

GCE

Edexcel GCE

General Studies (6454)

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Mark Scheme (Results)

## 6454: Cultural Expressions

### 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 Which of the following would not be included in criteria used to evaluate the artistic quality of a work of art? (1)
- (i) the artist's age when he made the work
  - (ii) the cost of materials used in its creation
  - (iii) the level of skill or craftsmanship used in its production
  - (iv) the longevity of the work
  - (v) unity of form found in the work

A (no alternative).

- 2 Explain, using an example, what "mass media" is. (2)

One mark for a simple but accurate explanation. [1 mark]

One mark for a suitable example. [1 mark]

If very weak definition (eg recycle question) but sound example, maximum 1 mark.

Note the example should be a form of media, not an element.  
Eg 'Newspapers' is acceptable; 'The Sun' is not. Answers which do not give an example can only achieve 1 mark, however good the explanation is. The example may be included in the definition or given separately.

Allow if they name a form and then give specific example.

NB. An example without any explanation is below the base line (0 marks)

Definition: The mass media refer to any agents (whether written, verbal or visual) that allow communication with a number of people at the same time.

NB Can use term *media* but not masses. May refer to communication but must refer to large scale.

Examples: Radio; television (but not a TV programme); (or broadcasting); newspapers; magazines/ periodicals; books (publishing); posters/billboards, leaflets or flyers (but not advertising); cinema; film; internet; video games CD/DVD's, mobile phones (but not for telephoning) etc.

Do not allow any agent of communication that is predominantly one to one.

**3** **How does innovation differ from creativity?** **(2)**

- Creativity is the act of making or bringing something into existence. It can be argued that all people are in some way creative;
- Innovation involves originality - ie. Doing something new, doing something that has never been done before; originality;
- Definition of creativity [1 mark]. Definition of innovation [1 mark];
- Some candidates may not give separate definitions but may try to explain differences, in which case;
- A simple accurate explanation, identifying clearly a difference [1 mark];
- A more detailed explanation using examples or giving two distinct differences [2 marks];
- Examples (are not required) may be specific works of art or may be artists or a new style, the question does not refer to the arts and so candidates may choose other areas of life to illustrate the concepts. Examples are not required in the question. Full marks can be obtained without an example.

Key points are for example:  
originality v unoriginality  
unusual v commonplace  
new methods v traditional methods *etc.*

**4** **It is often said that Britain is no longer a religious country, but religious beliefs still influence the way people live their lives.** **(3)**

**Identify and explain one way in which religion plays a part in the life or behaviour of a person who is not a religious believer.**

Life and behaviour and specifically non religious people

The key issue in this question is that although secular, the basis of much of modern society lies in our religious past. Candidates may choose a number of examples: the law and legal system; our moral code; aspects of language (use of blasphemy by people who are not religious); religious buildings (as location points, museums, works of art, tourist attractions etc); words on the coinage; superstitions; holidays and festivals; chocolates; swearing oaths etc.

Allow negative influences eg suicide bombers, restrictions and practices like euthanasia and abortion.

Candidates may focus either on life in the broadest sense or behaviour in the specific sense.

Regard the total mark as (1+2).

Example of influence - provided it is not obscure - which will affect the non-religious [1 mark].

PLUS EITHER

Simple explanation of how the example affects life or behaviour. [1 mark]

OR

Fuller explanation; this should be more detailed showing a clear understanding; it may deal with both life and behaviour. [2 marks]

Candidates who attempt to deal with the question without a clear example maximum of 1 mark. The question is meant to discriminate.

Candidates who give an acceptable eg but then give an explanation that has nothing to do with religion, maximum 1 mark.

Candidates are only asked to show one way. If more than one way is given, only mark the best answer.

Example may be specified separately or may be included in general explanation.

Answers that deal with influence on religious people are below the base line.

5

**You have been asked to chair a committee organising a Weekend of Popular Culture, to be held in your locality during the autumn.**

**(a) Identify two different types of cultural activity that you feel should be included in the programme. (2)**

One mark for each of two separate and acceptable examples. Note the question does not ask for a specific event but for a 'type' of activity. But may be a performance by a specific group. In other words 'a video of a TV soap' would be acceptable as a type, but 'last Tuesday nights edition of Coronation Street' would not be acceptable because it is not a type but a specific instance.

Must be activity generally recognised as Popular Culture. Exclude activities normally seen as High Culture eg Opera, Ballet, Theatre, Art Galleries and Museum, Symphony Concerts.

Must be an activity and not a specific item (especially technology related).  
Must be events that would relate to a festival and not simply be general social activities.

This question is deliberately intended to be discriminating.

Examples of types of popular culture might include:

Pop concerts; karaoke; certain sporting activities; cinematic performances; disco dancing etc.

The examples must satisfy the normal definition of popular culture, which relates to appealing to a mass audience; containing the authentic voice of the people; produced for the people rather than by the people for commercial rather than artistic reasons etc.

- (b) Other members of the committee challenge your suggestions. Choose one of your ideas and explain carefully why it is an example of popular culture. (2)**

Note - candidates should only deal with one choice. If a candidate deals with both examples only award marks to one of them. Reward the answer that most clearly matches the criteria.

Answers which are merely assertions without any support or justification is below the base line. [0 marks]

A simple justification based on the example but not closely related to popular culture or an answer showing clear understanding of popular culture. [1 marks]

A fuller answer that shows understanding of the concept of popular culture and is able to relate the example to this. Such answers are likely to provide their own definition of popular culture. [2 marks]

The question relates to the qualities of popular culture. Do not reward an answer that simply attempts to justify the inclusion of an item/event in the programme without showing it does meet the criteria of Popular Culture.

Not enough to show understanding of why activity is Popular Culture. To achieve second mark must have justification for why it should be included within Popular Culture.

If you don't get correct response to part (a) they can still score 1 mark for a sound understanding of Popular Culture, but cannot achieve 2.

**AO1: 12 marks**

**Total Section A: 12 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(d) should be used to examine AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

**6 (a) (i) Explain the term 'subjectivity'. (1)**

Subjectivity refers to a non-objective view of life, the natural world or events and occurrences. To get mark, must have the idea that it is opinion, a personal view or that it is not factually based.

Simple accurate definition. [1 mark]

There is no requirement to give examples or refer to the text. If a candidate offers an incorrect example to illustrate meaning the answer should be counted as wrong, even if the definition appears to be acceptable otherwise.

**(ii) Under what circumstances might subjective evidence be regarded as being at least as reliable as objective evidence? Give reasons to justify your answer. (2)**

The purpose of this question is to examine the relationship between different types of knowledge. It is generally accepted that objective (factual) knowledge is more effective in supporting an argument than evidence containing subjectivity. However under certain circumstances subjectivity need not be a disadvantage. For example if an acknowledged expert is giving his opinion, based on his own experience for example:

- the official film censor suggesting that radical censorship of films will not lead to declining standards of public behaviour.
- the opinion of an expert in that area.
- where an opinion can be easily verified if it is so desired.
- where opinion is deduction about future events based on past performance.
- where the opinion relates to a specific incident but the objective evidence is generalised.
- when making an aesthetic judgement based on taste (ie opinion).

A reasonable suggestion of a circumstance where these conditions might apply without comment or explanation. [1 mark]

A reasonable suggestion, with an appropriate supporting comment. [2 marks]

A supporting reason but without any reference to 'circumstances' should be treated as below the base line.

Any reference to authority must relate to expertise in that area and not simply to status or power.

**(b) What type of argument is demonstrated in paragraph 6 (lines 19-22)? (1)**

Inductive or induction. Allow argument moving from specific or particular to the general (no alternative).

Do not reward answers that deal with the wrong paragraph.

**(c) Look at paragraph 3 (lines 7-11). From it write:**

**(i) an example of scientific or empirical evidence. (1)**

Scientific (or empirical) knowledge is obtained by observation and experimentation. It is knowledge that is developed on the basis of hypothesis testing. As evidence is gathered the hypothesis is refined. Evidence is accepted as 'factual' or truthful if a test can be repeated and the same answer replicated.

*"...only 5% are used"* (line 8). No alternative.  
Phrase may be longer but must include the words given.

**(ii) an example of reasoning by analogy. (1)**

*"It's just like the explosive and unplanned ... track remained unused."* (lines 9-10) (no alternative).

Not *"video games today are ... 20 years ago"* or anything other than a direct quotation.

**(iii) an objective statement. (1)**

Allow 1 mark for any of the following:

- *"Of all the fibre optic ... only 5% are used"* (the final part is acceptable on its own)
- *"the collapse of the dotcom bubble"*
- *"... the expansion of railways in the 19<sup>th</sup> century"* (do not allow if explosive and unplanned is used in the quotation)
- *"... miles of unwanted track remained unused"*
- *"Video games today ... 20 years ago"*
- *"The only difference is the sophistication of the graphics"*

Do not accept *"A perfect example of the collapse of the dotcom bubble"*.

- (iv) a statement containing a subjectively based judgement, which could be tested to establish whether it is true or false. (1)

Here the issue is not whether a factual statement can be tested but a subjective (opinion) based judgement.

Allow 1 mark for either:

- “the explosive and unplanned expansion of the railways” (may include ... to 19th century)
- “miles of unwanted track” (but not more of the sentence)
- “there is a deep seated conservatism in how new technologies are used”

There are no alternatives.

Be careful in this question not to reward answers from a wrong paragraph.

- (d) Identify one statement that gives the strongest support to the claim and one that does not seem to support it at all. Give reasons to justify the choices you have made. (4)

The choice is a matter of opinion; strongest supporting statements are (v), (iii) and possibly (ii) in that order; the irrelevant statements are (i) and (iv);

The marks are awarded mainly for the justification that is given.

Allow one mark only if the candidate identifies **both** statements as required in the question. Do not award this mark if only one statement is identified, must have correct choice to score mark. I feel the first part of the question must be carefully adhered to. [1 mark]

Justification:

The question is to test the relationship between types of knowledge.

- (i) is opinion; it is not related to whether or not we need to be creative;
- (ii) is again opinion; it does not directly relate to the need for creativity, but the entire statement implies that problems in development of technology are due to managers being good managers but not creative thinkers and no one seeing the whole picture;
- (iii) Is again opinion, but it is subject to testing to establish its truth. It implies the need for a more inventive or creative approach if we are to get the best out of new technology;
- (iv) This is factual, but it does not relate directly (or indirectly to the conclusion of) to the need for creativity;
- (v) This is factual; in isolation it does not relate directly to the conclusion, but in context it implies we have been left behind by a more creative people, therefore...



Mark this part of the answer as a whole, awarding one mark for each valid point made. To get the full three marks candidates must address both statements, but can focus on one. [3 marks]

If no use of Thinking & Analytical skills but merely relate to content rather than nature of evidence max 2. (Plus 1 for correct identification). Third mark is for Thinking & Analytical skills - but this may be simplistic.

If get both parts of identification wrong then cannot score in justification. If get 1 of identification right then credit answer for the correct bit but not for the wrong bit (up to 2 marks provided second mark is for Thinking & Analytical).

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 Written Communication marks are not dependant upon the AO3 mark. Scripts must provide sufficient evidence for the assessment of AO2.

**AO2: 3 Marks**

**Total Section B: 15 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 **“The only way to judge the artistic quality of a work of art is by the price that it will attract on the open market.” (20)**

**Assess arguments for and against this approach to aesthetic evaluation, making reference to one or more of art, or architecture or literature or music.**

The central issue is whether the principles of aesthetic evaluation have any use in judging the worth of works of art. The implication of the statement is that the only way to assess worth is through market value. Arguments in support of the statement are likely to take the view that any judgement of art is subjective and a matter of personal taste or that there is no such thing as good or bad art, but that all things creative are of equal worth. Arguments against the statement may refer directly to and apply principles of aesthetic evaluation or may attempt to argue differences in quality. Some may take the negative line that cost is not a test of value but simply of what people are prepared to pay; some ‘great works’ have in the past been regarded as valueless while inferior works have fetched high prices.

Weaker answers are likely to address only one viewpoint, will be lacking in evidence, and may rely on assertion.

Better answers will try to address different viewpoints, but may have a limited understanding of aesthetic principles and are likely to lack specific evidence.

Stronger answers will be able to support their arguments with specific evidence relating to different works of art and may distinguish between artistic quality and market value/price. They are likely to recognise that even aesthetic principles involve a degree of subjectivity.

- 8 “Traditional moral values are of no help when we need to find answers to contemporary moral dilemmas”. (20)

To what extent can this view be justified? In your answer you should consider contemporary moral issues.

The central issue relates to how we should find answers to some contemporary moral dilemmas. The argument should consider whether traditional forms of moral reasoning are of any value today. If they are rejected what can replace them? Ideally candidates should be able to apply the principles of (for example) Utilitarianism, Social Contract and religious teaching to their chosen dilemma, but significantly they should consider the meaning of ‘traditional moral values’ (not reasoning). To answer the question effectively they must show awareness of ‘traditional’ moral values. Some candidates may ignore the main thrust of the question and simply address, perhaps in descriptive form, their chosen moral dilemma. These shall not reach level 3. The question is NOT ‘what is the moral position about...’ but whether traditional moral values can help resolve the moral dilemma.

Weaker answers may either discuss a moral issue in broad terms without really addressing the thrust of the question, or may rely on assertion. In the latter case they may associate traditional with religious and reject it out of hand. Evidence will be limited. They may not address any particular contemporary dilemma, in which case restrict to lower level 2 max.

Better answers will identify traditional values (like the sanctity of life) and apply them to their chosen dilemma. Arguments are likely to be simplistic.

Stronger answers will address both sides of the issue recognising both the weaknesses and strengths of traditional values in the context of the chosen dilemma. They are likely to be well informed about the issue and be aware of different types of moral reasoning.

- 9 “There is nothing lasting about any culture, since each society adopts the behaviour that reflects its own values at any given time” (20)

Critically evaluate this opinion.

The issue is whether there is such a thing as culture. It allows candidates to address the issue of high/popular culture and whether culture is a response to the social context or whether it produces the social context. Candidates ought to examine the relationship between culture and values. The question is phrased so that candidates may choose whether to examine the term culture as in a social or artistic context. A central issue is whether culture is fixed or fluid.

Weaker candidates may ignore the question and simply argue that ‘our’ culture is by its nature good. They may take a narrow parochial view of culture and ignore the issue of values altogether. Answers are likely to lack evidence and be mainly assertion.

Better candidates will accept the clue of ‘adopts’ to argue that culture is constantly changing. They may not recognise that change does not necessarily mean the rejection of everything from the past.

Stronger answers will consider the first phrase ‘nothing good’ to argue that at any time culture contains both good and not so good, traditional and new, old and innovative. Much that is new may not last, but some will. Such answers are likely to have a sound evidence base to support their response.

**10 “At present the mass media is the most harmful influence on people’s lives” How far do you agree with this assertion? (20)**

The central issue relates to the influence of the media. The question does not challenge the thought that the media does influence behaviour, but raises the issue of whether it is the most harmful influence. This implies that there are other influences. Most candidates are likely to focus on the media’s use of advertising and broadcasting. Inevitably there will be many who make unsupported assertions - Jamie Bulger.

Weaker answers may simply argue that the media is an influence. They may ignore clues like ‘harmful’ and ‘at present’. Evidence will be limited in range.

Better answers may argue that the media is a harmful influence but can also have good influences. Evidence is likely to be based on a single media form. Some will try to identify other harmful influences.

The strongest answers will recognise that there is serious debate as to whether the media does influence society. They are likely to be aware of some of the different influence models, and may perhaps argue that it can only influence those who are willing to be influenced. Such answers will take account of ‘harmful’ and may take note of ‘at present’.

Alternative approach may look at it is/it isn’t harmful.

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.**

<b>Level 1</b>	<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>	<b>1-3 marks</b>
<b>Level 2</b>	<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>	<b>4-8 marks</b>
<b>Level 3</b>	<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: either clearly interpreted and applied to a single view of the question <b>OR</b> addresses different views in a superficial way with few specifics and little or no development.</p>	<b>9-14 marks</b>
<b>Level 4</b>	<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>	<b>15-19 marks</b>
<b>Level 5</b>	<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>	<b>20 marks</b>

**Total A03: 20 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: 23 marks**