

GCE

Edexcel GCE

Cultural Expressions (6454\_01)

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Mark Scheme (Results)

## 6454: 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 Which of the following statements accurately completes the following sentence?  
"In order to increase sales the owners of mass circulation newspapers will ..." (1)

C (no alternative)

- 2 What is meant by the term religious belief? You should illustrate your answer with an example. (2)

One mark for a simple but accurate explanation (without example)	1 mark
A simple explanation with a suitable example to illustrate or a fuller explanation with a suitable example.	2 marks

**Note** The question does not ask the more normal 'why do people have religious beliefs. It does not look for reasons but simply for an explanation of the term

A simple explanation will probably deal with the nature of religion, i.e. the acceptance of the truth of particular religious teachings; usually based on the supernatural. An acceptable answer might well be " *Those things that religious people believe in/accept as true/ base their lives on etc.*"

Accept:

- Doctrines
- Morality
- Practices
- Ritual

Therefore: Explanations for 1 mark can use things people believe if they focus on the meaning of religion.

It is not enough to identify a religion.

An example of a religious belief could be something like '*belief in a God*'.

Allow 1 mark if an example is given and shows a clear understanding of the term but there is no explicit definition.

A sound definition with an appropriate example would normally score 2.

Fuller answers are likely to use examples of belief to illustrate their meaning. Most examples are likely to be based on Christian teachings (like Jesus rose from the dead; God created the world etc.) To gain the second mark there must be some understanding of what belief means (accepting as true; putting trust in) and the use of an example that helps to show clear understanding of the term. Candidates cannot reach level 2 unless they use an appropriate example.

An example of a belief on its own, without any specific relation to the question is BBL

- 3 (a) Give two reasons why some people believe this (the use of scientific techniques to produce designer babies) is morally wrong (2)

Note the question is specifically about moral reasons. Part a is about why it is morally wrong, don't give marks to answers which support it or are indecisive or examine why it may be physically, medically or scientifically wrong. Candidates need only produce two reasons. They do not need explanation or development.

Do not reward simple assertion rather than moral reasons.

One mark for each of two different but acceptable answers

Possible answers might include:

- It favours those who can afford the treatment;
- it may create unwanted children/discrimination against those who lack favoured characteristics;
- it is playing god;
- we can't know possible future consequences;
- it makes children a fashion accessory rather than a person in their own right;
- we don't know if outcomes will match expectation;
- may divide society into 'haves' and 'have nots' etc.

NB There must be a moral dimension for the reason to count. 'Morality' should relate to what is 'right' or 'wrong' and not simply what is 'possible'.

(b) Give one reason why some people believe this (the use of scientific techniques to produce designer babies) is morally justified? (1)

Note: the question specifically asks for a moral reason, not social or scientific. Again there is no need for explanation or development.  
One mark for a simple acceptable statement.

Possible answers might include:

- the baby will be wanted;
- it may allow a gender balance in a family;
- it can remove harmful characteristics;
- parents should have the right to choose;
- if we have the techniques it must be right to choose them;
- it is right to do things to protect the mental welfare of parents if we can etc.

NB Again to be valid the answer must have a clear moral dimension. Note that reasons given may be the same as seen in Q3a.

4 Why do some art forms receive government help through funding but others do not? (2)

Either:

One mark for each of two separate and acceptable reasons	2 marks
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Or

Simple single reason with no development.	1 mark
Single reason with development or explanation	2 marks

Possible answers might include:

- Some art forms are commercially viable but others would die if they were not supported
- It is right to support expensive art forms which are part of our heritage.
- There is a long tradition of supporting some art forms (like...)
- Some art forms are more expensive than others
- We need to compete for artists/performers with foreign countries which give much larger subsidies.
- Politicians support art forms they enjoy or which are politically sensitive/beneficial.

NB Focus of answers may be either *why some forms are supported* or *why some forms are not supported*. It is not necessary to overtly address both aspects. There is no demand in the question for any specific example to be given; but examples may be credited.

- 5 (a) State two criteria that you should use to help guide your choice (of a great work of art.) (2)

Note this is a slightly different method of asking candidates to identify principles of aesthetic evaluation. There is no requirement for explanation or development.

One mark for each of two valid criteria. [2 marks]

Note the qualification is 'great' not simply 'good'

Possible answers might include any two of:

- taste;
- moral qualities;
- concern with human behaviour;
- form or style;
- craftsmanship or skill;
- innovation or originality;
- unity of form;
- content or message;
- effect on the audience;
- longevity;
- the creators reason or purpose.

Financial value/cost is **not** acceptable.

Do not accept 'common sense' answers which are not recognised as qualities of aesthetic evaluation.

- (b) Explain how one of your chosen criteria should help you decide whether a work of art could be described as great. (2)

The purpose of the question is to see whether candidates actually understand and can apply the criteria to evaluate works of art. Answers will depend on which criterion is used. An example might be:

*"Longevity is a good test of the quality of a work of art. Every year there are thousands of new pieces of art produced. Some of these are rapidly forgotten because they lack any artistic merit. If a work continues to be popular over a period of time it suggests that it has some qualities that people value or is in some way unique"*

Simple undeveloped reason that offers an answer but with little development or explanation.	1 mark
Fuller answer that shows understanding of the term Or Two or more valid reasons with limited development	2 marks

**Note**

- Candidates are only required to deal with one of the criteria. Only award marks for one criterion. If more than one criterion is dealt with reward the strongest.
- Candidates who write about a criterion that they have not identified in part a must be BBL
- The question requires explanation. Do not credit answers with more than 1 mark which fail to explain
- Explanation must be more than just a restatement of the criterion.

NB Part (a) must be correct in order to access marks in part (b). If the criterion in part (b) has been disallowed in part (a) then part (b) cannot score any marks.

A01: 12 marks  
(Total Section A: 12 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 6a(iii), 6(b) and 6(f) should be used to assess AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

6 (a) (i) Identify the type of reasoning illustrated in paragraph 6 (lines 17-19)? (1)

Inductive  
Inductive argument  
Induction

Note that answer may be a single word, a phrase or a description eg *reasoning that uses a series of specific/particular points to reach a general conclusion*. (1 mark)

Do not reward answers that deal with the wrong paragraph.

(ii) Explain the term 'argument from authority'. (1)

An argument from authority is one that relies on the recognised authority (not status or position) of an individual to support a claim (eg: *Einstein was a famous scientist. He knew what he was talking about. Therefore when he tells us .... We ought to believe him*)

Do not allow if the answer simply refers to a persons status or position of authority (eg Queen, policeman etc).

NB To a believer a Holy book may be an 'authority' in the sense '*the Bible is the word of God and he says...*' This may be allowed.

Simple accurate definition. (1 mark)

Note there is no requirement to give examples or refer to the text. If a candidate offers an incorrect example to illustrate meaning the answer should be counted as wrong, even if the definition appears to be acceptable otherwise.

(iii) Explain the term 'causal argument'. (1)

A causal argument is one where a consequence is said to be the natural result of what has gone before.

(eg: *I bruised my arm because I bumped into the wall*)

Simple accurate definition. (1 mark)

Note there is no requirement to give examples or refer to the text. If a candidate offers an incorrect example to illustrate meaning the answer should be counted as wrong, even if the definition appears to be acceptable otherwise.

It is not enough to describe it simply as a correlation (eg *this happened before that therefore...*) There must be an indication that '*this happened because of that*'.

(b) Paragraph 3 (lines 7-9) suggests reasons why people were willing to make charitable donations in the Middle Ages. Two separate reasons are given.

- "Some patronage can be explained by the desire to cut a self-satisfying figure."
- "Other philanthropy reflects anxiety about immortality."

Look at paragraph three and, using thinking and analytical skills, make clear which of these two reasons offers the most convincing explanation of why people were prepared to give to charity in the past. (2)

The purpose of this question is to examine the relationship between different types of knowledge. It is generally accepted that objective (factual) knowledge is more effective in supporting an argument than evidence containing subjectivity. Both statements are factual. The main difference is that statement (i) is a largely unsupported assertion in that the second part of the sentence is general and unspecific, whereas statement (ii) is supported

with more specific evidence in sentence 4 in the paragraph. Either statement would have been strengthened if supported with a specific instance rather than a general point.

Note candidates should not receive any marks if they simply discuss the content of the two statements. They must use T and A skills.

Choice of statement (i) or statement (ii) without justification is BBL	0 marks
Choice of statement (ii) with a simple reason to support the choice (there may be no reference to the other statement or to T and A skills).	1 mark
Choice of statement (ii) with fuller explanation (using T and A skills) to explain why one is rejected and the other accepted. To get second mark it is not necessary to refer to both statements but T and A skills must be used	2 marks

NB To achieve any marks candidates must select statement (ii).

(c) Which of the statements are objective? (1)

E

(d) Which statement contains reasoning based on analogy? (1)

- (iii)
- the third statement
- *'Grand donors are often accused of being like sticking plaster, concealing State underfunding beneath private wealth'* (lines 15-16)

Accept either a simple number (Arabic or roman) or a quotation containing all or part of the statement.

(e) Which statement containing subjectivity could be most easily tested to see whether it is true or false? (1)

- (v)
- the fifth statement
- The Queen probably spends more on her horses than on relieving human misery
- lines 18-19

Accept either a simple number (Arabic or roman) or a quotation containing all or part of the statement.

(f) To what extent does the reasoning and evidence used by the author fail to support his claim that "rich Britons still don't like giving to charity". (4)

Note the question is about **failure to support**. Candidates are entitled to challenge the question, claiming that the argument does support, but they would need to prove their point from the passage.

The question is about evidence and reasoning. Marks can be awarded for either or both.

Candidates may score 1 mark for agreement or disagreement with the statement provided there is an appropriate reason to support the conclusion.

Award **one mark** for each separate but valid point up to the maximum of 4 marks. Sometimes these points may be lengthy but should not attract higher marks, unless a separate skill is demonstrated.

Restrict to **2 marks** unless the answer clearly uses material from the passage.

Do not award any marks that deal with content rather than quality of argument.

Points that could be included:

- There is much unsupported assertion
- The passage is largely one sided and does not examine evidence of 'generous giving'
- The conclusion does not follow either from the evidence or the arguments used.
- There are no figures (objective evidence) to allow us to measure the extent of charitable giving
- Objective evidence is limited, and apart from paragraph 2 does not really support the conclusion.
- Some of the arguments are based on non-sequiturs (eg paragraphs 4 and 5)

The purpose of the question is to assess weaknesses in argument. Points of strength in the argument may be credited if they are used to answer the question 'to what extent'.

The type of questions candidates should ask of the passage could include:

1. Is the evidence used primarily objective or subjective? Which type of evidence is more likely to provide sound support for a conclusion?
2. What types of arguments are used? How do they affect the conclusion? Do they contain fallacies?
3. Is there sufficient evidence? Is obvious evidence ignored?
4. Does the author rely on emotion or rhetoric rather than reason?
5. Is the argument balanced or unbalanced? Biased?
6. Does the conclusion follow from the evidence cited or does it conflict?

[4 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, where 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 too seriously, there may be 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 Written 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

**7**            **“The traditional family structure cannot be morally justified today since it is the principal cause of all social evils” . To what extent do you agree with this view? (20)**

The central issue concerns the morality of traditional families. Candidates should not devote too much attention to whether they are indeed the cause of all social problems (as some sociologists like Laing and Leach claim). Clearly candidates are able to use material from Units 3/5 but the focus must be related to morality. Ideally candidates should be aware of different types of family structure. Some may take a traditional line to argue that single sex families, broken or reconstituted families are wrong and are harming society. Other may argue that their development has actually removed some of societies ills. Some may recognise that the question involves political polarisation.

Weaker candidates are likely to focus on the final part of the statement and largely ignore the issue of morality. They should not exceed level 2.

Better answers will address moral issues related to family and will be able to advance evidence in support of their views and will normally reach level 3.

The strongest answers should recognise family diversity and consider whether this is for the benefit or harm of society in general. Some may distinguish between morally wrong for society but right for individual families. Some answers may refer to the ‘back to basics’ movement of John Major or the ‘Victorian values’ of the New Right. Such answers are likely to achieve level 4.

**8**            **“Religious teachings have nothing to offer to the modern world” . Critically examine this opinion? (20)**

The central issue concerns the role of religion. The key focus is the modern world. Candidates should recognise that there is a difference between religious beliefs and religious teachings. Many candidates are likely to argue that science has shown religious belief tendencies are inaccurate and so will dismiss religion altogether. Others may distinguish between teaching and beliefs, recognising that some religious values are important at any stage in history, whether or not the basis of belief in the supernatural has been challenged. Some may well distinguish between different forms of religion, arguing that not all religions have been discredited, and perhaps recognising that some are growing - suggesting a human need for the spiritual dimension. Watch out for candidates who turn it into a straight secularisation debate without actually addressing the question.

Weaker answers will be one sided and will lack evidence. Responses are likely to be assertions reflecting personal bias (for or against religion). These may lead to emotional responses rather than reasoned argument and should not exceed level 2.

Better answers will be able to argue that even if religious belief has been discredited, religious teaching still has worth. Examples are likely to favour one view rather than the other. Such answers will generally reach level 3.

The strongest answers may argue that religion and science are dealing with different worlds and so can co-exist. They are likely to argue that for many people religion seems irrelevant whilst in reality it still contributes much to the lives of believers and non-believers. Such balanced answers are likely to achieve level 4.



9 "New artistic styles are a response to commercial pressures rather than the result of creativity or innovation". Evaluate this opinion with reference to the development of an artistic style or literary or musical form. (20)

The central issue is why new artistic styles develop. Some may argue that there is no such thing as style, but only individual works of art. Candidates may answer from any of the art forms but must make reference to the development of a specific style to get past a very low level 3 mark. Similarly candidates who refer to several different art forms should not be over-rewarded. Ideally candidates should consider whether artists (of whatever type) produce work to satisfy their paymasters or to satisfy their own creative urge. It is likely that most examples will be taken from modern popular music.

Weaker answers may not recognise that the question is about the development of new styles and may simply focus on performance. Answers are likely to lack substantial evidence and consist largely of assertion. Normally such answers will be placed in mid level 2.

Better answers are likely to be one-sided arguing either for creativity or commercial pressures, but will be able to support their answers with some evidence and may be expected to reach level 3.

The strongest answers are likely to recognise that development is not an either/or but is a combination of factors. These may suggest other reasons for the development of new styles and may consider what is actually meant by 'new style'. Such balanced answers are likely to reach level 4.

10 "There can be no justification for private ownership of the mass media in the modern technological world". Assess arguments for and against this view. (20)

The central issue relates to the influence of the media. Candidates need to show understanding of both 'mass media' and private and public ownership. Arguments in support of the statement will consider undue bias and influence, the power ownership gives to owners; the adverse influence on political or social values; the difficulty of exercising control over the media; the confusion that can come from a multiplicity of views.

Alternative views may talk in terms of the freedom of the media (especially the press); the power of the fourth estate to challenge government and question abuse of power which would be lost with state ownership; the responsibility of the media to its audience; the value of contrasting views; benefits of competition etc.

Weaker answers are likely to argue against the statement, but will lack evidence. Responses are likely to consist of unsupported assertions. They may argue that private control of the media leads to lowering of standards. They will not normally exceed mid level 2.

Better answers may argue that private ownership of the media is needed to allow competition and choice. They may recognise the power and influence of media owners. Such answers will generally be placed in level 3.

The strongest answers will recognise that there is strong justification for private ownership as a check on the powers of the government. Illustrations may refer to state ownership in totalitarian regimes. Some may pick up 'technological' and argue that modern technology makes it both desirable and inevitable that there will be private ownership whatever steps a government might take to prevent it. They may argue that there is a place for both forms of ownership and that society would be in a weaker position if either were missing. Such answers will generally reach level 4.

## Level 4 answers

Note the descriptors for Level 3 and Level 4.

The Level 4 descriptor emphasises that evidence is used 'to examine contrasting viewpoints'.

A two-sided Level 3 answer is described as being in 'a superficial and unspecific manner'.

Superficial means:

- lacking evidence
- unsupported assertion
- really one-sided with an ill-informed 'nod' at the alternative view
- not really related to the question.

If faced with a balanced two sided approach, in which both viewpoints are supported with some evidence and there is a clear appreciation of the different perspectives, the answer should be placed in Level 4 and not Level 3. The evaluation criterion in Level 4 is of secondary importance and should be used as a guide to allocating a mark within the level. Where there is evaluation it is an indication of a Level 4 answer.

A Level 4 is justified if it:

- looks at both sides realistically
- uses some evidence to support both sides
- uses evidence clearly related to the topic or issue
- has a clear conclusion arising from the argument

Note: Evidence need not always be factual.

At the lower end of Level 4 evaluation will be simplistic and inconsistent. It may take the form of simple juxtaposition of idea or of raising simple questions about the quality of evidence. Evaluation may simply be restricted to the concluding section of the essay.

A two-sided essay placed in Level 3 should be fairly superficial, perhaps not well balanced and will not contain a wide range of evidence supporting both viewpoints. One of the viewpoints is more likely to be a 'bolt on' rather than as fully appreciated as the other.

Marks for Section C questions should be awarded according to AO3 and AO2 level descriptors

AO3 Level Descriptors and Mark Distributions

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

Level 1	<p><b>Partial, incomplete and inconclusive answers</b></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><b>Limited, (mainly) one sided answer with a simple conclusion</b></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><b>A developed answer which largely examines one viewpoint or looks at two sides of the argument in a superficial and unspecific manner</b></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.</p>	9-14 marks
Level 4	<p><b>Evidence is used to examine contrasting viewpoints.</b></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><b>A balanced answer evaluating a wide range of evidence.</b></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, where are very few grammatical or spelling errors.	<b>3 marks (above average)</b>
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.	<b>2 marks (average)</b>
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.	<b>1 mark (below average)</b>
The answer is badly expressed or fails to treat the question too seriously, there may be serious lapses of grammar and spelling <b>OR</b> there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	<b>0 marks (exceptionally poor)</b>

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

**AO2: 3 Marks  
Total Section C: 23 marks**