



## **General Certificate of Education**

# **General Studies 5761**

*Specification A*

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

## **Mark Scheme**

*2008 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.

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

## 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	<b>Qs 2+3</b> 7-8	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	<b>Qs 2+3</b> 4-6	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	<b>Qs 2+3</b> 1-3	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
<b>Assessment Objectives</b>	<b>AO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>7</b>
	<b>AO2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>7</b>
	<b>AO3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>6</b>
	<b>AO4</b>	-	<b>2</b>	<b>3</b>	<b>5</b>
<b>Total marks per question</b>		<b>9</b>	<b>8</b>	<b>8</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 Identify and explain *three* reasons why the author is pleasantly surprised by his first visit to the ballet.**

**(9 marks)**

**Award up to three marks for each valid reason discussed:** one mark for accurate identification of a reason given by the author, a second mark for coherent explanation or development of the reason and a third for error-free expression. See below for examples.

Reasons which may be identified and explained include:

- the ability of ballet to transport the onlooker into a 'perfect world'; it enables him to escape the imperfections of everyday life (paragraphs 1, 10 and 14)
- the beauty of the dancers, explaining why men at least go to the ballet (paragraph 4)
- the audience is mixed, cosmopolitan and enthusiastic, and not as pretentious, rich or irritating as he had expected (paragraphs 5–9)
- the levels of commitment, skill, and fitness demonstrated by the dancers in pursuit of the perfect performance; they are fitter, more skilful and committed than even the finest sportsmen (paragraphs 11–12)
- the cost and public subsidy is not as great as he might have expected, when compared with other activities and the amount of satisfaction given (paragraph 13).

Allow any other valid reason given by the author.

**Examples:**

'The author is pleasantly surprised by the range and types of people who go to the ballet.'  
= 1 mark. (No development and insufficient for expression mark to be awarded.)

The author is pleasantly surprised by the range and types of people who go to the ballet. They are not as posh, irritating or old as he expected.' = 3 marks. (Develops the point and is accurately expressed.)

'The author is pleasantly suprised by the range and types of people who go to the ballet, they are not as posh, irritating or old as he expected.' = 2 marks. (Develops the point but there is both a spelling and a punctuation error. Either would be sufficient to withhold the expression mark.)

**2.2 Explain briefly with examples the appeal of *one* of the following art forms: literature, music, visual art, theatre, film.**

***(8 marks)***

Once candidates have chosen their art form, which must be from the list given, they have a reasonably free hand over the points they wish to make and the range and nature of examples. Marks should be awarded on the quality and extent of the analysis of the appeal and the appropriateness of the examples.

The points and examples will vary according to the art form chosen but might be expected to touch upon such elements as the appreciation of:

- artistic form or the experience
- skill/craftsmanship shown
- spiritual or moral content
- message/comment on the human condition
- originality/innovation.

There are 8 marks available for this question and it may be feasible to think in terms of awarding 1 mark for each valid and coherent point made, but also for development of ideas, use of argument or depth of comment, as well as the examples given. The number of ticks need not however equal, but should at least correlate closely with, the final mark awarded, and this should reflect the overall quality of the candidate's response, as reflected in the level descriptors of the General Mark Scheme.



**2.3 Examine critically the author's claim in paragraph 10 that ballet demands 'a greater level of perfection' than other forms of artistic performance.**

**(8 marks)**

This is the most difficult and challenging question and carries the most marks for AO4. It requires some reasonably developed knowledge of at least one artistic activity, in addition to the ability to assess the author's comments and judgments about ballet and other kinds of artistic performances in an objective way.

To begin with the candidate may be able to draw on the author's comments about the need for 'perfection' in classical ballet, and certainly technical and artistic perfection, as exemplified in the final paragraph of the passage, are prime requirements of this art form. However, much the same claims would be made about any other classical art form: music, painting, drama; where technical and artistic excellence would appear to be just as important. The knowledgeable and perceptive candidate should be able to spot this, or at least question the validity or fairness of the author's argument in paragraph 10, where he could be accused of not comparing like with like.

We can certainly enjoy 'less than perfect' performances according to circumstances in any art form and that may well include dance (school productions would be an obvious example), although the author of the passage may have a point about mistakes or lack of precision/coordination being more visible or therefore obvious in dance than, say, a painting. Equally however, hitting a wrong note in a piece of music or stumbling over lines in a play could be just as obvious and disruptive.

Some modern art forms place less emphasis on technical skills and precision, and that might include modern improvised dance as opposed to classical ballet, but it is difficult to sustain the argument that the pursuit of perfection matters less; it may just be defined differently according to the nature and purpose of the work.

Such arguments require a degree of maturity and sophistication and good credit should be given to candidates who are able to challenge the author's claims and whose discussion introduces these or similar issues into the debate.

There are 8 marks available for this question and it may be feasible to think in terms of awarding 1 mark for each valid and coherent point made, but also for development of ideas, use of argument or illustration, or depth of comment. The number of ticks need not however equal, but should at least correlate closely with, the final mark awarded, and this should reflect the overall quality of the candidate's response, as reflected in the level descriptors of the General Mark Scheme.