

GCE

Edexcel GCE

Aspects of Culture (6451)

Summer 2006

advancing learning, changing lives

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) Which of the following religious symbols are not normally associated with either Christianity or Judaism? (1)

E (no alternative)

- (b) Give two different reasons why religious symbols are important to believers. (2)

Note: The question does not ask either for a generalized answer or for explanation. To gain marks the answer must relate specifically to the meaning of symbols to believers

One mark for each of two different acceptable suggestions.

- help believers to remember aspects of their faith
- can be a 'secret' code that has a different meaning to a believer than a non-believer
- can express in simple terms the complex ideas of faith
- can represent religious 'facts'.
- strengthen the feeling of belonging
- are a demonstration of faith to others
- help identify believers
- reminder of religious beliefs or truths
- protect believers from evil/keeps them safe
- object of worship in absence of God
- gives sense of security
- something to pray to
- guidance
- transcends language - visual form of communication
- reminder of God being with them
- keeping faith/belief separate

Allow specific example with explanation eg '*the cross - Jesus died for them*' etc.

Do not allow:

- vague unspecific answers eg '*they help with worship*'
- repeat of similar point in slightly different form.

- 2 What is national culture? How does it differ from western culture? (3)

To gain all three marks candidates need to know the meaning of both types of culture. Answers may take several forms. Concentration may be on either part of the question. Candidates who deal only with national or western culture are restricted to 2 marks max.

Some answers may simply give definitions of the two types of culture, showing difference by juxtaposition without defining culture. Where there is also an explicit statement drawing attention to difference or a detailed definition of culture all 3 marks may be gained.

National culture means the culture of a particular nation. Examples could be British, English, Irish etc. If used, examples do not have to be associated with Britain or UK. National culture is usually determined by language, history, religion etc.

Western culture usually refers to the culture of western Europe and the USA or 'developed' world. Accept '*the West*' if qualified. It is identified by broadly shared

elements (common history; legal system; political development; sometimes language etc.) but incorporates a number of national cultures and so there will be differences as well as commonalities.

Simple explanation of national culture.	1 mark
Simple explanation of Western Culture.	1 mark
Explicit reference to difference or clear definition/explanation of culture.	1 mark

NB 3 separate marks

3 (a) Explain why the large media group might want to buy it. (2)

Listing of reasons is not enough. To gain the second mark there must be some explanation or development.

Simple reason(s) without development or explanation	1 mark
One or more reasons with clear attempt to explain rather than just describe	2 marks

Possible suggestions might include: to remove a competitor; to gain a larger market share; to increase profit; to develop greater influence; to acquire desirable assets; to prevent competitor buying it etc.

(b) Why might some of the newspaper readers in the town feel that such a purchase was not in the public interest? (2)

Note this question asks for reasons not for explanation, but a single reason well explained could achieve both marks.

Simple reason without development	1 mark
One or more reasons given with some development or attempt to explain reasons given OR Two simple reasons without development.	2 marks

Possible answers might include: monopoly control; reduction of choice; loss of a particular viewpoint; loss of local control/influence/interest/tradition; too much power/influence with one individual/company; loss of local employment; profit etc.

NB Candidates may use similar materials in both parts.

4 (a) Explain the difference between moral values and moral reasoning. (2)

Moral values are the beliefs or rules about what is right and wrong that guide the behaviour of an individual or group/society.

Moral reasoning is the process whereby a particular action or series of events is determined to be right or wrong; it is the process of applying moral values (general) to particular issues (specific)

One mark for each correct definition.

Candidates may specifically identify differences or may answer by juxtaposing two definitions without specifically identifying differences.

Allow one mark for each valid point made.

(b) Identify two different forms of moral reasoning. (2)

Allow 1 mark for each of two different forms. Maximum of 2 marks.

Note the question is not about different moral values or different moral issues.

The most likely answers included in the specification are:

Utilitarianism; Social Contract; religious teaching; belief in absolute or innate values - natural law; situation ethics; relative values; consequentialism; existentialism; deontology; ontology; teleological; Marxism.

Allow others like: Kant's Categorical imperative

Note the question asks to 'identify' not 'name'. Therefore a correct description is just as acceptable as a name.

Allow: If a candidate outlines an issue and shows how a moral decision might be reached using a form of moral reasoning. Answer must contact more than '*because my morals tell me it is wrong*'.

To get both marks, 2 different issues and forms of reasoning must be illustrated.

5 (a) Name an artistic style and either an artist or work of art associated with it. You should choose your answer from either art or architecture or literature or music. (1)

1 mark for an answer that names an acceptable style and a work or an artist. Unless both elements are present the answer **will not** score any marks.

Note the answer can come from any artistic form.

The variety of possible answers is vast.

There is no requirement to develop or explain the answer.

If an inaccurate pairing is made then **do not** award any mark (eg Renaissance - Blenheim Palace.) But be aware that some artists do overlap styles (eg Picasso abstract or cubism).

Allow eg: Popular music/Classical music/Modern art etc

Do not allow broad terms like: Poetry/Drama/Novels/Music/Painting. **Must** be qualified eg War Poetry/Science fiction/Fantasy literature etc

(b) Give two key features that would enable you to classify your chosen artist or work of art as belonging to the style you have selected. (2)

One mark for each of two different valid points.

Note the key feature does not have to be unique to the style but it must be one associated with the style.

The answer must however be sufficiently explicit to be acceptable.

For example 'range of different colours used' could apply to almost any painting style - do not credit.

Allow dates of production as an acceptable feature (e.g. Romanticism - Keats poetry; Key feature early 19th century)

AO1: 17 marks
(Total 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 these two items of evidence is completely subjective (opinion)? (1)

- (i) Although this contains facts in the names of the musicians groups, the sentence is entirely a matter of opinion. Some may think that for example The Clash are not 'good'. Statement (ii) is totally factual, apart from the judgement on Toscanini.

(b) Which of the two items gives the strongest support to the view that popular culture "is really popular entertainment not culture" (lines 8-9)? Carefully explain the reasons for your choice. (2)

Note the question relates to a given context, which must be referred to in order to gain both marks.

Answers are likely to argue in favour of the factual answer, however some might argue that it doesn't really have anything specific to say about the statement but merely refers to changing tastes in entertainment. Some may argue that neither supports the statement at all. Even though the question asks for a choice this approach must be allowed if there is an attempt to justify it.

Simple choice with limited explanation or justification	1 mark
Developed justification, perhaps noting weakness of one compared with the other and relating answer to the statement. Or using Thinking & Analytical Skills	2 marks

NB Answers which decline to make a choice but without justification are BBL.
Choice without attempt to justify is BBL.

(c) (i) Explain what is meant by reasoning based on analogy. (2)

An analogy is a comparison of one thing with another with the purpose of explanation or clarification. Reasoning by analogy is when a similar case is quoted to the matter under consideration and it is claimed that similar things will apply in different situations. The most usual analogy is the comparison of heart with a pump. If reasoning from analogy is to be effective it is necessary to show that the things being compared are similar.

Do not credit simple comparison that is not analogy.

Simple explanation of analogy with no reference to its use in reasoning. In such an answer candidates may give a simple example but not relate it to the idea of reasoning.	1 mark
Explanation showing some understanding of the idea of reasoning (arguing). In such an answer candidates may offer an illustration and show how reasoning is applied.	2 marks

(ii) Identify and write out one analogy used in paragraphs 1 and 2 (lines 1-7). (1)

There are a number of possible answers. These must be taken from the text and not be simple generalisations (like: a comparison with the war in Iraq; being caught in a storm etc).

Accept:

- "holding out against the constant barrage of popular culture is as hard as **surviving carpet-bombing** in Iraq."
- "but these days one moves in and out of popular culture like **dodging raindrops** in a downpour."
- "Against such overwhelming odds, one has no choice but to **hoist a white flag and surrender**."
- "Pop music seeps and swells from shops"

Accept recognisable spellings. Allow mark if answer is longer but contains the phrases quoted above.

If answers are shorted they must contain the emboldened words to be awarded the marks.

Do not allow examples from any paragraph other than Paragraphs 1 & 2.

(d) Explain whether the writer has provided sufficient support for his claim that "We shouldn't reject all of popular culture just because most of it is bad" (line 29). (4)

This is a slightly different approach to the traditional 'justification of argument' question. Candidates are given a clue in the use of sufficient. Answers can refer to either quality of evidence used or to quality of argument.

Allow 1 mark for each sound point made using T and A skills to answer the question.

Allow 1 mark for summary of passage without addressing the question.

Candidates may agree or disagree provided they are able to justify the answer. Note there is no mark for simple agreement or disagreement.

Possible points might include:

- The objective evidence that is used does help support the claim
- The use of analogy in the opening paragraphs seems on the surface to oppose the claim, but he uses the idea of dodging or avoiding. This implies that not everything is bad/harmful.
- There is too much unsupported assertion on which his argument is built (eg line 4)
- Paragraph 4 is a logical argument and really appeals to personal experience; we do distinguish between bad and not so bad
- He appeals in paragraph 3 and 5 to an authority type figure; disagrees with him and provides evidence to support the claim.
- Use of rhetoric or emotive language

Answers may refer to:

- specific evidence
- types of evidence used
- types of argument used
- sufficiency/deficiency of evidence
- bias and balance
- use of rhetorical language

To exceed 2 marks there must be specific reference to the text.

Candidates who simply list points but without explanation linked to passage - max 2.

AO2 Mark Scheme

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

There must be sufficient written evidence to judge AO2.

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, where 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 too seriously, there may be serious lapses of grammar and spelling OR 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 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 justification for religious belief in the modern world.” Examine arguments for and against this view. (17)

The central issue relates to the secularisation debate and should concern the purpose of religious belief. It is not simply about whether science has disproved religion, although clearly this should play a part. Candidates should be able to examine the different reasons why people hold to religious belief. These may include tradition, a sense of belonging, having a purpose in life, because religion deals with the supernatural not the natural world. Answers may challenge whether science has in fact disproved all or even any religious beliefs. Note the key words ‘no justification’ and not ‘no proof’.

Weak answers may miss the point of the question or adopt a strongly biased viewpoint. They are likely to be limited in the range of evidence and would not normally exceed mid level 2.

Better answers should focus on the key idea of justification and will be able to show that there are several reasons why people hold religious belief.

Stronger answers will recognise and be able to argue contrasting viewpoints (noting that many do feel scientific discoveries have challenged the basis of some religious beliefs [evolution, the flood etc], but at the same time recognising that religious belief is not simply about such physical manifestations. Such answers should normally reach level 4. Some may attempt to reconcile apparently contradictory views. Note this type of question does not always lend itself to detailed factual evidence.

NB Must have conclusion.

- 8** “A new artistic style develops because an individual has a completely new and original idea.” To what extent do you agree with this view? In your answer you should use evidence taken from only one of art or architecture or literature or music. (17)

The critical issue is why new artistic styles develop. Candidates should consider the relative merits of innovation/originality; genuine creativity; and commercialisation. Note that candidates should focus on one single art form. Candidates who use more than one art form should not be penalised in terms of level, but are likely to be placed at the lower end of the mark range within the band. Some candidates may take note of the use of ‘completely’

Weaker answers are likely to adopt a simple viewpoint and will have a limited range of evidence. They are likely to accept the statement uncritically and will not exceed mid level 2.

Better answers are likely to argue against the statement, suggesting other reasons for the development of new styles. These might include changing taste, materials and resources, technical ability and would normally reach level 3.

Stronger answers may well distinguish between modern styles (especially in music) which do seem to be generated by a demand for ‘difference’ and older styles which resulted to a large extent in the original work of great artists who genuinely found new ways of doing things. They may point out that a new style will only develop if the audience and other artists are prepared to support it. Such balanced answers will normally reach level 4.

- 9 “The media are dangerous because they have too much influence on the lives of ordinary people.” Evaluate arguments for and against this view, supporting your answer with evidence taken from at least one form of the media. (17)

The central issue is whether the media is dangerous or harmful. Some candidates may be distracted to discuss whether the media does influence people rather than examining the amount and effect of the influence they have. Note that in this question candidates may refer to one or several forms of the media. They should not be penalised for dealing with only one, but are likely to be placed at the lower end of mark range within the band.

Answers that simply deal with media influence rather than *danger* should not exceed Level 3.

Questions that can be examined include the meaning of dangerous - to whom, how and when? Is the media dangerous because of its nature (mass one way communication) or because it has influence?

Are all forms of influence harmful?

Why are ‘ordinary people’ introduced?

Weaker answers will adopt a single viewpoint and are likely to rely on unsupported assertion or generalisations (watch for Jamie Bulger!!). They will not normally exceed mid Level 2.

Better answers may argue whether or not media has too much influence, but may ignore the issue of dangerous. These will generally reach level 3. Watch for answers that trot out sociology or media study answers that look at the different models of media influence without actually addressing the question (restrict to level 2).

Stronger answers should consider both influence and harm. They may distinguish between different types of influence (information is good; creating moral panics is bad).

Such answers would normally reach level 4.

Level 4 answers

Note the descriptors for Level 3 and Level 4. The Level 4 descriptor emphasises that evidence is used ‘to examine contrasting viewpoints’. In contrast a two sided Level 3 answer is described as being in ‘a superficial and unspecific manner’.

If faced with a balanced two sided approach, in which both viewpoints are supported with some evidence and there is a clear appreciation of the different perspectives, the answer should be placed in Level 4 and not Level 3. The evaluation criterion in Level 4 is of secondary importance and should be used as a guide to allocating a mark within the level. Clearly where there is evaluation it is an indication of a Level 4 answer.

At the lower end of Level 4 evaluation will be simplistic and inconsistent. It may take the form of simple juxtaposition of idea or of raising simple questions about the quality of evidence. Evaluation may simply be restricted to the concluding section of the essay.

Note that a two sided essay placed in Level 3 should be fairly superficial, perhaps not well balanced and will not contain a wide range of evidence supporting both viewpoints. One of the viewpoints is more likely to be a ‘bolt on’ rather than as fully appreciated as the other.

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.

	Partial, incomplete and inconclusive answers	
Level 1	Selects and marshals a limited range of evidence relevant to the question, but with no conclusion, implied or explicit.	1-2 marks
	Limited, (mainly) one sided answer with a simple conclusion	
Level 2	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.	3-7 marks
	A developed answer which largely examines one viewpoint or looks at two sides of the argument in a superficial and unspecific manner	
	Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions.	
Level 3	At the lower end, explanatory comment is simple and restricted. At the top end it is: either clearly interpreted and applied to a single view of the question or addresses different views in a superficial way with few specifics and little or no development.	8-12 marks
	Evidence is used to examine contrasting viewpoints.	
	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.	
Level 4	At the lower end, the range is limited and the evidence is evaluated in a simple way. At the top end, the range is wider and the evaluation is more developed.	13-16 marks
	A balanced answer evaluating a wide range of evidence.	
Level 5	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.	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, where 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 too seriously, there may be serious lapses of grammar and spelling OR 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 AO3 mark

AO2: 3 Marks
Total Section C: 20 marks