



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

## General Studies A

### Unit GSA4

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## **Unit 4 Question 1 (GA4F French)**

This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses.

<b>1.1</b>	<b>D</b>	<b>1.14</b>	<b>B</b>
<b>1.2</b>	<b>C</b>	<b>1.15</b>	<b>D</b>
<b>1.3</b>	<b>B</b>	<b>1.16</b>	<b>C</b>
<b>1.4</b>	<b>A</b>	<b>1.17</b>	<b>D</b>
<b>1.5</b>	<b>A</b>	<b>1.18</b>	<b>A</b>
<b>1.6</b>	<b>B</b>	<b>1.19</b>	<b>C</b>
<b>1.7</b>	<b>C</b>	<b>1.20</b>	<b>A</b>
<b>1.8</b>	<b>C</b>	<b>1.21</b>	<b>B</b>
<b>1.9</b>	<b>D</b>	<b>1.22</b>	<b>C</b>
<b>1.10</b>	<b>D</b>	<b>1.23</b>	<b>A</b>
<b>1.11</b>	<b>C</b>	<b>1.24</b>	<b>D</b>
<b>1.12</b>	<b>A</b>	<b>1.25</b>	<b>B</b>
<b>1.13</b>	<b>D</b>		

## Unit 4 Question 1 (GA4G German)

This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses.

1.1	A	1.14	C
1.2	B	1.15	C
1.3	D	1.16	B
1.4	D	1.17	A
1.5	C	1.18	B
1.6	C	1.19	D
1.7	A	1.20	D
1.8	D	1.21	A
1.9	C	1.22	B
1.10	C	1.23	A
1.11	D	1.24	D
1.12	B	1.25	A
1.13	C		

## Unit 4 Question 1 (GA4S Spanish)

This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses.

1.1	D	1.14	A
1.2	B	1.15	D
1.3	C	1.16	B
1.4	A	1.17	C
1.5	D	1.18	D
1.6	C	1.19	D
1.7	A	1.20	A
1.8	B	1.21	C
1.9	B	1.22	B
1.10	C	1.23	D
1.11	C	1.24	B
1.12	A	1.25	A
1.13	C		

## Unit 4 Question 2 (GSA4/2 Culture, Morality, Arts and Humanities)

### INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Communicate clearly and accurately in a concise, logical and relevant way.
- AO3** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO4** Demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

All mark schemes will allocate a number or distribution of marks for some or all of these objectives for each question according to the nature of the question and what it is intended to test.

### Note on AO2

In all instances where quality of written communication is being assessed this must take into account the following criteria:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- ensure text is legible and spelling, grammar and punctuation are accurate, so that meaning is clear.

### Note on AO4

This is a new element in General Studies specifications. In the past, there has been a focus on the knowledge of facts, and the marshalling of evidence – on what might be called ‘first-order’ knowledge. This is still fundamental; but AO4 is about understanding what counts as knowledge; about how far knowledge is based upon facts and values; and about standards of proof.

By ‘different types of knowledge’ we mean *different ways of getting knowledge*. We might obtain knowledge by fine measurement, and calculation. This gives us a degree of certainty. We might obtain it by observation, and by experiment. This gives us a degree of probability. Or we might acquire it by examination of documents and material remains, or by introspection – that is, by canvassing our own experiences and feelings. This gives us a degree of possibility. In this sense, knowledge is a matter of degree.

- analysis and evaluation of the nature of the knowledge, evidence or arguments, for example, used in a text, set of data or other form of stimulus material;
- understanding of the crucial differences between such things as knowledge, belief or opinion, and objectivity and subjectivity in arguments;
- appreciation of what constitutes proof, cause and effect, truth, validity, justification, and the limits to these;
- recognition of the existence of personal values, value judgements, partiality and bias in given circumstances;
- awareness of the effects upon ourselves and others of different phenomena, such as the nature of physical, emotional and spiritual experiences, and the ability to draw upon and analyse first-hand knowledge and understanding of these.

## GENERAL MARK SCHEME FOR A2 ESSAYS

The essay questions in General Studies A are designed to test the four assessment objectives (see INTRODUCTION above) as follows:

AO1 – 6 marks    AO2 – 5 marks    AO3 – 7 marks    AO4 – 7 marks    **Total – 25 marks**

Each answer should be awarded two separate marks, comprising a mark out of 20 for content (Assessment Objectives 1, 3 and 4) and a mark out of 5 for communication (Assessment Objective 2). The mark for content should be awarded on the basis of the overall level of the candidate's response in relation to the following general criteria and descriptors for each level.

Level of response	Mark range	Criteria and descriptors for Assessment Objectives 1, 3 and 4: knowledge, understanding, argument and illustration, evaluation.
LEVEL 4	16 – 20 (5)	<b>Good response to the demands of the question:</b> sound knowledge of material (AO1); clear understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); valid arguments and appropriate illustrations, coherent conclusion (AO3).
LEVEL 3	11 – 15 (5)	<b>Competent attempt at answering the question:</b> relevant knowledge (AO1); reasonable understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); some fair arguments and illustrations, attempt at a conclusion (AO3).
LEVEL 2	6 – 10 (5)	<b>Limited response to the demands of the question:</b> only basic knowledge (AO1); modest understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); limited argument and illustration, weak conclusion (AO3).
LEVEL 1	1 – 5 (5)	<b>Inadequate attempt to deal with the question:</b> very limited knowledge (AO1); little understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); little or no justification or illustration, inadequate overall grasp (AO3).
LEVEL 0	0	<b>No response or relevance to the question</b>

The mark for communication (AO2) should be awarded using the following scale and criteria.

5 marks	Clear and effective organisation and structure, fluent and accurate expression, spelling, punctuation and grammar.
4 marks	Clear attempt at organisation and structure, generally fluent and accurate expression, spelling, punctuation and grammar.
3 marks	Some organisation and structure evident, variable fluency, occasional errors in expression, punctuation and grammar.
2 marks	Limited organisation and structure, little fluency, a number of errors in expression, spelling, punctuation and grammar.
1 mark	Lacking organisation, structure and fluency, frequent errors in expression, spelling, punctuation and grammar.
0 marks	No response

**Note:** A totally irrelevant response (Level 0) should also receive 0 marks for communication. A brief and inadequate response (Level 1) should be awarded not more than 2 marks and a limited response (Level 2) normally not more than 3 marks for communication. Responses at Level 3 and 4 for content may be awarded up to 5 marks for communication.

**2.1**

**In many countries there has been renewed occurrence of religious intolerance.**

**Choose two examples of situations where religious intolerance can be said to have changed for better or worse during the last decade. Discuss the reasons for the changes and the effects they have had.**

In 1993 the Parliamentary Assembly of the Council of Europe determined that “It is a matter of concern that in numerous countries there has been a renewed occurrence of religious intolerance.” It may be that candidates argue with this statement as adapted as the opening of the question. It could be hard to argue, however, that there is less intolerance around the world than there has been.

They should choose two examples from the many that present themselves. Northern Ireland, Israel/Palestine, India/Pakistan/Kashmir, the Balkans, Afghanistan, Ethiopia, Sudan, Nigeria, Indonesia, China are a few of these. They may wish to write of intolerance by certain religious sects against those who do not believe – fundamentalists in a fanatical sense. Equally valid cases could be made of the conflict between one religion and another as in Muslim/Jewish or Muslim/Christian struggles which occur in many of the places mentioned above. Other fertile ground for discussion would be the conflicts between those sects of the same religion such as Catholics and Protestants in Northern Ireland and Shi’ite and Sunni Moslems in Pakistan and the Middle East.

It is not necessary to choose two contrasting examples, though some analysis of the problems involved could be well served by examples of lessened tension – perhaps in Ethiopia or Northern Ireland. References to historical debate going back some centuries should be brief and germane. We have asked for an analysis of changes in the last decade and the period 1993-2003 should form the basis of the answers.

Discussion of events in Iraq may be presented by some candidates. Only those answers which refer to religious intolerance will be relevant. Those who regard the conflict as Christian/Moslem polarisation are not necessarily going to be answering the question set.

Candidates should discuss the reasons for changes which have taken place. Amelioration may be due to exhaustion, intervention, mediation and political settlement. Worsening may be pinned on the efforts of extremists, the perceived problems of “US/Zionist conspiracies”, ethnic cleansing, and those who simply cannot exist without violence. Candidates may wish to speculate on the long and short term effects of cease fires or international terrorism and should use copious examples to back up their arguments. Balance and rational argument is essential – there may be some emotive attempts which should be treated with some scepticism unless they offer balance.

**2.2****“Breaking the law is never justified”**

**Indicate, with the use of examples, how far you agree or disagree with this statement.**

As candidates are asked to say how far they agree OR disagree with the quotation, only one side of this question needs to be examined. It is to be hoped, however, that there will be some truly comprehensive answers which recognise and evaluate some of the more difficult issues involved. Candidates should, to access higher levels, offer a conclusion which reflects their views – pro, con or undecided – of the topic under discussion.

Whatever is argued, there needs to be copious and relevant exemplification. Better answers may argue that there can be degrees of lawbreaking and degrees of justification. Situations where laws are thought to be unjust, draconian or capricious should be carefully described and the dilemmas raised by them analysed. Some candidates may argue that there are various kinds of law – international, civil, religious, local, family – which may not always sit comfortably together and indeed may offer an individual or group direct conflicts of conscience.

Absolutism and relativism will be concepts known and discussed by many and there is plenty of scope for AO4 in these areas. Those who argue that lawbreaking is wrong simply because it is ordained by a higher body of secular or religious lawmakers may need to argue their case very strongly. The relationship between lawbreaking and punishment should also prove fertile ground. While personal views and experience are always welcome and often valuable, case studies taken entirely from trivial matters are unlikely to be as convincing as those from a variety of more weighty situations. In view of recent events there may be some interesting consideration of international law and the force or the effectiveness of UN resolutions.



**2.3**

**Compare cultural values in modern Britain with those in another country.**

**Use examples to discuss the similarities and differences between them.**

There will need to be some thought as to the nature of cultural values. There is specific reference to “cultural values” in sections 11.2 and 15.2 of the specification, so it is to be hoped that candidates will be prepared for an answer in this area.

An examination of cultural values found in Britain should be attempted. There are varied routes through this. Cultural values are undoubtedly diverse in modern Britain and common values are difficult to isolate. It may be that specifically historic British matters are discussed – artistic styles, language, heritage, shared history, food, dress and other areas common to historic British culture. More abstract ideas of national characteristics might be considered (dare one cite such stereotypical attitudes as tolerance, fair play, stiff upper lip, sense of humour and bravery in adversity among these?). Multiculturalism is another important area for British cultural values. It could be argued that there is little cohesion to British cultural values because of the multicultural nature of our society – both historical (Welsh, Scottish and regional differences) and more recent (successive inward migrations). The diversity of cultural values in multicultural Britain could be a cause for celebration and description. It would be hard to argue, however, that there are NO intrinsically British cultural values simply because there may be a huge variety.

The comparison with another country needs careful definition. It is to be expected that another NAMED country is used for the comparison. Although some important and valid points could be made using only an area of the country or a group of countries the question does ask specifically for another country and that is what we must look for.

Discussion of the similarities and differences between two cultures really needs common comparators. Each similarity and difference should have the same reference points and an effective answer might therefore discuss each perceived cultural aspect separately. A good range of examples is essential and the analysis should examine both similarities and differences. For a better answer it is to be hoped that more abstract values might be approached. Weaker answers may well adopt a scatter-gun approach of odd (and unrelated) attributes of the two cultures.

## 2.4

**“Art is the product of the place, culture, and time in which it is created”.**

**How does contemporary art differ from that of an earlier stylistic period? Explain how each is typical of the world in which it was produced. Choose from any or several art forms.**

The purpose of the prompt is to contextualise art within society. An answer which follows the three dimensions of the prompt in relation to two different periods or styles will be on the right lines.

By an art form, we mean one which is generally acknowledged as such. Arguments in favour of such pseudo arts as martial arts or sports would be difficult to discuss in relation to the rest of the question. Marginal art forms would again be hard to argue. It may be, however, that an answer which contrasts, for example, rap music with classical song or graffiti with C18 portraiture may have valid points to make. It may also be that a candidate chooses each example from different art forms. Clarity of comparison may indeed be lost under such a circumstance but the wider range of examples may prove illuminating.

Candidates should express a strong idea of contemporary art and use examples which point to place, culture and time. They should discuss what aspects of the chosen art form are reflective of the contemporary world and vice versa. There will inevitably be answers which are dismissive of “modern rubbish” but these are unlikely to demonstrate an understanding of the perpetual relationship between avant-garde artists and their contemporaries. The requirement to “explain how each is typical of the world in which it was produced” is fertile ground and should bring out an understanding of artists’ “interaction with their audiences” and “examples of artistic achievement from a range of ...times, including modern movements” (15.2).

Similarly, candidates are required to choose an historic artistic period, which it is essential they identify and describe clearly. Again, they need to demonstrate awareness of place, culture and time and use relevant exemplification.

A synthesis of the two periods under review is not requested. Good candidates, however, are likely to draw comparison between the two and may decide that differences or similarities are important and illuminating. They may also provide sensible universal criteria for evaluating works of art and relate these to their chosen examples.

**2.5**

**Over the years several films have been acclaimed as the greatest film of all time. Determine the criteria you would use to judge the quality of a great film. Illustrate your answer with detailed reference to at least two films.**

The prompt demonstrates a context wherein films are judged by criteria other than their novelty and may cause consideration of a variety of appropriate contenders.

Candidates are required to outline and discuss criteria for judgement. They may choose any relevant criteria though an explanation for the choice is expected. It is to be hoped that some of those criteria will be objective and/or technical – screenplay, acting, cinematography, setting, music, attention to detail, authenticity, intention, message, longevity, special effects – and some will be more subjective, such as popularity, effect on candidate and others.

There will inevitably be those candidates who have no idea of cinematic history and who confine their answer to the last film they have seen or the most dazzling special effects. These will be self limiting. In these cases there must be a demonstration of real criteria in relation to their chosen examples to access all but the most basic levels of assessment.

Examples are essential. Detailed reference is asked for from at least two films. Candidates may wish to cast the net wider, though hopefully without a loss of details. These may be from different periods or different genres (though always from the cinema) and each must be related to the chosen criteria. There is sometimes a tendency to narrative in this kind of question and it is unlikely that such answers will receive high marks. Short, germane, illuminating description to illustrate the criteria and examples is always welcome.

**2.6**

**What social, moral and ethical problems are caused by the increasing availability and use of the internet as a means of communication? Discuss how some of these issues might be resolved.**

This question embraces aspects of 15.1 and 15.3 of the specification.

There are two parts. In the first, candidates are invited to outline and discuss the social, moral and ethical problems of the internet. In the second they should suggest ways in which some (or all) of the problems can be overcome.

Some candidates will be able to distinguish between social, moral and ethical matters in a way which enhances their answer, though many will be able to answer quite adequately by eliding them. Social problems which may arise could include matters such as isolation, time consumption, addiction and forming inappropriate relationships. Ethical problems may include those of corporate matters of, for instance, acting honestly, advertising decently, transmitting misleading data, and moral problems may be to do with the kind of material that is transmitted or the motives of those who are involved in communicating.

It is to be hoped that candidates will see the internet as more than a vehicle for dissemination of dubious material. There are issues about the truth and bias of information sought and received – the free interchange exacerbates these problems as reference material can be more subtly projected than is often the case in normal reference books, for instance. The internet is a tremendous source of information for those seeking it (as students increasingly do) and its limitations are not always recognised easily.

It may well be appropriate for candidates to discuss the pornographic or prurient aspects of the internet and the dangers which may be there for young minds seeking or accidentally finding such material. Hopefully candidates will not confine their answers to this most obvious of areas.

Resolutions of the problems may involve some ideas of censorship of material. Fertile discussion ground abounds here, but many candidates may take the easy line of describing the status quo (controls of access to minors, for example) rather than looking at the wider picture of what can be done to tackle the problems they have identified.