave the UK. This ~~is statistic~~ does not look at the situation of other religions and is therefore limited. The author also uses an opinion "we need more religion in schools, not less", which is weak as it is not backed up by any further evidence to support it.



### ResultsPlus Examiner Comments

This answer scored three marks. It was credited with A4 for recognising the difference between fact and opinion; A5 for identifying omissions (not looking at other religions) and A1 for citing relevant evidence.

- 4 The author claims that 'religion will soon be purged completely from public life'. Critically examine the evidence used by the author to justify this claim.

The author uses examples where people have been threatened or abused because ~~of~~ they ~~the~~ publicly expressed their religious beliefs, such as Muslims in India where they can be killed because they eat beef (a sacred animal in Hinduism). This is great evidence to justify this claim because it is currently happening in various countries, ~~is~~ and soon enough it could happen in the western world. She also says that 'civilised' countries, failing to defend the persecuted' which is true as there have been many hate crimes against Muslims or Jews in ~~the~~ western countries (Total for Question 4 = 4 marks) and this could lead to fear of expressing religious beliefs.



**ResultsPlus**

**Examiner Comments**

This answer scored one mark. Credit was given for citing evidence (A1) but none of the other marking points were addressed in a way that justified further credit.

## Question 5

Many candidates provided interesting answers on what is a very topical issue. Some answers were very one-sided, focusing mainly on Islamic dress and relating their answer to safety and security. Other answers argued in favour of the freedom of the individual to do as they wished. The better answers were balanced and able to show different perspectives and draw evidence from different religions. Many ignored the link to smoking but those who did tended to reject the comparison because smoking, unlike religious dress or symbols, was a danger to health (even though some had previously argued in favour of banning certain dress because of security issues). Few recognised that the comparison had to do with the act of banning - 'we've banned smoking in public life so it is perfectly possible to ban other things society objects to' - rather than the reasons for banning (health/danger/disruption).

- 5 Consider the view that the wearing of religious symbols and religious dress in public is socially divisive and, like smoking in public places, should be banned by law.

(14)

The wearing of religious symbols and religious dress in public should not be banned by law.

Preventing someone from wearing religious garments would be limiting their human rights and personal freedoms. This can be seen as morally wrong as it goes against how society should morally treat people.

Wearing religious dress is not like smoking in public places. An argument from analogy like the statement in the question is only as strong as the similarities between the two things. Smoking in public places can affect the health of the people surrounding the smoker via passive smoking, however wearing religious dress has no negative physical impacts on those surrounding the person. Therefore this is a weak argument.

Religious dress is a form of expression, as are all other clothes. If they were banned purely because certain people find them offensive, surely all clothing



for example with swear words one should be banned to as people find <sup>them</sup> ~~it~~ offensive. They are not banned so neither should ~~be~~ we ban religious clothing.

If following categorical imperative, perhaps we should ban religious clothing. Arguably it could bring the greatest good for the greatest number of people as it would prevent religious people from being the targets of ~~rather~~ religiously provoked attacks. This is therefore a strong argument.

Some religious dress can be seen as threatening ~~to~~ as it prevents people ~~to~~ from being able to identify the person in question which could pose a security threat. This is why burqas are banned in France. Although it is disliked, this rule has greatly reduced the number of religious attacks since it was imposed. This fact is a strong argument as it can be proven.

Overall, the strongest arguments are against banning religious dress as it is morally ~~&~~ wrong to do so.



### ResultsPlus Examiner Comments

This is a good answer which scored 11 marks. It was placed in band D3 with seven marks for AO1/2 L3. It attempts to present a balanced two-sided argument suggesting there should be no ban because it would be against human rights/freedom and it is not like smoking because it causes no harm to others. As religious dress is a form of expression, a ban would have to include other 'offensive clothing'. The contrary argument is that a ban might stop some religiously provoked attacks and a recognition that some dress does appear threatening. The answer has a simple conclusion and uses a limited amount of evidence. Uses evidence of Paris Burka ban. The answer was credited with four marks for AO4. Communication is clear and coherent and the few minor errors do not inhibit understanding.



### ResultsPlus Examiner Tip

To score more than half marks this type of question requires at least two different perspectives and needs to be supported with relevant evidence.

5 Consider the view that the wearing of religious symbols and religious dress in public is socially divisive and, like smoking in public places, should be banned by law.

(14)

We all have a right to religion and as well as some people may not be religious at all, others might have a lot of faith in their religion. I believe, that as well as we can all wear any clothes we want or any style of hair, we should all have the right to wear religious dress in public without offending anyone, even if they are from a different religion. Nevertheless, as the source states, there are many terrorist attacks due to religion such as Paris 2015, and this is a fact. It has happened several more times in the past years, mostly to to ISIS, an Islamic group. Perhaps, religious dress increases the danger of suffering attacks from other religious groups but I still don't think that it is the reason that they happen. Religious conflict will happen as long as religion exists and remaining a possible trigger that can be religious dress, will not stop this. In fact, it may only cause greater conflict as people get angry or offended due to the banning and others get a chance to legally prohibit people from exhibiting religion. The problem with religion will certainly not



be fixed by making people hide their identity  
and, unlike smoking religious dress should not  
bother others to and should not be banned.



**ResultsPlus**  
Examiner Comments

This answer earned seven marks. AO1/2 was awarded level 2 with four marks. The answer is fairly superficial and fails to address the 'socially divisive' element in the question. It makes several basic points such as our right to the same freedom as others to wear the dress we want. The candidate claims that religious symbols encourage attack but banning them could encourage rather than discourage violence. It argues that a ban would not solve underlying religious issues. Three marks were awarded for AO4 since the meaning is generally clear and errors do not seriously inhibit communication.

### **Question 6 (a)**

Most candidates were able to identify the correct answer.

### **Question 6 (b)**

Most candidates were able to score at least one mark by identifying statement iii. About two thirds of all candidates were able to identify statement 5 correctly.

## Question 7

Most candidates were able to explain the meaning of analogy. Some misunderstood the question and assumed they were being asked to identify analogies from the passage. Explanations of why it was counted a weak form of reasoning were generally poor but many were able to make reasonable comments about why analogies were often counted as weak. Answers generally were fairly superficial.

7 In Source 2 (paragraph 6) the author uses an analogy between art and nature.

Outline strengths and weaknesses of analogy as a form of reasoning.

A strength of using analogy is that it is more simplified so easier to understand and interpret.

It also uses everyday examples with which people can ~~related~~ relate to and further enhance their understanding.

However, it is an oversimplification and does not necessarily address every detail of what it is trying to explain. It also may not be fully understood by people such as the examples used may not be entirely appropriate.



**ResultsPlus**  
Examiner Comments

This was a good answer which scored all four marks for identifying both strengths and weaknesses. Credit was given for A3 (ease of communication) and A4 (aids to understanding of complex issues), B4 (paying attention to perceived similarities but ignoring differences) and B5 (difficulty of interpretation).

7 In Source 2 (paragraph 6) the author uses an analogy between art and nature.

Outline strengths and weaknesses of analogy as a form of reasoning.

Strengths :

① It enables the reader to form a visual representation of the argument

② It is an easier way to remember facts

③ It presents the argument clearly

Weaknesses :

① It may be difficult to interpret

② It is



### ResultsPlus Examiner Comments

Two marks awarded. Credit is given for A4 but the other two points made are simply variations on this and so cannot be credited. One mark is credited for B5 (difficulty of interpretation).



### ResultsPlus Examiner Tip

Some candidates lost marks by only concentrating on strengths or weaknesses. It is important to address all issues raised in questions.

## Question 8

This was a fairly straightforward exercise and most candidates were able to score at least two marks. Some allowed themselves to be diverted into a discussion of evolution and failed to address the question as set. A number of candidates were able to offer explanatory comments on why the evidence they had selected supported a presumed link between evolution and the arts.

- 8 Using evidence from Source 2, show how the author supports the claim that the theory of evolution can be applied to the visual arts.

The author supports the claim that the theory of evolution can be applied to the visual arts in paragraph 4 as they talk about adapting to environment. This is a large parts of the evolution theory and can be seen from the authors examples of how art has differed in different places suggesting an adaptation has occurred. They also talk about the evolution of art through history, how it has moved through 'massively innovative eras' followed by slower, ... periods' This is linked to the same way in which species make occasional large evolutionary leaps suggesting that the same theory can be applied to the arts.



### ResultsPlus Examiner Comments

This answer was awarded four marks. Three marks were credited for bullets 4, 5 and 8. A fourth mark was credited for showing how these changes link to evolutionary theories. (The same point is made twice but can only be credited once.)



### ResultsPlus Examiner Tip

This question asks for identification of evidence from the passage so credit is not given to answers which discuss the issue without referring directly to relevant evidence from the passage.

8 Using evidence from Source 2, show how the author supports the claim that the theory of evolution can be applied to the visual arts.

The theory of evolution is based on the idea of natural selection. The theory of natural selection states a random genetic mutation gives a plant or animal an advantageous characteristic which allows them to ~~survive~~ makes them more likely to survive, this advantageous characteristic is passed on when a species reproduces, organisms without the characteristic die whilst those with it are able to ~~survive~~ survive. Continuous genetic mutations with slightly altered characteristics leads to the continuing survival of a changing species thus it evolves.

In a very similar way characteristics of visual arts may make it favourable therefore making it popular and profitable, this change in style that made the art favourable may be copied or used by others thus overtime changing the common style of artwork.



**ResultsPlus**  
Examiner Comments

This answer did not earn any marks. The candidate has discussed evolution and similarities in the arts but has not addressed the question, which requires specific evidence to be selected from the passage. The second paragraph is a move in the right direction but is not directly linked to the passage and so cannot be credited.



## Question 9

Answers to this question were generally disappointing, in spite of the frequency with which questions about aesthetic evaluation have been set in the past. The majority of candidates clearly had no idea what the question was about and failed to explain the term. Aesthetic evaluation is essentially about creating a set of objective criteria which can be applied to any work of art. Most candidates merely dismissed it as a subjective approach. Few were able to list or discuss the main criteria of form, content and longevity and so could not explain how the criteria enabled a critic to assess worth. Too many candidates associated 'worth' with cost/value/price and so missed the point of the question.

- 9 The worth of a work of art is often expressed in terms of whether it is 'liked' or how much it cost. Some critics evaluate a work using 'aesthetic' criteria.

Explain the term 'aesthetic evaluation'.

The word aesthetic is do with the way something looks. An aesthetic evaluation involves critiquing ~~th~~ something with regards to the way it looks, if it was a painting this may involve evaluation the painting style use, the texture used, the perspective used and everything else that makes the way a painting appeals to the eye. Aesthetic evaluation doesn't just apply to paintings but also other art forms such as sculpture.



### ResultsPlus Examiner Comments

This was one of the better answers and was awarded four marks. Credit was given for A1 - pleasing to the eye - and two marks were awarded for A4 for style and form. A fourth mark was given for the final sentence which shows that aesthetic evaluation can be applied to other forms of art.

- 9 The worth of a work of art is often expressed in terms of whether it is 'liked' or how much it cost. Some critics evaluate a work using 'aesthetic' criteria.

Explain the term 'aesthetic evaluation'.

'Aesthetic' is concerned with how pleasing something looks to the eye. This is often used to evaluate modern art whereby it's value is not placed on the sheer talent or ~~created~~ creativity of the artist but rather it is subject to 'aesthetic evaluation'. If the art form is pleasing to look at then it is regarded highly and deemed to have more value rather than assessed upon deeper levels such as meaning or influence.



**ResultsPlus**

**Examiner Comments**

This was awarded two marks. Credit is given for bullets A1 (judging beauty/the way it looks) and A4 for form. Much of the answer shows a lack of knowledge and understanding about this term. Meaning and influence are the type of issues examined under content - the message of the art work - and so the final comment is inaccurate.

## Question 10

Attempts at this mini-essay were probably slightly more successful than for Q5. There was, however, considerable confusion. Some candidates ignored the issue of originality/innovation and merely wrote about economic influences. These tended to be seen purely in terms of what people were prepared to pay to buy a work of art. Few answers considered patronage. Very few distinguished between the originator of a style and those who imitated it, e.g. for commercial reasons. Many ignored the idea that artists are artists because they feel they have something to say and simply reduced 'style' to a mechanism that artists used because it was popular or lucrative. Most answers concentrated on Banksy and graffiti, while Hirst and Emin also appeared frequently. Candidates did not often demonstrate a wide range of knowledge.

Pop art.

10 With reference to any artistic movement you have studied, consider whether a new artistic style owes more to the originality and innovation of individuals than to economic or cultural pressures. In your answer you may refer to any branch of the arts.

(14)

Art can have different values to different people. For example expressionism was a movement of artist trying to express their feelings through the artwork. This was a very original idea which very quickly grew popular. This was ~~not~~ ~~a~~ new because it was a new style not because of economic value. People would still like it whether it was expensive or cheap.

Some artists such as styles will become more popular if they contain something that the public can relate to such as war after the world wars. This means social pressures

on the community made them more popular than the originality.

However new styles may owe more to economic pressures as people like to see art that they can relate to and are more likely to purchase a piece of art if it has greater meaning to them.

Artistic styles are innovative or original if they are produced from a completely new idea however not all new styles become big and many are disregarded and not favoured by the public.

Overall I think new arts styles owe more to ~~can~~ originality and innovation as everybody has ~~the~~ their own opinion of what makes good artwork so originality means people are more likely to buy it as new ideas are seen as unusual at the start.



**ResultsPlus**

**Examiner Comments**

Ten marks were awarded. AO1/2 was placed at the bottom of band 3 and awarded seven marks. The answer attempted to achieve balance by considering expressionism and the economic pressures to buy what we like. The mark could have been higher if the comment about pop-art had been developed. The answer was awarded three marks for AO4 as meaning is generally clear and errors do not inhibit understanding.



10 With reference to any artistic movement you have studied, consider whether a new artistic style owes more to the originality and innovation of individuals than to economic or cultural pressures. In your answer you may refer to any branch of the arts.

(14)

The post-war movement in the 1950's after the Second world war ~~was~~ definitely owes more to economic pressures than to the originality and innovation of individuals.

After the war ~~they~~ there was a lot of damage homes were destroyed and families were left broken. Rationing was still continuing for years after the war ended.

The devastation of the war left for high demand for short supplies. People had to make do with what they had. There was no choosing between different materials of what would look better. Furniture and houses were rebuilt on what they had around them.



**ResultsPlus**  
Examiner Comments

This answer was awarded four marks (AO1/2) and was placed in band 1 and given two marks. The answer shows very limited understanding of the topic and presents little if any supporting evidence. It consists of a series of unsupported assertions. The brief comment about high costs appears to be an attempt to deal with the economic aspect of the question but it is rather confused. Communication (AO4) was awarded two marks. There are several spelling errors and sentence structure is not always clear so that meaning is sometimes obscured.



## Question 11

This was the less popular of the two essays. Some answers were well-balanced and thoughtful and attempted to examine the motivation of protesters. Better answers recognised that different issues attracted different types of protester and one individual could protest about one issue for selfish reasons but address another from a more altruistic viewpoint. Such answers also recognised that people can have a combination of different motivations. It is perfectly possible to be concerned about the public good as well as having selfish interests. Weaker answers tended to concentrate on the issues mentioned in the question and argue about them rather than about the broader issue of why people protest. Few answers used relevant specific supporting evidence.

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

Chosen question number: Question 11  Question 12

Issues such as building on greenbelt land and fracking are protested about on a wide scale, and in many cases it may be that certain individuals don't want it to occur as it will damage their lifestyle or affect houseprices. However this view can certainly be challenged, mainly through the actions of organisations such as Greenpeace who are concerned for the welfare of the planet and the public through development and not simply the individual.

In many cases, individuals do oppose development on personal grounds alone. For example if fracking is proposed in a field near a person's house, some concerns will be raised and the development may harm the individual's houseprice leaving them out of pocket. This represents solely self-interest as it is their concerns at hand.

Additionally in the case of genetically modified (GM) food, individuals may be concerned simply for their own health rather

than that of wider society. There is certainly value in this view as many individuals value their own wellbeing as paramount, and damage caused to their own health through GM crops will likely be an individually major concern. The health concerns of the nation won't impact the individual as significantly as it could their own health, and although a shallow view, this is certainly the case for many.

Furthermore, ~~the development of new transport~~ protests against such ~~as~~ actions of development tend to negate any positive impacts they may have on society as they don't impact the individual. For example, with new transport connections (such as the development of HS2) protesters may simply be concerned with noise pollution on their land, and don't look at the positives which can be gained by society economically and socially through a high speed rail network. This is often the case with protests, where the positives to society as a whole are overlooked, and gives validity to the statement at hand.

However, in many cases public protests may be in the form of care for wider society. With charitable organisations such as Greenpeace, their major concern of developments such as fracking is of the damage to ~~the wider~~ society and the environment, and not simply the individual. They raise concerns about damage to the water supply and to general

health concerns across the country, plausible evidence that the opinion in the question can be challenged.

Protests can also be formed on a number of other grounds, even if personal concerns are at stake, and the opinion in the question rejects this. For example, with the case of fracking, although an individual may be concerned for their own house price, other concerns such as damage to the environment may also play on their mind, reducing the validity of the opinion in the question. It suggests a very narrow-minded view from protesters and that protests only occur for one reason, which certainly isn't the case.

Furthermore, the developments such as raised in the question affect everybody in society in some way, whether negative or positive. Almost all will include public spending which comes out of the taxpayers pocket, meaning everybody in society will be impacted. This further suggests protests are formed not solely on private benefit as ~~public concerns~~ with the third party will almost always be involved.



## ResultsPlus Examiner Comments

This was a good answer which achieved 22 marks (AO1/2) and was placed in band 4 and awarded 15 marks. This answer makes a genuine attempt to adopt a balanced view. The answer recognises that protesters may include individuals and organisations; that people may be genuinely motivated by self-interest but can at the same time be concerned for the public good. The answer notes that most of the developments described affect all of us because it costs the public purse (us) to make developments. AO3 earned two marks. One mark was awarded for A1 (citing relevant evidence) and one mark for A6 for a plausible conclusion. Communication is good and earned five marks for AO4. It is clearly written - sentences are well-structured and meaning is clear.



## ResultsPlus Examiner Tip

It helps to deconstruct essay questions before starting to write. Inclusion of a plan can help formulate ideas and show that the central issue in the question has been identified. Many candidates were distracted by the examples given and wrote about them rather than about the motivation for protest.



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

Chosen question number: Question 11  Question 12

Some may believe that doing things like new transport infrastructure would be ~~is~~ more for the public's interest as it provides it for the future and can decrease traffic jams although ~~the~~ the new transport infrastructure could be charged for and the people who own areas of the land could charge for it but wouldn't have something like a road in the back yard which would not be good for them.

Fracking protests may be in the public's interest as it could cause weakening of the ground and landslides depending on where it is although it is mainly people in the areas it would affect that protest although they may move to different areas ~~the~~ if it passed and can't be protested against so ~~would~~ be in the public's interest and fracking would also be bad for the environment ~~and~~ would cause pollution when the gas is burnt when money could go into finding sustainable ways of generating electricity instead of burning fossil fuels which can be seen as in the public's interest to do.

Building on green belt protests can be seen as self motivated if people live on the edge and don't want their views ruined by buildings although it could be seen as ~~in~~ public interest for the public's own good as if everybody built on the green belt there would be no land to grow food on and would make the country dependent on imports.

Protest against genetically modified crops could be seen as <sup>for</sup> the public's own good as it might cause side effects or have an adverse effect on something although it could be perceived as self motivated if the person protesting is gaining from not being modified for example if the supplier ~~needed~~ ~~used~~ pesticides that wouldn't be needed if the plants were genetically modified to repel the pests and reduce the price of food as not as much would need to be spent on protecting crops.



The opinion can be challenged up to a point that all protest are self motivated as they wouldn't benefit somebody so they don't want them even though they might say its for the publics own good while it might be worse how it is ~~know~~ and change would improve some people quality of life. Although does it matter if something is self motivated that in the long run the protest does actually help the public even if they weren't genuinely concerned for the public and how would people even know for definite that someone is just doing it for themselves as there would be no definite evidence to prove that it was fact.

Some of the protest could be ~~of~~ seen as ~~activated~~ by self interest depending on the gain a person has by it not happening and whether they are doing it for the good of more people in the public than themselves.

Although the challenge is based on opinion which is a weak argument and would need facts and evidence to back

up any claims that they are doing something for their own gain. ~~There~~

If the statement was a fact it would be harder to challenge than opinion as fact is stronger than opinion so the opinion can be challenged as everybody can have different opinions on everything as they have free will to do so. Depending on what the person who wrote the statement actually does may make the opinion more reliable if from an authority who knows the area compared to someone in a different country where it would have no effect at all.



**ResultsPlus**  
Examiner Comments

This was awarded 10 marks. AO1/2 was placed in band 2 and given six marks. The answer distinguishes between some of the issues raised in the source where protest is in the public interest and some which are motivated by self-interest. This is very superficial and takes the form of unsupported assertion. On the third page the candidate claims that in reality all protests are motivated by self-interest even if the public good may be involved. The final part of the answer seems to be an attempt to address AO3 and argues that the claim is opinion, and would be strengthened if there was factual support. Unfortunately the candidate does not provide any supporting evidence. The answer does not do enough to justify band 3. Two marks were awarded for AO3 for marking points A3 (distinguishing between fact and opinion) and A3 (specific use of fact and opinion in the answer). Communication is weak and was awarded band 2, two marks. AO4, band 2 - two marks. Communication is poor and often confusing. Sentence construction is weak as is the spelling. Full stops are missing. Meaning is sometimes not at all clear.

## Question 12

This was the more popular of the two essays but not always answered as well as Q11. Many answers were one-sided and argued on the basis of human rights and free will. The better answers were those which recognised that 'right' and 'wrong' are social constructs and really require an authority before they are meaningful. Some interpreted the two terms in the sense of 'acceptable' or 'not acceptable' to the individual. Some argued on the basis that law defines what is wrong, others took the view that there was a difference between things that affect others and those which only affect individuals. Some candidates turned it into a question about different types of moral reasoning.

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

Chosen question number: Question 11  Question 12

Morality is the decision of what is right and what is wrong. This can be ~~be~~ challenged on who or what decides which actions are the moral ones. Individuals are expected to make their own decisions about morality. However there is the nature - nurture debate, and whether a person actually has the ability to make a moral decision on their own.

It can be said that each individual must determine what actions are right or wrong because they have been exposed to environments where the choices of right and wrong have been made, and the consequences of each. This is the nurture side of the debate. From a young age, people are taught about what is ~~be~~ right and what is wrong - by their parents, teachers, or even through watching TV and films. As they get older, the distinction between



right and wrong becomes clearer and without the help of a parent for example, they have to choose the most moral thing to do.

However, it can be said that it is in ~~some~~ people's nature to do either the right or the wrong thing.

Some research suggests that is down to the genetics of a person, rather than the environments they grow up<sup>n</sup> and what they are taught, that decides if they do the moral thing. There is also the question of consequences for the action that they take. Utilitarians may choose to do the seemingly morally wrong thing should it bring the most happiness to the larger proportion of people. This then brings about the question of what defines morality.

Individuals can be expected to make the decision of right and wrong on their own because they are their own person with their own brain and opinion and should not be influenced by others. If a person is expected and able to live on their own and go through everyday life without help then morality should also be their own responsibility.

However, there are some who are not able to live without the help of others and therefore cannot be

expected to be able to determine what is right and wrong for themselves. Some adults have the minds of children due to birth defects and disabilities.

Children are not able to decide right actions from wrong ones because their minds have not fully

developed - this should be the same for adults whose brains have not fully developed to determine right from wrong. It is in these cases the responsibility of another person to determine what is right and wrong for them. \*

In conclusion, should an individual be able to live and think independently, it should be up to them to determine the rightness and wrongness of specific actions. But should this ability be taken away from them, they cannot be held accountable for committing actions deemed wrong, and in <sup>some</sup> cases, illegal.



### ResultsPlus

#### Examiner Comments

This answer was awarded 16 marks. AO1/2 was placed in band 3 with 10 marks. The answer adopts a largely one-sided viewpoint. We are taught what is right and wrong and most of us have the ability to decide. The candidate attempted to turn the question into a nature/nurture debate and argues that some people are not likely to decide and decisions therefore have to be taken for them. The answer has a conclusion but contains little supporting evidence. AO3 was awarded two marks for A1 (citing evidence) and A6 (plausible conclusion). Communication was awarded four marks for AO4 as writing is sound and meaning is generally clear. The few errors do not inhibit understanding.

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

Chosen question number: Question 11  Question 12

It is important that everyone is aware of what is considered right or wrong in order to live in a civilised way. However, who determines what is right or wrong?

No human being is born with values and knowing about morality. As we grow up, we are taught by our family, school and general experience and we are kind of forced to follow these values, even if we don't share them. Generally, we all share the same basic values. We all know that manslaughter, stealing ~~lying~~ lying, etc... is wrong, even those who do these things know. However values extend much further than ~~legal issues~~ this end that is when we must ask what is actually right or not?

For example, abortion is legal in some countries as is euthanasia and the death penalty. However, this could be considered manslaughter and to some of us they are morally right and to others wrong. This is where the conflict begins. If I think it is morally right, why is euthanasia illegal in the UK. ~~Why~~ why can't I decide to die whenever I want to? Technically, in the UK, euthanasia



is wrong but in Holland it isn't ~~is~~, who decided thus?

Let's look at it from another side. If euthanasia, for example, was to be legal, would that be like saying it is right?, even if some people think it isn't?

It is not that simple ~~to decide what is~~ to allow each individual to decide what is right and wrong when there are legal issues in between. However, from my point of view, as long as it does not affect other people, such as stealing, we should be able to decide what is ~~a~~ right or wrong, always guided, of course, by the values that those who raise us share with us.

On the other hand, there are some minor actions which do not imply legality such as lying, copying homework, sharing or charity. This, as I mentioned before are also classified into 'right' and 'wrong' as we grow up but it is not clear to me ~~if~~ to what extent morality is nurture or nature. Some of us have an ability to lie and be selfish with no remorse at all and ~~others find it comp~~ others are incapable of such things and I don't think it is because ~~the~~ the former get educated differently from the



latter. I think we all grow up with different personalities and mentality and from that we determine to what extent something is right or wrong. And thus, this cannot be forced into anybody's mind, we must all decide for ourselves. So yes, each individual should be able to decide what is right or wrong both with minor actions and with a legal issues up to a certain point. And, even if something is illegal, each individual also has a right to express their opinion and decide differently as this is how change is brought about and with change progress. Progress will not happen in a society where everyone is obliged to have the same opinions.



### ResultsPlus Examiner Comments

This was awarded 22 marks. AO1/2 was placed in band 4 and awarded 15 marks. The candidate attempts to take a balanced view and distinguishes between types of actions. The response addresses the problem of who decides what is right and wrong nationally and links to the nature and nurture debate, arguing that we are not born with values and have to acquire them. It suggests there are some minor things we can decide for ourselves but major issues need legislation/sanctions. A number of relevant examples are identified (abortion, euthanasia, manslaughter) but not really examined in depth. The conclusion is that we should be able to decide if decisions don't affect others. The answer does not do enough to reach the top of the band. Two marks were awarded for AO3 for A1 (citing relevant evidence) and A6 (providing a plausible conclusion). Communication is good and correct form is used. A few minor errors prevent it reaching full marks. AO4 is awarded five marks.

## Section C

Section C questions are those essays for which the candidate gave no indication in the tick box to show which had been chosen. Comments made for Q11 and Q12 are relevant to the answers in this section.

## Paper Summary

The paper performed broadly in line with previous examinations. Questions gave a reasonable spread over most topics in the specification and gave candidates the opportunity to demonstrate their knowledge and ability.

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

- develop and show greater knowledge and understanding of AO3
- present work in a clear and legible form so that they can be awarded the marks that their work deserves
- deconstruct questions to make sure that they answer what has been asked rather than picking up on key words and failing to answer
- support their arguments with factual evidence based on their own knowledge and experience
- recognise that most issues can be validly addressed from different perspectives

## **Grade Boundaries**

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

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



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