

Mark Scheme (Results) January 2008

GCE

GCE General Studies (6454) Paper 1

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A - all questions examine AO1

Students should be able to demonstrate relevant knowledge and understanding with application to a range of issues, using skills from different disciplines.

Question Number	Answer	Mark
1	B beauty (no alternative)	(1)

Question Number	Answer	Mark
2	D (ii), (iii) and (iv)	(1)

Question Number	Answer	Mark
3	C (ii) and (iv)	(1)

Question Number	Answer	Mark
4(a)	Deist (no alternative)	(1)

Question Number	Answer	Mark
4(b)	Agnostic (no alternative)	(1)

Question Number	Answer	Mark
4(c)	Fundamentalist (no alternative)	(1)

Question Number	Answer	Mark
5	<p>One mark for each valid but different point up to a maximum of 2 marks.</p> <p>There is a fairly wide choice of possible answers. The key to the question is that the candidate is able to distinguish between the two categories. Use discretion.</p> <p>Possible answers might include: High culture is:</p> <ul style="list-style-type: none"> • often associated with wealthy people • the culture of dominant groups (ruling classes) - Do not allow simple references to upper class culture • reflects the values of the ruling class • embodies all that is good/best in civilization • requires people with cultivated taste to appreciate it • makes demands on participants • not mass produced • has a 'unique' quality • expensive (this is now often perception rather than reality) • restricted access/availability • is exclusive • is elitist • has lasted for a long time/possesses/demonstrates longevity • does not have mass appeal • represents tradition/heritage • uses specialist language or jargon • particularistic rather than universalistic • London centred • attracts government subsidy • etc. <p>Notes:</p> <p>1. Note there is no requirement for development or explanation. Some candidates may approach it from a negative position eg. High culture isn't ... and then list characteristics of popular culture that high culture would not possess. This is a valid approach and should be credited.</p> <p>2. Do not allow references to expected dress code (as opposed to popular culture which does not have one).</p> <p>3. Do not credit reference to an activity (eg ballet) with an assertion based on a general perception of that activity. Note the question is about 'criteria' not activities</p>	(2)

Question Number	Answer	Mark
6(a)	<p>The purpose of the question is for candidates to show their understanding of Utilitarianism. It is NOT about attitudes to euthanasia as such. Euthanasia is simply the hook on which to hang responses</p> <p>Utilitarians believe the rightness of actions is determined by consequences rather than the nature or motives of the action itself. Actions in themselves are simply actions and are neither right nor wrong. The key is the hedonic calculus - The 'right' action (where there is a choice) is the one that brings the greatest amount of human happiness or the least amount of human pain/suffering. It is concerned with the sum total of human experience.</p> <p>With this description use discretion. Answers MUST clearly have a Utilitarian dimension in each of the two points made. It is NOT enough simply to offer a general moral dimension about euthanasia.</p> <p>1 mark for each sound suggestion to a maximum of 2 marks. Possible answers must have the concept of the <u>greatest good/happiness or least suffering</u> and might include:</p> <ul style="list-style-type: none"> • It will end the suffering of the individual • It will reduce/remove pressure from relatives/friends of the sufferer • It will free up care/medical provision that could be better used to ease the suffering of others. • Etc. • <p>It is not enough to give answers like:</p> <ul style="list-style-type: none"> • It will end/ease their suffering; • It is their right to choose • It will save money/time/bed space • Etc. <p>Notes:</p> <ol style="list-style-type: none"> 1. the reasons given must have a moral dimension (ie dealing with right and wrong) <u>and be clearly associated with Utilitarian/consequentialist approach.</u> 2. DO NOT allow scientific or social reasons they must be moral. 3. Answers that simply give a personal view on the subject of euthanasia are BBL unless it specifically satisfies the terms of the question. 4. Do not credit answers which simply refer to the amelioration of suffering. There must be an indication that a benefit will accrue which is greater than the cost. 	(2)

Question Number	Answer	Mark
6(b)	<p>1 mark for a simple undeveloped reason</p> <p>Reserve the second mark EITHER for explanation/development of a simple reason related to the question OR for two or more different reasons</p> <p><i>eg:</i> (i) <i>"No one has the right to take life away."</i> (one mark for simple statement) (ii) <i>"No one has the right to take life away because God has given us life and only he should decide when life should end."</i> (2marks for a simple statement with development/explanation) (iii) <i>"No one has the right to take life away. Killing somebody, for whatever reason will always be on your conscience."</i> (2marks for two simple statement without development/explanation)</p> <p>Possible answers might include:</p> <ul style="list-style-type: none"> • God is the giver of life and is the only one with the right to take it • It is 'playing God' • Miracles happen - it would be wrong to prevent this • Suffering may be sent by God to develop human personality - it is wrong to seek to avoid this • It is right to accept whatever God sends • Bible teaches the sanctity of life/forbids killing (eg 10 commandments) • Suffering may be sent by God for a purpose and should be endured • Causing death will be on the conscience of 'killers' • Suicide is contrary to religious teaching • etc. <p>Notes:</p> <p>1. The answer must have a religious dimension stated or implied to score. It does not have to be specifically moral. Note the question asks for explanation and not just a reason.</p> <p>2. The perspective does not have to be Christian. Any religious perspective is valid.</p> <p>3. The perspective does not have to be moral. The question relates to religious beliefs and not to moral values. They may be different.</p>	(2)
AO1 12 marks		(2)
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 7(e) should be used to assess AO2

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

Question Number	Answer	Mark
7(a)(i)	<p>1 mark for each of two accurate statements up to a maximum of 2 marks. Use points underlined as a guide.</p> <p>Second mark may be given either for a separate point or for the expansion/development of the first point.</p> <p><i>Eg: ... authority is a recognised expert in a chosen field. It is when he expresses his opinion/belief based on his expert knowledge.. (worth two marks)</i></p> <p>Argument from authority is when the argument is <u>presented by or cited from a person of authority in a given area</u>, ie <u>an expert</u> who is presumed to have <u>special knowledge that might not be available to others</u>. <u>An opinion based on expert knowledge</u> of the subject is usually regarded as more convincing than an opinion expressed by someone who is not an expert.</p> <p>Note: it is NOT an argument from a person in a position of authority eg the police, queen, MP.</p>	(2)

Question Number	Answer	Mark
7(a)(ii)	<p>1 mark for a simple statement to the effect (there is no alternative):</p> <p>In this case two experts have given <u>opinions that conflict</u>. Argument from authority is <u>always regarded as a weak argument if it is possible that a different view might be expounded by a person of similar or greater eminence in the field</u>. Here <u>Dr Penny is in conflict with Professor Beck</u>.</p> <p>Note:</p> <p>The answer must relate to this example. Points that are otherwise accurate but which are not described or implied in the passage should not be credited (eg 'experts in one field are not necessarily an expert in another')</p> <p>It is not enough to say 'it is based on opinion'. Or that 'it is not based on facts'. To score a mark the answer must indicate that experts can have conflicting views.</p>	(1)

Question Number	Answer	Mark
7(b)	D Inductive (no alternative)	(1)

Question Number	Answer	Mark
7(c)	B (i) and (iv) (no alternative)	(1)

Question Number	Answer	Mark
7(d)	C (no alternative)	(1)

Question Number	Answer	Mark
7(e)	D (ii) and (iv) (no alternative) Penny says 'it looks like a Raphael' A £35 million purchase price confirms their verdict	(1)

Question Number	Answer	Mark
7(f)	D Personal opinion ... (no alternative)	(1)

Question Number	Answer	Mark
7(g)	<p>Answers can refer either to evidence or to types of argument or to both.</p> <p>Candidates should be rewarded both for types of evidence or for examination of specific evidence.</p> <p>To gain full marks there must be specific reference to the passage which clearly addresses the issue of 'how successfully'. This may usually take the form of a concluding paragraph.</p> <p>Marks can be awarded for any of the following (or similar) points up to a maximum of 3 marks</p> <p>Reserve the fourth mark for a candidate's justified conclusion related to the question. This must relate to the quotation in the question (<i>'we must reject exerts and trust personal judgement'</i>) and not just to the general theme of the passage.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Answers that identify types of evidence/arguments used in the passage and comment on the support they give, but which do not refer to specific items of evidence should not gain more than 2 marks (including the mark for conclusion) 2. The question does not ask the candidate whether they agree with the conclusion but whether the author presents a sufficient case to justify it. 3. 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 and analytical skills, not simply comprehension. 4. Candidates who identify supporting evidence from the passage but fail to examine/analyse the strength or weakness of the evidence in terms of the quotation should not gain more than 2 marks - including a possible mark for a conclusion. 	

Candidates may make any of the following points, each of which is worth a mark (up to a maximum of 3) . (Note that other points may be made and should be credited if they are relevant to the question:

- Paragraph 1. Details of the purchase do not specifically support the claim, but the level of expenditure implies that experts thought the money was worth while. This interpretation challenges the claim.
- However the fact that the money was raised implies popular support which rejected the views of some experts.
- Paragraph 2 undermines the reliability of experts. The painting was either misjudged by experts before 1991 or after 1991. Both views can't be right. Therefore provides quite strong support for the claim.
- The National Gallery Conference implies the claim is wrong, but is in fact flawed evidence because the National Gallery had a vested interest in calling experts who would support their view. Very weak challenge to the statement but quite strong support for it on the basis of the unreliability of experts.
- Paragraph 4 supports the claim. Painting has presumably always met the criteria but experts rejected its claims and then changed their mind. Experts are unreliable.
- However the claims of aesthetic criteria are subjective anyway.
- Paragraph 5 presents a negative view from an expert. Using the same criteria reaches a different view. Strong support for the claim that experts are unreliable.
- Conclusion in Paragraph 5 is drawn from inductive reasoning. Weak form of argument. Alternative conclusion possible.
- Paragraph 4, 5 and 6 Contain arguments from authority. Illustrate why this is a fallacy. Experts conflict in their views. Therefore unreliable.
- There is argument from analogy. Weak form of argument. Does not support the reliability of experts.
- Paragraph 7 Influence of the media. Really supports the claim of personal taste rather than expert opinion
- Paragraphs 8-9 Inductive reason to reach conclusion. Weak form of reasoning. Additional information or interpretation could lead to different conclusion. Weak support.
- Use of National Gallery quote is weak because they have a vested interest - bias.
- Para 10. Use of logic. Different expert views neutralise each other. NO alternative but personal taste.

Weaknesses in the passage:

- It is mainly subjective
- One sided and biased
- Selective use of evidence
- One instance of disagreement does not undermine the value of experts
- Conclusion is opinion. Argument designed to support that opinion. Alternative views possible.
- Etc.

(4)

Indicative content		
A mark should be given for the level of written communication using these level guidelines:		
Level	Mark	Descriptor
Level 1	3 (above average)	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.
Level 2	2 (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.
Level 3	1 (below 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.
Level 4	0 (exceptionally poor)	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).
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

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

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.

Q8

Level	Mark	AO3 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p>Partial and inconclusive answer. Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates will have a limited understanding of the terms 'western', 'culture' and 'globalisation'. Answers may be generally descriptive of western culture with little attempt to examine the issue of globalisation and dominance. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion. Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence</p> <p><i>Candidates may accept the claim uncritically and will probably for it. Evidence will be limited and candidates may well see western culture as better than other cultures. Some answers may appear to attempt to deal with alternative viewpoints but will be assertive and lacking in supporting evidence. Few will pay any attention to benefits or otherwise of western culture to humanity.</i></p> <p><i>Most answers at this level may demonstrate ill-informed prejudice.</i></p> <p><i>Conclusions may be personal responses to the issue rather than developed from arguments presented in the text.</i></p>
Level 3	7-12	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Ideally candidates should demonstrate some awareness of the meaning of some of the terms used in the question. Answers may assert that western culture is of benefit to humanity but will have a limited range of evidence to support assertions. At the top of the range some candidates may recognise the harmful as well as beneficial effects of western culture. Again better answers at this level may recognise certain features of western culture that are universal. The candidate is likely to show a fairly stereotyped view of western culture but may have little understanding of globalisation.</i></p> <p><i>Some answers will focus on the process of globalisation and largely ignore the issues of uniformity and benefit.</i></p> <p><i>Although most answers at this level will show some awareness of different viewpoints the majority of the response will be one sided and broadly supportive of western culture</i></p> <p><i>Conclusions should arise from the arguments and evidence presented</i></p>

Level 4	13-19	<p>A developed answer which examines coherently, and in a more balanced way, two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of points of view, and uses it to draw a justified conclusion(s)</p> <p><i>Ideally candidates will demonstrate a clear understanding of the each of the key terms used in the question. Many answers will be well informed and able to support assertions with evidence. At the lower end of the range candidates may recognise that the process of globalisation is taking place and will focus either on uniformity or benefit, but may not attempt to deal with both.</i></p> <p><i>Better answers at this level may deal with both uniformity and benefit, recognising that some aspects of western culture are beneficial to humanity whilst others may be less so. They may also show that the process is two way and that one effect of globalisation is that western culture expands and develops as it absorbs aspects of other cultures. Candidates may consider the significance of the term 'good' for humanity. At the top of the range candidates should also give consideration to the issue and meaning of 'dominant'. Credit should be given to answers that consider the process of globalisation (eg media; travel; economic imperialism etc.)</i></p> <p><i>Candidates will be able to support their answers with a range of evidence which will be used to show understanding and application to the question.</i></p> <p><i>Some may argue that this is not a new process but that cultural dominance is a feature of human history and development. No culture is unique and totally self contained.</i></p> <p><i>Conclusions must arise from the evidence/arguments used and not be 'bolt-on'.</i></p>
Level 5	20	<p>A fully balanced perceptive answer. A range of views and evidence supporting different perspectives.</p>

Level	Mark	AO3 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p>Partial and inconclusive answer. Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates may ignore the question of symbols and write about the harmful (or beneficial) effects of religion. Some may describe religious symbols but fail to apply their description to the question. Answers may well be generally descriptive with little attempt to examine the issue. Supporting evidence will be almost missing and the answer will be largely assertive and reflect prejudice.</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion. Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence</p> <p><i>Candidates may accept the claim uncritically. Evidence will be limited and may well see all religious symbols as divisive. Evidence may well be descriptive of different symbols or of specific instances rather than supporting an argument. Most candidates at this level may ignore the idea of barriers between believers and non-believers and will instead concentrate on assertions about harm to society. It is unlikely that specific examples of harm will be examined. Answers may concentrate on the symbols of one religion rather than many and will consider dominant groups rather than believers and non-believers.</i></p> <p><i>Some candidates may attempt two viewpoints (in the 'yes it is-no it isn't' style) but without real understanding or supporting evidence.</i></p> <p><i>Conclusions are likely to be personal statements unrelated to the main part of the answer and may demonstrate personal prejudice.</i></p>
Level 3	7-12	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Ideally candidates should demonstrate some awareness of the meaning of some of the terms used in the question. Focus may be on either the idea of barriers or of divisions rather than both. Candidates may show some knowledge of religious symbols but this may distract them from the main thrust of the question.</i></p> <p><i>At the lower end of the band candidates may argue that symbols are always divisive and harmful and should be banned. Towards the top of the level candidates may be able to distinguish between the effects of different types of symbols. Examples and illustrations may be drawn either from the media or from personal experience. Many will accept the statement at face value and not seek to argue it.</i></p> <p><i>At the upper end of the band candidates will have a clearer view of the role of religious symbols. Some may argue that symbols can be an excuse rather than the cause of divisions between groups.</i></p> <p><i>Candidates who attempt a second viewpoint will try to reject the statement on a very superficial basis. Evidence is likely to be listed and described rather than examined and applied to the question.</i></p> <p><i>Conclusions should arise from the evidence and arguments present.</i></p>

Level 4	13-19	<p>A developed answer which examines coherently, and in a more balanced way, two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of different views, and uses it to draw a justified conclusion(s)</p> <p><i>Ideally candidates will demonstrate a clear understanding of the different terms used in the question and will distinguish between 'differences' and 'barriers'. A key issue that may be considered at this level is whether religious symbols do really create social divisions or whether they create barriers to an integrated society. Ideally candidates will pay attention to whether symbols establish identity and difference rather than cause harm. In the middle of the range candidates will be able to distinguish between the effects of different symbols. Some will be able to use symbolism from a variety of religions but the majority are likely to focus on Christianity and/or Islam.</i></p> <p><i>Most answers should be balanced and well informed. There will be little evidence of prejudice but candidates may distinguish between the purpose of symbols for believers, the extent to which non-believers can understand and appreciate their significance and the opportunity they give as focuses for hostility. Many answers are likely to use evidence based on the holocaust. At the top of the band candidates will recognise and demonstrate that there are many different influences that can create barriers between different groups. Candidates should be able to support their answer with specific examples. At the top of the range answers may recognise that harm and division is more a result of underlying attitudes and tensions in society rather than because of specific religious symbols.</i></p> <p><i>Conclusions must arise from the evidence/arguments used and not be simply 'bolt on'.</i></p>
Level 5	20	<p>A fully balanced perceptive answer. A range of views and evidence supporting different perspectives.</p>

Q10

Level	Mark	AO3 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer
Level 1	1	<p>Partial and inconclusive answer. Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates will probably focus on war poetry (or possibly war photography and film). Answers may well be generally descriptive of the art form with little attempt to examine the issue of influences on art. Supporting evidence will be limited and the answer will be largely assertive. Some may argue that there is no such thing as artistic style.</i></p> <p><i>Conclusions are likely to be 'bolt on' and personal rather than rising from argument.</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion. Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence</p> <p><i>Candidates may accept the claim uncritically and may argue against it. Evidence will be limited and may well see war as largely irrelevant in the development of artistic style. Answers may focus on the creativity of the artist rather than on other influences. Evidence will be limited and drawn from a narrow range. Answers will be mainly assertion and statements of personal views. Candidates may well claim that war has little or no part to play in the development of artistic style, especially if the chosen art form is modern popular music. Candidates will not recognise that there are different influences at work at different times. Little attention will be paid to the nature of influence.</i></p> <p><i>Some candidates may try to manufacture two points of view but there will be little evidence of understanding and little use of supporting material. Conclusions will be simplistic.</i></p>
Level 3	7-12	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Ideally candidates should demonstrate some awareness of the meaning of the different terms used in the question. Many answers reject the statement claiming that war has little influence on the arts. Those who focus on war poetry or photography may see it as the dominant influence and show the conflicting influences of horror and heroism. Candidates will support their answers with some evidence but may only use one art form. Some candidates will recognise that there are various influences on artistic development but will deal with the different influences superficially/</i></p> <p><i>Many candidates will not pay attention to 'most important' or development.</i></p> <p><i>Where a candidate attempts to address more than one point of view there may be a bias in terms of argument and evidence towards one viewpoint.</i></p> <p><i>The conclusion is may develop from the evidence and argument used.</i></p>

Level 4	13-19	<p>A developed answer which examines coherently, and in a more balanced way, two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of different points of view, and uses it to draw a justified conclusion(s)</p> <p><i>Ideally candidates will demonstrate a clear understanding of the each of the key terms used in the question. Many answers will be well informed and able to support assertions with evidence. At the lower end of the range candidates may recognise that the process of globalisation is taking place and will focus either on uniformity or benefit, but may not attempt to deal with both.</i></p> <p><i>Ideally candidates will demonstrate a clear understanding of the different terms used in the question and will pay particular attention to ‘most important’, ‘development’ and ‘new’. At this level candidates will show a sound understanding of what is meant by artistic style. Most will be able to deal with more than one art form but should not be penalised if they only deal with one.</i></p> <p><i>At the lower end of the level candidates will focus on the influence of war as to whether it is or is not the most important influence and will be able to support the answer with appropriate evidence.</i></p> <p><i>In the middle and upper parts of the level candidates should recognise that there are many different influences on the development of artistic style and should be able to write about them. Candidates who do this but fail to consider war should not exceed level 3!</i></p> <p><i>At the top of the level candidates should be able to deal with individual works as well as artistic styles in general.</i></p> <p><i>Answers are likely to be well informed and will use a range of evidence to support claims. Conclusions will be based on and arise from evidence and arguments used</i></p>
Level 5	20	<p>A fully balanced perceptive answer. A range of views and evidence supporting different perspectives.</p>

Allow up to low level 4 if concentrate on development of art rather than development of “new style”

Q11

Level	Mark	AO3 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p>Partial and inconclusive answer. Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates may miss the focus of the question and simply write in general terms about the role of the media. Supporting evidence will be very limited and the answer will be largely assertive and probably prejudiced. Comments are likely to be superficial and may relate to the media generally rather than specifically.</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion. Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence</p> <p><i>Candidates may accept the claim uncritically but may miss the thrust of the question. One sided answers may simply discuss the claim that government influence is harmful without showing great awareness of what it means. Candidates may refer to more than one form of the media. Claims may be largely unsupported assertions. Answers may reflect personal prejudices and examples/illustrations are likely to be limited.</i></p> <p><i>Some may acknowledge different points of view but are may not develop either viewpoint.</i></p> <p><i>Conclusions may reflect personal opinion rather than arise from any argument or evidence presented.</i></p>
Level 3	7-12	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Ideally candidates should demonstrate some awareness of the meaning of government control and may concentrate on the right to be informed.</i></p> <p><i>The statement may be considered uncritically. At this level answers may adopt the view that the title is calling for a reduction or removal of government control without really showing real awareness of different forms that such control may take. There may be an assumption that 'we' are being deliberately kept in the dark by government although at the top end of the band there may be some recognition that some forms of government control may be beneficial as well as harmful.</i></p> <p><i>Illustrations may be based on events in the news such as mixed messages about the Iraq war or government plans.</i></p> <p><i>At the top end of the band candidates may recognise that there are different points of view but answers will be heavily focussed on a single viewpoint. Some candidates will be diverted into a traditional answer about censorship.</i></p> <p><i>Candidates may not clearly interpret the focus of the claim in the question.</i></p> <p><i>Conclusions will arise from the evidence and arguments used in the answer.</i></p>

Level 4	13-19	<p>A developed answer which examines coherently, and in a more balanced way, two sides of the question.</p> <p>Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)</p> <p><i>Ideally candidates will demonstrate a clear understanding of the terms used in the question. Answers should recognise that there are different forms of government control including D notices, specific laws, regulations and the withholding of information. Some will question the precise meaning of government control. Others will be able to distinguish between control and ownership and the requirements of different times and circumstances.</i></p> <p><i>Candidates in the middle of the band may question whether society needs to be kept informed and will seek to distinguish between problems and difficulties and normal information. They should recognise that there are circumstances when secrecy is necessary and when openness can cause more harm than good. Some will question who should have the right to determine the nature and extent of government control or influence. Others may question whether it is ever possible to have complete freedom from government control. Some answers may question the nature of a free media and whether it is at times more concerned with a good story and profit rather than with keeping is informed. Some answers may distinguish between media whose role is to inform and media that exists to entertain. Such answers may argue that government control is more important in the world of entertainment than of information. Answers may well consider media bias.</i></p> <p><i>Evidence used will be clear and specific.</i></p>
Level 5	20	<p>A fully balanced perceptive answer.</p> <p>A range of views and evidence supporting different perspectives.</p>

Indicative content		
A mark should be given for the level of written communication using these level guidelines:		
Level	Mark	Descriptor
Level 1	3 (above average)	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.
Level 2	2 (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.
Level 3	1 (below 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.
Level 4	0 (exceptionally poor)	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.
NB The Quality of Written Communication marks are not dependant upon the AO3 mark.		
		AO2: 3 Marks
		Total Section C 23 marks