



## **General Certificate of Education**

# **General Studies 5761**

## *Specification A*

**GSA1          Culture, Morality, Arts and Humanities**

# **Mark Scheme**

*2008 examination - January 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.

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

## Unit 1 Question 2 (GSA1/2 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

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 (-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.

**Distribution of marks across the questions and  
Assessment Objectives for Unit 1 Section 2**

<b>Question Numbers</b>		<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>AO marks per unit</b>
<b>Assessment Objectives</b>	<b>AO1</b>	-	4	2	6
	<b>AO2</b>	2	2	2	6
	<b>AO3</b>	4	1	1	6
	<b>AO4</b>	2	2	3	7
<b>Total marks per question</b>		<b>8</b>	<b>9</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 Identify and explain from the passage *two* of the arguments *against* and *two* of the arguments *for* soaps in relation to their effect upon children.**

**4 + 4 = 8 marks**

The question requires candidates to select and explain two relevant arguments from Article A and two from Article B.

**Award up to 2 marks for each argument:** 1 for clear and accurate identification of a valid point and 1 for a coherent explanation. Marks should not be awarded for points not made in the articles.

Possible arguments and explanations **against** from Article A are:

- children are impressionable – they may not be able to distinguish fully between fiction and real life;
- children may not be old enough to appreciate some of the sensitive issues being dealt with – what is suitable for 15-16 year olds may not be for 10-11 year olds;
- often the issues are sensationalised/the solution to a problem seems to be to resort to violence – these are not the messages we want young people to learn;
- some adults perceive soap characters to be real people – how can we expect children to respond any better?

Possible arguments and explanations **for** from Article B are:

- teachers are able to use the stories/social campaigns – stimulates debate in English, media studies and citizenship classes;
- they can encourage the imaginations of children – they may not have literary stimulation at home;
- they can have good effects (–can be uplifting and enlightening/stimulating), just as much as they can have bad effects (–disturbing, distasteful and depressing/corrupting);
- children do not necessarily adopt what they see on TV – what happens in their own home is likely to have a much greater/more significant impact.

Each of the above points as expressed would be worth two marks. Any other valid arguments from the passages should be given credit. Further advice will be given, if necessary, at the standardising meeting.

**2.2 How do you account for the popularity of television soaps? In your answer you might consider, with reference to specific examples, such factors as storylines, situations, characters and any other features you think are relevant.**

**9 marks**

Candidates may be able to draw on some of the points made by the authors of the passages, (e.g. 'real-life' representation, social campaigns) but largely we are asking them for their own ideas and examples.

Characteristics of soaps which may be deemed to contribute to their appeal (more popular apparently with women viewers) could include:

- serial formula enables them to maintain familiarity and continue without an obvious end
- multiple plots and range of characters running and interacting in a common setting
- constant switching between brief scenes provides variety in situations, characters and relationships
- appear to have their own 'real-time' existence parallel to that of viewers
- characters' personal and social problems are often topical and mirror those of 'real life'
- delineations between 'good' and 'bad' in characters and uncertainty in decisions enable viewers to become involved and have their own personal favourites and hates
- exploit many of life's rituals (births, marriages and deaths) and other rites of passage
- use of 'cliffhanger' endings so that viewers watch next episode to see how they are resolved
- when one story reaches a conclusion there are always others unresolved to maintain the momentum, suspense.

Give credit for any other valid and supported claim.

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 and/or example, as the question demands. For a Level 3 response we should expect a range of points well supported by references/examples. All the AOs should also be taken into account in the final mark.



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**2.3 Discuss how far drama can represent 'real life'.****8 marks**

The thoughtful candidate is likely to argue that some aspects of drama can reflect real life and others cannot. Some may question what 'real life' means in this context (AO4). The nature of drama is left open so that candidates can draw on film, television or theatre in their answers and the wider ranging will perhaps be better. A few points are available to be borrowed from the passage, but mostly candidates will have to think quite hard and in a fairly abstract way about how to develop their answer. Credit should be given as always to candidates who are able to illustrate their points with relevant examples.

Most(?) drama is designed to portray aspects of real life: characters, situations, relationships, moral dilemmas etc, but that does not make it 'real life'. A wholly 'true-to-life real-time' representation would be mostly uneventful and lack dramatic appeal. At some point in most good drama we willingly or subconsciously suspend 'disbelief' so that the characters and situations assume a sense of reality as we follow them. The sense of reality may also vary according to the medium and theatre, film and television have different ways of and limitations in conveying reality.

Ways in which drama can represent 'real-life' could include:

- intended to be a representation of events (ordinary or extraordinary), e.g. accidents, affairs and incidents that affect (or could affect) people from time to time
- major rites of passage that we all recognise, like births, marriages and deaths
- intensive focus on characters' traits and types, human relationships and related issues
- problem situations, moral dilemmas which can confront people in their daily lives
- characters have a brief 'real-time' existence which develops like our own.

Aspects of drama that may be said not to reflect real-life include:

- events are necessarily more condensed, extreme, exaggerated and sensational than in most people's lives (e.g. murder, confrontation, passion)
- few people experience the range and extent of dramatic incidents portrayed
- characters are often stereotyped, so we can recognise their strengths and weaknesses
- resolution of stories, plots, relationships tends to be much more complete and positive than in real life.

Use the General Mark Scheme to allocate marks on the basis of the scope and quality of response. It may be possible to think in terms of awarding a mark per coherent point and also for illustrations or developed examples. For a Level 3 response we should expect a balanced range of points, supported by a few examples or illustrations. All the AOs should also be taken into account in the final mark.