

GCE

Edexcel GCE

General Studies (6451)

Summer 2005

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Mark Scheme (Results)

## 6451: Aspects of Culture

### Section A

All questions in Section A examine AO1 - Students should be able to demonstrate relevant knowledge and understanding with application to a range of issues, using skills from different disciplines.

- 1                    **What do you understand by the expression 'national culture'? Illustrate your answer with a suitable example.**                    (2)

Answers should show awareness of the idea that different nations or peoples have, or believe they have a distinctive form of culture, which is in some way unique to them. National culture may be understood as giving an identity to a group of people (eg values, norms, traditions, customs etc).

Simple undeveloped answer showing some understanding of the term. There will be little in the way of explanation or example (1 mark)

A straightforward answer showing understanding but with some development. Development (eg 'Ideas about national culture can lead to stereotyping and can also lead to forms of prejudice') may take the form of explanation or may be based on illustration or example. (2 marks)

To achieve second mark, must have illustration.

*NB Answers which are simply reworking of the words given but which do not add in any way to the content of the question are BBL*

- 2                    **Explain briefly, illustrating your answer with examples, the term 'moral reasoning'?**                    (2)

Moral reasoning is not 'morals' or 'morality'. It is a method of working out whether a course of action is right or wrong using moral values and beliefs to assist in the process of reasoning. Answers which simply refer to morality and ignore the idea of reasoning are BBL.

Simple explanation showing some understanding of both 'moral' and 'reasoning'. Answers are not likely to contain examples or to refer to any of the different forms of moral reasoning but may name a moral issue without comment. (1 mark)

A developed answer showing a sound understanding of the term and the ability to apply it. This may be shown either through the use of examples (abortion or euthanasia are the most likely) or by reference to one or more of Utilitarianism, Natural Law, Social Contract etc. Such reference should be developed sufficiently to show some grasp of the ideas involved. (2 marks)

NB Example must have a comment relating to moral reasoning and not simply be a moral issue.

- 3 **What is the difference between creativity and innovation? Use examples to support your answer.** (4)

Creativity is a broad term and can be used for any aspect of life in which something is made, although it is usually applied to the arts, as in writing books or music, painting or sculpture. Innovation has a much narrower meaning - what is created must be new and different to anything that has been produced previously. Innovation is breaking new ground. There is a vast range of examples (eg: all paintings are creative, but Monet's 'Impressions - sunrise' was innovative because it did things never done before.)

Simple definition of either creative or innovative but without development (1 mark)

Definition of both terms: the lower mark is given for simple definitions, the higher mark for effective comparison (2-3 marks)

NB Examples do not need to be taken from the arts but from any area of life where these characteristics are shown.

More developed answer using examples to illustrate definitions (4 marks)

- 4 (a) **Name one artistic style or literary or musical form and describe two distinctive features of your chosen style or form that would help you to identify it.** (2)

No marks for the style or form, but it must be given in order to access the marks.

One mark for each different distinctive feature. There is no transfer of marks. A well-developed single feature can only gain one mark. (2 marks)

Note the qualifications. The feature should be distinctive, in the sense that it helps to distinguish the given style from others. This does not mean the feature is unique to the style.

The feature given should be such as to help identify the style.

A range of answers is possible. Sadly most examples are likely to be taken from popular music.

NB Poetry, drama, novels, painting, sculpture etc are too broad to count as style. (These terms must be qualified eg war poetry, romantic novels etc.) However, Opera is a style as also concertos, symphonies etc. may count as forms. The names of individual artists or of individual works of art should not count as styles.

Allow marks for part (a) if a style is named in part (b) but is not named in part (a).

- (b) **Explain how and why your chosen style or form developed in the way that it did.** (3)

Note the question is about how a style developed. It does not ask simply for a description of the style. Ideally answers should link in to the features noted in answer to 2a, but this is not specifically required. Features that could be considered include the influence of individuals, social conditions and circumstances, economic constraints, technological developments etc. Note the question asks for how and why. Both must be addressed even if simplistically to achieve all three marks.

Simple undeveloped statement. Allow a simple description of the style with little reference to the how or why. May suggest a single simple reason to explain development. (1 mark)

A straightforward answer, without much development but suggests reasons for either how or why the style developed. It is unlikely that candidates will deal with both. May contain more than one reason. (2 marks)

A developed answer which shows some understanding of both how (method) and why (reasons) for the development of the style. (3 marks)

If a style is not named in part (a) or part (b) but the description in part (b) makes the style obvious then allow marks for part (b) but not for part (a).

- 5 (a) **Name two different ways in which UK laws restrict the freedom of the media.** (2)

Note the question specifically relates to UK laws and the media. Answers must be related to these criteria.

One mark for each of two different points. No extra marks for a single developed point. No marks for forms of censorship that are not used by government and legally defined. Note not restricted to either war or peace-time.

Various possibilities:

D notices; obscenity laws; Official secrets act; blasphemy laws; libel; (note laws on their own 1 mark; different types of laws clearly named can earn both marks); allow thirty year rule for official documents; regulation and licensing laws/bodies; Broadcasting acts; film classification. Do not allow self-operated censorship like the watershed; press complaints commission etc.

NB European laws are subsumed in UK laws.

- (b) **How might a government justify its use of censorship? You should illustrate your answer with examples.** (2)

Note - question is about government censorship and may apply to peacetime or war. Question asks for explanation not simply description.

Answers may include government responsibility to protect the vulnerable from actions of others; may include need to protect interests of state; to keep sensitive negotiations secret to avoid harm; to avoid intrusion into peoples lives.

In war time to control knowledge of military operations etc.

Simple comment without development or illustration (1 mark)

Developed answer with either illustration or explanatory comment or variety of reasons/explanations. (2 marks)

**AO1 17 marks  
(Total for Section A: 17 marks)**

## Section B

All questions in Section B examine AO4 - Students should be able to demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

Question 6 should also be used to examine AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

6 (a) Which of the following statements express subjectivity? (1)

B: No alternative

(b) (i) What type of knowledge is used lines 1-3 "The official start...blocked artistic censorship"? (1)

Objective or Factual- or any sentence that states that the type of knowledge is either objective or factual.

(ii) Identify and write down one statement contained in paragraphs 3 and 4 (lines 13-21) that is factual. (1)

- The mood for suppression stirs again
- The fear is that the permissive society is lurching out of control
- "Britain is growing more coercive by the day
- Targets must be met
- citizens kept under official scrutiny
- pupils tested
- Targets must be met, citizens kept under official scrutiny, pupils tested.
- In our regulated society, hypocrisy lives on
- In the 1980's British attitudes to sex ... became more liberal" (accept the complete sentence or part of it, provided the words given above are included)
- Jenkins had responded to a changing public mood
- Jenkins had ... not invented it
- Jenkins had responded to a changing public mood, not invented it.
- Today, many critics bemoan the depraved society created by Jenkins.
- society has become less permissive ... than he would ever have wished (allow answers which give the full sentence but must have final phrase).

Notes:

**Do not allow** isolated words or parts of phrases that do not give factual information but rather express opinion:

"Such nonsense"/"lurching out of control"/"the depraved society"

**Do not credit** statements that are factual but which are taken from the wrong paragraphs.

**Do not credit** any answer that is longer than a single sentence. Candidates may miss out parts of sentences, either for brevity or because they feel the words

omitted are opinions. These responses should be credited (as in the example above, starting "In the 1980's ...")

The exact words given in the passage must be used. Give credit for misspelling of word that is incorrectly copied, provided they are recognisable.

- (c) (i) Explain the meaning of the term 'argument from authority'. (2)

Argument from authority is when appeal is made to an individuals alleged expertise.

Simple accurate statement without development or explanation. (1 mark)

Developed answer which will usually be supported with an example or illustration. (2 marks)

*Be careful not to reward answers to part (ii) in this section, unless they are clearly relevant to this section or if there is no clear answer to part (ii). Do not award a mark twice.*

- (ii) Give one reason to explain why some people might think an argument based on authority could be a weak answer. (1)

Note the question asks for a single reason and does not ask for a developed answer. One mark for a single straightforward point. (1 mark)

Answers may include: an expert in one field might not be an expert in the area of discussion; most experts are not infallible; experts can disagree; argument from authority is only convincing if there is sound supporting argument; an authority is only valid if it is generally recognised as authoritative in the field under consideration.

- (d) A justified argument is one that is supported by reasons from which a conclusion may be reached. (4)

The author claims that 'society has become less permissive and less civilized than he [Jenkins] would ever have wished' (lines 20-21). How successfully do the arguments and evidence used justify this claim?

*You must relate your answer to the content of the passage. You are not being asked to give your own opinions on the matter.*

Note the question does not ask the candidate whether they agree with the conclusion but whether the author presents a sufficient case to justify it. Evidence not presented in the passage is not admissible unless it is used to illustrate, for example, deficiency. The aim of the question is to test Thinking and Analytical skills, not simply comprehension.

Candidates should score one mark for agreement/disagreement with an appropriate reason to support the conclusion.

Candidates should score one mark for each separate but valid point relating to argument or evidence that is clearly based on the passage, up to the maximum of 4 marks.

Good well explained answers that deal separately with subjectivity and objectivity should be marked as two separate points if dealt with sufficiently.

Answers that:

- give sound T & A points, but which do not directly relate to the passage maximum 2 marks.
- agree or disagree but without any supporting comments (reasons or evidence) are BBL - 0 marks.
- Describe content rather than quality of argument, or that simply summarise the passage without making any of the agreed points - maximum 1 mark

Points that could be made include:

- The article is largely assertive and one sided
- There is little factual evidence to support the claim of greater permissiveness
- Objective evidence usually provides stronger support than subjective opinion because it is based on what most people accept rather than on what one person thinks.
- Feelings are attributed to 'critics', but there is no substantiation offered
- Inductive reasoning is used in paragraph 3 and 4
- Counter evidence could challenge or undermine the conclusion
- Language and ideas used are emotive
- The argument is one sided and unbalanced etc.
- The type of questions candidates could ask of the evidence include:
  - Is the evidence used primarily objective or subjective? Which type of evidence is likely to provide the better support for the conclusion?
  - What types of argument/reasoning are used?
  - Does the author rely more on emotive language/ideas than on reason?
  - Is there sufficiency of evidence? Is evidence ignored if it could help a counter argument or is presented in an unfair way?
  - Is the argument balanced or unbalanced; fair or biased?
  - Does the conclusion follow automatically from the evidence cited or does it conflict with it?



**AO2 Mark Scheme:**

A mark should be given for the level of written communication using these level guidelines:

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors.	3 marks (above average)
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question seriously, there many serious lapses of grammar and spelling <b>OR</b> there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	0 marks (exceptionally poor)

NB The AO2 mark is not dependant on the AO4 mark.

AO2: 3 Marks  
(Total For Section B: 13 MARKS)

## Section C

All questions in Section C examine AO3 and AO2.

**AO3** - Students should be able to marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data concepts and opinions.

**AO2** - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

**7** "There is no such thing as high culture." (17)

**To what extent do you agree with this opinion?**

Some candidates will define high culture but should show understanding of the term. Better answers may show that the two terms can be regarded as synonymous. The real issue in the question is whether popular culture should be termed culture. This opens up a debate on the nature and meaning of culture. One view is that mass entertainment is culture and is popular; another view is that culture should only refer to what is best and beautiful. Weaker candidates are likely to ignore definitions and may try to find a difference between the terms. Answers that fail to give illustrations or examples should not normally exceed the middle of level 3.

**8** **Examine reasons why some people have a religious belief.** (17)

This is a new style of question which does not obviously require the development of two contrasting/opposing viewpoints. The key words to which candidates should attend are 'examine' and 'some'.

Candidates who only address one reason (or a number of closely related reasons) for holding religious belief should be deemed to have addressed the question from a single viewpoint. Candidates who address more than one clearly different reasons will be addressing two viewpoints and can access the higher mark ranges.

The question does not specifically ask for why people do not hold religious beliefs however candidates may interpret the word 'examine' in the traditional manner. They may look at reasons why some people do and some don't hold such beliefs, supporting their answer with appropriate reasons (eg those that have been brought and raised with a specific faith; or those who have adopted a humanist approach to life).

Weaker answers are simply likely to give an account of different reasons. If there is no critical comment such answers should not exceed low level 3.

Candidates who outline two or more reasons and make critical comments, but without evaluation may reach the higher marks in level 3.

Candidates who attempt to evaluate the reasons they have given should reach at least level 4.

Ideally conclusions should identify which reasons are tenable, more commonly held or more logical etc.

- 9 "The biggest influence on the content and style of media output is what the audience want and will buy." (17)

Evaluate this view. In your answer you should consider at least one important medium and the influence of owners and editors as well as the audience.

Candidates should show understanding of 'media output' as involving both content and style. Key ideas that should be explored in evaluation are 'biggest' and audience demand.

Better answers will recognise other influences, depending on media form. For example newspapers will be influenced by current events which in some way they will have to reflect, whether their audience are interested or not.

Weaker answers are likely to adopt a simplistic 'yes or no' approach, in spite of the clues in the question.

The question is intended to compare the influence of the audience and that of the owners. Candidates may restrict themselves to a single media form, but better answers are likely to examine and contrast more than one. Answers which generalise but do not refer more than superficially to at least one media form should not exceed level 2.

Marks for Section C questions should be awarded according to AO3 and AO2 level descriptors.

AO3 Level Descriptors and Mark Distributions

No marks are to be awarded for answers that are completely irrelevant or frivolous.

Level 1	<p><b>Partial, incomplete and inconclusive answers</b></p> <p>Selects and marshals a limited range of evidence relevant to the question, but with no conclusion, implied or explicit.</p>	1-2 marks
Level 2	<p><b>Limited, (mainly) one sided answer with a simple conclusion</b></p> <p>Selects and marshals a limited range of evidence to draw a simple conclusion, which may or may not be appropriate. There may be little explanatory comment.</p>	3-7 marks
Level 3	<p><b>A developed answer which largely examines one viewpoint or looks at two sides of the argument in a superficial and unspecific manner.</b></p> <p>Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions.</p> <p>At the lower end, explanatory comment is simple and restricted.</p> <p>At the top end it is:</p> <p>either clearly interpreted and applied to a single view of the question</p> <p>or addresses different views in a superficial way with few specifics and little or no development.</p>	8-12 marks
Level 4	<p><b>Evidence is used to examine contrasting viewpoints.</b></p> <p>Selects, interprets and begins to evaluate evidence to show clear awareness of differing points of view, and uses it to draw a justified conclusion or conclusions.</p> <p>At the lower end, the range is limited and the evidence is evaluated in a simple way.</p> <p>At the top end, the range is wider and the evaluation is more developed.</p>	13-16 marks
Level 5	<p><b>A balanced answer evaluating a wide range of evidence.</b></p> <p>Selects, interprets and evaluates a wide range of information, concepts and opinions relevant to the question. Marshals and evaluates the evidence clearly and coherently to draw a justified, substantiated conclusion or conclusions.</p>	17 marks

**Total AO3: 17 Marks**

A mark should be given for the level of written communication using these level guidelines:

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors.	3 marks (above average)
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question seriously, there many serious lapses of grammar and spelling <b>OR</b> there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	0 marks (exceptionally poor)

NB The Quality of Communication marks are not dependant upon the A03 mark

AO2: 3 Marks  
(Total for Section C: 20 Marks)