

Mark Scheme (Results)

Summer 2008

GCE

GCE General Studies (6456/01)

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.

6456: The Contemporary World

Answers must be marked first according to the A03 level descriptors, then the A01, then the A04, and finally A02 to give a total mark of 25.

A01: 6 marks

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

A02: 3 marks

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

A03: 10 marks

Students should be able to marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions

A04: 6 marks

Students should be able to demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations

Question Number	Answer	Mark
1	<p>AO3</p> <p>A one-sided argument might agree or disagree with the assertion.</p> <p>A two-sided argument would consider both points of view.</p> <p>Arguments in AO3 might include, but are not restricted to, the following:</p> <ul style="list-style-type: none"> • Science and technology contributes in a big way to “society”, so how can they be “impersonal”? • Science progress is not necessarily bound by moral reasoning, and developments in science may well change humanity’s view of itself. In that sense, it could therefore be considered “impersonal”. • Technological progress services human needs, therefore it cannot be “impersonal”. • Art may stimulate ethical and moral arguments, and in that way may be thought “humanising”. • To be artistic may be seen as an essential feature of humanity, but so too could be a scientific attitude to problems. • Art and science are both needed since decisions we have to make about almost anything involve both. <p>Depending on the strength of evidence brought forward, the conclusion to the evaluation would be to agree or disagree with the assertion. Candidates’ conclusion must be judged on the support of the evidence for their conclusion.</p> <p>AO1 (Knowledge)</p> <p>Candidates should consider knowledge in AO1 from the following:</p> <ul style="list-style-type: none"> • Role/job/nature of art/artist in society e.g. art in relation to culture art as a commercial activity art as a spiritual activity subjectivity of art example(s) • The nature of science and technology e.g. objectivity of science example(s) • Relationship between science/technology and art or society e.g. technological advances influence forms of art example(s) 	(22)

Question Number	Indicative content	Mark
2	<p>AO3</p> <p>A one-sided argument might agree or disagree with the assertion.</p> <p>A two-sided argument would consider both points of view.</p> <p>Arguments in AO3 might include, but are not restricted to, the following:</p> <ul style="list-style-type: none"> • Information is widely available, and since people access it, they must be more knowledgeable. • Although the public has more information, it doesn't necessarily, evaluate or understand it. • More people are disillusioned with politics, derived from the greater amount of information available and their knowledge of negative political behaviour • The public is easily misled by unreliable information, therefore their understanding is actually worse <p>Depending on the strength of evidence brought forward, the conclusion to the evaluation would be to agree or disagree with the assertion. Candidates' conclusion must be judged on the support of the evidence for their conclusion.</p> <p>AO1 (Knowledge)</p> <p>Candidates should consider knowledge in AO1 from the following:</p> <ul style="list-style-type: none"> • Range and availability of information e.g. type - specialist and general physical, electronic libraries and publishing news media internet • Politics and science e.g. examples of major contemporary issues • Public understanding e.g. what does this mean? bias education technical nature many more and different audiences 	(22)

Question Number	Indicative content	Mark
3	<p>AO3</p> <p>A one-sided argument might conclude that any problem can be solved by the international community, or that it cannot.</p> <p>A two-sided argument would consider both points of view.</p> <p>Arguments in AO3 might include, but are not restricted to, the following:</p> <ul style="list-style-type: none"> • Some environmental problems or dangers (for example a collision between the Earth and a large asteroid, or a major volcanic episode) are so huge that however needful, we are unable to counteract them. • Global warming is brought about by small changes in the atmosphere, which can be prevented by human actions, if we can achieve international cooperation. • There is a variety of beliefs that conflict, and which may never be capable of resolution. <p>Depending on the strength of evidence brought forward, the conclusion to the evaluation would be to agree or disagree with the assertion. Candidates' conclusion must be judged on the support of the evidence for their conclusion.</p> <p>AO1 (Knowledge)</p> <p>Candidates should consider knowledge in AO1 from the following:</p> <ul style="list-style-type: none"> • Nature of the problems e.g. political/wars/terrorism environmental poverty/food/population • The international community e.g. UN and other agencies charities multi national industries • Can we solve all problems? e.g. ethical/religious tensions individual rights and freedoms some problems too big? necessity versus desirability human nature do solutions create more problems? 	(22)

Question Number	Indicative content	Mark
4	<p>AO3</p> <p>A one-sided argument would only consider how rights are compromised by political, religious or scientific considerations.</p> <p>A two-sided argument would also consider whether there are rights which can never be compromised.</p> <p>Arguments in AO3 might include, but are not restricted to, the following:</p> <ul style="list-style-type: none"> • In evolutionary terms, there are no such things as “rights”, since behaviour has evolved to maximise the survival of offspring. • If humans behave aggressively towards each other, for whatever reason, how can they possibly all have the same “rights”? • Rights are part of a moral reasoning framework, but we have different moral frameworks, so how can everyone have “rights”? • Since humanity’s actions have an effect on the whole planet, we all have a duty to ensure that all humans are treated in ethical ways. <p>Depending on the strength of evidence brought forward, the conclusion to the evaluation would be to agree or disagree with the assertion. Candidates’ conclusion must be judged on the support of the evidence for their conclusion.</p> <p>AO1 (Knowledge)</p> <p>Candidates should consider knowledge in AO1 from the following:</p> <ul style="list-style-type: none"> • Human rights <ul style="list-style-type: none"> e.g. what are they? have we always had them? on whose authority - UN, EU, Islamic? rights and responsibilities • Political, religious and scientific issues <ul style="list-style-type: none"> e.g. differing legal systems, including religious courts abortion, euthanasia, cloning political oppression religious issues, such as dress, ornaments, symbols etc. anti-discrimination employment rights/laws • Limitations and problems <ul style="list-style-type: none"> e.g. conflict between rights and responsibilities resource implications majorities and minorities 	(22)

Level	Mark	AO3
0	0	Irrelevant or facetious answer
1	1	Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit
2	2-3	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
3	4-6	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.
4	7-9	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)
5	10	A fully balanced perceptive answer

Level	Mark	AO1 Knowledge and Skills
1	1	Candidate demonstrates knowledge from one area.
2	2	Candidate demonstrates knowledge from two areas OR Candidate demonstrates knowledge and understanding from one area.
3	3	Candidate demonstrates a range of knowledge from three areas OR Candidate demonstrates knowledge from two areas and understanding from one area.
4	4	Candidate demonstrates knowledge and skills from three areas with a clear understanding and application of one OR Candidate demonstrates knowledge and understanding from two areas
5	5	Candidate demonstrates knowledge and skills from three areas with a clear understanding and application of two.
6	6	Candidate demonstrates knowledge and skills with clear understanding and application from all three areas.

Level	Mark	AO4 Understanding objectivity and subjectivity
1	1-2	Uses facts, opinions or beliefs in the evidence presented
2	3-4	Mentions "fact", "opinion" or "belief" in some of the evidence presented e.g. " <i>I believe that...</i> " OR " <i>It is a fact that...</i> " OR " <i>This is factual knowledge...</i> "
3	5-6	Makes clear the difference between facts, opinions or belief in most of the evidence presented or shows how the use of fact, opinion and belief affects the strength of the argument(s) presented

Mark	AO2 Communication
3 (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.
2 (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.
1 (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.
0 (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.

NB The Quality of Written Communication marks are not dependent upon the AO3 mark.

