

Mark Scheme (Final)

June 2008

GCE

GCE General Studies (6451/01)

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.

Question Number	Answer	Mark
1(a)	D no alternatives	1

Question Number	Answer	Mark
1(b)	D (i), (ii) and (v) no alternatives	1

Question Number	Answer	Mark
2	E (iii), (iv) and (v) No alternatives	1

Question Number	Answer	Mark
3	B no alternatives	1

Question Number	Answer	Mark
4	<p>One mark for each of two different features.</p> <p>Note the restriction on time. Exclude answers that relate to 'imports' that have occurred prior to about 1950. The intention is to look at aspects of culture associated with either migration, increased foreign travel/return of service personnel from overseas postings, and globalisation with particular reference to the media.</p> <p>The key here is the word 'specific'. <i>Generic terms on their own should not be rewarded. So answers that are simply 'food' 'dress' 'language', 'religion', 'ethnic minorities', 'music' are not sufficient to earn the mark. The influence must have a clear cultural impact and not be simply social or economic.</i> 'eastern food' /Asian food/foreign food/world music etc are too broad. However 'Indian (or Chinese) food'; 'West Indian music', fast food, McDonalds etc. should earn a mark because the general has been made specific. Alternatively 'balti'; 'chicken tikka' etc which are specific examples should be credited. Do not allow two similar examples (e.g. Indian food/Chinese food; Divali/Ramadan)* Do not credit named religions unless a specific link is made, e.g. religious festivals, legal exemptions, dress, etc. Do not accept specific buildings (e.g. Mosques)</p> <p>The scope is vast. Use discretion</p>	2

	<p>The main examples are likely to be taken from dress, food, religion, language, music, television/entertainment. Also possibly sport, political processes.</p> <p>Note: (i)immigrants/ethnic minorities are not in themselves sufficient. The key should be something they have introduced and which has become part of culture, rather than something they continue to do as part of a separate sub-culture. (ii) Examples of technology (e.g. TV radio etc) or other imported lifestyle goods are not in themselves relevant to the question. It must be clear that they have added to culture in some way. (iii) Sometimes candidates include 2 separate points in a single sentence. Credit this to the maximum 2 marks</p> <p>The key must be that they are absorbed into British culture and not simply practised by groups who live in Britain</p>	
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Question Number	Answer	Mark
5(a)	<p>Bias is a prejudiced view. Media bias is when one side is given an unfair share of coverage, or the use of language and images creates an unbalanced picture. Bias may take the form of a political focus, moral or economic stance. It is often seen in attitudes to law and order, individual freedom, relationship between states, attitude to religion etc. Frequently the bias reflects the viewpoint of the owner.</p> <p>Simple definition of bias without direct reference to media bias (definition of media on its own should not be credited but bias on its own is acceptable)</p> <p>Clear understanding of bias related directly to the media. (This will probably be based on an example to show understanding of the term, although it may simply take the form of an extended definition).</p> <p>OR relating the explanation to the influence of the media</p> <p>OR appropriate example that shows an understanding of the term.</p> <p>A simple example of media bias without explanation is not enough to earn the second mark</p> <p>Note: To gain the development mark it is necessary to show some clear understanding of the media and how media can reflect or use bias.</p> <p>The second mark cannot be awarded if there is no link to the media or if the answer is only about media influence.</p>	<p>1</p> <p>2</p>

Question Number	Answer	Mark
5(b)	<p>The main reason that bias is a matter of concern is because of the influence the media are said to have on the way people think and behave.</p> <p>Other reasons might include:</p> <ul style="list-style-type: none"> • Choice of language or images can influence attitudes • Coverage may be unbalanced or inaccurate • Biased coverage can encourage undesirable behaviour • Choice of lead story may give a false impression • May create a moral panic • Creation of social attitudes eg: racism, discrimination 	1 + 1

	<ul style="list-style-type: none"> • Unacceptable examples/patterns of behaviour • Creates prejudice • It may result in undue influence • Much bias is inaccurate or untrue and may give misinformation • It provides limited information on which to make judgements • Can mislead/influence large numbers • Sleaze • Etc. <p>One mark for each of two different points that relate to society and show a grasp of the idea of harmful. (1+1)</p> <p>Candidates may express answers in general terms or may give specific examples of incidents where bias has been regarded as harmful. Where illustrations are used the examples must be related to the question and not simply described.</p> <p>Answers may sometimes include two separate points in a single statement. These should be credited up to the maximum of 2 marks.</p>	
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Question Number	Answer	Mark
6(a)	<p>Creativity is the process of bringing something into existence. It may refer to originality in the sense of doing something that has never been done before or it may refer to activities that use imagination, or it may simply refer to 'doing' something. Creativity does not refer to the quality of the product but merely to the fact that a product has been produced - this may relate either to the mechanics of production or to the creativity of ideas. The term is usually applied to work produced in any of the art forms (painting sculpture, writing etc.) It is a much broader term than innovation.</p> <p>Be wary of answers that just use 'create' to explain creativity. Do not reward mere recycling of question. Look for 'value added'. There must be evidence that the term is understood. Look for alternative word to 'create'.</p> <p>Simple undeveloped statement that creativity is the process of bringing something 'new' (i.e. that had not previously existed - does not have to be 'original') into existence. But accept definition of innovation.</p> <p>OR A way of expressing/experimenting with feelings, emotions, opinions. Do not reward answers which deal with the meaning of artistic style. We are looking for productivity rather than classification</p>	1

Question Number	Answer	Mark
6(b)	<p>One mark for each accurate/acceptable point.</p> <p>The choice is considerable, since there are many factors that might influence such a development. Answers are likely to include:</p> <ul style="list-style-type: none"> • The influence of individuals • Originality/innovation • A desire to be different or to challenge conventions • Protest • Social conditions and/or attitudes • Economic constraints/pressures • Patronage • Political circumstances • Religion • Technological developments • Materials and resources available • The knowledge industry - how easily new ideas can spread • Historical movements • Emotions • An individual's skill and/or imagination • Critics • Fashion • Pressures from the media • Influence of other cultures • Previous artistic styles • World events • Physical disability (e.g. deafness) • Personal experience • Physical environment • Public reaction/response • Etc. <p>Answers must provide two different points. It is not sufficient that the points are a corollary or inversion of each other. Points made must be related to idea of development and not simply characteristics of a style.</p> <p>Be wary of answers that are repetitive of similar ideas but with different words.</p> <p>Be prepared to reward answers that deal either with style in general or which relate to specific styles (such as Renaissance or Impressionism).</p>	1 + 1

Question Number	Answer	Mark
7(a)	<p>Moral values are beliefs, opinions or rules about what is right and wrong. They may be the values of an individual, a group or an entire society. They deal with how individuals or groups should conduct their lives towards one another. They may be expressed formally and written down or they may be simply accepted and known as a result of custom and practice. Generally accepted moral values are often known as a moral code. Such codes are developed to regulate behaviour.</p> <p>Do not reward answers that simply recycle the question.</p> <p>One mark for a simple explanation linking the term to aspects of right and wrong, or rules that dictate how people live their lives, i.e. things that are believed to be 'right' or 'wrong'. Such answers will not be linked to aspects of behaviour.</p> <p>Candidates must earn the first mark in order to access the second.</p> <p>Second mark for showing a fuller understanding, perhaps illustrating with an example. To achieve the second mark there must be a clear indication either that moral values are linked to 'belief systems' or that they are a basis for regulation of behaviour towards/relations with others.</p>	<p>1</p> <p>2</p>

Question Number	Answer	Mark
7(b)	<p>The range is vast. Use discretion. Answers may include:</p> <ul style="list-style-type: none"> • Family upbringing • Socialisation • Society • Religion • School (and other institutions) • Moral reasoning - different ethical theories • Innate • Personal experience • Role models • Media • Etc. <p>Simple undeveloped statement OR a single source</p> <p>Developed statement showing understanding of how moral values are developed in an individual. OR Two or more different sources, without development or explanation. If candidates give "socialisation" there must be some development to achieve the second mark.</p>	<p>1</p> <p>2</p>

Section B

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

Question 10(b) should also be used to examine AO2 - Candidates should be able to communicate clearly and accurately in a concise, logical and relevant way.

Question Number	Answer	Mark
8(a)	E (induction) (no alternative)	1

Question Number	Answer	Mark
8(b)(i)	<p>Allow any of the following (no alternatives).</p> <ul style="list-style-type: none"> A new French law makes it a crime to deny that Armenians suffered genocide under the Ottoman Turks during the First World War. <p><i>(Or accept individual phrases rather than the whole sentence):</i></p> <ul style="list-style-type: none"> A new French law A new French law makes it a crime A new French law makes it a crime to deny that Armenians suffered genocide Armenians suffered genocide under the Ottoman Turks Armenians suffered genocide under the Ottoman Turks during the First World War <p>Also credit</p> <ul style="list-style-type: none"> the massacre of an estimated 1.5 million people an Armenian holocaust the collaboration of so many French people with the Nazi murder of Jews the Nazi murder of Jews <p>Do not allow longer phrases which contain matters of opinion or conjecture</p> <p>Or answers including the following phrases:</p> <ul style="list-style-type: none"> Anything that guarantees a place in history ... Would appear to be a good thing However to make the denial of an Armenian holocaust a criminal offence is misguided. Apart from limiting free speech and therefore ... France should recognise more publicly Before criminalizing more obscure cases of denial 	1

Question Number	Answer	Mark
8(b)(ii)	<p>Either (no alternatives)</p> <ul style="list-style-type: none"> Anything that guarantees a place in history for the massacre of an estimated 1.5 million people <u>would appear to be good thing</u>. However, to make the denial of an Armenian holocaust a criminal offence <u>is misguided</u> However, to make the denial of an Armenian holocaust a criminal offence <u>is... wrong</u> However, to make the denial of an Armenian holocaust a criminal offence <u>is misguided and wrong</u>. <p>Do not allow any other phrases or sentences. They must include the underlined words.</p>	1

Question Number	Answer	Mark
9(a)	C (ii) and (v) (no alternative)	1

Question Number	Answer	Mark
9(b)	D (i), (iii) and (iv) No alternative	1

Question Number	Answer	Mark
9(c)	(iv) only No alternative	1

Question Number	Answer	Mark
10(a)	(D) No alternative	1

Question Number	Answer	Mark
10(b)	<p>Note: there are only 3 marks available for this question.</p> <p>Answers should refer to evidence used by the author. Allow relevant references to type(s) of argument used if it is clearly applied to the question asked.</p> <p>Allow 1 mark for answers which simply identify the type of evidence used (e.g.: fact, opinion, belief, statistics etc.) but do not link evidence clearly to the claim.</p> <p>Do not allow any mark for answers that deal with a statement from question 10a rather than the statement contained in question 10b that 'censorship is in the air'.</p> <p>Credit one mark for each item of evidence considered up to a maximum of three marks. The third mark may be credited if a candidate makes explicit reference to the sufficiency or strength of the evidence.</p> <p>DO NOT allow a mark for a simple summary of the content or précis of the passage.</p> <p>Credit should be given for each separate item of evidence that is correctly examined in relation to the conclusion/claim.</p> <p>Allow marks for explicit consideration of the strength (or weakness) of specific items of evidence used (note this is NOT simply 'amount' of evidence but the effectiveness of the evidence in supporting the claim.)</p> <p>Note candidates may identify evidence that does not support the claim (i.e. is irrelevant) or which undermines the reliability of the claim.</p> <p>Do not credit answers which challenge the claim rather than examine the evidence.</p> <p>Specific points of evidence and argument that could be examined must relate to the idea of freedom of speech and not just to politics and could include:</p> <ul style="list-style-type: none"> • Criminalizing Denial is wrong because it limits freedom of speech (paragraph 2) • Criminalizing Denial is wrong because it contradicts French attitudes to their own past (paragraph 2) (Allow this if the reference is to limiting debate, but not if it is simply pointing hypocrisy). • Selectivity upsets the author (paragraph 3) (Must show how this reflects censorship and not just the opinion of the author). 	3

	<ul style="list-style-type: none"> • The author was dropped from a television programme because he was not prepared to compromise his beliefs (paragraph 4). • Freedom of expression should not be restricted simply because we don't like something (paragraph 5). • Quotation from a new book supports the importance of freedom of expression (paragraph 5) but he was prevented effectively from quoting it. • The motives for people seeking to limit freedom of expression can show bad faith (paragraph 6). <p>Note: It is not sufficient to identify evidence; it must be addressed in light of the question and conclusion.</p> <p>More general questions that could be raised include</p> <ul style="list-style-type: none"> • There is limited factual evidence directly related to the question • The author makes many opinion based assertions • The argument is largely inductive (and so not necessarily strong) • No counter arguments are offered. It is one sided and unbalanced. • There is deficiency in the evidence used • No opinions are offered other than the author's. <p><i>To exceed 2 marks there must be direct reference to and quotation from the text.</i></p> <p><i>Note this question is only allocated 3 marks rather than the more normal 4</i></p>	3
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Note: QWC mark should not be awarded if there is insufficient of the candidates own work to judge (say 4-5 lines).

AO2 Mark Scheme	
A mark should be given for the level of written communication using these level guidelines:	
3 marks (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.
2 marks (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.
1 mark (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.
0 marks (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).

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

Question Number	Answer	Mark
11	<p>The key focus is an understanding of the term high culture. To answer the question it is necessary to define the term and ideally to show awareness of other types of culture (such as popular or mass culture). There are two distinctive views. Some claim it is meaningless to distinguish between different cultural activities. Others claim to be able to distinguish and define the criteria used for both popular and high culture. Candidates should be able to identify the type of activity that might be included as high culture and give reasons for such inclusion.</p> <ul style="list-style-type: none"> • Weaker responses are likely to agree with the statement but will not be able to provide evidence to support their view. It is unlikely that they will have a clear idea of what is meant by popular culture or high culture and will certainly not be able to suggest classification criteria. Similarly they may not be able to identify high culture activities. • Better answers which are one sided will be able to identify some 'high culture' activities but are likely to be hazy on criteria. The most likely response will be class based (snobbery). Two sided answers may recognise some activities that are traditionally classed as high culture but will lack detailed criteria. Their alternative view is likely to be assertion rather than supported along the lines that everything is cultural and we shouldn't distinguish. <p>Stronger answers will define high and popular culture and show a sound understanding of the criteria that are used for classification. Many will argue that what is now 'high' used to be popular and that crossover means that such classification is no longer relevant. NB: High culture generally relates to activities such as Opera, Ballet, and Symphony Concerts - i.e. things with a limited or elitist appeal. Popular culture refers to activities with mass appeal such as tabloid newspapers, pop music, T.V. soaps etc. Watch out for candidates who equate high culture with western culture. Be prepared to credit answers which equate high culture with wealth/high social class. Such answers are not normally likely to exceed mid-level 3.</p>	17

Question Number	Answer	Mark
12	<p>Candidates should show an understanding of what is meant by 'purpose in life'. Weaker answers are likely to either ignore the term or define it in the most simplistic way. Stronger answers will have a good understanding of the term and be able to explain it in broad terms as well as in terms of religion. The focus of the question is whether there are other equally valid ways to have purpose in life than through religious belief. Note the question does not say 'only' but 'best'.</p> <ul style="list-style-type: none"> • Weaker responses will be one sided and lack clear understanding of the term and evidence to support their views. Answers will be assertive and usually anti-religious. • Better answers will show a limited understanding of the idea of purpose in life. One sided answers are most likely to argue against religion and may ignore 'best'. Two sided answers will be able to show that religion is not the only way to achieve purpose in life, but evidence will be lacking and 'best' may be interpreted as 'only'. <p>Stronger answers will show a good understanding of the term and will be able to argue with evidence that there are many ways to achieve purpose in life. The idea of best is likely to be challenged.</p> <p>Note: question is about religion not about any specific religion. Answers should be credited if they use examples from specific religions but equally if they deal with religion in a broad general sense.</p>	17

Question Number	Answer	Mark
13	<p>Questions on aesthetic evaluation are always difficult for most candidates and do not often attract a large number. The key issue is whether it is possible to judge a work of art by external standards. Note that this question does not relate simply to the broader sense of evaluation but rather to classification within a style. The implication is that art is good if it can be fitted into a style but not if it can't. The alternative view is that art works should be judged individually and independently. In a sense the conflict is between personal taste and aesthetic criteria. If the answer has no style or work named then restrict to level 2 max.</p> <ul style="list-style-type: none"> • Weaker candidates are likely to adopt a single viewpoint and are likely to assert that personal taste is the only way to judge art. Evidence will be lacking and candidates are unlikely to make informed reference to any work of art or style. Examples are likely to be drawn from popular music. There will be much generalisation. • Better answers, if one sided are likely to adopt a personal taste viewpoint but may be able to support what they say with some (limited) evidence. Two sided approaches are likely to pay lip service to an alternative view. They are unlikely to appreciate that the question is about aesthetic evaluation. <p>Stronger answers will be able to argue both for personal taste and for aesthetic evaluation. Some will recognise that there are a variety of ways of judging art and will be able to support their answer with evidence. To achieve level 4 such answers ideally should refer to work associated with at least two different styles. Many candidates will be able to display only a rudimentary knowledge of individual works.</p> <p>Note question refers to 'at least one style' but 'one of art etc. Do not penalise if they only refer to one style.</p> <p>If they deal with more than one style of art etc. normally restrict to top of level 3.</p>	17

Question 11

Level	Mark	Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p>Partial and inconclusive answer</p> <p>Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit. Candidates will show little understanding of 'culture' or 'high culture'. Answers will contain little relevant evidence and will consist of assertions rather than argument. High culture will generally be linked to social class rather than type of activity. Answers will generally reveal prejudice.</p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion</p> <p>Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate.</p> <p>The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence.</p> <p>Candidates may adopt a simple viewpoint probably accepting the statement uncritically. Arguments may agree with the statement but will provide little evidence to support assertions. At this level candidates will have a very limited understanding of terms associated with culture and will rarely attempt a definition.</p> <p>There will be no attempt to provide criteria by which activities may be linked to different types of culture. Most though agreeing with the statement will be unable to give reasons to justify their claims. Answers will be in the form of assertion and will lack any significant supporting evidence. Answers may illustrate prejudice and a lack of understanding of why certain things have been classed as high culture.</p> <p>Where there is an attempt to acknowledge two points of view it is likely to be on the basis that people will make up their own minds as to whether there is or is not high culture, but they will be unable to argue any sort of case.</p> <p>Conclusions may be 'bolt-on and not arising from evidence presented.</p>
Level 3	7-11	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</p> <p>Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p>Ideally candidates should focus on the term 'high culture' to show an understanding of its meaning and should be able to identify some activities that are generally classified as belonging to high culture. Arguments may be supported with some evidence but this will be limited and general. Responses may be 'class based' rather than criteria based.</p> <p>Some candidates may acknowledge that there are different types of culture (popular, mass, folk) but will be unable to give clear definitions. Many candidates may argue that things that are classed as high culture now used to be popular culture in the past. Very few will recognise that high culture is used to classify things with particular qualities. Most may see popularity as the major criterion.</p> <p>Answers which attempt a two-sided view may base their second viewpoint on assertion. Arguments may suggest that it is wrong to classify activities into high and popular, but that all should be</p>

		accepted simply as 'culture'. Conclusions should arise from the evidence and arguments presented and not be simply 'bolt-on'.
Level 4	12-16	<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 differing points of view, and uses it to draw a justified conclusion(s) Ideally candidates will define culture and show an understanding of different terms used in the classification of cultures. Such answers will show an understanding of criteria that may be used to classify activities. Most will recognise that the terms are very broad and general. Some will argue that high culture is simply the popular culture of an earlier age. Stronger answers at this level may suggest that the development of 'crossover' performers has reduced the meaning of the two terms. At the top of the level candidates may recognise that what we call 'high culture' is simply the best examples of past cultures - that many examples of cultural activities from the past have disappeared because they lack qualities needed to ensure survival. Similarly many of the best examples of today's popular culture will survive and become recognised in time as 'high culture' (good examples include for example the Beatles). Some may argue that classification is really pointless since people will watch/listen to what they enjoy, irrespective of the label that is carried.</p> <p>In the middle and top of the range candidates may argue that the labels relate to the type of qualities possessed and lasting appeal rather than simply form or genre. At this level candidates will not be distracted by issues of social class and may recognise that some examples of popular culture are no less expensive than high culture and that some examples of high culture are just as accessible as popular culture. Answers will be supported with a range of evidence. Candidates should be able to support both viewpoints. Conclusions will arise from the evidence and arguments presented.</p>
Level 5	17	<p>A fully balanced perceptive answer. Understanding of a range of perspectives supported with a range of evidence</p>

Question 12

Level	Mark	Indications of level for this question
Level 0	0	Irrelevant or facetious answer
Level 1	1	<p>Partial and inconclusive answer</p> <p>Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p>Candidates will show little understanding of purpose in life and may focus simply on writing about religious belief. Most answers at this level may be hostile to religion and argue that there is no place for religion in modern society or that religion is the main source of contemporary problems.</p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion</p> <p>Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate.</p> <p>The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence.</p> <p>Candidates may adopt a simple viewpoint and will probably reject the statement uncritically. Answers may lack a clear understanding of the terms used in the question and will lack supporting evidence. Answers may be assertive rather than supported and in the main will adopt an anti-religious viewpoint.</p> <p>Where there is an attempt to acknowledge two points of view there will be little development or sound understanding. Answers may focus on the advantages and/or disadvantages of religion but may ignore the invitation in the question to explore other ways in which purpose in life may be obtained. Few will distinguish between religion and religious belief.</p> <p>Conclusions are likely to be 'bolt-on and not arising from evidence presented</p>
Level 3	7-11	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</p> <p>Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p>Ideally candidates will focus on the term 'purpose in life' but understanding of the term may be limited. One sided answers may argue against any benefits of religion and religious belief and will probably ignore the qualification 'best way'. Few will pay attention to the issue of whether there is a 'need' for such purpose. Arguments are likely to be supported with some evidence based on religious belief in general. There will be little attempt to distinguish between the benefits of different religions.</p> <p>Two sided answers will recognise that religion is not the only way to achieve purpose in life but 'best' may be translated as 'only'</p> <p>Answers may be assertive and will probably reject the statement. Conclusions should arise from the evidence and arguments presented and not be simply 'bolt-on'.</p>

Level 4	12-16	<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 differing points of view, and uses it to draw a justified conclusion(s)</p> <p>Ideally candidates will show a sound understanding of the various terms used in the question, especially 'purpose', 'need' and 'best'. At this level better candidates may question whether there is a universal 'need' for a purpose in life or whether certain individuals have a need whereas others do not. Candidates should examine the meaning of 'religious beliefs' and ought to examine issues such as the commitment to belief or distinguish between belief in the sense of commitment and belief in the sense of particular teachings/ doctrines. Individuals may reject religious commitment but nevertheless accept religious teachings (eg: love your neighbour, do unto others, don't kill etc.)</p> <p>In the middle of the range candidates may identify different types of purpose and different types of need. Towards the top of the range candidates will recognise there are different ways to achieve purpose. They are likely to challenge the idea of 'best' and may also challenge the importance of 'everybody'.</p> <p>Conclusions will arise from the evidence and arguments presented and may recognise that different conclusions are appropriate for different types of actions.</p>
Level 5	17	<p>A fully balanced perceptive answer. Understanding of a range of perspectives supported with a range of evidence</p>

Question 13

Level	Mark	Indications of level for this question
Level 0	0	Irrelevant or facetious answer
Level 1	1	<p>Partial and inconclusive answer</p> <p>Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit. Candidates may ignore the issue of how art should be classified and write generally about artistic style or artistic evaluation without actually addressing the question. There is unlikely to be supporting evidence. Answers will contain little relevant evidence and will consist of assertions rather than argument.</p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion</p> <p>Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate.</p> <p>The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence.</p> <p>Candidates may adopt a simple viewpoint probably asserting that the only way to judge works of art is based on personal taste. Answers will be in the form of assertion and will lack any significant supporting evidence. The approach is likely to be commonsensical rather than reasoned. Candidates will fail to make informed reference to any work of art or artistic style. Few will note that the focus is on works of art rather than artistic style. Where examples are used they will normally be drawn from popular music.</p> <p>Where there is an attempt to acknowledge two points of view it is likely to be on the basis that there are various ways of judging a work of art but candidates will be unable to support their assertions.</p> <p>Conclusions are likely to be 'bolt-on and not arising from evidence presented</p>
Level 3	7-11	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</p> <p>Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p>Candidates will often focus on judging art and will adopt a view supporting taste. Arguments may be supported with limited evidence based on different styles but will rarely be able to discuss any individual works in an informed way. Ideally candidates will show an understanding of different terms used in the question</p> <p>Where there are two points of view expressed one is likely to be a bolt on and not really developed. Few, apart from those at the very top of the level will recognise that the question is about aesthetic evaluation. Weaker candidates at this level may confuse judging the quality of a work with fixing a (monetary) value for a work.</p> <p>As a very difficult question it is enough to discuss a style rather than a work.</p> <p>Conclusions should arise from the evidence and arguments presented and not be simply 'bolt-on'.</p>

Level 4	12-16	<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 differing points of view, and uses it to draw a justified conclusion(s) Ideally candidates will focus on the issue of aesthetic evaluation and will be able to identify some of the various criteria used. At the lower end of the level candidates may focus on 'only way', but towards the middle of the level they will put more emphasis on the issue of judging works. Some candidates at this level will recognise that the question concerns whether works of art can stand in their own right or whether quality depends on meeting external fixed criteria. At this level candidates should be able to compare the benefits of using agreed criteria with the benefits of relying on personal taste. Some may recognise that there are other criteria than simple characteristics.</p> <p>At the middle of the level candidates will be able to support their answer with reference to individual works. Many will restrict themselves to a single style (often in the field of painting it will be Impressionism or Pop Art and in Music it will be modern pop). Others will make reference to different art forms (such as music painting literature etc.</p> <p>Conclusions will arise from the evidence and arguments presented and may recognise that different conclusions are appropriate for different works of art.</p>
Level 5	17	<p>A fully balanced perceptive answer. Understanding of a range of perspectives supported with a range of evidence</p>

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.	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.	0 marks (exceptionally poor)
NB The Quality of Communication marks are not dependant upon the AO3 mark.	