

GCE

Edexcel GCE

General Studies (6451)

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Mark Scheme (Results)

## 6451: Aspects of Culture

### Section A

All questions in section A examine A01 - Students should be able to demonstrate relevant knowledge and understanding with application to a range of issues, using skills from different disciplines.

- 1 (a) If you were to classify the following aspects of culture into high culture and popular culture, which would you include as high culture? Indicate your answer from the list of possible answers given below. (1)

- (i) Ballet
- (ii) Dancing round the Maypole
- (iii) Medieval mystery plays
- (iv) Opera
- (v) Pop concerts
- (vi) Reality television

B (i), (iii) and (iv) - (no alternative)

- (b) List three different features that could be used to distinguish between activities which are of popular and high culture. (3)

List may be single words.

The question does not ask whether a candidate agrees or disagrees that there is high culture; it simply asks for criteria that might be used in classification. There is a wide range of possible answers. These may be expressed in either positive or negative terms. (“*Something is high culture if ...*” or “*Something is not high culture if ...*”). There is no requirement for explanation, development or illustration. The question asks simply for a list. The list could be expressed as a series of questions (“*Is it ...?*”).

Effectively looking for stereotypical view.

One mark for each of three different acceptable suggestions.

Possible answers might include:

**High culture** is often associated with wealthy people; with higher social groups; embodies the values of dominant groups; may require ‘training’ to appreciate; expensive; uses specialist jargon; is often regarded as inaccessible to the majority (either by cost, geographical location, language etc); is thought elitist; is centred mainly on London; uses traditional forms; embodies traditional values; counts as heritage; has longevity etc.

**Popular culture** is often regarded as culture of the masses; appeals to lowest common denominator; is relatively cheap; is easily accessible; changes rapidly in form or style; has little ‘quality; is mass produced; is often commercialised; is produced for rather than by the masses etc.

Watch for repetition of similar points.

Do not allow “age related” distinction.

Do not allow money, profit.

2

**Broadcasting (radio and television) and newspapers are different forms of mass media. Give two other examples of mass media. (2)**

One mark for each of two different examples.

Any form of mass communication medium allowing communication with large numbers simultaneously. Note that advertising is not a medium; it is the message, which can use any of several different media. The question does not ask for explanation of mass media, or for a developed answer but do not penalise if given. Be careful not to reward an answer where development counters an otherwise correct response. Mass media is any medium designed to reach very large audiences at one time. It does not include any form of direct person to person communication. Note it refers to the mechanism used for communication and not the actual communication.

One mark for each of two different examples:

Accept: Books/Magazines/Film (or movies or cinema as alternatives) /Video/Periodicals/Internet/CD/DVD/Mobile phones/Billboards (allow posters)/Publishing on paper (but not with books, magazines or periodicals) Advertising is wrong (as is leaflets) but allow if qualified with 'billboards'.

Do not accept: Advertising/Texting/E-mail/Telephoning/Music/Theatre/ Concert Halls/Film Industry/Specific books (such as encyclopaedia, textbooks)/Speech/Gestures/Postal mail. Newspapers/Radio/Television (these are included in the question). Answers which refer to the use of the medium, rather than the medium itself.

3

**How would you distinguish between creativity and innovation? You should illustrate your answer with reference to a specific work of art or architecture or literature or music. (3)**

Answers should show a clear understanding of the meaning of innovation (innovation is creative but must also contain originality either in content, method, materials, ideas etc.)

1 mark:

- Simple definition of innovation or creativity but without development or link to creativity or innovation.
- Definition of innovation must refer to something new or original.

2 marks:

Explanation of innovation with identification of a specific example of an innovative work and a brief explanation of how/why it should count as innovative

- More detailed explanation of innovation with an example of an innovative work, but not developed.
- A specific example of an innovative work with a brief explanation of why it should count as innovative, showing clear understanding of the term.

To reach second mark answers must refer to creativity and innovation. Must have example of either to achieve second mark.

3marks:

- Explanation of innovation showing clear understanding of the term innovation and contrasting it openly with the meaning of creativity. There should be at least one example used to show the difference between the two terms.

To reach third mark must have a clear understanding of both terms.

An answer however detailed which does not illustrate with a reference to a work cannot exceed one mark; similarly answers which use a style or artist rather than a work cannot exceed one mark.

If two definitions are given but only one is accurate maximum 1 mark (even with a sound example).

Watch for reliability of examples.

- 4 (a) **Explain briefly what people mean when they say their religion gives them a purpose in life.** (2)

The term can be used in a variety of ways. It can be applied to 'ordinary' every day impact of religion on the lives of individuals. More often it is applied to experiences that are out of the ordinary, such as visions, miracles, out of body experiences, perceived answers to prayer etc. Either approach is acceptable.

Answers which simply rework the wording of the question without adding anything are below the base line. [0 marks]

Simple statement (general unspecific answers) that shows limited understanding of the term. [1 mark]

More detailed explanation showing a sound grasp of the term 'purpose in life', perhaps with illustration/or 2 or more different reasons. [2 marks]

- (b) **Give one example of an event that might be described as a religious experience and briefly explain how this description is justified.** (2)

Use discretion; almost any answer is acceptable, provided it is linked to religion and can be described as an experience, rather than simply a belief. In this sense a practice may be termed a religious experience (maximum 1 mark unless life changing).

Answers that simply deal with belief or teaching are below the base line. [0 marks]

A reasonable identification of an experience/event without explanation. [1 mark]

A reasonable description of an experience/event with a simple explanation of why it should be classed as a religious experience (here both words have significance).

To get the second mark answers must be specific and realistic not general or vague. [2 marks]

Real key is “experience” ie something a bit out of the ordinary.

To get second mark must have idea of life changing effect (not just something that is done).

Watch for answers that misinterpret as “experience of religion” (maximum 1 mark).

Praying, church service, funerals, weddings, pilgrimages are too general and would only read 1 mark unless they are developed to how a specific life changing experience.

**5 Explain, using appropriate examples, what you understand by:**

**(i) Beliefs (2)**

Beliefs (note NOT just religious beliefs) are those things that an individual or group hold to be true. They are a particular type of conviction that may or may not be accepted by others. They are based on personal conviction and may not always be verifiable, but nevertheless shape behaviour. Simple definition without development or example. [1 mark]

Must define term and not just recycle question.

Answers that define only in terms of religions even with example (maximum 1 mark).

To get second mark must recognise that beliefs are broader than religion even though example may be taken from religion.

To get second mark must have an example however simplistic.

Explanation showing clear understanding, with appropriate illustration/example (an example of a religious or moral belief is acceptable). [2 marks]

**(ii) Values**

**(2)**

Values are those forms of behaviour (principles to live life by not rules) that an individual, group or society believes to be the norm. They are the basis on which social behaviour is built. Some values are common to all societies (the sanctity of human life, charity, mercy) others may be unique to certain societies (work ethic, tolerance, concern for others, capital punishment). Values may change according to changing circumstance. Values are important in determining the conduct of human relationships.

Be careful with answers that confuse values with beliefs. Watch for answers that narrow to moral values (maximum 1 mark). To get second mark must show clear understanding. Watch examples that are beliefs rather values (or vice versa).

Simple definition without development or example. [1 mark]

Explanation showing clear understanding, with appropriate illustration/example. [2 marks]

Candidates who fail to provide an appropriate example may not exceed one mark for either part (i) or part (ii).

**AO1: 17 marks**

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

## Section B

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

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

- 6 (a) **What type of argument is used in paragraph 1 (lines 1-4)?** (1)

Inductive (allow induction) but not causal - no alternative.  
Candidates may give the correct answer (inductive/induction) and the attempt to explain the term. If the correct term is used but an incorrect description is given, candidates should be awarded a mark.

- (b) **Look at the sentence “They are just like football supporters...” (line 11) This is an example of reasoning based on:** (1)

A. Analogy (no alternative)

- (c) **Paragraph 2 (lines 5 - 9) contains several unsupported opinions and one opinion which is supported by factual evidence.**

- (i) **Identify and write out an opinion that is not supported by factual evidence.** (1)

The key to this question is that the opinion is unsupported by evidence in the text.

Allow any one of:

- Most people think religion is a waste of time
- It is only suitable for the elderly
- It's only an easy way to blame people who enjoy themselves
- If they want to be religious they should keep quiet about it
- (they) should not force their views on others
- “*I don't know why people bother to be religious today*”

Allow 2 opinions if both quotes provided don't have “*they say*”.

Take care not to reward items from a wrong paragraph. Do not reward line numbers unless a phrase is quoted.

- (ii) **Identify and write out an opinion that is supported by factual evidence.** (1)

“*People can go to church if they want to*”. This is the only possible answer in this paragraph.

**Do not allow if the candidate quotes the whole sentence, ie includes the evidence.**

Do not reward line numbers on their own unless the phrase is quoted.

- (iii) Identify from the paragraph and write out the factual evidence that is used to support the opinion you have identified in answer to part (ii) above. (1)

*“The Declaration of Human Rights guarantees freedom of religious worship”.*  
This information is the only possible answer from this paragraph.  
To gain the mark the whole phrase must be quoted; it must not include any of the opinion that it is supporting.  
Do not allow line numbers on their own unless a phrase is quoted.  
Requires direct quotation or exact phrase not just reference to “Human Rights”.

- (iv) Give one reason to explain which of the opinions you have identified in parts (i) and (ii) above is more convincing. (1)

Clearly the desired answer is the phrase quoted in part (ii). The question is designed to test awareness of the relationship between types of knowledge. An opinion cannot be argued with but it may not be convincing unless supported by evidence.

Candidates may choose the unsupported opinion because they have knowledge that they feel might support it. This should only be allowed if the evidence is cited in support.

One mark for a clear and convincing answer.  
No marks simply for identifying the preferred phrase.  
Answers must be related to nature of evidence and not a general answer ie must refer to use of factual supporting evidence.  
If wrong paragraph is chosen all parts must be wrong.

- (d) Using evidence from the Candidate’s Response in Source 1, explain how successful the writer is in supporting the conclusion that ‘the French are right and we ought to copy them’ (4)

*In your answer you should apply thinking and analytical skills to evaluate the quality of the evidence and argument used by the writer. You should relate your answer to the content of the passage. You are not being asked to give an opinion on the matter.*

One mark for each Thinking & Analytical point made, supported by reference to the passage. Evidence may in this question refer to content or to quality of argument. To gain a mark candidates must give an example and a simple explanation of how their chosen evidence can be used to support the conclusion. The types of question that might be asked have been listed frequently in examiners reports. That candidates who do not cite evidence from the passage cannot gain the marks.

For each separate point:

Example with simple developed statement/explanation. [1 mark]

A second mark can be allocated to a full and well developed response to one particular point. [2 marks]



The following examples illustrate possible approaches:

- Is the evidence used subjective or objective and how might this affect the reliability of the conclusion?  
*eg Paragraph 1 contains mainly factual evidence to support the view that religion is a major cause of conflict, but paragraph 3 which tries to link symbols with conflict lacks objective evidence and is simply personal interpretation or opinion. This weakens the conclusion.*
- What type of argument is used?  
*eg The author uses reasoning by analogy in paragraph 3 and 4. The comparison in paragraph 4 is more effective than the one in paragraph 3 because...*
- Is the conclusion valid (in the sense that it follows logically from the arguments presented)?  
*eg The writer does make a sound, if biased case to support the conclusion. The argument is that religion is a cause of conflict and symbols are provocative in an age when most people are not religious. It is possible to be religious without wearing symbols. Symbols are divisive. Therefore... yes the conclusion does follow, even though there are counter arguments that could be used.*
- Is the passage balance or one sided?  
*eg: The writer only looks at reasons for saying that symbols are harmful but does not look at any of the benefits of symbols, like identification or belonging. By ignoring the good side of symbols the passage is unbalanced.*
- Is there sufficient evidence to support the claims or does the author rely on unsupported assertion?  
*eg The passage does contain a lot of opinion and often there is little evidence used to support it, like line 12 about the Star of David. How does the author know that people wear it to be noticed? We are expected to accept this claim without question.*
- Are there logical weaknesses (fallacies) in the argument?  
*eg The analogy in line 13-14 sounds like a good comparison, but the conclusion that people wear these symbols to be provocative does not follow logically and is not supported with any evidence.*
- Does the author rely on emotion (rhetoric) rather than logic and reason?  
*eg The author tries to win support by using emotive language and ideas. In line 4 the reference to September 11 is intended to win sympathy by playing on people's emotions. The media are still full of references to it, linking it with Islam. The media never link the attack on Iraq by Britain and America to religion. This is done to make us accept what the writer is saying, without really thinking about it.*

A candidate who ignores the question and simply agrees and then gives a supporting answer related to the passage but not using Thinking & Analytical skills. [1 mark]

A candidate who gives a personal response to the issue is below the base line.

## 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.	<b>3 marks</b> <b>(above average)</b>
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.	<b>2 marks</b> <b>(average)</b>
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.	<b>1 mark</b> <b>(below average)</b>
The answer is badly expressed or fails to treat the question too seriously, there may be 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).	<b>0 marks</b> <b>(exceptionally poor)</b>

NB The AO2 mark is not dependant on the AO4 mark

**AO2: 3 marks**

**Total 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 With reference to any one of the major art forms (architecture, or art, or (17) literature, or music) examine arguments for and against the view that ‘only old art is good art’.**

Candidates should restrict themselves to one art form; any who deal with more than one would normally be restricted to the lower end of the mark range in the appropriate level. The critical issue in this question is what, if anything constitutes ‘good’ art, and how should an opinion be formed and justified. Candidates do not need to have formal knowledge of aesthetic evaluation, although if they do it should be credited.

Arguments that could be used to support the statement include that to be counted as good a work of art must survive over time (have longevity). There are many examples in each of the art forms of works that possess longevity, but answers may show that not all ‘old’ art is necessarily good, nor has all ‘good’ art survived. Some answers may point out that tastes in art change over time.

The alternative view will suggest that age on its own should not justify the title ‘good’. There are two different lines of argument. On the one hand candidates may argue that there are a range of criteria that can be used to judge art. The second line of argument is that every age produces good art and bad. Survival may be just as much a question of luck as innate quality.

Weaker answers may take the form of one-sided assertion with a limited range of supporting evidence. Most are likely to claim that any age can produce good art. The most likely examples may be pop music. Many answers at this level will assert that personal taste determines what is good.

Better answers will be able to support their answer with a range of evidence. This may be simple in form, consisting mainly of naming works that are considered good, rather than examining them in detail. Alternatively candidates may acknowledge two viewpoints, but not be able to support either strongly.

Stronger answers will examine both sides and be able to offer a range of critically examined evidence. The likely response will be that old does not necessarily equal good.

**8 “Human beings know automatically what is right or wrong and do not need to be taught moral values.” (17)**

**To what extent can this view be justified?**

The issue in this question is whether there are absolute or innate moral values, or whether values are unique to each society and must be transmitted to the young.

Arguments in support of the statement might include the apparent universality of many moral values (like sanctity of life, truthfulness, property rights) and the impact of religion, which transmits and authorises moral values. Arguments might suggest that people generally act on the basis of conscience and experience and those who do not uphold generally accepted moral values are in some sense abnormal.

Arguments against the statement could point to differences in moral values between different cultures and religions. They might suggest that each society develops morality on the basis of its own value system and that such values can change (examples might include the changing attitude to contraception, abortion or divorce). It might be claimed that we are brainwashed into accepting particular moral values.

Weaker answers are likely to adopt a single viewpoint, probably claiming that people have to be taught morality. Examples are likely to be limited.

Better answers may take such a single viewpoint but adopt a wider range of examples, or may recognize that there are valid arguments in support of each viewpoint.

Stronger answers will argue for both points of view and will be able to support both positions with a range of examples. Some may suggest a compromise view, that right and wrong are inherent and that we discover the difference through experience.

9 “There is no need for any form of censorship in the modern world”. (17)

**Assess arguments for and against this view.**

The central issue is the need for censorship. Ideally candidates should be aware of a range of different types of censorship and of the different reasons used to justify them. Answers could include both overt and covert censorship. Official censorship operated by government institutions; editorial censorship used by and in the media; private censorship operated, for example, by families and self-censorship. The emphasis should be placed on ‘need’ rather than ‘want’. Candidates should show an awareness of what is meant by censorship.

Arguments in support of the statement can include issues like democracy, freedom of information, the idea that censorship is an abuse of power etc.

Arguments against the statement could include issues like the need for secrecy in war time, protecting the young and innocent

Weaker answers will be one sided and have a limited understanding of the nature and range of censorship. Responses are likely to be unsupported assertion.

Better answers will support assertion with evidence, although they may be restricted in the range of censorship that is considered.

Stronger answers will recognise that censorship takes many forms and serves different purposes. As such they will argue a liberal perspective in support of freedom of information, but at the same time will recognise circumstances where some forms of censorship are justified and even desirable.

The best answers will deal with a wide range of issues and be able to support arguments with a range and variety of evidence. Some may take issue with ‘the modern world’.

Marks for Section C questions should be awarded according to A03 and A02 level descriptors

### A03 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><b>OR</b> 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 A03: 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.	<b>3 marks</b> <b>(above average)</b>
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.	<b>2 marks</b> <b>(average)</b>
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.	<b>1 mark</b> <b>(below average)</b>
The answer is badly expressed or fails to treat the question too seriously, there may be 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).	<b>0 marks</b> <b>(exceptionally poor)</b>

NB The Quality of Communication marks are not dependant upon the AO3 mark

**AO2: 3 Marks**

**Total Section C: 20 marks**