



## General Certificate of Education

# General Studies 5761

## *Specification A*

*GSA1 Culture, Morality, Arts and Humanities*

# Mark Scheme

*2006 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

# General Studies

## *Specification A*

### **Unit 1 Question 1 (GSA1/1 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	A	1.14	B
1.2	A	1.15	B
1.3	D	1.16	D
1.4	B	1.17	D
1.5	A	1.18	B
1.6	C	1.19	D
1.7	D	1.20	C
1.8	C	1.21	B
1.9	C	1.22	C
1.10	B	1.23	A
1.11	C	1.24	A
1.12	A	1.25	C
1.13	D		

## Unit 1 Question 2 (GSA1/2 Culture, Morality, Arts & 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

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**

<b>Level of response</b>	<b>Mark range</b>	<b>Criteria and descriptors:</b> knowledge, understanding, argument, evaluation, communication
LEVEL 3	7-8	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.

**Distribution of marks across the questions and assessment objectives for Unit 1/2**

<b>Question Numbers</b>		<b>2.1(a)</b>	<b>2.1(b)</b>	<b>2.2</b>	<b>2.3</b>	<b>AO marks per unit</b>
<b>Assessment Objectives</b>	<b>AO1</b>	<b>1</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>5</b>
	<b>AO2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>7</b>
	<b>AO3</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>-</b>	<b>7</b>
	<b>AO4</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>4</b>	<b>6</b>
<b>Total marks per question</b>		<b>3</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>25</b>

**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 briefly what is meant by the term ‘role model’.**

**(3 marks)**

A good candidate should be able to answer this successfully in one or two sentences at the most, e.g. ‘a person whose behaviour, attitude or achievements can be regarded as setting a (good) example for others (especially younger people) to follow’.

A coherent and succinct explanation with two clear points and well expressed, as above, should qualify for 3 marks. An answer with two clear points, but significant errors in expression would gain 2 marks. A narrower, more limited error-prone or repetitive response might qualify for 1 mark only. It is unlikely that a candidate will score no marks on this question, unless the response is completely irrelevant or meaningless. Further advice will be given, if necessary, at the standardising meeting.

**2.1(b) Identify and explain three criticisms that the author makes of the effectiveness of current role models.**

**(6 marks)**

Points which could be made include:

- not helpful, attainable, appropriate, realistic for the majority/average
- emphasise exceptional success, rather than more rounded day-to-day qualities
- focus on achievement of the individual rather than collective contribution to society
- stress success at work and therefore professional careers/high social status
- pretend that all can achieve similarly at the highest level
- say more about priorities of the successful few and do not relate to experiences/interests of the many
- tend to be linked (not always helpfully) to gender, race, ethnicity, religion, sexual orientation.

Other points which the author makes that could qualify for marks:

- too few black role models and too much pressure on those that are, particularly males
- perhaps also insufficient attention paid to young women.

Accept other valid points from the passage.

Award up to 2 marks per criticism: 1 for accurate identification and 1 mark for coherent and accurate explanation, up to a total of 6 marks.

AO3 is the main focus here and credit should be restricted to points made in the passage.

**2.2 Using ideas in the passage and any of your own, discuss what qualities you would look for in a good role model. In your answer you might consider such factors as personal qualities, values, attitudes and achievements with reference to real-life examples.**

**(8 marks)**

As a starting point some candidates may usefully refer to statements in the passage about the value of role models, e.g. the ability to

- ‘present us with route maps to possible destinations in life’
- ‘show how we might get from where we are to where we would like to be’
- ‘be empowering by exposing us to our potential’
- ‘help us imagine bridges to a better future’.

They might also turn some of the criticisms in the previous question on their head, e.g.

- need to be attainable, appropriate, realistic, reflect abilities/experiences/interests of the majority
- should emphasise down-to-earth qualities, e.g. hard work, honesty, integrity, contribution to society (‘postal workers, bus drivers and shopkeepers’ rather than ‘barristers, politicians, bank managers’).

To some extent the answer can also be personal and individual and higher level credit may depend on the candidate producing some convincing examples with appropriate and acceptable explanations.

Role models are usually people we admire and who inspire us to emulate them for their qualities or achievements. Candidates more sensitive to the issues in the passage may realise that they can be ‘ordinary’ people we live and work closely with, such as parents, relatives, teachers, but they may also quote famous figures, high achievers, exceptional leaders (living or dead) who have the ability to inspire others. The ‘model’ element however will probably lie as much, if not more, in values and conduct than in high achievement.

Use the General Mark Scheme to allocate marks on the basis of the overall scope and quality of response. It may be possible to think in terms of awarding a mark per coherent point, but all the AOs should be taken into account here and quality of ideas and expression should count highly. Good credit should also be given to candidates who come up with appropriate examples as well as a range of criteria.

**2.3 The image and behaviour of pop stars, footballers and other celebrities are continually criticised by parents, teachers, politicians and media commentators. To what extent do you think such criticisms are valid?**

**(8 marks)**

Candidates are free to make of this question what they will, but it is expected that good candidates will realise that the question is as much about the media, marketing and publicity industries and ourselves as consumers, as it is about the behaviour of so-called celebrities. It is probably a fair claim to make that the staple diet of much of the popular press is obsessively dominated by stories and pictures of pop stars, footballers and other celebrity figures.

In much of popular music, creating an image and living up to it are part of the business and for some, pushing the boundaries, creating controversy, behaving outrageously are an essential part of the stereotype and self-promotion. The real winners are the celebrities who have learnt successfully to manipulate business and the media for their own ends (which are usually fairly benevolent, harmless or irrelevant, but occasionally not so).

There has been recent criticism at teachers' conferences of the bad example set by the behaviour of footballers (open aggression, foul play, obscene language, violent dissent) for all to see on television and perceptions of the effects of this being seen increasingly in junior matches.

Concerns are also raised regularly about pop stars through their antics and lyrics being seen to promote drugs, sex, violence, gang culture, use of guns, etc. How serious the effects of this are on the mass of (mainly) young people is difficult to establish. Undoubtedly with a minority some of it sticks and has a profound influence. With the majority the effects are most likely ephemeral but insidious nevertheless.

One question to pose is where does the morality lie in all of this. Most of the time it may simply be young people 'doing their own thing', or having it done for them. The commercial manipulation is easy to spot and with it an obvious cynicism and amorality; the longer-term effects on the values and attitudes of generations are harder to grasp.

We shall most likely encounter many new names and strange references, and gain new insights into the current thoughts and attitudes of teenagers. Dealing with many uncertainties, AO4 is the main assessment focus here and, as always in General Studies, the quality of the case presented, the cogency of the arguments and the effectiveness of the examples, as reflected in the General Mark Scheme, should determine the marks given.