



General Certificate of Education

General Studies 5761

Specification A

GSA1 **Culture, Morality, Arts and Humanities**

Mark Scheme

2007 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.

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

Unit 1 Question 2

(GSA1/2 Culture, Morality, Arts and 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	7-8(-9)	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	4-5-6	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	1-2-3	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

Question Numbers		2.1	2.2	2.3	AO marks per unit
Assessment Objectives	AO1	3	2	2	7
	AO2	3	2	2	7
	AO3	3	2	1	6
	AO4	-	2	3	5
Total marks per question		9	8	8	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 Identify the *three* organisations/authorities that the author targets for special criticism towards the end of his article and explain the reason in each case.

3 x 3 = 9 marks

The author's three **main** targets for criticism are identified towards the end of the article:

- the (governors of the) BBC: for failing to show sufficient commitment to/promote the arts vigorously enough to mainstream audiences
- the British government: for allowing the destruction of music education despite their apparent personal commitment to the arts
- the American military (leaders) in Iraq: for failing to realise the importance of and acting to preserve the historical artefacts in the Baghdad museum.

Allow up to 3 marks for each of the 3 organisations identified above and adequately and accurately explained: 1 for clear and accurate identification of a valid organisation, 1 for a valid and coherent explanation of the criticism and 1 for fluent and accurate expression.

2.2 In the last paragraph the author refers to the ‘duty’ of newspapers. Discuss the ‘duty’ of newspapers in modern Britain. Use your own ideas, as well of those of the author, and refer to a range of newspapers to illustrate your answer.

(8 marks)

The author gives some pointers, particularly and specifically in the last paragraph, on ‘duty’, and we might expect candidates to draw on these, but to range more widely and with some illustrations, as demanded by the question. In this sense ‘duty’ may be interpreted broadly as ‘role’.

The AO4 element of the question lies mainly in the interpreting of the concept of ‘duty’/role in this context, but it may also be found in candidates’ responses to their view of ‘modern Britain’ (i.e. where newspapers fit alongside other news (and entertainment) media, such as TV, radio and the internet in responding to the needs and interests of contemporary British society).

Duty may be interpreted:

- in a narrow sense, i.e. newspapers are commercial enterprises and their first duty is to their owners/shareholders, or their readers, or
- in the way that the author of the article does in terms of their broader social responsibilities for promoting cultural and moral values.

Points on role/duties may include:

- free press performs vital function in a democratic society with open elections
- can hold individuals with power and influence, those who make important decisions on our behalf, to account
- convey information and comment on events and people, views of the world
- offer more detail, explanation, discussion and choice than some other news media
- enable readers to develop knowledge, understanding, their own opinions in more of their own time
- provide a regular leisure pastime and entertainment, e.g. features, crosswords, cartoons.

Candidates might refer to some of the following which may be deemed to have an impact on role/duty:

- commercial pressures often influence/dictate what is published
- some publications more concerned with scandal and gossip than ‘serious’ news
- selection of material can be partial, influenced by political affiliation
- material is often consciously ‘hyped-up’ or ‘dumbed down’.

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 for content and credit should also be given to candidates who come up with appropriate examples or illustrations to support their points. However all the AOs should be taken into account in the final mark.

2.3 To what extent is classical music superior to the kind of music represented by Britney Spears?

(8 marks)

This question is a reworking of the standard ‘serious’ versus ‘popular’ music debate (a question we have asked before) and abler candidates should be able to respond to it as such. Less able candidates may attempt to discuss it on a more literal level and higher level marks are likely to depend on candidates recognising the broader implications of the question.

Whichever approach they adopt, candidates are free to develop whatever thesis they wish. For the highest marks they should be able to demonstrate reasonably clear ideas about ‘classical’ and ‘popular’; about their similarities and/or differences as they see them; and where appropriate provide some examples to illustrate their arguments.

Points that might be made include:

- serious art may be characterised as detailed, refined, revealing, subtle, complex, skilled in concept and execution, long-lasting and with universal qualities; **or** inaccessible, esoteric, elitist, class-ridden, traditional, conservative, of limited appeal;
- popular art may be described as simple, superficial, predictable, undemanding, ephemeral, glossy, driven by fashion; **but** accessible, immediate, slick, enjoyable and of mass appeal.

Good answers may (should, perhaps) raise the question of what is meant by ‘superior’ and what is the ultimate purpose of art. Does the largely ephemeral nature of a piece of popular art make it any less worthy than something which appeals only to a few ‘cognoscenti’? Is popular entertainment necessarily more ‘shoddy’ when compared with serious art? Does good art have to do more than simply entertain – or must it also instruct and improve? Shouldn’t the question simply be about ‘good’ and ‘bad’ art rather than ‘classical’ and ‘popular’? (All aspects of AO4).

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