



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

General Studies A

Unit GSA1

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Unit 1 Question 1

Culture, Morality, Arts & Humanities

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

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

Question 2

INTRODUCTION

The overall assessment objectives for General Studies are set out below:

- 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

In previous General Studies syllabuses, there has been a focus on the knowledge and understanding of facts (AO1), and the marshalling and evaluation of evidence (AO3) – on what might be called ‘first-order’ knowledge. AO4 is about understanding what *counts as knowledge*; about how far knowledge is based upon facts and values; and about standards of proof – what might be called ‘second-order’ knowledge.

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.

Questions, or aspects of them, which are designed to test AO4 will therefore focus on such matters as:

- 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

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
LEVEL 3	7-8-(9)	A good to comprehensive response demonstrating overall grasp of the range and nature of issues; knowledge and understanding of key principles and evidence; interprets and illustrates arguments coherently and convincingly with fluency and accuracy.
LEVEL 2	4-5-6	A modest to reasonable attempt showing some competence and grasp of the issues; some understanding and realisation of key principles; moderate arguments and exemplification; reasonable clarity and accuracy of expression.
LEVEL 1	1-2-3	A bare to limited response showing uncertain grasp, knowledge and understanding; lack of clarity of argument and little appropriate exemplification; weak expression.
LEVEL 0	0	No valid response or relevance to the question.

Approximate distribution of marks across the questions and assessment objectives for Unit 1/2

Question Numbers		2.1	2.2	2.3	AO marks per Unit
Assessment Objectives	AO1	2	3	2	7
	AO2	2	2	2	6
	AO3	3	1	1	5
	AO4	2	2	3	7
Total marks per Question		9	8	8	25

Note: It is the questions themselves which are designed to elicit the range of response appropriate to the assessment objectives for each question. Examiners are required to assign each of the candidates' responses to the most appropriate level above according to **its overall quality**, then allocate a single mark within the level.

- 2.1 (a) Explain in your own words what the author means by the term ‘art music’.**
2 marks
- (b) Using the ideas of the author and any of your own if you wish, outline the problems which can be identified with art music and art music concerts.**
7 marks

Points that might be made include:

- (a) music that rewards serious attention and repeated listening because it has many levels of meaning and feeling

A relevant and valid point which makes sense should receive 1 mark; a developed and coherent response such as above should qualify for 2 marks.

- (b)
- audiences are getting older and dwindling and there is less interest amongst the young;
 - much of contemporary classical music is uncompromising and makes few concessions to its audience;
 - convention keeps performers and audience separate and inhibits active participation;
 - unamplified live sound is less exciting and makes less impact than recordings or rock concerts;
 - young people are not encouraged or trained to listen in the way required to enjoy such music;
 - art music is outside everyday cultural experience of many, particularly young people;
 - time, travel and cost are high (although these apply equally to rock/pop concerts);
 - funding/revenue is running out.

In part (b) it may be feasible to think in terms of awarding 1 mark for each valid and coherent point, and also for development of ideas, use of argument or illustration, or depth of comment, up to a maximum of 7 marks. The number of ticks need not however equal the final mark awarded, which should reflect the overall quality of the candidate's response, as expressed in the General Mark Scheme.

2.2 Discuss the benefits of live performances in the arts.

Refer to examples from *more than one live art form* (e.g. plays, musicals, concerts, choral singing, dance or any other form of performing art) and comment on the role of the performers, the experience of the audience, and any other notable features.

8 marks

Points that might be made include:

- raw excitement and acoustical immediacy of a concert or theatrical performance; not sanitised/cleaned up to perfection
- shared, multi-sensory experience, emotional, cultural and social, with other people
- being close to/interacting with the performers and appreciating their talent and skills of execution
- uniqueness of the event; it will never be quite the same again, imperfections and all
- memorability of the occasion; opportunity for enjoyable reflection/critical analysis
- responding to the challenges of live performance (as a performer).

Use the General Mark Scheme to allocate marks on the basis of the scope and quality of response. For a good Level 2 or 3 response candidates must refer to and give examples from more than one art form.

2.3 What is your view of the claim that ‘serious’ art is superior to ‘popular’ art?**Give reasons and examples to support your arguments.****8 marks**

Candidates are free to develop whatever thesis they wish. For high marks they will need to have a clear view or definition of ‘serious’ and ‘popular’ in this context; their similarities and/or differences; and to provide some examples.

Points that might be made include:

- serious art may be typified as detailed, refined, revealing, subtle, complex, skilled in concept and execution, long-lasting and with universal qualities; or inaccessible, esoteric, elitist, class-ridden, traditional, conservative, of limited appeal;
- popular art may be described as simple, superficial, predictable, undemanding, ephemeral, driven by fashion; but accessible, immediate, enjoyable and of mass appeal.

Good answers may also raise the question of what is meant by ‘superior’ and what is the ultimate purpose of art. Does the largely ephemeral nature of a piece of popular art make it any less worthy than something which appeals only to a few cognoscenti? Is popular entertainment necessarily more ‘shoddy’ when compared with serious art? Does good art have to do more than simply entertain – or must it also instruct and improve? Should we just be discussing ‘good’ and ‘bad’ art rather than ‘serious’ and ‘popular’?

Use the General Mark Scheme to allocate marks on the basis of the scope and quality of response.