

Mark Scheme (Results) January 2008

GCE

GCE General Studies (6451) Paper 1

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A - all questions examine AO1

Students should be able to demonstrate relevant knowledge and understanding with application to a range of issues, using skills from different disciplines.

Question Number	Answer	Mark
1(a)	(C) Islam no alternatives	(1)

Question Number	Answer	Mark
1(b)	B (i) and (v) Buddhism and Sikhism (no alternative)	(1)

Question Number	Answer	Mark
2	D (ii, iii and iv) [conversation, diaries and letters] no alternatives	(1)

Question Number	Answer	Mark
3	C (ii) and (iv) [instinct and natural law] no alternatives	(2)

Question Number	Answer	Mark
4(a)	<p>One mark for each separate point underlined below to a maximum of 2 marks.</p> <p>OR</p> <p>Allocate second mark to a development or explanation of the first point, provided the answer shows a very clear understanding of 'fundamentalism'. This may sometimes be an illustration or example to support the explanation offered. Examples on their own, unless explained should not be credited.</p> <p>The term refers to groups who have a <u>strict and literal interpretation</u> of the teachings of their religion and holy book. Many seek to get <u>back to basics</u> and get rid of modern accretions. They believe that their <u>beliefs are divinely inspired</u> and they <u>reject alternative interpretations</u> that they would <u>see as error</u>. Sometimes fundamentalism <u>can lead to intolerance and extremes of behaviour directed</u> at those who <u>do not accept the literal interpretation</u>. It can be associated with <u>any form of religion</u> but today is mostly associated with Christianity and Islam. Can be associated with <u>acts of violence against 'false' believers or other religions</u>.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Answers which simply rework the wording of the question without adding anything are BBL - 0 marks. 2. Look for the ideas and concepts expressed rather than a match to the given words. Candidates will use their own expressions. Allow any other reasonable suggestions provided they show an understanding of the term in a religious context. 3. Do not credit the name of a religious group (Islam, Christianity etc.); to score a mark there needs to be a clear link to fundamentalism. 4. Do not credit general descriptions of religious observance or rules which could apply to any group practising religion. (eg: <i>'they read the Bible and base their actions on it'</i> (so do people of all religious complexions). There must be a link either to 'back to basics' or to literal observance of texts. 	(2)

Question Number	Answer	Mark
4(b)	<p>One mark for a valid or reasonable point.</p> <p>Note: the question does not ask for development or explanation. Candidates will respond according to their perception of issues linked or associated with religious fundamentalism. The question is about their understanding. We should be careful not to impose our own perceptions or interpretations. Examples given are based on answers that candidates have provided</p> <p>There is a range of possible answers. Examples of possible responses include:</p> <ul style="list-style-type: none"> • Terrorism - (may be linked to a group or event); • Conflict associated with religious extremism • Extremist religious groups seizing and/or exercising power at the expense of "human rights"; • Demonstrations/activity/violence against contemporary moral issues (abortion, euthanasia, GM etc.) on extreme religious grounds. • Mass suicide pacts <p>Notes:</p> <p>1. To gain the mark there <u>must be a link to religious fundamentalism</u>, it is not enough simply to name areas of conflict (as in the Sudan) or areas of religious conflict (as in the Balkans). However allow generic answers such as 'terrorism' or 'suicide bombings'. These do not need to be qualified or explained (even though sometimes they may not be directly linked to religious fundamentalism).</p> <p>2. 'Problem' may be interpreted in a general social sense rather than in an international or political sense. Allow answers such as:</p> <ul style="list-style-type: none"> • Rejection of scientific discoveries that conflict with their beliefs • Seemingly outdated moral and cultural values • Distinctive dress codes perceived as problematical • Hostility to other faiths or sects • General level of intolerance towards alternative views • Willingness to give life for their religion • Doing 'the right thing' irrespective of negative impact on others • Limited or nonexistant participation in social/community activities • Withdrawal from education • Emphasis on restrictive practices sanctioned by their beliefs or sacred writings • Attitude/behaviour to non believers • Refusal/failure to adapt to 'modern' values or circumstances • Etc. 	

	<p>3. The answer must relate to something that might normally be interpreted by society at large as a problem - ie it contravenes social norms and values . It is not sufficient simply to indicate a feature associated with religious fundamentalism unless there is explanation of how it can be perceived as a problem.</p> <p>4. Allow max 1 mark for acceptable answers in part (b) where the answer in (a) has not been worthy of any credit.</p> <p>5. Single word answers are generally not sufficient (apart from examples given in Note 1 above.)</p> <p>6. Candidates may well use material in (b) that has previously been used in (a). As they are separate questions this should be credited.</p>	<p>(1)</p>
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Question Number	Answer	Mark
5	<p>Answers need to address both national and culture in order to score both marks.</p> <p>One mark for acceptable explanation of culture</p> <p>One mark for acceptable explanation of national</p> <p>Culture In this sense culture refers to common ways of behaving in a society. It can include the total way of life; the entire range of material objects; the ideas and attitudes generally accepted by a society; changes made over time to improve collective life; specific examples of food and drink; languages and symbols; and religious traditions, beliefs values and norms; common beliefs, values, and norms. Etc. Answers may be based on specific examples to illustrate the nature of culture; they may illustrate national culture by drawing attention to features which create a unique national identity.</p> <p>National National in this sense refers to a single society or group who share a broadly common culture that can be distinguished from the culture of other similar groups. It subsumes sub-cultural differences and may be similar in many ways to neighbouring cultures. In the sense of the question allow the culture of a specific country allow also racial group (although neither are strictly true). There may be a reference to 'all the people in a country' It is not enough simply to name an example of a country; answers must contain the idea of national identity or of difference.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. the two explanations may be run together in a single sentence. 2. Credit answers which support a simple explanation with a reasonable example or illustration. 3. Answers which give a good explanation of culture but do not address the idea of 'national' (or vice versa) can only reach max. 1 mark. BOTH ASPECTS MUST BE DEALT WITH, even if in a simplistic manner. 4. Answers which simply give national stereotypes (eg fish and chips; French wear berets) should not exceed 1 mark. Not enough for 2 marks just to identify a country and a stereotype. 	(2)

Question Number	Answer	Mark
6	<p>One mark for each accurate/acceptable point to a maximum of 3 marks.</p> <p>Popular culture is often used as an alternative to mass culture. Key features are:</p> <ul style="list-style-type: none"> • Activity appeals to majority (or at least large part) of population • Appeals to disparate groups of people • Produced mainly for commercial rather than artistic reasons • Popularity is often manufactured • Implies no special skills are needed to appreciate • Activities exist for short term pleasure • Does not make intellectual or other demands on participants • Assumed to be cheap • Assumed to be easily accessible • Often mass produced • Emphasis may be on quantity rather than quality • Examples may be largely indistinguishable from each other • Not elitist • Sometimes regarded as inferior • Unlikely to use specialist language or jargon • Often aimed at youth/young people (allow this) • Short lived existence <p>Do not allow 'well known' since this can apply to any form of culture. Do not allow exclusively class based answers</p> <p>Notes:</p> <p>1. Answers may be expressed negatively eg: 'It is not ...' indicating an aspect of of (usually High) culture that are not characteristics of Popular culture.</p> <p>2. The question asks for 'list' this does not require explanation or illustration, although illustrations may help show understanding.</p> <p>3. Do not award a mark simply for an illustration (eg: 'Coronation Street', 'football') unless there is some explanatory comment.</p> <p>4. The question does not ask for a definition of popular culture. Only credit answers that refer to high culture which are clearly expressed as negatives.</p> <p>5. Answers may be given as a definition of high culture rather than as three separate points. Credit points made up to a maximum of three marks. BUT take care not to reward repetition of ideas in slightly different form.</p> <p>6. Do not credit both of two answers which repeat similar ideas (eg: '1. appeals to the masses, 2. most people in society like it.)</p>	(3)

Question Number	Answer	Mark
7(a)	<p>One mark for each valid point (as underlined below) that illustrate how art can be categorised to a maximum of 2 marks Eg: the way art is 'done' <u>shared features</u> <u>art produced using similar techniques etc</u></p> <p>Artistic style Artistic style is a way of <u>categorising different artefacts</u>. Categorisation is usually on the basis of <u>shared characteristics, materials and common time frame</u>. <u>Something that distinguishes art from other works</u>. Sometimes linked to a <u>leading or dominant figure</u>. May be described as 'in the style of ... Convenient way of <u>studying vast topics by subdivision on basis of shared features</u>. Sometimes <u>form or genre</u> used instead of style. May be <u>applied to performance</u> as well as artefact. Style therefore refers to the <u>way a work of art is 'done'</u>. Specific movement in art. Within each style there may well be <u>different 'types' of work</u> (eg classical music may be subdivided into choral, orchestral, instrumental, religious, secular etc.) Allow 'the way artists express themselves.' Allow the period when art is produced The second mark may be credited for an explanation that develops the first point.</p> <p>Note:</p> <ol style="list-style-type: none"> 1. Credit other reasonable explanations but do not credit descriptions of specific styles or their development unless showing clear understanding of the term. 2. To achieve a mark there must be reference to one of two key concepts (i) classification; (ii) how art is 'done'. 3. Description of a particular style should not be credited unless it is clearly related to the issue of classification in a general sense. 	(2)

Question Number	Answer	Mark
7(b)(i)	<p>Must name two styles to gain the mark.</p> <p>Note that answers may be taken from a single art form or from two different art Forms. Sub-sets of popular music are acceptable for both marks.</p> <p>No mark if only one style named, or if one of the 'styles' is excluded.</p> <p>The range is vast (use discretion) but the most obvious are probably:</p> <ul style="list-style-type: none"> • Gothic • Renaissance • Baroque • Classical • Romantic • Impressionism • Art Nouveau • Abstract • Modern • Post-modern • Cubism • Surrealism • Pop art • Graffiti • Hip-hop • Pop music • Garage • Or any of a myriad titles for contemporary music styles • Etc. <p>Notes:</p> <ol style="list-style-type: none"> 1. There is no need for explanation or development. Credit should be given to styles which are closely related but (especially in popular music) are regarded as different. 2. Do not credit music, painting, art, sculpture, poetry, drama, novels, still-life, portraits, landscapes, concertos, collage, fine art, etc. which are artistic rather than styles. 3. Allow different genres (such as war poetry, science fiction, opera, etc.) 4. 'Classical' relates to music and architecture (mainly) produced between the Baroque and Romantic periods. Do not credit it as referring to the entire form of 'Classical Music'. No need to specify the art form 5. Most candidates are likely to give two forms of popular music. Use discretion or check on the internet. The question is really a lead in to the later subsection. 	(1)

Question Number	Answer	Mark
7(b)(ii)	<p>A key characteristic is a distinguishing (but not unique) feature (use discretion).</p> <p>One mark for each acceptable point that helps identify the chosen style up to a maximum of 2 marks.</p> <p>Eg. Baroque style:</p> <ul style="list-style-type: none"> • Exuberant or extravagant • Highly decorative • Large scale work • Sense of movement and energy • Strong contrasts of light and shade etc. <p>Impressionism</p> <ul style="list-style-type: none"> • Concern with light • Interest in nature and sunlight • Use of colour bright sunny colours • Blocks of pure colour • Hazy indistinct figures • Rapid short strokes • Emphasis on realism rather than idealised images etc. <p>Garage music</p> <ul style="list-style-type: none"> • Variety of forms • Associated with US disco originally • Electronic dance music • Raw hard sound • Use of electronic synthesisers and drum machines • Beat and rhythm • Influenced by soul and gospel • Lyrics often have violent themes • etc. <p>Note:</p> <ol style="list-style-type: none"> 1. If the candidate describes the characteristics of each of the chosen styles only give credit to one of them, up to the maximum of 2 marks. Reward the higher scoring of the answers. 2. If no answer, or a partial answer, is given in (bi) but a correct style is named in (bii) then credit may be given for (bii) answer only. 3. If a correct answer is given in (bi) but a different style is described in (bii) do not credit (bii) 4. The name of an artist associated with a style (eg Picasso-cubism) is not of itself sufficient for a mark. Qualifying comment is needed. <p>Do not credit broad descriptions like '<i>use of colour</i>' or '<i>orchestral instruments</i>' that could apply to any style.</p>	(2)

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.

Question 8(f) should also be used to examine AO2.

Students should be able to communicate clearly and accurately in a concise, logical and relevant

Question Number	Answer	Mark
8(a)	A. Analogy (no alternative)	(1)

Question Number	Answer	Mark
8(b)	B (i) and (iii)	(1)

Question Number	Answer	Mark
8(c)	D (no alternative)	(1)

Question Number	Answer	Mark
8(d)	Inductive (no alternative) (Allow references to induction or accurate descriptions 'like arguing from specific to the general' or 'where the conclusion is probably but not absolutely certain')	(1)

Question Number	Answer	Mark
8(e)	<p>One mark for each of the following up to a maximum of 2 marks.</p> <p>To score the mark candidates must quote directly from the passage.</p> <ul style="list-style-type: none"> • It is a way to secure and proclaim their identity (lines 1-2) • To preserve the Welsh language. (line 9) • to tap into the extraordinary revival in Scottish writing. (lines 9-10) • the standardisation of the best (line 12) • an unmatched aesthetic excellence. (lines 14) • a mirror to society (line 16) • reflect the diversity of the UK (line 19) • engages with the present. (line 22) • examine the political conflicts and social tensions (line 23) <p>Notes:</p> <p>1. Allow answers that contain a complete sentence from the passage.</p> <p>Do not allow if more than one sentence is used to contain a single point.</p>	(2)

Question Number	Answer	Mark
8(f)	<p>Answers can refer either to evidence or to types of argument or to both.</p> <p>Candidates should be rewarded both for types of evidence or for examination of specific evidence.</p> <p>To gain full marks there must be specific reference to the passage which clearly addresses the issue of 'how successfully'. This may take the form of a concluding paragraph.</p> <p>Marks can be awarded for any of the following (or similar) points to a maximum of 3 marks.</p> <p>Reserve the fourth mark for a candidate's justified conclusion related to the question. This must relate to the quotation and not just to the theme of national theatres.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Answers that identify types of evidence/arguments used in the passage and comment on the support they give, but which do not refer to specific items of evidence should not gain more than 2 marks (including the mark for conclusion). 2. Candidates who identify supporting evidence from the passage but who fail to examine the relative strength or weakness of the evidence in terms of the quotation should not exceed 2 marks (including the mark for conclusion). 3. DO NOT allow a mark for a simple summary of the content or précis of the passage. 4. 0 marks for candidates who simply express their own opinion on the issue rather than analyse the passage. 	

Credit one mark for each of the following points to a maximum of 3:

- Paragraph 1 is an assertion that smaller nations feel National Theatres support identity, however no evidence is provided to justify this. Reference to theatres in Wales and Scotland are really assertion rather than evidence. Therefore provides weak support.
- Line 4 seems to contradict the claim. However 'bigotry may be interpreted as supporting national identity (we are better than they are). Culture may be interpreted in sense of 'society' rather than 'the arts'
- Paragraph 2 does not support the claim. Merely describes how the National Theatre came about. Says nothing about purpose or National identity. Factual but irrelevant. Needs to be applied and interpreted specifically.
- Paragraph 3. Positive statements about both Wales and Scotland. Appear to provide strong support but are simply unsupported assertions. Need to be sourced and supported.
- Paragraph 5 lines 12 - 13 provides support but fairly weak. A factual event which is interpreted and applied by the author. Someone else could interpret it differently. The second part refers to aesthetic generally and not nationhood and so may not be relevant.
- Paragraph 6 provides strong support. It is opinion but is the application of experience/evidence to the central issue.
- Paragraph 6 (final part) again is opinion but raises the limitations of a British theatre in the context of national identity. Argues a sound case for regional rather than national.
- Paragraph 7 provides support based on assertion and personal opinion. However weak because there is no direct supporting evidence. Comparison is useful.
- Types of argument used:
Overall Inductive - inductive arguments lead to a probable not a certain conclusion. The evidence offered could be interpreted differently to reach a different conclusion.
- Paragraphs 6 and 7 contain reasoning based on comparison. May be weak support. Depends on the closeness of the comparison.

General comments: These are each worth a mark.

- One sided personal view
- Lack of supporting 'fact' as opposed to the interpretation of fact
- No alternative views
- No sourcing of opinions
- Subjective
- Sufficiency?
- Bias?
- Additional evidence required?

(4)

AO2 Mark Scheme

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

Notes:

The AO2 mark is not dependant on the AO4 mark

Level	Mark	Descriptor
Level 3	3 marks (above average)	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.
Level 2	2 marks (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.
Level 1	1 mark (below 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.
Level 0	0 marks (exceptionally poor)	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).

Section C

AO2 Mark Scheme

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.

Marks for section C should be awarded according to A03 and A02 level descriptors

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for irrelevant or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing relevant, plausible explanations using evidence and for critical and imaginative thinking. Candidates should also be credited for considering more than one point of view. Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Q 9

Level	Mark	AO3 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p>Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates may write in general terms about morality without addressing the question set. They may show a limited understanding of what morality means but will show little awareness of different types of moral reasoning. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence</p> <p><i>Candidates may accept the claim uncritically and will probably argue against it. Evidence will be limited and may well see wanting to do 'the right thing' as being more important than what happens as a result. Some answers may appear to attempt to deal with alternative viewpoints but will be assertive and lacking in supporting evidence. Most answers at this level may demonstrate ill-informed prejudice that consequentialism is really a selfish viewpoint.</i></p> <p><i>Conclusions may be personal responses to the issue rather than developed from arguments presented in the text.</i></p>
Level 3	7-11	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Ideally candidates should show some awareness of the meaning of 'consequence' and 'motives'. Many will ignore the qualifier of 'morally' and deal simply with the relative importance of the two concepts.</i></p> <p><i>Answers at this level will probably adopt an uncritical approach and may use a limited range of evidence to support their viewpoint. Arguments may be superficial. Some will claim that people automatically know what is right and wrong without considering the likely outcome. Answers are likely to be descriptive rather than evaluative or analytical. At the top of the range some candidates may show a simple understanding of consequentialism as a form of moral reasoning but few will show awareness of different types of moral reasoning.</i></p> <p><i>Conclusions should arise from the arguments and evidence presented.</i></p>

If candidates interpret 'consequences' only in the sense of 'sanctions', accept and credit up to mid level 3. No higher because question is about morality not crime.

Level 4	12-16	<p>A developed answer which examines coherently, and in a more balanced way, two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)</p> <p><i>Ideally candidates will demonstrate a clear understanding of the term 'consequence', 'motives' and the idea of 'morally important'. Some will be able to show that the question of importance can vary according to the perspective (eg economically important, socially important, politically important etc.).</i></p> <p><i>At this level candidates should recognise that there are different types of moral reasoning. (In the middle of the level candidates may identify the principles of different types of reasoning.) They should be able to give clear reasons to support the decision they reach. At this level answers will be able to support arguments with evidence and at the middle of the level may well identify that the relative importance of motives and consequences may vary according to circumstance.</i></p> <p><i>Conclusions must arise from the evidence/arguments used and not be 'bolt-on' and may consider the issue of who is making the judgement and why - ie morally important to whom?.</i></p>
Level 5	17	<p>A fully balanced perceptive answer A range of views and evidence supporting different perspectives.</p>

Q 10

	Mark	A03 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p>Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates may reject the statement and argue that all artists have style. They may describe the style of a chosen artist. They may show a very limited understanding of the term 'artistic style' The majority of such answers may use popular music as their source. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence</p> <p><i>Candidates may accept the claim uncritically and will probably argue in support of it. Evidence will be limited and may focus on popular music. Either they will claim that each artist has their own style or that there is a multiplicity of different styles. Understanding of the term will be limited. Some answers may appear to attempt to deal with alternative viewpoints but will be assertive and lacking in supporting evidence.</i></p> <p><i>Conclusions may be personal responses to the issue rather than developed from arguments presented in the text.</i></p>
Level 3	7-11	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Ideally candidates should demonstrate some awareness of the meaning of artistic style and be able to link this understanding to an appropriate example.</i></p> <p><i>At this level answers may be lacking in real substance and will take a one sided viewpoint. Most candidates are likely to assert that there is no such thing as style since each artist and work of art is unique. Others may argue that of course there are different styles because there are different labels and different characteristics that can be used to identify them. Few will pay attention to the term 'no such thing'.</i></p> <p><i>Candidates who attempt to deal with more than one of the major art forms should not exceed the middle of this level, but candidates can deal with more than one style within their chosen art form.</i></p> <p><i>Conclusions should arise from the arguments and evidence presented</i></p>

Level 4	12-16	<p>A developed answer which examines coherently, and in a more balanced way two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)</p> <p><i>Ideally candidates will demonstrate a clear understanding of the term artistic style and will be able to illustrate their understanding with appropriate examples.</i></p> <p><i>Candidates be able to argue both for and against the statement. Some may argue that most works of art are derivative and even when a 'new' style develops there are likely to be links with earlier styles. They will recognise that there are artists who are merely creative and follow the lead of others, but that there are also artists who are genuinely original and able to take art into new and different directions. They will then be able to discuss whether something with new characteristics should be termed a style. Answers will be supported with specific evidence.</i></p> <p><i>Conclusions must arise from the evidence/arguments used and not be 'bolt-on'.</i></p>
Level 5	17	<p>A fully balanced perceptive answer A range of views and evidence supporting different perspectives.</p>

Q11

Level	Mark	AO3 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p>Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates may focus on the process of media influence and ignore the qualification of who is influenced. Answers may give general descriptive accounts of models of influence with little application to the question. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence</p> <p><i>Candidates are likely to accept the claim uncritically and will probably argue against it. Evidence will be limited and may well see media influence as inevitable and general. Few will pay attention to the term 'weak people'. Answers may be descriptive and assertive and will have a limited view of the nature and range of media influence.</i></p> <p><i>Some answers may appear to attempt to deal with alternative viewpoints but will be assertive and lacking in supporting evidence. Most will support the view that media influences all of us whether we want it to or not but in a very superficial manner. (If developed should reach L3).</i></p> <p><i>Conclusions are likely to be personal responses to the issue rather than developed from arguments presented in the text.</i></p>
Level 3	7-11	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Ideally candidates should demonstrate awareness of the meaning of influence and at the top of the level may examine the meaning of 'weak people'. Most may miss 'only' and argue that more able people will be able to ignore or overcome such influence.</i></p> <p><i>Evidence will be limited and may concentrate on assertions about Jamie Bulger, Anorexia and whatever issues are in the news at the time. Most answers are likely to accept the statement uncritically and argue that media influence is undesirable and should be resisted. Those who reject the statement may do so in terms of the audience being able to choose the influences it is exposed to. At the top of the level candidates may show awareness of different types of media influence and different groups who are affected by it. Most candidates will concentrate on a limited number of media. Answers which attempt to show two points of view will be heavily biased in one direction</i></p> <p><i>Conclusions should arise from the arguments and evidence presented</i></p>

Level 4	12-16	<p>A developed answer which examines coherently, and in a more balanced way two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)</p> <p><i>Ideally candidates will demonstrate a clear understanding of the term 'media influence' and 'weak people'. Some candidates will consider and qualify the expression 'only'.</i></p> <p><i>At this level candidates will be able to demonstrate an awareness of different forms of media influence, different reasons for it and different people or institutions who respond to it. At the same time they will question the reality of such influence and be able to show that it is very selective in its impact. Candidates may consider different models of influence and may conclude that people who are influenced are susceptible rather than necessarily 'weak'. A broad range of evidence will be used and will be addressed more critically. Different forms of the media will be seen to have different influences on different groups.</i></p> <p><i>Conclusions must arise from the evidence/arguments used and not be 'bolt-on'.</i></p>
Level 5	17	<p>A fully balanced perceptive answer A range of views and evidence supporting different perspectives.</p>

AO2 Mark Scheme		
<p>A mark should be given for the level of written communication using these level guidelines:</p> <p>Notes: The AO2 mark is not dependant on the AO4 mark</p>		
Level	Mark	Descriptor
Level 3	3 marks (above average)	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.
Level 2	2 marks (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.
Level 1	1 mark (below 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.
Level 0	0 marks (exceptionally poor)	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.