

# Mark Scheme (Standardisation)

June 2014

Pearson Edexcel GCE General Studies  
(6GS02 01)  
Unit 2: The Individual in Society

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## 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

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>1</b>	<b>A</b> The BBC's £877 million relocation	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>2</b>	<b>C</b> can just as well work here	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>3</b>	<b>D</b> the hugely impressive £25 million Oasis Academy	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>4</b>	<b>A</b> by induction	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>5</b>	<b>C</b> by analogy	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>6</b>	<b>B</b> by deduction	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>7</b>	<b>A</b> social determinism	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>8</b>	<b>B</b> a limit to professional advancement which particularly applies to women	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>9</b>	<b>C</b> disease	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>10</b>	<b>C</b> Lord Leveson	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>11</b>	<b>A</b> a form of censorship	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>12</b>	<b>C</b> Respect gained Bradford West from Labour	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>13</b>	<b>B</b> Conservative	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>14</b>	<b>D</b> UKIP and Respect	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>15</b>	<b>D</b> 27.9%	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>16</b>	<b>D</b> unable to tell - insufficient information	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>17</b>	<b>C</b> Romantic	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>18</b>	<b>D</b> pop artist	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>19</b>	<b>B</b> The proposal may be debated in the House of Commons	<b>1</b>

<i>Question Number</i>	<i>Answer</i>	<i>Mark</i>
<b>20</b>	<b>C</b> Electoral Commission	<b>1</b>

## Section B

Question Number	Answer	Mark
21(a)	<p><b>1 mark for each point (or similar) – (max 1)</b></p> <ul style="list-style-type: none"> <li>• the term 'life chances', refers to the way class and status combine to determine the chances in life open to an individual</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• a key term in Max Weber's theory concerning 'class situation'</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• refers to the impact of education, family, wealth and income in determining someone's future prospects</li> </ul> <p><b>Note - it isn't sufficient for a candidate to say just 'opportunities' - an awareness of factors such as class, education or background <u>must</u> be demonstrated</b></p>	1 AO1
21(b)	<p><b>1 mark for each point (or similar) – (max )</b></p> <ul style="list-style-type: none"> <li>• social mobility is the degree to which in an individual's social status within a given society can <b>change</b> throughout the course of their life</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• social mobility is the degree to which family members and subsequent generations <b>move up and down</b> the class system</li> </ul>	1 AO1
22	<p><b>1 mark for each point (or similar) – (max 3): Because....</b></p> <ul style="list-style-type: none"> <li>• <b>birth, background/ prospects opportunities</b> ...we need a society where the fortunes of <b>birth and background</b> weigh less heavily on <b>prospects and opportunities</b> for the future'</li> <li>• <b>vocabulary</b> ... (as the Sutton Trust found in 2010) <b>the vocabulary</b> of children from the poorest backgrounds is up to a year behind that of their classmates from richer homes even by the time they start school at 5.</li> <li>• <b>increase GDP</b> ... (as the Sutton Trust has suggested) boosting poor educational attainment up to the UK average would <b>increase GDP</b> by £140 billion by 2050, and increase long-run trend growth by 0.4 percentage points.</li> <li>• <b>entitlement/exclusion</b> ...it would help to end the present position of <b>entitlement</b> at one end of the scale and <b>exclusion</b> at the other.</li> </ul> <p><b>Note - points drawn from anywhere other than paragraph 2 will not gain marks</b></p>	3 AO2

Question Number	Answer	Mark
23	<p><b>1 mark for each action (max 3)</b></p> <ul style="list-style-type: none"> <li>• spending £8 billion on pre-school education (simply saying 'more' instead of £8 billion is acceptable)</li> <li>• spending £2.5 billion by the end of this Parliament on our pupil premium aimed at those receiving free school meals to close the attainment gap in school (simply saying 'more' instead of £2.5 billion is acceptable)</li> <li>• encouraging universities to recruit on the basis of background and objective potential, not purely on previous attainment at A level.</li> </ul> <p><b>Note - answers must focus on specific 'ways' not generalised 'aims'.</b></p>	3 AO2

Question Number	Answer	Mark
24	<p>The question asks candidates</p> <ul style="list-style-type: none"> <li>• <b>how effectively</b></li> <li>• <b>the evidence</b> and</li> <li>• <b>arguments</b> in the source</li> <li>• <b>justify</b> the government's policy of targeting financial resources disproportionately on very young children and those who receive free school meals.</li> </ul> <ul style="list-style-type: none"> <li>• Effectiveness depends on candidates making the link between early years experiences and the imbalances in society outlined in the first paragraph and parental expectations in the fourth paragraph</li> <li>• Evidence is strongest when factual - e.g. research findings from the Sutton Trust</li> <li>• There is some evidence here but some claims (e.g. on the influence of class) could be seen as no more than assertions</li> <li>• Inductive or other types of argument may be discussed with some reference to their strength or reliability</li> <li>• The overall assessment or justification will probably form the candidate's conclusion – in the end this may depend on how noticeably the steps taken by the government have so far made an impact of which the candidate is aware</li> </ul> <p><b>Mark AO3 by asking yourself the following questions and awarding a mark where appropriate (max 5):</b></p> <ul style="list-style-type: none"> <li>▪ Does the candidate discuss effectiveness? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to/comment on particular evidence? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to types of evidence – e.g. objectivity, subjectivity, facts, opinions? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer to weaknesses – e.g. gaps, flaws or bias? <b>If YES award one mark</b></li> <li>▪ Does the candidate refer EITHER to the writer's argument OR to different types of argument? <b>If YES award one mark</b></li> <li>▪ Is a plausible final objective assessment made of the justification for the claim? <b>If YES award one mark</b></li> </ul> <p>After marking the answer for AO3, assess it for communication, AO4.</p>	5 AO3



Question Number 24	Mark	<b>AO4:</b> <b><i>Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO1 or AO2 marks.</i></b>
	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing (i.e. less than about 6 lines/50 words) to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.

Number	Answer	Mark
25	<p><b>Award 1 mark for each relevant point (max 4) - e.g.:</b></p> <ul style="list-style-type: none"> <li>Free school meals recipients come from <b>families on low incomes</b> which may not see any university as affordable let alone Oxbridge</li> <li>Parents working long hours may not have <b>the time</b> (or skill or inclination perhaps) to encourage their child's reading, homework, etc</li> <li>Those attending Oxbridge may come from families where <b>parents or siblings or family friends</b> also previously attended Oxbridge</li> <li>Youngsters from low income families may aspire to <b>different goals</b> such as getting safe housing or a job, rather than going to Oxbridge.</li> <li>Most of those attending independent/public schools will come from families where <b>educational attainment is valued and there is an ability and willingness to pay for it</b>; such children will expect to work in the professions and have very different aspirations from children who are brought up in poorer homes.</li> <li>Pupils attending independent schools may benefit from <b>smaller classes and better facilities</b> – hence the belief the education may be better.</li> <li>As the passage points out, we are a <b>long distance from being a classless society in terms of inequalities in income, health and wealth.</b></li> <li>Class is a major factor influencing the <b>attitudes and assumptions we carry around in our heads – about ourselves and about others.</b></li> </ul> <p><b>Note 1 - Please recognise that there may be more than one mark-worthy point in a candidate's sentence or paragraph.</b></p> <p><b>Note 2 - The points above are introduced with an 'e.g.'. Allow other responses as long as they are clearly relevant and do not repeat ideas previously stated.</b></p>	4 AO2

Question Number	Answer	Mark
26	<b>Award 1 mark for correct answer- max 3:</b>	1
	<b>(a) 3 and 4 - must state both to gain mark</b>	1
	<b>(b) 1 and 5 - must state both to gain mark</b>	1
	<b>(c) 2</b>	1

Question Number	Answer	Mark
27	<p>In effect the question is asking candidates to introduce new facts or ideas <b>not given in the passage</b> to challenge the views on class expressed in paragraphs 3 and 4. This is a relatively open question and examiners should be prepared to credit a wide range of answers, some of which may not be anticipated below. <b>Award 1 mark for each simple point made (or similar) - max 4.</b></p> <p>Ideas typically raised by candidates to challenge or contradict the passage may include:</p> <ul style="list-style-type: none"> <li>• Classes in Britain have <b>different values</b> - some families may see it as a betrayal to go against the values of their class.</li> <li>• <b>Anti-discrimination laws</b> are now in place to make society more equal.</li> <li>• It can be argued that the element which makes most difference to people's lives is <b>income/wealth</b> rather than class - so the real problem may be poverty.</li> <li>• Enough people from poorer homes do rise to work in professions to demonstrate that <b>barriers</b> which previously existed have <b>now largely disappeared</b></li> <li>• The passage could be seen as dealing in <b>stereotypes</b> which do not do justice to how people think and behave in the real world.</li> <li>• Admitting students from working class families to university on the basis of <b>potential</b> rather than grades may be seen as <b>discriminatory and unfair.</b></li> </ul> <p><b>Note - answers raising other relevant perspectives (e.g. gender, race/ethnicity) should gain credit.</b></p> <p>After marking the answer for AO2, assess it for communication, AO4.</p>	4 AO1

Question Number	Mark	<b>AO4:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way. Note - The AO4 marks are NOT dependent upon the AO1 or AO2 marks.</i>
27	0	The answer is badly expressed, not relevant or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing (i.e. less than about 6 lines/50 words) to assess reliably.
	1	The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, rarely relevant and in places grammar and spelling inhibit communication.
	2	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent, mainly relevant and grammar and spelling do not inhibit communication.
	3	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, and relevant there are very few grammatical or spelling errors.

## Section C

### INTRODUCTION

Since we are not using a levels mark scheme, we focus on individual points or statements made by candidates, giving a separate mark for each.

AO1 involves knowledge and understanding which we shall usually see in the form of a factual statement.

For AO2, we are looking for 'so . . .' or 'therefore . . .' or 'because...' or 'so what this means is . . .' statements. If you can put these words (or similar) in front of something the candidate has written then it is probably involving explanation, interpretation, evaluation, integration of ideas, exemplification (selection of suitable materials/examples) so 1 AO2 mark can be awarded for each such point.

Question <b>28</b>	Context	
	<p style="text-align: center;"><b>Different views of the Freedom of Information Act</b></p> <p>In 1996 before he became Prime Minister, freedom of information was an idea which Tony Blair strongly supported. The Freedom of Information Act was one of the first pieces of legislation of his government. But in 2010, he described himself as a 'nincompoop' for his role in the legislation, which he had come to regard as 'incompatible with sensible government'.</p> <p>However, in 2012 the Justice Committee of the House of Commons examined the working of the Act. The chair of the committee, Sir Alan Beith MP (Lib Dem), reported its conclusion that 'The Freedom of Information Act has enhanced the UK's democratic system and made our public bodies more open, accountable and transparent'.</p> <p>To what extent do you agree that freedom of information is essential in a democracy?</p>	
<b>Marking Guidance</b>		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Question <b>28</b>	Mark	<b>AO1:</b> <b><i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i></b>
	0-8	<p>Award <b>1 mark</b> for each valid point of knowledge/understanding up to a <b>maximum of 8 marks</b>. Answers must focus on the linkages between democracy and freedom of information</p> <p>This may be discussed in terms of:</p> <ul style="list-style-type: none"> <li>• if we believe 'information is power' then a society where information is freely available is likely to be very democratic</li> <li>• but as Blair's change of mind indicates, the less secretive government becomes (and therefore the more transparent) the greater the chance that a government may be inhibited by public opinion</li> <li>• Blair was subjected to considerable critical scrutiny as the Chilcot Inquiry picked through the decisions his government took over the Iraq war - very different from the 'normal' practice of Cabinet decisions being kept secret for 30 or more years</li> <li>• UK media has been energetic and resourceful in seeking official information by submitting freedom of information requests to a whole range of bodies - e.g. government departments and local assemblies, local authorities and councils, health trusts, hospitals and doctors' surgeries, schools, colleges and universities, publicly funded museums and the police</li> <li>• information from whistleblowers and leaks (most famously Wikileaks) may cause embarrassment to those running certain organisations but is generally welcomed by the media and the general public who believe they have a 'right to know'.</li> <li>• If candidates make relevant use of points included in the stimulus, they should be awarded AO1 marks for doing so.</li> </ul> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></p>

		Some of these issues will be debated and awarded marks for AO2 (see next page). <b>Examiners' assessments here should weigh the knowledge and understanding presented in support of whatever aspects of freedom of information the candidate discusses.</b>
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Question 28	Mark	<b>AO2:</b> <b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></b>
	0-8	<p>Award <b>1 mark (or 2 marks</b> if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of the relationship between democracy and freedom of information – those who only consider one of these aspects will be limited to a <b>maximum of 6 marks</b>.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• <b>Selecting:</b> identifying and applying relevant evidence</li> <li>• <b>Interpreting:</b> showing how evidence helps to answer the question</li> <li>• <b>Evaluating:</b> assessing the strength of the evidence in support of the question</li> <li>• <b>Integrating:</b> using evidence to develop a coherent argument/conclusion</li> </ul> <p><i>Note – evidence can be information, data, concepts or opinions</i></p> <p>In recent years it has been found that most candidates make a clear point of knowledge/understanding (AO1) and then offer some evaluation or interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce - e.g.:</p> <ul style="list-style-type: none"> <li>○ perceptive candidates may recognise that a balance needs to be drawn between complete open-ness or complete secrecy; their answer to the question may therefore largely be a question of balance</li> <li>○ for example commercial decisions by government certainly need to be kept confidential at least until particular expenditure is agreed;</li> <li>○ but if some people or firms are dis-satisfied with an outcome (e.g. Virgin Trains objecting to the allocation of the West Coast franchise to First Group), they may seek to over-turn an outcome via judicial review</li> <li>○ even without the FoI Act, media are now able to access much more information than previously thanks to the internet and massive improvements in communications technology</li> <li>○ some candidates may see the freedom of expression granted by the Human Rights Act and improvements in communications technology as being just as significant for democracy as freedom of information</li> </ul> <p><b><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></b></p>

Question 28	Mark	<b>AO4:</b> <i>Communicate clearly and accurately in a concise, logical and relevant way. Note: The AO4 marks are not dependent upon the AO1 and AO2 marks.</i>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing (min. about 6 lines/50 words) to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.



Question <b>29</b>	Context	
	<p style="text-align: center;"><b>Is there anything wrong with a forged painting apart from its price?</b></p> <p>A forged painting commands a high price not necessarily because people in society like it but rather because they wrongly believe it was produced by a particular artist. In 1976 Tom Keating became notorious when he was exposed as having produced thousands of pictures in the style of and attributed to others. Purchasers paid up to £30,000 for his forgeries. In his defence Keating claimed that he forged the pictures as an expression of his contempt for the art establishment that valued art and artists in a shallow fashion.</p> <p>Source: adapted from <a href="http://www.premierpaintings.com/keating_tom.htm">http://www.premierpaintings.com/keating_tom.htm</a></p> <p>'Artistic works should be judged and priced on their own merits rather than on the reputation of the person who allegedly created them.'</p> <p>Examine this view.</p> <p><b>Note: If candidates use the headline to the stimulus as the question rather than focus on the actual question printed beneath the stimulus, they should be given full credit for all relevantly-made points.</b></p>	
Marking Guidance		
After marking the answer for AO1 and AO2, assess it for communication, AO4.		
Question <b>29</b>	Mark	<b>AO1:</b> <i>Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.</i>
	0-8	<p>Award <b>1 mark</b> for each valid point of knowledge/understanding up to a <b>maximum of 8 marks</b>. Answers must focus on the how works of art are valued both financially and in an artistic sense. This may be discussed in terms of:</p> <ul style="list-style-type: none"> <li>• an appealing work by an unknown artist is likely to be bought or sold for a relatively modest price</li> <li>• but if evidence (provenance) is produced to show (by its style and the types of paint used, etc) the work is by a famous artist, its price multiplies, even though the picture has not changed in any way</li> <li>• in 2004 an art investor purchased a painting entitled <i>Fishing Boats in a Stiff Breeze</i> for £3,700; by 2012 he had persuaded historians and scientists that the painting was the work of JMW Turner and its value is now said to be £20million</li> <li>• exactly the same escalation of price can occur if an unknown painting is recognised by the art world as being by a famous artist even though it may be just a good forgery by someone such as Tom Keating; Keating's forgeries of work allegedly by Degas were thought particularly convincing</li> <li>• if the value of a painting depends on the artist's fame, quality of work and price, the value of acknowledged forgeries by Keating rises as his fame (notoriety?) increases, since he had great skill as a painter.</li> </ul>

		<ul style="list-style-type: none"> <li>• Parallels with other arts such as music or fashion should be credited.</li> <li>• If candidates make relevant use of points included in the stimulus, they should be awarded AO1marks for doing so.</li> </ul> <p><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></p> <p>Some these issues will be debated and awarded marks for AO2 . <b>Examiners' assessments here should weigh the knowledge and understanding supporting whatever aspects of art evaluation that the candidate discusses.</b></p>
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Question 29	Mark	<b>AO2:</b> <b><i>Marshall evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions</i></b>
	0-8	<p>Award <b>1 mark (or 2 marks</b> if there is development/complexity) for each valid point, up to a maximum of 8 marks.</p> <p>The question requires a discussion of how the qualities of a painting or other work of art are assessed. how they should be judged and how price is determined – those who only consider one of these aspects will be limited to a <b>maximum of 6 marks</b>.</p> <p>Points should be used to demonstrate how evidence is marshalled by:</p> <ul style="list-style-type: none"> <li>• <b>Selecting:</b> identifying and applying relevant evidence</li> <li>• <b>Interpreting:</b> showing how evidence helps to answer the question</li> <li>• <b>Evaluating:</b> assessing the strength of the evidence in support of the question</li> <li>• <b>Integrating:</b> using evidence to develop a coherent argument/conclusion</li> </ul> <p><i>Note – evidence can be information, data, concepts or opinions</i></p> <p>In recent years it has been found that most candidates make a clear point of knowledge/understanding (AO1) and then offer some evaluation of interpretation leading to an AO2 mark being awarded. So the AO2 marks in any one answer depend very much on the AO1 points the candidate decides to introduce - e.g.:</p> <ul style="list-style-type: none"> <li>o many art collectors have a vested interest in not allowing experts to scrutinise their collection for fear that some of their Monets, Rembrandts or Turners are in fact by the hand of someone like Tom Keating</li> <li>o since some people are now willing to pay significant sums for a 'real Keating', does the value of a painting depend the notoriety of the artist</li> <li>o but does 'notoriety' depend on the headlines gained or the style and quality of execution of a given work?</li> <li>o is it possible that 'price' and artistic merit can ever be separated as the question implies?</li> </ul>

		<p>o Parallels with other arts such as music or fashion should be credited.</p> <p><b><i>The above points are illustrative only and not exhaustive. Any other valid points must be credited, even if they don't appear in the list above.</i></b></p>
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Question 29	Mark	<b>AO4:</b> <b><i>Communicate clearly and accurately in a concise, logical and relevant way. Note: The AO4 marks are not dependent upon the AO1 and AO2 marks.</i></b>
	0	The answer is badly expressed or fails to treat the question seriously, there are many serious lapses in grammar and spelling or there is too little of the candidate's own writing (min. about 6 lines/50 words) to assess reliably.
	1	The answer is only understandable in parts and maybe irrelevant, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.
	2	The answer is generally understandable, writing is often in the correct form. Arguments are sometimes coherent and relevant, and grammar and spelling do not seriously inhibit communication.
	3	The answer is broadly understandable, writing is in the correct form. Arguments are on the whole coherent and relevant, and grammar and spelling do not inhibit communication.
	4	The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent, well laid out and relevant, there are very few grammatical or spelling errors.