

GCE 2004

June Series



Mark Scheme

General Studies A

Unit GSA1

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.

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Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
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Dr Michael Cresswell Director General

General Studies

Specification A

Unit 1 Question 1

(GSA1/1 Culture, Morality, Arts & Humanities)

This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses

1.1	A	1.14	B
1.2	C	1.15	B
1.3	D	1.16	A
1.4	D	1.17	A
1.5	B	1.18	B
1.6	D	1.19	A
1.7	C	1.20	B
1.8	A	1.21	C
1.9	D	1.22	A
1.10	D	1.23	D
1.11	A	1.24	B
1.12	C	1.25	C
1.13	C		

Unit 1 Question 2 (GSA1/2 Culture, Morality, Arts & Humanities)

INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Communicate clearly and accurately in a concise, logical and relevant way.
- AO3** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO4** Demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

All mark schemes will allocate a number or distribution of marks for some or all of these objectives for each question according to the nature of the question and what it is intended to test.

Note on AO2

In all instances where quality of written communication is being assessed this must take into account the following criteria:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- ensure text is legible and spelling, grammar and punctuation are accurate, so that meaning is clear.

Note on AO4

In previous General Studies syllabuses, there has been a focus on the knowledge and understanding of facts (AO1), and the marshalling and evaluation of evidence (AO3) – on what might be called ‘first-order’ knowledge. AO4 is about understanding what counts as knowledge; about how far knowledge is based upon facts and values; and about standards of proof – what might be called ‘second-order’ knowledge.

By ‘different types of knowledge’ we mean *different ways of getting knowledge*. We might obtain knowledge by fine measurement, and calculation. This gives us a degree of certainty. We might obtain it by observation, and by experiment. This gives us a degree of probability. Or we might acquire it by examination of documents and material remains, or by introspection – that is, by canvassing our own experiences and feelings. This gives us a degree of possibility. In this sense, knowledge is a matter of degree.

Questions, or aspects of them, which are designed to test AO4 will therefore focus on such matters as:

- analysis and evaluation of the nature of the knowledge, evidence or arguments, for example, used in a text, set of data or other form of stimulus material;
- understanding of the crucial differences between such things as knowledge, belief or opinion, and objectivity and subjectivity in arguments;
- appreciation of what constitutes proof, cause and effect, truth, validity, justification, and the limits to these;
- recognition of the existence of personal values, value judgements, partiality and bias in given circumstances;
- awareness of the effects upon ourselves and others of different phenomena, such as the nature of physical, emotional and spiritual experiences, and the ability to draw upon and analyse first-hand knowledge and understanding of these.

GENERAL MARK SCHEME

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
LEVEL 3	7-8-(9)	A good to comprehensive response demonstrating overall grasp of the range and nature of issues; knowledge and understanding of key principles and evidence; interprets and illustrates arguments coherently and convincingly with fluency and accuracy.
LEVEL 2	4-5-6	A modest to reasonable attempt showing some competence and grasp of the issues; some understanding and realisation of key principles; moderate arguments and exemplification; reasonable clarity and accuracy of expression.
LEVEL 1	1-2-3	A bare to limited response showing uncertain grasp, knowledge and understanding; lack of clarity of argument and little appropriate exemplification; weak expression.
LEVEL 0	0	No valid response or relevance to the question.

Approximate distribution of marks across the questions and assessment objectives for Unit 1/2

Question Numbers		2.1			2.2			2.3			AO marks per Unit
Assessment Objectives	AO1	1	3	3	1	3	3	1	3	7	
	AO2	2	2	2	2	2	2	2	2	6	
	AO3	3	2	1	3	2	1	3	2	6	
	AO4	2	2	2	2	2	2	2	2	6	
Total marks per Question		8	9	8	8	9	8	8	9	25	

Note: It is the questions themselves which are designed to elicit the range of response appropriate to the assessment objectives for each question. Examiners are required to assign each of the candidates' responses to the most appropriate level above according to **its overall quality**, then allocate a single mark within the level.

- 2.1 Outline in your own words, and using any ideas of your own if you wish, the arguments (a) for and (b) against the ‘creative approach’ in education.**

8 marks

Points that might be made include:

FOR

- gives confidence to pupils in learning to express themselves
- encourages expression of opinions, feelings and artistic urges
- stimulates individuality, new ideas and originality
- more interesting than learning by rote, facts and traditional routines.

AGAINST

- knowledge and technical skills need to be acquired before people can express themselves effectively
- it is impossible to be genuinely creative without a sound understanding of existing ideas and examples
- lacks structure and is not effective education
- free expression without the technical skills is out of control and all it can do is to defy convention
- originality is not the sole criterion for achievement and mastery of the discipline is a more important pre-requisite.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, but credit should also be given for fluency and development of ideas, use of argument or illustration, and depth of comment, up to a maximum of 8. The number of ticks need not however equal the final mark awarded, which should reflect the overall quality of the candidate's response, as expressed in the General Mark Scheme.

2.2 With the aid of examples from any of the arts explain what you understand by ‘genius’.

In your answer it may help to refer to different artists, writers, composers or performers and discuss the qualities of their work which you think justify this description.

9 marks

For full marks candidates need to provide some effective definition or description of ‘genius’ and to support and illustrate this with developed references to the work(s) of at least one artist, writer etc.

A definition might be along the following lines:

- a genius is someone who has exceptional mental/creative capacity or skill(s) and is able to bring new and original insights to human knowledge, understanding or experience.

This would be sufficient for two marks, as would any definition with two developed ideas, but examiners should be prepared to be flexible about the focus or thrust of such definitions and to the number of marks they feel are justified for this part of an answer. Examiners might then go on to award a further four marks for an effective discussion which describes the work and qualities of one example (i.e. up to top of Level 2 in the General Mark Scheme) and a further three marks for effective discussion of subsequent examples. No effective examples would most likely restrict an answer to Level 1 marks. One extremely well developed sample could qualify for high marks however.

The main developed examples must be drawn from the arts, which should be interpreted in a broad sense, but not so loosely as to include sport or other activities which are not normally defined as art forms, unless the emphasis is clearly on the aesthetic aspects of the activity. Credit may be given, but with caution, to responses which choose to describe the work of ‘groups’ rather than individual artists, provided that these effectively serve the demands of the question.

Use the General Mark Scheme to allocate the total mark on the basis of the overall scope and quality of response.

2.3 Is judging a work of art just a matter of opinion or are there more objective criteria that can be used?**8 marks**

This is a standard question about aesthetic evaluation to which candidates might be expected to have given some prior thought. It is also an open question to which there is no fixed answer and the marks awarded will depend on the ability of the candidate to present the case of their own choosing. Higher marks will depend on the awareness of the different positions that can be adopted in this debate and the criteria which can generally be applied when judging a work of art and justifying an opinion on it.

Points that might be made include:

- ultimately judging a work of art is a matter of taste and personal preference, but one which should be explained and justified, if only to oneself
- standard knowledge and criteria about form (craftsmanship, skill, unity of composition, originality, innovation), content (message, social comment, morality, effect) and relevance and universality of appeal (time, place) are also tools which are used to do this
- appreciation of the arts is a personal experience, but defining and evaluating the experience, deciding whether one work or experience is better than another, requires criteria. It is also quite often a shared social and cultural experience, where explaining the nature and quality of the experience requires mutually understood criteria.

Use the General Mark Scheme to allocate marks on the basis of the overall scope and quality of response.