

Mark Scheme (Final)

June 2008

GCE

GCE General Studies (Unit 6454/01)

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.

Question Number	Answer	Mark
1(a)	E (all of them) No alternative	1

Question Number	Answer	Mark
1(b)	B (i), (iii) and (iv) (no alternative)	1

Question Number	Answer	Mark
2	<p>This is a slight variation on the usual question about innovation and creativity. Candidates need to show an understanding of the two terms and be able to suggest similarities and differences between them. This can be done either by defining the two terms in order to show difference or by making two separate points about the terms which should show a general understanding. To gain both marks candidates MUST deal with both terms.</p> <p>Creativity is a broad term dealing with bringing things into existence. It is usually applied to the arts (as in painting, writing books, composing music etc), but can apply to almost any aspect of life (as in gardening, cake decorating, knitting etc.). It may involve originality <i>but it does not necessarily have to</i> do so.</p> <p>Innovation has a narrower meaning. It involves creativity but <i>must involve the concept of originality</i>. What is created must, in some way, be new and different to anything that has been done before. This newness may be minor or it may be major. The term is applied to the arts but also applies to science and technology. Note the question asks candidates to deal with both parts of the statement and not just the part about innovation.</p> <p>One mark for each separate point to a maximum of 2 marks.</p> <p>Allow:</p> <ul style="list-style-type: none"> • Creativity does not have to be original • Creativity applies to any action of bringing something into existence • Almost anything we do can be described as creative (such as writing, gardening, sewing etc.) • Creativity may simply involve doing new things in a traditional manner or doing something that has never been done before • Innovation usually involves creativity • Innovation is about doing something original or new • Innovation is about doing something never done before • Innovation may involve very minor differences • Innovation may bring about complete change • Creative people often adopt or adapt the innovative methods of others • Etc. <p>The list is not exhaustive. Look for the ideas being expressed rather than the words listed above. Answers may not actually use the terms innovation and creative in their answers - look for the sense.</p> <p>Answers should show an understanding of differences between innovation and creativity in order to gain both marks. Note: candidates may include two separate points in a single numbered sentence. Both should be credited up to the maximum. Do not credit answers which recycle the question</p>	2

Question Number	Answer	Mark
3	<p>Absolute: standards apply to all people at all times and under all circumstances without variation. They are universal and unalterable.</p> <p>Moral values are rules of conduct and behaviour for an individual or group, relating to matters of what is right and what is wrong.</p> <p>Absolute moral values are usually claimed by people with strong religious convictions. It is often believed that natural laws exist that should govern behaviour. Some feel these values are innate, others that they must be discovered. Some claim they are defined in Holy texts like the Ten Commandments; the Shari'ah law:</p> <ul style="list-style-type: none"> • Killing is wrong • Abortion is wrong • Euthanasia is wrong • Stealing is wrong • Homosexual behaviour is wrong • Obedience to law is right • Acceptance of authority • Adultery is wrong • Sex before marriage is wrong • Etc. <p>One mark for showing an understanding of 'absolute' (must have the idea of universality and/or unvarying) [1]</p> <p>One mark for showing understanding of 'moral values' (must have idea of beliefs about what is right and/or wrong or rules of conduct, or set of rules by which life is lived. [1]</p> <p>One mark for further development and explanation or appropriate illustration provided both 'absolute' and 'moral values' have been successfully explained showing fuller understanding of the term. If absolute is defined allow 2nd mark for development/example showing appreciation of underlying ideas about morals but NOT if moral defined without absolute.</p> <p>or for explanation of where absolute moral values come from (eg religion, divine authority, holy book, natural law etc.) or for recognition that believers feel that such universal standards should apply to everyone, but non-believers or less committed believers may feel less strongly about them or for identification of where/when absolute moral values are enforced (eg certain fundamentalist Islamic states; fundamentalist Christian groups etc. [1]</p> <p>NB explanation of 'moral values' or 'absolute' without reference to the other term is max 1 mark. 'Believe in very strongly' is not enough for absolute. If the idea of moral standards is good but absolute is wrong, do not credit- eg 'what an individual feels he should always do'.</p>	3

Question Number	Answer	Mark
4 (a)	<p>This concerns conflict between religion and science. A key word is some.</p> <p>Note the question refers specifically to 'Bible' teaching and should relate to either Christian or Judaic beliefs. It is not about religious teachings in general. Answers dealing with non-biblical religious beliefs limited to a max of 1 mark.</p> <p>Answers should incorporate illustrations or examples. Failure to support the answer with appropriate examples should not exceed 1 mark.</p> <p>Reserve 1 mark for general answers that offer a scientific approach (e.g. discovery) as opposed to the Biblical approach (revelation); proof v faith; testing v trust; alternative explanations based on evidence etc. Note, it is sufficient to identify the scientific approach without necessarily contrasting it with the biblical approach. [1]</p> <p>One mark each for any of the following points to maximum of 2 marks - identification of the issue is sufficient. Candidates do not have to provide details of the alternative views.</p> <ul style="list-style-type: none"> • Theories about the origin of the universe (big bang versus creation) • Theories about the origin of life (evolution versus special creation) • Theories about biblical miracles (supernatural) versus natural laws (rational) • Ideas about the knowable as opposed to the unknowable • Explanations of the Virgin birth • Theories about cosmology geocentric versus heliocentric universe • The age of the earth and of mankind • The uniqueness of mankind • Existence of God/supernatural beings • The Genesis Flood <p>Allow other credible points that fit the terms of the question. [1+1]</p> <p>If one of the above points is made and developed explained rather than just stated allow both of the 'example' marks.</p> <p>Allow 1-2 marks for historical descriptions of the process by which Bible teaching has been challenged. To gain both marks candidates should refer to specific individuals (such as Copernicus, Galileo, Darwin, Hawking) whose discoveries/theories have impacted on the acceptance of Bible teachings. [1-2]</p> <p>Note there are a variety of ways to achieve the 3 marks available.</p>	3

Question Number	Answer	Mark
4 (b)	<p>One mark for each of two different suggestions. Note this question concerns religion in general not just Bible based religion. It is broader than religious teachings, and may include organisation and practices as well as doctrines. Do not credit answers which simply describe religion. Answers must show a relationship between religion and present day. Answers may deal with individual perceptions of why religion is relevant. Do not be prejudiced.</p> <p>Likely answers may include: Religion offers:</p> <ul style="list-style-type: none"> • a purpose in life • a code of behaviour • an authority for a moral code • strong guidance on contemporary issues • willingness to question contemporary stances such as abortion or euthanasia rather than simply accept uncritically • reassurance and hope, especially in times of difficulty • consolation and comfort in the face of tragedy/bereavement • social unification and cohesion • answers to questions that lie outside the scope of science e.g. 'evidence' of miracles • a spiritual dimension to life • gives us something to look up to • provides a reference point for tradition, culture and heritage • provides a focus for charitable activities e.g. Christian Aid, Oxfam • etc. <p>Do not credit references to religion as causes of conflict e.g. Iraq, Northern Ireland and Middle East.</p> <p>Note the question specifically requires 'relevant'. It is not sufficient to deal with 'why' or 'what'. Question is really saying 'what can religion still offer to society. Be prepared to credit answers that say why religion can be relevant to an individual rather than society in general e.g. individuals may claim that their prayers have been answered (such answers must be contextualised).</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 6g should be used to examine AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way

Question Number	Answer	Mark
5	<p>The key points are that a belief is simply that which an individual holds to be true (whether or not in reality it is true. Beliefs may be based on fact or opinion. They may be held generally or simply by one individual. Note that 'beliefs' can refer to any topic and are not restricted to religion. Answers that define the term purely in terms of religion are therefore wrong and should not be credited with marks allocated for explanation of belief.</p> <p>Opinions are the views or judgement of an individual or group. They need not be based on fact, knowledge or experience. Opinions may or may not be accepted by others. An opinion is subjective rather than objective.</p> <p>Most answers may simply juxtapose definitions and so imply differences. Other answers may seek to explain differences more explicitly in the form of a comparison.</p> <p>One mark for a clear understanding of 'opinion' (may include example) [1]</p> <p>One mark for a clear understanding of 'beliefs' (may include example) do not credit answers which only refer to religion but religious belief can be used as an example of belief. [1]</p> <p>To gain the second mark there must be an implicit identification of difference. If both words are defined in similar terms then max 1 mark. If only 1 term is defined/explained then max 1.</p> <p>Do not allow definitions of belief which rely on the use of 'believe' - definitions need to have an alternative in order to show understanding. Do not reward re-cycling of the question.</p> <p>It is not enough to define belief as 'something you feel strongly about' or 'belief is stronger than an opinion?</p> <p>Note: examples may be used but they are not essential to gain the marks.</p>	2

Question Number	Answer	Mark
6(a)	B Deductive (no alternative)	1

Question Number	Answer	Mark
6(b)	<p>Allow either <u>if the church were a shop</u>, it would have been declared bankrupt long ago. (lines 3-4)</p> <p><u>this race for the exit ...</u> (line 10) it should be <u>like a friendly home</u> for a world of homeless people. (lines 14)</p> <p>'an irrelevance - <u>like a club for the old</u> and those tired of life'.</p> <p>Note: answers may be longer than examples given above but must include the given words underlined above.</p> <p>Do not credit the answer if more than one sentence is given (unless a sentence is one of explanation of the correct phrase - ignore the explanation and credit the phrase).</p>	1

Question Number	Answer	Mark
6(c)	<p>Allow</p> <ul style="list-style-type: none"> • a <u>lack of respect</u> for the authority of the state • That is what <u>the church is meant to be</u>. • it is <u>right that the church should be</u> like a friendly home • when <u>spiritual leadership is most needed</u> • senior churchmen are <u>failing to confront</u> <p>Note answers may contain longer phrases but must contain the words given above and underlined to be credited.</p> <p>Do not credit the answer if more than one sentence is given (unless a sentence is one of explanation of the correct phrase - ignore the explanation and credit the phrase).</p> <p>Note: in some cases a single sentence may correctly contain two correct phrases. Credit such answers.</p>	1

Question Number	Answer	Mark
7(a)	E (iv) and (v) (no alternative)	1

Question Number	Answer	Mark
7(b)	<p>Accept any of the following</p> <ul style="list-style-type: none"> • (i) A <u>former Archbishop of Canterbury</u> believes churches in Britain are approaching terminal decline... (line 2) • A <u>former Archbishop of Canterbury</u> believes churches in Britain are approaching terminal decline... (line 2) • (i) • Statement (i) • Statement 1 • (1) • 7(i) • Line 2 (no alternative) <p>Note: candidates may either give the statement number or may write out all or part of the statement to indicate the correct answer.</p> <p>Do not allow 'churches in Britain are approaching terminal decline' on its own.</p> <p>Do not credit the answer if more than one sentence is given (unless a sentence is one of explanation of the correct phrase - ignore the explanation and credit the phrase).</p>	1

Question Number	Answer	Mark
7(c)	<p>Accept any of the following</p> <ul style="list-style-type: none"> • (ii) In 1851 between 40 and 60 per cent of the population went regularly to church. (line 6) • In 1851 between 40 and 60 per cent of the population went regularly to church. (line 6) • (ii) • Statement (ii) • Statement 2 • (2) • 7(ii) • Line 6 <p>Note: candidates may either give the statement number or may write out all or part of the statement to indicate the correct answer. Candidates should not be penalised if they only use a few words provided it is sufficient to identify the statement given above.</p> <p>Do not credit the answer if more than one sentence is given (unless a sentence is one of explanation of the correct phrase - ignore the explanation and credit the phrase).</p>	1

Question Number	Answer	Mark
8(a)	C Church leaders need to speak out more forcibly about social problems if the church is to survive (no alternative)	1

Question Number	Answer	Mark
8(b)	<p>Answers should refer to evidence used by the author. Allow relevant references to type(s) of argument used if it is clearly applied to the question asked.</p> <p>Do not allow a mark for answers which simply identify the type of evidence used (eg: fact, opinion, belief, statistics etc.) but do not identify evidence from the passage or link evidence to the claim.</p> <p>Do not allow a mark for answers that deal with the correct statement from question 8a rather than the statement contained in question 8b that 'the church needs a saviour'.</p> <p>Allow 1 mark max for answers which identify evidence but do not comment on strength/weakness/relevance etc. or the degree of success achieved.</p> <p>Allow 1-2 marks for explicit consideration of the strength (or weakness) of specific items of evidence used (note this is NOT simply 'amount' of evidence but the effectiveness of the evidence in supporting the claim.)</p> <p>Reserve the 3rd mark for explicit reference to 'sufficiency' -ie 'how successful' the author has been.</p> <p>DO NOT allow a mark for a simple summary of the content or précis.</p> <p>Note candidates may identify evidence that does not support the claim or which undermines the reliability of the claim.</p> <p>Do not credit answers which consider or challenge the claim rather than examine the evidence.</p> <p>Specific points of evidence that could be examined include:</p> <ul style="list-style-type: none"> • The former Archbishops view (as an expert) on the decline of the church (paragraph 1) • Statistical information (paragraph 2) showing the decline of the church and projecting its ceasing to exist) • Social decline shows the need for an active church as a point of reference (paragraph 3) • The evidence of the current Archbishop about the real role of the church (paragraph 4) • Lack of positive direction from church leaders (paragraph 5) • Reasons for failure of churchmen to give a lead (paragraph 5) • Failure of church to challenge government on social issues (paragraph 6) • Lack of churchmen who will speak out (paragraph 6) • Characteristics of outspoken churchmen (paragraph 6) • Claim they can effect change (paragraph 6) 	

	<p>Credit other relevant references taken from the source. Do not credit evidence not found in the passage.</p> <p>Note: it is not sufficient to identify evidence it must be addressed in light of the question and conclusion</p> <p>More general questions that could be raised include:</p> <ul style="list-style-type: none"> • There is limited factual evidence directly related to the question • The author makes many unsupported assertions • The argument is largely inductive (and so not necessarily strong) • No counter arguments are offered. It is one sided and unbalanced. • There is deficiency in the evidence used • No opinions are offered other than the authors own. <p><i>To exceed 2 marks there must be direct reference to the text. Candidates who only identify and examine a single item of evidence should not exceed 2 marks.</i></p>	3
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A02 Mark Scheme	
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 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 A02 mark is not dependant on the A04 mark	

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

Question 9

Level	Mark	Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p><i>Partial and inconclusive answer</i> Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit Candidates may focus on either popular or high culture and will have a limited understanding of the term. Supporting evidence will be almost missing and the answer will be largely assertive and probably prejudiced</p>
Level 2	2-6	<p><i>Superficial or formulaic answer with a simple conclusion</i> 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 Candidates may accept the claim uncritically and will probably argue in support. Evidence will be limited. Those who reject the claim may see high culture as class related (eg entertainment for wealthy elite; snobs.) Answers may argue that all forms of culture should be counted as popular because of the increase of crossover artists. Candidates will demonstrate a limited understanding of meaning and criteria used to classify high culture activities. Answers will generally be emotive rather than reasoned. 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. Conclusions are likely to be personal responses to the issue rather than developed from arguments presented in the text. Answers that discuss purely in terms of social class or socio-economic factors should not exceed level 2.</p>
Level 3	7-12	<p><i>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</i> Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion. Ideally candidates should demonstrate some awareness of the meaning of high culture but are unlikely to address either the term meaningless or 21st century. Many answers may seek to turn the question into one about differences between popular and high culture. The candidate is likely to show a fairly stereotyped view of high and popular culture. At the lower end of the band candidates may see the issue in terms of class based elitism/anti elitism. Towards the top of the band candidates may consider the superiority of some activities rather than others. At this level candidates should be able to illustrate their answer with reference to examples of high and/or popular culture but references are not likely to be developed in any depth. Answers may consider the rival merits of different activities on a personal and subjective basis. Although most answers at this level will show some awareness of different viewpoints the majority of the response will be one sided. At this level many may argue that there are not different categories of culture. Such answers though valid should not reach level 4 unless there is some consideration of why the term high culture has been used in the past and why it is no longer regarded as relevant. Conclusions should arise from the arguments and evidence presented</p>

Level 4	13-19	<p><i>A developed answer which examines coherently, and in a more balanced way, two sides of the question.</i></p> <p>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>Ideally candidates should demonstrate a clear understanding of the terms high culture and be able to discuss activities generally classified as belonging to high culture. Many will also show understanding of the term popular culture.</p> <p>At the lower end of the band candidates may consider the issue in terms of the rival merits of different activities</p> <p>To reach the middle of the band candidates should begin to focus reasons on why the traditional classification has become meaningless.</p> <p>At the top of the band candidates may discuss the importance of maintaining a distinction between different types of culture. Such answers may consider issues such as skill involved, level of appeal, skill/education/training required to appreciate, heritage value etc.</p> <p>Alternative viewpoints may recognise that current economic and social circumstances together with education and the media have made most forms of culture accessible to almost everybody so that there are few barriers to accessibility.</p> <p>Candidates will be able to support their answers with a range of evidence drawn from both popular and high culture. Evidence will be used in a way that shows understanding and application to the question. Conclusions must arise from the evidence/arguments used and not be 'bolt-on'.</p>
Level 5	20	<p><i>A fully balanced perceptive answer.</i></p> <p>A range of views and evidence supporting different perspectives.</p>

Question 10

Level	Mark	Indications of level for this question
Level 0	0	Irrelevant or facetious answer
Level 1	1	<p><i>Partial and inconclusive answer</i> Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit Candidates may focus on either creativity or freedom of expression but will have a limited understanding of the terms. Answers may well be generally descriptive but will ignore the issue of moral justification. Supporting evidence will be very limited and the answer will be largely assertive.</p>
Level 2	2-6	<p><i>Superficial or formulaic answer with a simple conclusion.</i> 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 Candidates may ignore the claim or treat it uncritically. Evidence will be limited and may well argue against restriction as an infringement of liberty but will miss the key issue of moral responsibility. Evidence may well be descriptive of for example a style of music or art rather than supporting an argument. Few candidates at this level will show understanding of 'morally justified' Some candidates may offer two viewpoints (in the 'yes they should-no they shouldn't style) but with little understanding or supporting evidence. There may be some evidence of prejudice against those who impose restrictions but few will show understanding of the nature of restriction in this context. Answers dealing with censorship and/or human rights in general terms without clear reference to art or artists should not exceed level 2. Conclusions may be unrelated personal statements.</p>
Level 3	7-12	<p><i>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</i> Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion. Ideally candidates should demonstrate some awareness of 'artistic creativity' and restrictions but may miss 'moral justification'. At the lower end of the band candidates may argue against any form of restriction in the arts but may focus on issues of fairness. At the upper end candidates will have a clearer view of artistic freedom and restrictions. Answers may slip into discussions of censorship of the arts rather than moral restraint. Some candidates may identify legal restrictions as limits on artistic freedom or consider human rights. Few candidates will consider impact on audiences and will focus simply on the effect of restrictions on artists. Candidates should support their view with some evidence. Attempts at two sided answers may contrast the freedom of the artist with the rights of the audience, but will be superficial and lacking evidence. At the top of the band candidates who have adopted a single viewpoint may make limited reference to morality but will not develop such references in any depth. Conclusions should arise from the evidence and arguments presented</p>

Level 4	13-19	<p><i>A developed answer which examines coherently, and in a more balanced way, two sides of the question.</i></p> <p>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>Ideally candidates will demonstrate a clear understanding of the different terms used in the question. Candidates will show a sound understanding of the meaning of freedom of expression and of different types of restriction that may exist. Some will be able to distinguish between restrictions that are externally imposed and those which the artist may choose to place upon themselves.</p> <p>To reach this level candidates must make reference to moral justification.</p> <p>At the lower end of the band answers may focus on whether anyone has the right to restrict the freedom of others. Such answers will concentrate on issues of censorship and/or human rights. In the middle of the level candidates may distinguish between theory (that all artists should have total creative freedom) and practice (that it is wrong to hurt or damage others by the things that are done. Candidates at the top of the level will be able to examine in detail the meaning of moral justification and recognise that there are a variety of different moral perspectives. A key aspect will be to examine who has the authority to define what is morally justified. Candidates may examine the issue from different perspectives such as political, legal, and religious. Some may consider the harm that restrictions on art may impose on society and the exploration of ideas as well as limiting the creativity of artists. Some may distinguish between the desire to shock for its own sake and the desire to discover/explore new or different concepts.</p> <p>Conclusions must arise from the evidence/arguments used and not be simply 'bolt on'.</p>
Level 5	20	<p><i>A fully balanced perceptive answer.</i></p> <p>A range of views and evidence supporting different perspectives.</p>

Suggest:

Censorship in general terms unrelated to the arts and artists - max level 2

Censorship of the arts without reference to moral justification max level 3

Censorship of the arts examined in moralistic terms level 4/5

Note references to morality may not use terms like moral - may talk in terms of causing offence; protecting the impressionable etc.

Question 11

Level	Mark	Indications of level for this question
Level 0	0	<i>Irrelevant or facetious answer</i>
Level 1	1	<p>Partial and inconclusive answer</p> <p>Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p>Candidates may adopt the view that personal taste (like/dislike) is all that matters when considering art. Answers may well be generally descriptive with little attempt to examine the issues raised in the question. The approach will be superficial and supporting evidence will be almost missing. The answer will be largely assertive.</p> <p>Conclusions are likely to be 'bolt on' and personal rather than rising from argument.</p>
Level 2	2-6	<p><i>Superficial or formulaic answer with a simple conclusion.</i></p> <p>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>Candidates may accept the claim uncritically and will probably argue in support. Evidence will be limited. Answers may be statements of personal views. Candidates may well claim that the importance of any art form is in the pleasure it gives to individuals. The most common focus will be music. Many will argue that everyone is entitled to their own view and should not be criticised. Any who pay attention to the term 'judged' may see it in terms of establishing monetary value. At this level candidates may not make any reference to aesthetic evaluation or aesthetic criteria. Answers will be commonsensical rather than reasoned and supported.</p> <p>Some candidates may try to manufacture two points of view but there will be little evidence of understanding and little use of supporting material.</p>
Level 3	7-12	<p><i>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</i></p> <p>Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p>Ideally candidates will recognise that this question is about aesthetic criteria and evaluation. They should demonstrate some awareness of the meaning of 'art' 'judged' and 'pleasure'. Few candidates will show knowledge of individual works of art. Most answers will be expressed in general terms. Candidates will support their answers with some evidence. Popular music will be the most common source of evidence. At the lower end of the band candidates may describe characteristics of style rather than examine how the qualities of a work should be assessed. Towards the top of the level candidates may favour the importance of personal taste with a superficial recognition that there are other ways in which art may be evaluated. Few will pay attention to the nature and/or purpose of evaluation.</p> <p>Where a candidate attempts to address more than one point of view there is likely to be a bias in terms of argument and evidence towards one viewpoint.</p> <p>The conclusion may develop from the evidence and argument used.</p> <p>Note: answers must have reference to artist/works or style to exceed mid level 3.</p>

Level 4	13-19	<p><i>A developed answer which examines coherently, and in a more balanced way, two sides of the question.</i></p> <p>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>Ideally candidates should demonstrate a clear understanding of the different terms used in the question. At this level candidates should recognise different ways of judging art. At the lower end there may be little direct reference to aesthetics but in the middle of the band candidates should show sound awareness of the principals and purpose of aesthetic evaluation and the criteria generally used. Credit candidates who use their own terms rather than the generally accepted ones (form/content/longevity). Many candidates will discuss in terms of the 'meaning' a work has for individuals and therefore nobody's views are 'wrong'. At the top of the level candidates will contrast subjective and objective approaches to evaluating works of art. They should examine the nature and purpose of evaluation and will recognise that the type of evaluation used should depend on the needs of the individual. For some personal taste and pleasure will be sufficient.</p> <p>Candidates should give some consideration to the idea of 'simply'. At the lower end of the band this may focus on methods of judgement but toward the middle of the band candidates may recognise that art can achieve a number of other things besides the giving of pleasure. Some may question the importance/significance of 'pleasure' and discuss issues such as message and meaning.</p> <p>In the middle and upper part of the band candidates may challenge the terms used in the question and offer alternatives. At the lower end of the band most illustrations will be general in nature but in the middle and top candidates should be able to apply their response to specific works. At the top candidates may recognise the benefits of applying different forms of evaluation to different works.</p> <p>Answers should be well informed and use a range of evidence to support claims. Conclusions will be based on and arise from evidence and arguments used</p>
Level 5	20	<p><i>A fully balanced perceptive answer.</i></p> <p>A range of views and evidence supporting different perspectives.</p>

Note: the question refers to 'one or more of art...' Do not penalise candidates who only deal with one of the various art forms

Question 12

Level	Mark	Indications of level for this question
Level 0	0	Irrelevant or facetious answer
Level 1	1	<p><i>Partial and inconclusive answer.</i> Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit Candidates may miss the focus of the question and simply write about media bias and influence. Supporting evidence will be limited and the answer will be largely assertive and probably prejudiced.</p>
Level 2	2-6	<p><i>Superficial or formulaic answer with a simple conclusion.</i> 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 Candidates may accept the claim uncritically but may miss the thrust of the question. One sided answers may simply focus on media influence or bias and may produce prepared answers on whether or not it is harmful to society. Claims may be largely unsupported assertions and will rely on a limited range of evidence (such as Jamie Bulger, Anorexia, and violence). Answers may reflect personal prejudices and examples/illustrations will be limited. Most answers will deal with either newspapers or television. Few candidates will recognise that there is a difference between bias and influence. Most answers will disagree with the claim, asserting that bias is wrong and undesirable. Some may acknowledge different viewpoints but may not develop either viewpoint in any depth.</p> <p>Conclusions may reflect personal opinion rather than arise from argument or evidence presented</p>
Level 3	7-12	<p><i>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</i> Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion. Ideally candidates should demonstrate some awareness of the meaning of 'media bias'. Few will pay attention to either 'essential feature' or 'free society'. The statement may be considered uncritically. At this level candidates may accept that the media is biased and will be able to support their claims with some evidence. However few will argue that such bias can be beneficial to society. At the top end of the band some may recognise that media bias can be beneficial to society, but answers may not be able to justify this position effectively. At the top of this band some candidates may focus on the importance of choice, recognising that media bias can be a way of catering to different audiences. They may recognise that there are different points of view but answers will be heavily focussed on a single viewpoint.</p> <p>Candidates may not clearly interpret the focus of the claim in the question.</p> <p>Conclusions will arise from the evidence and arguments used in the answer.</p>

Level 4	13-19	<p><i>A developed answer which examines coherently, and in a more balanced way, two sides of the question.</i></p> <p>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>Ideally candidates will demonstrate a clear understanding of the different terms used in the question and will pay attention to 'essential' and 'free society'. The nature of media bias should be understood and will often be illustrated in terms of the news media. At the top of the range some may recognise that bias is not really an issue in some forms of the media and will be able to show differences.</p> <p>A key aspect at this level will be the recognition that free societies must allow choice to individuals who consume the media, but that a consequence of this is that individuals who shape the media should have similar rights.</p> <p>At this level candidates will recognise a serious debate about the nature and extent of media bias. They may refer to and support with evidence a number of different models of media influence.</p> <p>Candidates in the middle of the band should consider the significance of 'essential feature'. Some will argue that the opportunity for bias is a measure of a free society as opposed to a controlled one. At the same time there will be recognition that bias can be harmful as well as beneficial.</p> <p>Evidence used will be clear and specific.</p> <p>At the top end candidates may show that media influences different audiences in different ways and may support the view that power lies more with the audience than with the media since audiences can choose what they view/read and whether it will influence them or not.</p>
Level 5	20	<p><i>A fully balanced perceptive answer.</i></p> <p>A range of views and evidence supporting different perspectives.</p>

The question does not require naming of or focus on different forms of media (newspapers, television etc). Candidates who deal with the media in general terms should not be penalised provided they are able to offer appropriate supporting examples/evidence.

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 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 AO2 mark is not dependant on the AO4 mark	