



# **General Certificate of Secondary Education**

## **General Studies 3761**

**Paper 2    Higher Tier**

### **Mark Scheme**

*2008 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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# GCSE General Studies

## Paper 2 Tier H

### Question 1

Compare and contrast the arguments against producing art for the public good that are made in **Source 2** and **Source 3**.

Skills Descriptors	Marks	Content Descriptors
<p>Simple interpretation / selection of pre-released material.</p> <p>(Where points are lifted straight from the source, without elaboration, the maximum mark is 3.)</p>	(1 – 3)	<p><b>Source 2</b></p> <p>Huge amounts of money spent on the arts.</p> <p>Tate Modern built in an area where there is a great need for housing.</p> <p>Can be damaging to other areas such as business – "projects are proven not to work" – and in fact undermine the generation of "real" jobs.</p> <p><b>Source 3</b></p> <p>Money poured into the arts.</p> <p>Bad art is often the result of public funding – people need jobs not "civic baubles".</p>
<p>Some cross-referencing of material – linking figures in different documents.</p> <p>Answers in this band should draw clear comparisons and not simply give isolated facts.</p> <p>At the highest end of the mark range answers will recognise the arguments and views about these arguments will be supported.</p>	(4 – 5)	<p><b>Source 2</b> highlights the perhaps cynical exploitation of the arts by politicians.</p> <p>It also raises the question of proof of success in changing anything at all through publicly funded art.</p> <p><b>Source 3</b></p> <p>Lack of evidence again – councils think public art improves people's lives but do not actually know this.</p> <p>Arts used as a political weapon as in the Cold War.</p> <p>"seeing a Hirst or a Hooper prevents hooliganism" is probably unlikely.</p>

**Question 2**

Discuss the extent to which **Source 4** highlights the issues raised in **Source 1** and **Source 5** about public funding of the arts.

Skills Descriptors	Marks	Content Descriptors
<p>Simple interpretation / selection of pre-released material.</p> <p>(Where points are lifted straight from the source, without elaboration, the maximum mark is 3.)</p>	(1 – 3)	<p><b>Source 4</b> shows typical amounts spent on such projects.</p> <p><b>Source 1</b> would tend to support Welsh Assembly.</p> <p><b>Source 5</b> criticises waste of public money on grand schemes.</p>
<p>Some cross-referencing of material – linking figures in different documents.</p> <p>Answers in this band should draw clear comparisons and not simply give isolated facts.</p> <p>Answers will develop arguments beyond the simple identification stage and may well contain references to some aspects of personal research.</p>	(4 – 5)	<p>e.g. there has to be a limit placed on the amount of public money spent on public art and buildings because they produce a limited return.</p> <p>Comparisons of what the money could have been spent on.</p> <p><b>Source 5</b> points out that public art used to be used to keep the population quiet by stressing how powerful the ruling class was – there may be links to the building of extravagant parliament buildings.</p>

**Question 3**

In answer to this question you should refer to **all** the **Sources (1 to 5)** as well as using **your own knowledge**.

To what extent do you think that public money should be used to fund the arts?

As this is, by its very nature, a very open ended topic there are no specific guidelines as to the content of answers that may be presented. Matching the answer to the two sets of descriptors should allow for the placing of an answer within a mark range. The degree to which the answer matches the criteria for that range will determine which of the two marks available within the range it should receive.

Simple selection of relevant material. Basic level of organisation of material – probably in the order in which it was presented.	(1–2)	The answer contains some simple reference to the material provided or to additional material. Information presented should be clear and simple to understand. The answer should contain one or two conclusions in the simplest form.
Ability to select relevant material from a large body of such information. Sequencing of material other than chronologically. Ability to draw relevant simple conclusions.	(3–4)	The answer should contain some evidence of reorganisation of the material provided and / or of additional material. Information presented should be clear and simple to understand with some illustration of points. The answer should contain clear conclusions, though these may be in the simplest form.
More astute selection of material. Becoming more aware of audience and selecting supporting material accordingly. Ability to draw other than simple conclusions.	(5–6)	The answer should contain some evidence of reorganisation of material with personal opinion beginning to be expressed. Information presented should be clear and simple for the general reader to understand. Points should be illustrated with well chosen examples. The answer should contain clear conclusions drawn from relevant material.
Ability to select from pre-released material and to introduce and link material from elsewhere. Ability to carry out independent research. Aware of links between elements of the subjects. Conclusions drawn logically from some clear analysis.	(7–8)	The answer should contain clear analysis of the facts and well informed personal opinion. Full use should have been made of relevant supporting material. The answer will contain evidence of some additional research. Information should be clearly presented and simple for the general reader to understand. The answer should contain clear conclusions drawn from a range of relevant material and based on clear analysis.
Personal opinion expressed and supported. Greater ability to select material from external sources. Draws detailed conclusions.	(9–10)	The answer should draw its conclusions in a clear and logical way, offering personal judgements supported by detailed evidence drawn from a wide range of subject areas / significant additional research. Shows an understanding of the differences between fact and opinion.