



## General Certificate of Education

# General Studies 5761

## *Specification A*

*GSA1 Culture, Morality, Arts and Humanities*

# Mark Scheme

*2006 examination - January 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	C	1.15	C
1.3	C	1.16	D
1.4	A	1.17	D
1.5	D	1.18	B
1.6	C	1.19	B
1.7	C	1.20	B
1.8	A	1.21	B
1.9	A	1.22	A
1.10	D	1.23	A
1.11	A	1.24	C
1.12	B	1.25	C
1.13	D		

## 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**

<b>Level of response</b>	<b>Mark range</b>	<b>Criteria and descriptors:</b> knowledge, understanding, argument, evaluation, communication
LEVEL 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	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	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.

**Distribution of marks across the questions and assessment objectives for Unit 1/2**

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

**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 What does the author mean by ‘maverick copper’ (paragraph 11)?**

**Explain why the author thinks such a character appeals to viewers.**

**(5 marks)**

‘Maverick copper’ may be described as: ‘a law officer (hero) who fights on the side of justice but in an individual/idiosyncratic and unconventional manner/who may break the rules in order to achieve the right result’.

Allow up to 2 marks for the answer to this part of the question.

Such characters appeal to viewers, according to the text, because they:

- show ‘certainty and self-reliance in a morally ambiguous world of corrupt policemen, depraved villains and good characters who turn out to be evil’
- are able to find just solutions and ‘make it all right again’
- they are able to withstand the pressures of modern society and provide the just outcome that the audience craves.

Allow up to 3 marks for the answer to this part of the question.

Show your marks in the following manner:

e.g.  $1 + 3 = \textcircled{4}$  in the right margin, supported where necessary by an appropriate comment.

**2.2 Using ideas and examples from the passage, and any of your own if you wish, discuss why detective drama is so popular on television.**

**(10 marks)**

Points directly from the text include:

- the British love ‘a good murder’
- as TV expanded there was more time to fill
- naturally dramatic form of story telling for which viewers have an undiminished appetite
- detectives are accessible to TV executives/popular with producers
- offers writers the chance to write in a coded way
- enables darker stories to be told/people will accept anything if there is a detective involved
- speaks to the cultural moment of moral uncertainties and diminished faith in justice
- asks perplexing moral questions about justice and registers the strains in life where hierarchy/authority is less automatic
- able to describe a morally ambiguous world in a way that conventional TV struggles to access
- provides unconventional heroes who offer certainty and self-reliance to set the world to rights
- less contentious way of dealing with difficult issues/aspects of social behaviour.

Use the General Mark Scheme to allocate marks on the basis of the overall scope and quality of response. It may be possible to think in terms of awarding a mark per coherent point, but quantity should always be balanced with quality. A range of points from those above should be sufficient to award Level 2 marks. Level 3 may be reserved for more sophisticated and better synthesised responses where the candidate makes effective use of own words (or ideas), showing clear understanding of points rather than quoting literally from the text.

**2.3 “British television is no longer worth watching; the schedules are dominated by soaps, monotonous crime series, cheap reality and make-over shows”.**

**To what extent do you agree with this claim?**

**(10 marks)**

Here candidates have the opportunity to put forward their ideas and develop their own case on the content and quality of British television. They may agree with both the general thrust and the detail of the statement or they may challenge either or both and give their own view.

The statement is sweeping and provocative containing loaded terms such as ‘no longer worth watching’, ‘monotonous’ and ‘cheap’. We may expect stronger candidates to question or explore the justification for using these. For example, ‘no longer’ appears to refer back to a time when programmes were much better and such a claim may be doubted. It may also be pointed out that the author of the statement is expressing an unsupported opinion most likely based on personal preferences.

Others may have different preferences and if it is true that the schedules are dominated by particular types of programmes, then it could be argued that they reflect public taste and interests. There may also be reference to and support for other popular types of programmes not mentioned in the list for criticism, e.g. sport, films, news and current affairs, quiz programmes (unless the latter are taken as a form of ‘reality’ TV).

Candidates who disagree with the statement should be expected to cite some examples of television which is worth watching and to demonstrate by argument and illustration again why this is so in order to gain Level 2/3 marks. Those who choose to agree might be expected to develop the opinions and comments in the statement and demonstrate again by illustration and examples why these programmes are not/no longer worth watching (e.g. overuse of tired formulas, characters, situations). The statement also allows for a middle position perhaps pointing out the range of choice available these days via satellite, cable or freeview channels and the need for selectivity in viewing. In this case we may expect references to be made to what the candidate thinks represents both ‘good’ and ‘bad’ in television and why.

Use the General Mark Scheme to allocate marks in the basis of the overall scope and quality of response. A range of arguments and examples should enable candidates to score at least Level 2, if not Level 3 marks.