

GCE Advanced Subsidiary Level

GENERAL STUDIES A

Unit 1 AS Culture and Society (GENA1)

Mark Scheme

2760
June 2014

Version 1.1: Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from aqa.org.uk

Unit 1 Section A

GENA1 AS Culture and Society

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

1.1	B	1.16	B
1.2	C	1.17	A
1.3	B	1.18	D
1.4	A	1.19	C
1.5	C	1.20	A
1.6	D	1.21	D
1.7	A	1.22	B
1.8	A	1.23	A
1.9	D	1.24	C
1.10	B	1.25	D
1.11	C	1.26	B
1.12	D	1.27	C
1.13	A	1.28	D
1.14	B	1.29	D
1.15	C	1.30	B

Unit 1 Section B (AS Culture and Society)

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	Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.
AO3	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.
AO4	Communicate clearly and accurately in a concise, logical and relevant way.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- Mark schemes for individual questions worth more than just a few marks are usually based on **levels** (see further guidance below) which indicate different qualities that might be anticipated in the candidates' responses. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
- **Answers given in the mark scheme are not necessarily definitive. Other valid points must be credited, even if they do not appear in the mark scheme.**

Approximate distribution of marks across the questions and assessment objectives for **Unit 1, Section B (GENA1/2)**

Question Numbers		Q2	Q3	Q4	Q5	Total marks for Section B
Assessment Objectives	AO1	-	3	3	4	10
	AO2	3	-	4	3	10
	AO3	-	-	2	3	5
	AO4	-	2	4	4	10
Total marks per question		3	5	13	14	35

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see above) when there is any doubt as to the relevance of a student's response. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see AO grid above).
4. Use your professional judgement to select the level that **best** describes a student's work; assign each of the responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. Levels of response mark schemes enable examiners to reward valid, high-ability responses which do not conform exactly to the requirements of a particular level. Length of response should not be confused with quality: a short answer which shows a high level of conceptual ability, for example, must be recognised and credited at that level.
5. **Credit good specialist knowledge when it is applied appropriately to the question, but be aware that the subject is General Studies and responses should be addressed to the general reader. Relevant points that are well developed and substantiated should be well rewarded, as should be arguments that are supported with examples, and not just asserted.**
6. **Answers should be assessed at the level that is appropriate to the expected knowledge and skills of a post-16 General Studies student. Avoid applying greater demands to responses on topics that are more closely related to your own specialist knowledge.**
7. Levels of response mark schemes include either examples of possible students' responses or material which students typically might use. *Indicative content* is provided only as a guide for examiners, as students will produce a wide range of responses to each question. The *indicative content* is not intended to be exhaustive and any other valid points must be credited. Equally, candidates do not have to cover all points mentioned to reach the highest level.

Assessment of Quality of Written Communication (QWC)

Quality of written communication will be assessed in all units where longer responses are required by means of **Assessment Objective 4**. If you are hesitating between two levels, however, QWC may help you to decide.

Marking methods

All examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself... 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the guidance on the previous page about **Levels of Response marking**, and constantly refer to the **specific Level Descriptors** in the mark scheme.
7. **Use the full range of marks.** Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved by your Team Leader, do **not** change your standard of marking.

Marking using QMS+ (red pen on script)

This unit will be marked on the actual script using a red pen. Scripts in your allocation will be posted to you from the school. The marks you award are recorded on the scripts and the marks for each question are entered into the QMS+ software.

1. Mark the full script in red pen.
2. **You must** annotate in the body of the response to acknowledge a creditworthy point.
3. At the end of the response **you must** indicate the level and mark and write a summative comment (see MMS).
NB. Schools/Colleges can request scripts back post results (via Access to Scripts); it is therefore **essential** that the annotation/comments are appropriate, relevant and relate to the mark scheme.
4. Enter the marks for each question in to the QMS+ software.
5. Your assessments will be monitored to ensure you are marking to a consistent standard.
6. Any blank pages in the answer book should be 'ticked' to indicate you have checked the whole booklet for a response.
7. Your administration and meeting deadlines will also be monitored.

0 2 Read Source B

Give three reasons from Source B why Charles Saatchi is critical of fellow art collectors.

[3 marks]

Indicative content:

ALL POINTS MUST COME FROM THE SOURCE AND REFER TO ART COLLECTORS ONLY

- they know nothing about art
- they don't even enjoy looking at pictures
- most only purchase art as a vulgar expression of their wealth
- most are unable to tell a good artist from a weak one/most are ignorant of good art
- few demonstrate much curiosity

1 mark for each of the above up to a maximum of 3 marks

0 3 Read Source B

Using your own knowledge, briefly outline three reasons why an individual may choose to purchase a piece of artwork.

[5 marks]

Indicative content:

*Award one mark for each developed point in relation to **three** of the following areas, or **others** that you may feel are appropriate, **plus up to 2 marks for communication.***

- to appreciate its aesthetic appeal, as artworks form an important part of their lives
- to collect work by a certain individual whom they like, eg Monet, Stubbs etc,
- to identify with the subject matter, romantic/personal view, portrait, etc
- as a possible future financial investment, either from a well-known artist or a new up-and-coming one
- as a part of the interior design of a home or other building
- to make a statement about themselves to others, in terms of wealth, taste interests etc
- no specific reason just something about the piece of work that the purchaser felt at that moment
- as a gift to someone or an organisation as a gesture from the person
- the cost of the item may be appropriate to the purchaser
- they may be convinced to buy it as a result of the skill of the gallery/shop in selling it to them
- the item may appear as fashionable or trendy
- construction of the artwork in terms of simplicity/complexity or focal point of its construction may be appealing to the purchaser.

Questions 4 and 5: Level mark scheme for all assessment objectives.

Level of response	Mark range	Criteria and descriptors for Assessment Objectives 1–4
LEVEL 3	11 – 13 (14)	<p>Good response to question</p> <p>Good to comprehensive knowledge and understanding and approach demonstrating overall grasp of the range and nature of issues (AO1). Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification, focusing on the main points of the question (AO2). Some understanding of different types of knowledge, with some appreciation of their limitation in seeking to reach a reasoned and logical conclusion (AO3). Ability to communicate clearly and accurately in a fluent and organised manner (AO4).</p>
LEVEL 2	6 – 10	<p>Reasonable response to the question</p> <p>Modest to quite good knowledge and understanding demonstrating some grasp of the nature of some key issues (AO1). Moderate range of arguments, analysis and exemplification covering some of the main points of the question (AO2). Limited understanding of different types of knowledge but some ability to work towards, or achieve, a conclusion (AO3). Mostly clear and accurate communication and organisation (AO4).</p>
LEVEL 1	1 – 5	<p>Limited response to the question</p> <p>Restricted / narrow knowledge and understanding of key issues (AO1). Simple, perhaps mostly unexplained points – or very narrow range – with limited interpretation or analysis and exemplification (AO2). Lacking in understanding of different types of knowledge with little or no evidence of ability to work towards a conclusion (AO3). Variable levels of communication and organisation (AO4).</p>
LEVEL 0	0	<p>No valid response or relevance to the question.</p>

0 4 Read Source C

Using evidence from the **Source C** and **your own knowledge**, discuss the extent to which the criticisms of modern artists are justified.

[13 marks]

Candidates are expected to address the “extent” to which the criticisms are justified, by offering appropriate judgements or opinions.

Indicative content: (S) = SOURCE (O) = OWN KNOWLEDGE

within the source Robert Hughes offers quite severe criticism of modern artists....

- pretentious pedlars of junk masquerading as art (S)
- accused them of being fly-by-night con artists, often with little skill (S)
- their lack of skill being supported by critics, curators and art investors (S)
- particular criticism was reserved for Damien Hirst’s work (simplistic and sensationalist) and for Tracey Emin’s 1998 ‘masterpiece’ (a stale icon of sluttish housekeeping) (S)
- shows unstinting support for the true giants of art, like Velasquez, who demonstrate true skill and are more radical in their approach. (S)

Negative views

- change in society is often challenged, new art forms will initially be questioned and criticised (O)
- individuals may not understand what the artist is trying to convey through their use of non-traditional medium, eg use of bricks or garden sheds etc or indeed the more modern style utilised, cubism, impressionism etc, thus be very critical of the art form on offer (O)
- the excessive cost to produce the item, especially if it is commissioned from the public purse for community display (O)
- the excessive sale cost of the item placed on it within gallery collections (O)
- the simplistic appearance of the artwork, which may seem to display levels of skill no different from that of the viewer. (O)

Positive views

- however, many items may win prestigious art awards such as the Turner Prize (O)
- some art forms may be accepted into society and become almost iconic to the general public eg The Scream by Edward Munch, Marilyn by Andy Warhol, etc (O)
- modern artists may have a substantial following within society, eg Picasso, Pollock, L S Lowry (O)

- exhibitions at relevant galleries of modern art remain very popular, despite criticism, eg The Tate Modern (O)
- street art especially certain aspects of graffiti are becoming more accepted in society, eg Banksy (O)
- art education within schools will encourage the younger generation to understand and appreciate the different forms of modern art, often continue the development of new art forms (O)
- modern art is very diverse and can include many artists whose style may be regarded as quite 'traditional' (O)

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Candidates offering only own knowledge or only extracts from the source should be limited to top of Level 2.

Any other valid points should be credited.

0 5 Read Source D

Using evidence from Source D and your own knowledge, discuss the importance of the role played by artists in society.

[14 marks]

Candidates are expected to address the “importance”, by offering some judgement or opinion.

Indicative content: (S) = SOURCE (O) = OWN KNOWLEDGE

- artists may offer a very important commentary on certain things (S) thus causing society to reflect on aspects of life
- without the artistic community and their works, urging society to remain open-minded and examining issues from all points of view, the controlling powers can easily sell their ideas with little resistance (S)
- they celebrate being an individual within society (S) thus encouraging others to act in a similar manner
- they portray the nuances and emotions of life in abstract terms, encouraging the receiver to reflect on these emotions and impressions within their own life (S) thus reaching their inner self
- their work may provide enjoyment and entertainment in an on-going manner within society, which may be appreciated on a global scale (O)
- artistic works may provide a valuable record of aspects of history which may prove very useful to future generations, from cave paintings, right through to modern day art forms (O)
- art forms may seek to question or challenge the accepted boundaries of society at a given time, possibly precipitating change (O)
- art is an important expression of cultural identity which can provide community cohesion (O)
- controversial art forms may promote discussion within the wider society, both in a positive and negative manner (O)
- art may represent an important business/industry, generating revenue for the local and national economy (O)
- artists may often have the ability to develop discussion on a global basis transcending boundaries, as few art forms utilise the spoken word (O)
- skilled artists may produce art forms, murals, paintings, glass windows etc, that play an important part in creating an atmosphere within places, eg work areas, religious buildings, public areas etc. (O)

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Credit should be awarded to responses that focus on a different interpretation of ‘artist’, in terms of the performing arts etc.

Candidates offering only own knowledge or only extracts from the source should be limited to top of Level 2.

Any other valid points should be credited.