

GCE

Edexcel GCE

General Studies (6454)

Summer 2005

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Mark Scheme (Results)

6454/01: Cultural Expressions

Section A

All questions in Section A examine AO1 - Students should be able to demonstrate relevant knowledge and understanding with application to a range of issues, using skills from different disciplines.

1 (a) Which of these statements would not normally be classed as High Culture? (1)

B (ii, iii and v)

(b) Indicate which of the above is Folk Culture? (1)

(ii)

OR the second statement

OR The Abbots Bromley Horn Dance

OR The horn dance

OR The Staffordshire dance

Or any recognisable variation on these

Note: The answer does not have to be anything more than the Roman numeral. Candidates may write out the full statement, or any part of it. Any clear indication that the correct answer is the Horn dance is the correct answer should be accepted.

2 Define the term 'utilitarianism'. (2)

Utilitarianism is a form of moral reasoning, developed in the 19th century. Leaders were Bentham and J.S. Mill. It is a form of consequentialism. It is more concerned with the results or consequences of an action than with the action itself. It asks whether an action has increased (or decreased) the sum total of human happiness. An action is good if it results in an increase.

Simple accurate but undeveloped statement. (1 mark)

Fuller answer showing a sound understanding of the term.

This may either give an accurate illustration to support a simple definition of the term or may give a more detailed explanation.

or may name founders (eg J.S.M or Bentham) or hedonistic calculus (2 marks)

- 3 **Artistic creativity takes different forms in different periods and cultures. Identify two different factors that might influence creativity.** (2)

One mark for each of two different reasons. Use judgement to credit any reasonable suggestion of influential factors. Possible answers might include:

- Social customs and traditions
- Economic circumstances
- The materials and resources available
- The knowledge industry - how easily knowledge of styles can spread
- political influence
- knowledgeable others
- historical movements
- emotional state
- an individuals skill and/or imagination.

Note: the question does not require development or illustration. A list is acceptable (2 marks)

- 4 **List three principles of aesthetic evaluation.** (3)

Note the question requires a simple list, not detailed answers or illustration.

One mark for each correct criterion.

Aesthetics is the study of what makes something beautiful or valued as a work of art. There are a number of generally accepted aesthetic principles. The main ones are: taste; moral qualities or values; concern with human behaviour; form (style, design or arrangement as opposed to content) craftsmanship; skill required; innovation; originality; unity of form; content; message; effect on a person experiencing the work; longevity; the creators reason for creating it. (Not financial value/worth or popularity. Not simply 'colour' or 'value'). Allow pleasing to the eye.

Do not allow aesthetic appeal.

Note: form and style do not count as different features.

5

Why are symbols an important feature in many forms of religion?

(3)

Symbols and symbolism are used to express ideas and beliefs that are difficult to express in straightforward language. Religion is concerned with things that cannot be tested with the senses. Symbols are a type of shorthand and can also form a sort of secret language between believers. Symbols are used to express beliefs; to make believers aware of the presence of their God; as reminders of what has been done for them; to bring them into closer relationship with God.

Candidates may either give a variety of reasons or may give a single developed reason. Note candidates are not asked for specific examples, but are unlikely to reach third mark without at least one example of a symbol.

Simple undeveloped statement (1 mark)

More developed answer either of several different reasons or a single reason explained in some detail. (2 marks)

A full answer containing a number of different reasons with explanation/development of some of them. At this mark candidates may well illustrate their answer with examples of how a symbol may contribute to worship/belief. To reach the third mark candidates must identify/name at least one religious symbol.

But do not credit naming symbol on its own as a separate point. (3 marks)

Note:

(i) Do not reward detailed descriptions of symbols without explaining why they are important. Description on its own should not exceed one mark.

(ii) A simple list of reasons without explanation should not exceed two marks.

Section B

All questions in section B examine AO4 - Students should be able to demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

Questions 7(c) and 7(d) should be used to examine AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

6 (a) Look at the following statements and answer the questions that follow.

(i) Which statement demonstrates both objectivity and subjectivity? (1)

C

It is certain that Bruce wrote these words - objective; the statement about middle classes is also objective in that it can be tested and quantified; the final part is subjective in that it is opinion rather than established fact.

There is no alternative to this answer.

The candidate may copy out all or part of the statement. This is acceptable provided there is sufficient evidence to identify the correct statement. A simple (but correct) letter is sufficient to earn the mark.

Candidates may choose to explain why they have chosen their particular answer. It should not be penalised but neither should it earn a mark.

(ii) Which statement contains empirical or scientific knowledge? (1)

B

The information has been obtained by survey - a form of observation; collection of statistical evidence.

There is no alternative to this answer.

The candidate may copy out all or part of the statement. This is acceptable provided there is sufficient evidence to identify the correct statement. A simple (but correct) letter is sufficient to earn the mark.

Candidates may choose to explain why they have chosen their particular answer. This is not required. It should not be penalised but neither should it earn a mark.

(iii) Which statement cannot be tested to see whether it is true or false? (1)

A

Each of the others, whether objective or subjective, may be falsified; that is tested to check whether or not they are true. The Bible quotation, as a matter of religious belief (faith) cannot be tested in this way.

There is no alternative to this answer.

The candidate may copy out all or part of the statement. This is acceptable provided there is sufficient evidence to identify the correct statement. A simple (but correct) letter is sufficient to earn the mark.

Candidates may choose to explain why they have chosen their particular answer. required. It should not be penalised but neither should it earn a mark.

- (b) Explain clearly the meaning of the term “deductive argument”. (2)

A simple explanation of the term deductive, showing some understanding of the term OR an answer which makes a single accurate point about deductive argument. (1 mark)

A developed answer showing a clear understanding of the term. Such an answer is likely to be supported with an illustration or comparison with other types of reasoning. OR an answer which makes two distinct and accurate points about deductive argument. (2 marks)

Note: A meaningful example after a correct definition should earn the second mark.

Answers which show that deductive reasoning/argument moves from a series of general points to a specific conclusion and which show that a deductive conclusion is inevitable granted the earlier assertions are true should gain both marks.

- 7 (a) Which of these statements support the conclusion in the passage that “it is important that we study New Age religions” (line 18)? (1)

D: (i) and (iv)

- (b) Which of the two statements you have chosen in answer to question 7(a) provides the stronger support for the conclusion of the passage. Give reasons to explain your answer. (2)

Candidates should answer in terms of either statement (i) or (iv) since the other two clearly do not support the conclusion at all.

Allow one mark for choice of statement (either (i) or (iv) but not (ii) or (iii)) with a simple reason. (1 mark)

The second mark should be reserved for the application of the following criteria:

- Ideally, candidates should identify that statement (i) is objective whereas statement (iv) is opinion-based; therefore (i) is the more supportive statement.
- Candidates who choose (iv) or (i) rather than either (ii) or (iii) having wrongly answered (a) should be credited.
- Candidates who choose either (ii) or (iii) are wrong and gain no credit.

Note: No marks if candidates write about a statement that they have not identified in part (a)

- (c) **To what extent does the author succeed in justifying the conclusion that we should study New Age religions by the arguments and evidence presented?** (4)

Note the question does not ask the candidate whether they agree with the conclusion but whether the author presents a sufficient case to justify it. Evidence not presented in the passage is not admissible unless it is used to illustrate, for example, deficiency. The aim of the question is to test Thinking and Analytical skills, not simply comprehension.

Candidates should score one mark for agreement/disagreement with an appropriate reason to support the conclusion. Reasons given must relate to the types/sufficiency of evidence, or to Thinking and Analytical skills.

Candidates should score one mark for each separate but valid point relating to argument or evidence that is clearly based on the passage, up to the maximum of 4 marks.

Answers that:

- give sound T & A points, but which do not directly relate to the passage maximum 2 marks.
- agree or disagree but without any supporting comments (reasons or evidence) are BBL - 0 marks.

Points that could be made include:

- Paragraph 1 gives a sound justification based on existence
- There is no factual evidence to support assertions made either about New Age religions or about society
- Objective evidence usually provides stronger support than subjective opinion because it is based on what most people accept rather than on what one person thinks.
- No supporting evidence from other sources
- Inductive reasoning is used
- Balanced and reasonable approach; no use of emotive language etc.

The type of questions candidates could ask of the evidence include:

- Is the evidence used primarily objective or subjective? Which type of evidence is likely to provide the better support for the conclusion?
- What types of argument/reasoning are used?
- Does the author rely more on emotive language/ideas than on reason?
- Is there sufficiency of evidence? Is evidence ignored if it could help a counter argument or is presented in an unfair way?
- Is the argument balanced or unbalanced; fair or biased?
- Does the conclusion follow automatically from the evidence cited or does it conflict with it?

A mark should be given for the level of written communication using these level guidelines:

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors.	3 marks (above average)
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question seriously, there many serious lapses of grammar and spelling OR there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	0 marks (exceptionally poor)

NB The Quality of Communication marks are not dependant upon the AO3 mark. Scripts must provide sufficient evidence for the assessment of AO2

AO2: 3 Marks
(Total Section B: 15 Marks)

Section C

All questions in section C examine AO3 and AO2.

AO3 - Students should be able to marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data concepts and opinions.

AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

- 8 **'People would be better informed if the media were controlled by the government rather than privately owned and controlled.'** (20)

To what extent can this view be justified?

- The central issue is about the freedom of the press. Some candidates may try to turn it into a question about censorship. Some may question 'better informed'.
- Better candidates will note that whoever owns the media will impose a degree of bias. A single presenter of news will always be less beneficial than if there are a variety of sources.
- Weaker answers are likely to be one sided and will probably present a prepared answer on media ownership.

Look for the use of examples and illustrations.

- 9 **'A work of art can only be described as good if it meets the requirements of universally agreed standards of evaluation.'** (20)

Critically assess this opinion, making reference to examples taken from at least one of the following: architecture or art or literature or music.

- The central issue is about aesthetic evaluation versus 'individual taste'.
- Weaker candidates are likely to take the line that beauty lies in the eyes of the beholder and we are all entitled to a view.
- Better candidates will contrast personal opinion against the use of agreed criteria.

The best answers are likely to question who establishes the criteria and may argue that 'good' needs to be qualified. Good may mean that a work matches agreed rules, or good may mean beautiful. Again they may question who is doing the describing, and may examine 'universally agreed'. Are these standards a social construct or are they based on an absolute?

- 10 Evaluate arguments for and against the view that culture defines society. (20)

The central issue is the relationship between culture and society. Does culture define society or does society define culture. To answer the question candidates will need to define the term culture, and perhaps society. The definition will determine the response. Weakest responses may take a narrow stereotypical view that each society has its own culture that will be debased if added to by other cultures. Better answers should recognise that both aspects of the question have equal truth. Culture consists of beliefs, values and behaviours. Each culture will have its own distinctive features, determined by things such as language, history religion etc. These features will define a society. However at the same time as society develops so the key features of a culture will be modified. In this sense society will define culture. Some may take a narrow arts based approach; some may take a broader sociological view.

- 11 'Genetic engineering is morally wrong.' (20)

Critically examine arguments for and against this statement.

The central issue is the moral justification for genetic engineering. The question does not require a detailed examination of the nature of genetic engineering. However candidates must show some understanding of what it is in order to exceed the middle of level 2. To answer the question candidates must explicitly consider moral issues related to and raised by the genetic engineering and attempt to answer the question of whether it is right or wrong (ie morally justified).

Candidates who simply write about genetic engineering with little or no explicit reference to moral aspects of the topic should not exceed mid level 2, however detailed their knowledge may be. Remember this is a cultural not a scientific question.

Weaker answers are likely to have a limited knowledge of genetic engineering, will probably only consider one aspect of it and will adopt a single moralistic viewpoint.

Better answers will be aware of a variety of aspects (eg. food production, designer babies, health issues) and will be able to identify clearly different moral viewpoints. Some may consider issues from different moral perspectives.

The best answers will be well informed and able to evaluate different moral perspectives on the subject in order to reach a balanced and justified conclusion.

AO3 Level Descriptors and Mark Distributions

No marks are to be awarded for answers that are completely irrelevant or frivolous.

Level 1	<p>Partial, incomplete and inconclusive answers</p> <p>Selects and marshals a limited range of evidence relevant to the question, but with no conclusion, implied or explicit.</p>	1-3 marks
Level 2	<p>Limited, (mainly) one sided answer with a simple conclusion</p> <p>Selects and marshals a limited range of evidence to draw a simple conclusion, which may or may not be appropriate. There may be little explanatory comment.</p>	4-8 marks
Level 3	<p>A developed answer which largely examines one viewpoint or looks at two sides of the argument in a superficial and unspecific manner</p> <p>Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions.</p> <p>At the lower end, explanatory comment is simple and restricted.</p> <p>At the top end it is:</p> <p>either clearly interpreted and applied to a single view of the question or addresses different views in a superficial way with few specifics and little or no development (12-14)</p>	9-14 marks
Level 4	<p>A range of evidence is used to examine contrasting viewpoints</p> <p>Selects, interprets and begins to evaluate evidence to show clear awareness of differing points of view, and uses it to draw a justified conclusion or conclusions.</p> <p>At the lower end, the range is limited and the evidence is evaluated in a simple way.</p> <p>At the top end, the range is wider and the evaluation is more developed.</p>	15-19 marks
Level 5	<p>A balanced answer evaluating a wide range of evidence</p> <p>Selects, interprets and evaluates a wide range of information, concepts and opinions relevant to the question. Marshals and evaluates the evidence clearly and coherently to draw a justified, substantiated conclusion or conclusions.</p>	20 marks

Total AO3: 20 Marks

A mark should be given for the level of written communication using these level guidelines:

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors.	3 marks (above average)
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question seriously, there many serious lapses of grammar and spelling OR there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	0 marks (exceptionally poor)

NB The Quality of Communication marks are not dependant upon the AO3 mark

AO2: 3 Marks
(Total for Section C: 23 Marks)