

# Mark Scheme (Results)

## January 2007

GCE

### GCE General Studies (6451/01)



## 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 Which of the following would not count as key elements of an artistic style? (1)

B (no alternative)

- 2 (a) Which of the following forms of entertainment would normally be regarded as belonging to Popular Culture rather than High Culture? (1)

C (no alternative)

- (b) Explain how Western Culture is different from United Kingdom culture. (2)

One mark for each of two separate points made such as: [1+1]

One mark for distinguishing between Western and UK culture (eg western includes many countries) UK is national.

One mark for correct geographical identification of Western culture

One mark for specific differences such as language, history, tradition, religion, political structures and organisations.

One mark for an attempt to develop and/or explain any of the other points

Note question does not ask for similarities. These should not be credited.

- 3 State two ways in which religious belief might give a person a purpose in life. (2)

The aim of the question is to test the idea of purpose in life within the context of religion. Purpose in life should not simply imply beliefs or practices. Purpose in life is about having a reason or goal to live in a particular way.

ie. The possible effects of religion. Candidates are not required to explain their answers.

One mark for each of two reasonable suggestions. [1+1]

Suggestions might include:

Hope for the future/life after death

The idea that we are placed here deliberately

A reason for living a particular life style

To obey/worship a superior authority

That life should continue after bereavement or loss because ...

To set an example to others

To have a sense of belonging to a group or community

To aspire to a higher ideal

A duty to serve others etc.

NB. Take care not to reward a repetition of similar points. The second mark cannot be added to a single well developed point.



**Moral beliefs** are the values that people hold about right and wrong. Moral beliefs influence the way an individual lives their life.

**Moral reasoning** is the process that individuals follow in order to determine what is right or wrong either generally in the abstract or in terms of specific issues.

NB moral reasoning is NOT about reasoning with others to persuade them to accept a view. It is about either the determination of moral beliefs or the application of moral beliefs that already exist.

Note candidates are asked to explain and not simply give an unsupported example.

One mark for a simple definition of 'moral' but with no explanation or relation to beliefs or reasoning. This must include the concept of 'right' and 'wrong'.

[1]

One mark for a simple explanation of moral belief. It should include either how such beliefs are acquired (eg religious teaching, family, education, experience) or an explanation of belief in the sense of values or that which is held to be true. May or may not have an illustration.

[1]

One mark for a simple explanation of moral reasoning. It may include illustrations to show understanding or may name or describe type(s) or moral reasoning (eg Utilitarian, Social Contract etc)

[1]

To achieve the mark for 'moral' there **must** be a reference to the idea of right and wrong and not simply a general explanation of beliefs or values.

Answers that do not explain 'moral' in acceptable terms but which do show difference between beliefs and reasoning max 2.

Explanations of either moral and belief or moral and reasoning max 2

5 (a)

Name one work of art that you have studied and the style to which it belongs.

(1)

Works of art can be chosen from any of the forms (art or architecture or literature or music). You will need to show a degree of discretion, especially with answers that deal with popular music.

Note the mark is only awarded if the response gives **both** a specific named art work and style. An author in place of a work is not acceptable. A style on its own is insufficient.

If possible ensure that the artwork and the style do actually match.

(b) Explain briefly the influences that caused your chosen style to develop

(3)

To gain full marks the answer must relate to the style identified in 5a. Answers that talk in general terms about the different influences on development without relating to the identified style are BBL and should get 0 marks. A candidate may have named a work inaccurately in part 5a and still get the marks for influences on the style. Explanations that deal with what influenced a specific work should not get more than 1 mark, unless the answer is related to the named style.

Answers that describe the chosen style and identify its key characteristics should not be awarded more than 1 mark

One mark for stating a single influence without development or explanation. [1]

One mark for listing two or more different influences but without development or explanation.

OR

One influence with some explanation of how it contributed specifically to the development of the chosen style [1]

One mark for showing specifically how the influence(s) listed relate to the development of the chosen style. [1]

Answers which only address the chosen style superficially should not exceed 2 marks, however many influences are examined.

Influences might include:

- Economic circumstances
- Popular taste
- Prevailing social structure
- Tradition
- Materials/equipment etc. available
- Originality of artists
- Political influences

NB (1) Answers which correctly deal with the style identified in 5(a) should be credited even if the mark for 5(a) has not been awarded because of the omission of an artwork or an inaccurate answer

(2) The third mark may only be awarded if the candidate shows how the named influence relates specifically to the chosen style.

(3) A catalogue of influences without specific link to the chosen style may not exceed two marks

Explain, using an example, the meaning of censorship and give two reasons why censorship might be used.

Censorship is the restriction of freedom of expression. It may come either before or after the event. It may be applied formally or informally, by government, institutions or individuals. It may involve the withholding of information, the manipulation of information or the distortion of information.

One mark for a simple explanation of censorship ( must include idea of restricted access to information)

[1]

One mark for an example showing an understanding of the term (examples might include: parental restrictions on viewing/reading; self censorship; editorial censorship; voluntary censorship - eg watershed; legal censorship; government censorship etc.)

[1]

NB the example may be explained in the second part of the question  
A reason may be included in the example.

1 mark for each of two reasons for use of censorship

[1+1]

Note there is no restriction on who may impose censorship. There is a range of responses:

To protect state security in time of war

To prevent the circulation of sensitive material

To protect morals and values

To protect children

To prevent offence and corruption of behaviour

To increase the power and control of the censor

To prevent libel and slander that may damage reputations

To publicise an approved version of events or ideas

NB. There is no transfer of marks between the two parts of the question. A candidate who only gives a single reason has failed fully to meet the demands of the question.

**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 7(e) should also be used to examine AO2

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

- 7 (a) Which one of the above quotes contains both fact and opinion? (1)

B statement (ii)

No alternative

- (b) Which of the quotes represent a form of scientific knowledge? (1)

D statements (iii) and (v)

No alternative

- (c) Identify and write out one phrase from paragraph 3 (lines 7-13) that could be used to challenge the claim in quote (ii) (1)

Note: statement must **challenge** not support the claim that the £2,300m does not represent good value. In other words candidates are looking for evidence that it does offer good value

EITHER

'BBC responsible for 23% total spending ... but wins 37% of all audience'

OR

'Consumer pays less per hour for BBC than for other types of TV'

OR

'People... often resent time wasted by enforced viewing of advertisements'

Note The answer must only come from Paragraph 3.

Do not allow any other statements.

Answers must contain the words underlined for the chosen statement



- (d) (i) Which one of the following statements support the view that 'the BBC offers good value for money'? (1)

Statement (A)

Allow if candidates copy out the statement in full or in part  
'The BBC spends ... share of the audience'

Allow any combination of words that show it is clearly statement A

no alternative

- (ii) Explain your reasons for rejecting the other two statements. (2)

Candidates may offer two simple reasons related to the rejected statements or may compare the rejected statements with the chosen one. To get both marks they must refer specifically or generally to both rejected statements.

Statement 1 is accurate and is supported in the passage (lines 5-6) FACT  
Statement 2 is inaccurate according to the passage and has nothing to say about value for money. It is about attitudes to the licence fee. At best, if it were accurate, it might imply that people don't feel it does give value for money. (Opinion)

Statement 3 has nothing to do with value for money it is about commercial competition. If anything it implies that the BBC doesn't give value because it is subsidised. (Factual statement of reported opinion).

One mark for each reasonable explanation offered. [1+1]

NB. It is not necessary to say why the chosen statement has been accepted although candidates may do so in order to draw a comparison with a rejected statement. The question is primarily about the inappropriateness of statements 2 and 3.

If candidate chooses wrongly in part (d)(i) they can still achieve one mark in d(ii) for a reasonable explanation of why they correctly rejected one statement.

They cannot gain a mark for explaining the rejection of statement 1.

NB. No marks if statement is simply copied out or reworded. Answer must be linked to 'idea of value for money'.

(e)

How successfully do the evidence and arguments used by the author support his opinion that at present the BBC licence fee is worth the cost?

(4)

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, for example, to illustrate deficiency. The aim of the question is to test thinking (T) and analytical (A) skills, not simply comprehension.

Mark according to the following points up to a maximum 3 +1 (where 1 mark is reserved for an explicit reference to the success/sufficiency of the evidence).

1 mark for a candidates justified conclusion related to the question (ie. Candidate gives an opinion of how successful the author has been together with a simple reason. The reason may not be closely related to T and A skills. [1]

1 mark for candidates who make a simple link between the evidence used and the author's claim. [1]

1 mark for candidates who make a simple link between the type(s) of argument(s) used and the author's claim [1]

1/2 additional marks for explicit consideration of the strength (or weakness) of the evidence used (note this is NOT simply 'amount' of evidence) [1 +2]

1/2 additional marks for explicit consideration of the strength (or weakness) of the type of argument(s) used [1 +2]

Reserve the 4<sup>th</sup> mark for an explicit reference to sufficiency/success [1]

**Allow any combination of these routes up to a maximum of 4 marks**

DO NOT allow a mark for a simple summary of the content or précis of the passage unless it clearly addresses the question.

Points that could be made include:

- The passage presents a single viewpoint
- It is an unbalanced/one sided argument
- Considerable factual evidence is used in support
- Factual evidence is not used to oppose the argument
- Assertions are made about the opposing view but are unsupported opinion based 'aunt sally s'
- Mainly inductive reasoning (i.e. from the particular to the general)
- Some use of empirical evidence
- appropriate supporting evidence may be cited

Questions that candidates could ask/answer include:

- Is evidence primarily objective or subjective
- Does the author rely on emotive language or ideas
- Is the argument balanced or one sided
- Are there obvious deficiencies in the argument
- What types of argument are used
- Is valid evidence ignored or dismissed too easily
- Does the conclusion follow automatically from the evidence cited

## 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 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.

### **General Guidance on Marking**

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for irrelevant or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing relevant, plausible explanations using evidence and for critical and imaginative thinking. Candidates should also be credited for considering more than one point of view. Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

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

The issue in this question is the function of religious symbols. It concerns whether they are only understandable to believers and whether non-believers can have the same level of understanding as believers. A key phrase is ‘true meaning’.

Candidates should be able to show some awareness of the purpose of symbols and be able to identify examples of religious symbols.

Arguments in support of the statement may focus on the depth of meanings that symbols may have.

Arguments against may view symbols by their nature as being widely accessible.

Issues that may be considered include whether ‘believers’ refers simply to those of a particular faith or to those of any faith. They may also consider the difference between simply ‘knowing about’ and ‘understanding’. Ideally candidates should be able to distinguish and identify different levels of meaning associated with symbols (such as the physical/historical representation; obvious spiritual truths associated with a symbol which anybody could understand without special knowledge; and the ‘mysteries’ of religion that only a committed believer/practitioner might be expected to understand).

Some candidates have focussed on the wearing of religious symbols rather than on their use in worship. Such answers must be credited.

Weaker answers are likely to adopt a single viewpoint. Examples and understanding are likely to be limited. These responses will not exceed level 2.

Better answers are likely to be better informed and may recognise different points of view although they are likely to favour one side rather than another. Answers are likely to be illustrated with a limited number of examples of symbols to show that they are/are not accessible to all. May reach low level 4.

Stronger answers will present a balanced argument for both points of view and will be able to support both positions with a range of examples and will consider ‘true meaning’. Some may question the sense of ‘meaning’ and ‘believers’. Such answers may reach level 5 and should recognise different types/levels of understanding.

In deciding whether an answer should be placed in Level 1, remember that a summing-up conclusion does not have to be at the very end it could be at the start of the essay or in the middle.

Answers without implicit or explicit summing up must be placed in Level 1.

Heavily one sided answers, if developed in a simple way and supported with a little evidence should be placed in Level 3.

Two sided answers with conclusions are always located in Level 4 or Level 5. However, where the arguments are superficial (or barely “connected” to the question) and the evidence supporting them is weak, such answers are unlikely to score more than 12 marks. (Be careful though just because a candidate says “On the other hand ...” it doesn’t always mean a counter argument is being offered.)

Candidates who make the kind of points underlined above and introduce good evidence to support their arguments should secure a mark well into Level 5.

“You don’t have to understand art in order to enjoy it”.

Using evidence taken from one or more of architecture or art or literature or music, to what extent can this opinion be justified?

This question is designed to focus on aesthetic evaluation but many candidates have interpreted ‘understand’ in a very broad sense. The key issue is whether ‘informed knowledge’ is more important than ‘personal taste’ in assessing the value of a work of art. Candidates may answer from any of the different art forms. They can limit themselves to one or they may consider more than one art form. Better answers should be able to address specific examples of art works rather than simply discuss the issue in general terms. Ideally candidates will consider both ‘understand’ and ‘enjoy’.

Answers may show that it is possible to appreciate art on a variety of levels and for a variety of reasons. Critical in this will be the way ‘enjoy’ is interpreted. Weaker candidates are likely to see it as simply meaning ‘like’ whereas better candidates may feel it means ‘appreciate’. Some may show that greater understanding may lead to a different type of enjoyment. Ideally candidates should be able to identify some of the criteria used for aesthetic evaluation and should be able to relate these to the question. Some may question the purpose and use of aesthetic criteria. Better answers may distinguish between examples of works that are enjoyed simply for pleasure where deeper understanding might be a disadvantage and those where greater knowledge can enhance enjoyment. Some may show that deeper knowledge can detract from enjoyment. The strongest answers may use examples of specific works of art rather than rely simply on generalised forms of art.

Weaker answers are likely to take a single viewpoint and will demonstrate a limited understanding of the issue. Most are likely to argue that personal taste is all that matters. Such answers are likely to reach mid level 2.

Better answers will attempt to consider both points of view but are likely to lack real substance. They will have a limited concept of the meaning of understanding and enjoy and are unlikely to be able to introduce many of the aesthetic criteria. May reach low level 4.

Stronger answers will adopt a balanced approach, considering both points of view. They will be able to support their answer with specific examples, but may well respond on a personal level. Such answers are likely to reach level 4.

In deciding whether an answer should be placed in Level 1, remember that a summing-up conclusion does not have to be at the very end it could be at the start of the essay or in the middle.

Answers without implicit or explicit summing up must be placed in Level 1.

Heavily one sided answers, if developed in a simple way and supported with a little evidence should be placed in Level 3.

Two sided answers with conclusions are always located in Level 4 or Level 5. However, where the arguments are superficial (or barely “connected” to the question) and the evidence supporting them is weak, such answers are unlikely to score more than 12 marks. (Be careful though just because a candidate says “On the other hand ...” it doesn’t always mean a counter argument is being offered.)

Candidates who make the kind of points underlined above and introduce good evidence to support their arguments should secure a mark well into Level 5.

The central issue in this question concerns the nature of popular culture. Candidates should be able to define popular culture. Some may compare it with high culture but this is not an essential feature of the question. A key idea is ‘lasting qualities’ in the sense that some activities may possess qualities or characteristics that will help them endure beyond immediate popularity (good examples are songs by the Beatles).

Some answers will identify characteristics that help classify an activity as popular culture (mass appeal, produced for commercial purposes etc). A number may discuss ‘cross over’ works to illustrate lasting appeal. We need to be a little generous here in accepting candidates’ belief that some artistic forms (Shakespeare, Jane Austen, Mozart) were at one time classed as popular culture. Better examples would probably be the Beatles, Sting and Elizabethan madrigals (where the performer is popular culture’ rather than the activity). Some answers may challenge whether there is any justification for the category of ‘popular culture’. Ideally candidates should examine what is meant by ‘lasting qualities’.

Weaker responses are likely to ignore the question and simply write about what they understand by the term popular culture. Answers are likely to be short and limited in evidence. They may give examples of forms of popular culture and are not likely to exceed mid level 2.

Better answers will show an understanding of the term and will be able to identify examples of popular culture. Most will take a single viewpoint with their focus on enduring qualities. They may well argue that some popular culture has enduring qualities, but are not likely to address other features that help categorise activities. May reach low level 4.

Stronger answers will adopt a balanced and broader view of popular culture. They may well compare popular culture with high culture. They are likely to recognise other qualities that may be used to help categorise. Some may argue that the key to popular culture is more to do with appeal to a mass audience and that lasting qualities are of secondary importance but should not necessarily prevent mass appeal. Some will approach the question by unpicking ‘lasting qualities’. Likely to reach high level 4 or low level 5.

In deciding whether an answer should be placed in Level 1, remember that a summing-up conclusion does not have to be at the very end it could be at the start of the essay or in the middle.

Answers without implicit or explicit summing up must be placed in Level 1.

Heavily one sided answers, if developed in a simple way and supported with a little evidence should be placed in Level 3.

Two sided answers with conclusions are always located in Level 4 or Level 5. However, where the arguments are superficial (or barely “connected” to the question) and the evidence supporting them is weak, such answers are unlikely to score more than 12 marks. (Be careful though just because a candidate says “On the other hand ...” it doesn’t always mean a counter argument is being offered.)

Candidates who make the kind of points underlined above and introduce good evidence to support their arguments should secure a mark well into Level 5.

## 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 and inconclusive answers</b></p> <p>Selects and marshals a limited range of evidence relevant to the question, but with <b>no conclusion</b> either implied or explicit.</p>	1-2 marks
Level 2	<p><b>One-sided answer with a simple conclusion</b></p> <p>Selects and marshals a limited range of evidence to draw a <b>simple conclusion</b>, 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 examines one viewpoint</b></p> <p>Selects and interprets evidence, and uses it to draw a <b>justified conclusion(s)</b>. Explanatory comment is simple and restricted.</p>	8-10 marks
Level 4	<p><b>A developed answer which looks at two sides of the argument.</b></p> <p>Selects, interprets and begins to evaluate evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s).</p> <p>At the lower end different viewpoints are addressed in a superficial way with few specifics and little development.</p> <p>At the top end there is development of one of the viewpoints.</p>	11-13 marks
Level 5	<p><b>A balanced answer evaluating a range of evidence which examines contrasting viewpoints.</b></p> <p>Selects, interprets and evaluates a range of information, concepts and opinions relevant to the question. Marshals and evaluates the evidence to draw a justified, substantiated conclusion(s).</p> <p>At the lower end the range of information is limited.</p> <p>At the top end the range of evidence is wider.</p>	14-17 marks
		<b>Total A03: 17 Marks</b>



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 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.	<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**