



General Certificate of Education

General Studies 5761

Specification A

GSA1 Culture, Morality, Arts and Humanities

Mark Scheme

2005 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

General Studies

Specification A

Unit 1 Question 1 (GSA1/1 Culture, Morality, Arts & Humanities)

This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses

1.1	B	1.14	D
1.2	B	1.15	D
1.3	C	1.16	A
1.4	B	1.17	A
1.5	D	1.18	B
1.6	D	1.19	C
1.7	A	1.20	C
1.8	B	1.21	D
1.9	B	1.22	A
1.10	C	1.23	B
1.11	A	1.24	A
1.12	C	1.25	D
1.13	C		

Unit 1 Question 2 (GSA1/2 Culture, Morality, Arts & Humanities)

INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Communicate clearly and accurately in a concise, logical and relevant way.
- AO3** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO4** Demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

All mark schemes will allocate a number or distribution of marks for some or all of these objectives for each question according to the nature of the question and what it is intended to test.

Note on AO2

In all instances where quality of written communication is being assessed this must take into account the following criteria:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- ensure text is legible and spelling, grammar and punctuation are accurate, so that meaning is clear.

Note on AO4

In previous General Studies syllabuses, there has been a focus on the knowledge and understanding of facts (AO1), and the marshalling and evaluation of evidence (AO3) – on what might be called ‘first-order’ knowledge. AO4 is about understanding what counts as knowledge; about how far knowledge is based upon facts and values; and about standards of proof – what might be called ‘second-order’ knowledge.

By ‘different types of knowledge’ we mean *different ways of getting knowledge*. We might obtain knowledge by fine measurement, and calculation. This gives us a degree of certainty. We might obtain it by observation, and by experiment. This gives us a degree of probability. Or we might acquire it by examination of documents and material remains, or by introspection – that is, by canvassing our own experiences and feelings. This gives us a degree of possibility. In this sense, knowledge is a matter of degree.

Questions, or aspects of them, which are designed to test AO4 will therefore focus on such matters as:

- analysis and evaluation of the nature of the knowledge, evidence or arguments, for example, used in a text, set of data or other form of stimulus material;
- understanding of the crucial differences between such things as knowledge, belief or opinion, and objectivity and subjectivity in arguments;
- appreciation of what constitutes proof, cause and effect, truth, validity, justification, and the limits to these;
- recognition of the existence of personal values, value judgements, partiality and bias in given circumstances;
- awareness of the effects upon ourselves and others of different phenomena, such as the nature of physical, emotional and spiritual experiences, and the ability to draw upon and analyse first-hand knowledge and understanding of these.

GENERAL MARK SCHEME

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
LEVEL 3	Q1 5 Q2+3 8-10	A good to comprehensive response demonstrating overall grasp of the range and nature of issues; knowledge and understanding of key principles and evidence; interprets and illustrates arguments coherently and convincingly with fluency and accuracy.
LEVEL 2	Q1 3-4 Q2+3 4-7	A modest to reasonable attempt showing some competence and grasp of the issues; some understanding and realisation of key principles; moderate arguments and exemplification; reasonable clarity and accuracy of expression.
LEVEL 1	Q1 1-2 Q2+3 1-3	A bare to limited response showing uncertain grasp, knowledge and understanding; lack of clarity of argument and little appropriate exemplification; weak expression.
LEVEL 0	0	No valid response or relevance to the question.

Approximate distribution of marks across the questions and assessment objectives for Unit 1/2

Question Numbers		2.1	2.2	2.3	AO marks per Unit
Assessment Objectives	AO1	1	2	3	6
	AO2	2	2	2	6
	AO3	2	2	2	6
	AO4	-	4	3	7
Total marks per Question		5	10	10	25

Note: It is the questions themselves which are designed to elicit the range of response appropriate to the assessment objectives for each question. Examiners are required to assign each of the candidates' responses to the most appropriate level above according to **its overall quality**, then allocate a single mark within the level.

2.1 Outline *briefly* how ‘the right to privacy’ is defined in the passage.

(5 marks)

Relevant points in the passage taken from the PCC Code of Conduct include an entitlement to

- respect for private and family life
- news and pictures obtained without intimidation, harassment, or persistent pursuit
- inquiries made with sympathy and discretion in cases involving grief or shock
- particular regard to children’s/young people’s rights.

Other acceptable points:

- no real public interest in story/depends on the subject matter
- a matter of instinct (but whose instinct?)
- fundamental human right/set out in European Convention on Human Rights.

Other valid points should also be given credit, e.g. where a candidate analyses the author’s approach to the issues in question.

Use the ranges shown in the General Mark Scheme for this question and allocate marks on the basis of the overall scope and quality of response. It may be possible to think in terms of awarding one mark per coherent point made, including development of an argument or example, but the final mark and comment should fit the level criteria rather than the number of ticks.

2.2 Using the ideas and examples of the author and any of your own if you wish, discuss how an editor might decide whether a story is ‘in the public interest’, or not.

(10 marks)

Six potential examples are given in the passage:

- Two contrasted examples specifically concern Euan and Leo Blair. The author believes that the question of whether Leo has had the ‘controversial’ triple MMR vaccination is a matter of public interest, because it involves a senior politician either following or rejecting official government policy. Euan’s application to Oxford University on the other hand is a private matter for him and should not be a concern of others.
- The author suggests that much the same applies to Prince William’s education, although his case may be different as he is future heir to the throne, whereas Euan Blair will cease to be a ‘public figure’ when his father is no longer Prime Minister. On that basis he classes Prince William’s (as heir to the throne) pursuit of hunting a matter of public interest, because the activity itself is controversial and politically sensitive. By contrast holiday photographs of Amanda Holden and Les Dennis, taken without their consent, could hardly be deemed to be in the public interest, even though, as ‘show business celebrities’ (who perhaps tend to exploit the media as much as the media exploit them), the couple accepted that their lives were ‘of public interest’.

A useful distinction to be made is whether an issue is of genuine ‘public interest’ (i.e. a matter of concern to everybody) or merely ‘of interest to the public’ (e.g. to satisfy casual curiosity or gossip). However, the criteria for separating the two in some cases may not be so ‘clear-cut’.

- The death of the Browns’ baby, which prompted the article, is felt by the author to be more a case of intrusion into private grief than of national interest, although others felt differently. Where private circumstances, such as ill health or personal behaviour for example, impinge on a public figure’s ability to carry out their duties, there is an argument that this becomes a matter of public interest, but it is often a matter of judgement and values which determine whether this is so.
- At the other end of the spectrum, it could not be argued that the circumstances surrounding the death of Princess Diana should not have been reported, but most people would agree that the amount of intrusion and the manner of reporting was, and probably continues to be, excessive by any scale of values.

Other general points which may be made are that what the public ‘needs to know’ and ‘wants to know’ can be quite different and the pressure to produce stories to sell newspapers may distort values and judgments about what ‘in the public interest’ means.

The question invites candidates to include ideas and examples of their own (which may be more up to date than those in the passage) and they should be given credit for these if they contribute to the debate. The key criterion for higher level marks should be the candidate’s ability to analyse, rather than just describe the example, in terms of the meaning of public interest’.

Use the General Mark Scheme to allocate marks on the basis of the overall scope and quality of response.

2.3 To what extent is freedom of expression more important than the privacy of the individual? Discuss what limits should apply to freedom of speech and expression *both* in the news media *and* the arts in general.

(10 marks)

There are two substantial questions here, and both must be addressed for a Level 3 answer. The second of the two questions might be expected to produce a more detailed response, particularly if candidates seek to develop different points for the news and arts in general, but we should not adopt a rigid position on this, as candidates are free to take up their own stance and treat the issues however they see them. As always the marks awarded should depend on the scope and quality of the overall cases presented.

In response to the first question we should expect candidates to show, above all, an awareness of the tensions between two ‘rights’ and they do not have to produce a definitive conclusion. A challenge to or rejection of the question in its existing form might be a good sign, as might be a balanced response.

Points that might be made include:

- both are important rights and freedom of speech is essential in a democratic society
- as is the right to respect for your own beliefs and values, as long as these don’t have an adverse impact on the rights of others (all rights have an equal and opposite responsibility? ‘I abhor what you say, but will defend to the death your right to say it.’ Voltaire)
- free media must be allowed to report on those in positions of power and authority, ultimately to expose and help prevent abuse
- in such cases (e.g. illegal or improper conduct) the right to privacy should be forfeited
- on that basis the right to freedom of speech might be argued to have primacy
- but it should not be completely unfettered, as this would be a form of abuse of power of its own?

Such an argument would lead naturally into the second part of the question and the limits discussed might include:

- the right to privacy in your personal life, to hold your own personal beliefs and values, and to go about your own lawful business without hindrance
- the right not to be slandered or libelled by untrue accusations and the right to gain redress
- there cannot be an absolute ‘free-for-all’ in what is presented because of the need to have some controls to eliminate harm
- the right not to be confronted by or exposed to material you do not wish to see, and might regard as offensive or harmful
- some individuals and groups may be particularly vulnerable, and susceptible to influence, and require special protection, e.g.
- young people without well-formed sensibilities, values and opinions require some protection, until they are old and experienced enough to make judgements for themselves
- old people may be easily shocked or offended, and deserve not to have sensibilities assaulted unduly; the same may apply to other vulnerable individuals and groups
- the need to recognise the particular sensitivity of some issues, e.g. those concerning race, religion, minority groups
- what comes directly into people’s homes via domestic TV and radio should be treated differently from material that has to be purchased on a one-off basis, e.g. cinema, theatre, books
- restrictions that are currently applied to domestic ‘free-to-air’ TV, e.g. the 9.00pm ‘watershed’
- films and video recordings that are classified according to their content for restricted access
- warning announcements that are made in advance of TV showings.

Use the General Mark Scheme to allocate marks on the basis of the overall scope and quality of response.