

Test Paper Analysis of General Knowledge Examination for 14-16 Year Olds

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Test Paper Analysis of General Knowledge Examination for 14-16 Year Olds

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Introduction

Assessments have become very important for users such as students, parents, teachers, and employers. This is the reason why they have to be well designed so these users will “have confidence in the results” (Black & Wiliam, 2012, p. 243).

The test analyzed in this paper is the General Knowledge Examination for 14-16 Year Olds (Appendix). It is composed of three sections (A, B, and C) which assess students’ knowledge in Culture, Society and Science. Section A is composed of selected response items in three formats: multiple choice items; true-false; and matching items. On the other hand, constructed response items are used in Sections B and C, specifically short-answer items and extended response, respectively. The highest possible mark that students will receive in this test is 87, that is, 32 marks for Section A, 25 marks for Section B and 30 marks for Section C.

First, I analyze this test paper with its accompanying mark scheme in terms of issues concerning validity, reliability, test construction and marking. Then, I conclude by summarizing its strengths and weaknesses.

Validity

Messick (1989, p. 13) defined validity as “an integrative evaluative judgment of the

degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment.” In short, it is used to “describe a specific inference or conclusion based on a test score” (Koretz, 2008, p. 217).

Students have expectations about assessments due to their experiences of taking exams in the past (Crisp, Sweiry, Ahmed, & Pollitt, 2008). If these expectations are not met by the actual item or question, students may give an incorrect answer for the wrong reasons (Crisp et al., 2008). To avoid this from happening, questions need to be manipulated or revised so that they, indeed, measure what they are supposed to measure and thereby reduce threats to validity (Crisp et al., 2008). In other words, great care must be taken in writing test items.

In the test paper, some items are written well and some are not. Item 1b (p8) asks the students to “State three problems that make it difficult to measure crime rates.” The text before this instruction does not give the answers and may confuse the students. It talks about why the UK residents perceive crime is increasing when it is not. This item may be revised by changing ‘state’ into ‘think of’ or ‘suggest’. The verb ‘state’ may be taken by the students to mean they can “use ideas from the text” while ‘suggest’ may be understood as the use of their own ideas instead (Crisp et al., 2008, p. 104). In other words, if ‘suggest’ or ‘think of’ is used, students will understand that the text before the instruction is only used to give context or background to the question and that they need to come up with answers on their own.

The use of ‘not’ in item 3 (p3) is also problematic. This is because ‘not’ and other negative words are “easy to overlook” (Crisp et al., 2008, p. 108), may be challenging to process and students “might forget to reverse the logic of the relation being tested” (Haladyna & Rodriguez, 2013, p. 100). Therefore, it (and other negative forms) should not be used if possible (ALTE, 2005; Withers, 2005; Haladyna

& Rodriguez, 2013). However, if it is really necessary to included, it should be written in bold capitals and the options should be written in positive forms (ALTE, 2005; Withers, 2005; Haladyna & Rodriguez, 2013). By the same logic, this applies to the use of 'except' in item 11 (p4).

Finally, while other questions in this test paper are clear, the extended response items in Section C (p10), "What have been the advantages and disadvantages of ..." and "Analyze the difficulties facing an artist...", may not be so. The item writer could have added other information such as "write an essay of about ____ words" and more background information of state controlled industries and artists. Enough information should be given to test takers so they have a clear understanding of what is required of them (Withers, 2005). This way, if they do not do well, we know it is because they do not know the answer and not because they are confused about the question.

Reliability

Reliability is the "consistency of measurement" (Koretz, 2008, p. 30). It is "an aspect of validity, specifically as the random component of construct-irrelevant variance" (Black & Wiliam, 2012, p. 256).

One source of construct-irrelevant variance (CIV) related to reliability is 'marker error' (Black & Wiliam, 2002). In the test paper, Section A (p3-7), composed of MC, true-false and matching items, do not seem to pose a threat to reliability. This is because 'marker error' is not much of a problem with selected response items such as the MC (Black & Wiliam, 2012). With constructed response items such as the short answer items in Section B (p8-9) and extended response in Section C (p10), 'marker error' may be reduced by marking properly according to the mark scheme. However, the mark scheme of The General Knowledge Examina-

tion (discussed under Marking section of this paper) is far from being perfect and could use some improvement. For example, while this may not be a problem for skilled markers, it did not give all acceptable answers which could force an inexperienced marker to make judgments on whether an answer is acceptable or not (ALTE, 2005). Other means to reduce unreliability due to 'marker error' with respect to constructed response items are providing proper training for markers, setting up detailed protocols that would serve as a guide for markers and supervision of marker performance by the principal examiner or a more experienced marker (Black & Wiliam, 2012).

One way to increase reliability of a test is to increase its length which allows for the inclusion of more items or questions on all the topics that comprise the test (Black & Wiliam, 2012; Koretz, 2008). This test has 9 questions for Culture, 11 for Society and 12 for Science in Section A. The test lasts for one and a half hours. An hour may be added so that the test now runs for two and a half hours. If this is the case, more questions can be asked for Culture, Society and Science in sections A, B and C.

Test Construction

In this test paper, there are some parts that confuse the students so that they may give an incorrect answer not because they do not know the correct answer but because of failure in the construction and design.

One example is the instruction in Section A (p3) that states "Each of questions 1 to 36 is followed by four responses, A, B, C and D." This may be confusing for students since this section is composed of 32 questions only and not 36. In addition, aside from MC items, section A also gives true-false and matching items which are followed by T and F and A to G (p3), A to E (p5) and A to F (p7) responses.

The instruction “Answer **both** questions in Section B” on page 2 which is stated again on page 8 is helpful to the students. However, there is no mention on page 2 that only one of two questions should be answered in Section C. This is only stated on page 10 before presenting the two questions. This is an inconsistency that affects test construction in a negative way.

Another example is the matching items in Section A (p3, 5, 7). The layout is commendable because for this test format “the whole task should be placed on the same page or on facing pages” in order for students to see clearly the material (ALTE, 2005, p. 124) which may provide ease in answering. While the matching of ‘words with the parts of speech’ (p3) and ‘weather conditions with instruments’ (p7) are good because there are unused options (e.g. 5 words, 7 parts of speech) and therefore the “chance of candidates’ being certain to get the last answer right if they have chosen the others correctly is eliminated” (ALTE, 2005, p. 124). This means that if they get correct answers, it is most likely because they did not guess but really know the answers. This is not true for matching of ‘capitals and countries’ (p5) which does not have unused options.

The MC items do not completely follow the standard layout. While the stems are indented and the option letters (A,B,C,D) are in capitals and without full stops or brackets, the option letters and item numbers (e.g.1,2,3) are not in bold and the options are not indented further (ALTE, 2005, p. 47).

Looking at the mark scheme for Section A (p11), item numbers 1 to 4 have letter C as an answer. There should be no more than two consecutive items having the same answer (Withers, 2005) as this may enable the students to answer correctly for the wrong reasons (Izard, 2005).

Finally, options for MC items should have the same length as much as possible but if it cannot be avoided, two options should have the same length (Withers, 2005). Option B of item number 13 (p4) about Victorian houses is lengthier than the rest. This may lead weaker students to choose this option which also happens

to be the correct answer.

Marking

According to Ahmed and Pollitt (2011), two criteria must be observed to reduce threat to valid interpretations of assessment results. Aside from making sure questions elicit proper evidence of students' ability at a particular subject, proper evaluation of said evidence must be carried out as well (Ahmed & Pollitt, 2011) with the use of a mark scheme. The functions of a mark scheme, then, is to provide assistance to markers to “distinguish reliably and appropriately between better and poorer responses...determine the boundaries along the continuum where the number of marks awarded should change” (Ahmed & Pollitt, 2011, p. 65).

Ahmed and Pollitt (2011) presented three taxonomies of mark schemes that can help markers improve the quality of their work. These are the taxonomies that classify Very Constrained (VC), Semi-Constrained (SC) and Un-constrained (UC) mark schemes. Due to space limitations, only VC and SC are discussed in this section

Section A mark scheme (p11) is type VC.0 which only gives the model answer without any explanations or guidance. VC.1 presents a complete list of correct answers (there is only one correct answer for each question in Section A), VC.2 gives a list of both correct and incorrect answers and, finally, VC.3 provides markers with principles or rules to assess any response a student gives. Although only writing a list of model answers (VC.0) seems logical for Section A, which is composed of straightforward questions such as MC, true-false and matching items, it could improve by turning it into type VC.3. This is because differentiating the correct answer from the distractors for MC and matching items is helpful (Ahmed & Pollitt, 2011).

Section B is an SC mark scheme for short-answer items. The mark schemes for both number 1 questions about crime (p12) and number 2 questions about the diversity of insects (p13) are combinations of SC.1 and SC.2 types. Number 1a (definition of crime) is type SC.2 because it gives examples of good, acceptable answers as well as poor answers. If students give answers not included in the mark scheme, this would present a dilemma for the marker, how does he judge fairly? This is why this mark scheme would be more helpful if it is an SC.3 type which provides principles on how to differentiate a good answer from a poor answer. Number 1b (difficulties in measuring crime rates) is SC.1 type because it only gives examples of good answers. It does not say what a poor answer is. Like 1a, 1b is more useful if it helps markers give a good judgment on what good and poor answers are.

Overall, merely giving examples of correct and incorrect, good and poor responses is not enough to assist markers in evaluating the evidence provided by students. A mark scheme that presents rules and principles of responses is best.

Conclusion

There are good and bad aspects about this test paper. In the validity section, while some questions are written well, the use of negative words like 'not' and 'except' may put weaker students at a disadvantage. In addition, extended response questions are not clear. In the reliability section, the use of selected response items helps to reduce unreliability due to 'marker error'. However, the mark schemes are not very helpful in scoring the constructed response items. The test is short which could be made longer to increase reliability. In the test construction section, some instructions that give wrong information, instructions that are inconsistent, the incorrect layout of MC items and giving the same answer (letter C) for four consecutive items are signs of bad test construction. On the other hand, the writ-

ing of good questions and instructions as well as the good layout of matching items having unused options are manifestations of good test construction. Finally, the mark schemes need improvement.

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Appendix

Test Paper Analysis of General Knowledge Examination for 14-16 Year Olds

General Knowledge Examination for 14-16 Year Olds
Best Test Awarding Body

Best Test UK



General Knowledge

Candidate Name:

Candidate Signature:

Centre number:

17 January 2016

13.00 – 15.00

For this unit you must have:

- An objective test answer sheet
- A question paper

You may use a calculator

Time allowed: 1 and 1/2 hours for sections A, B and C

Length of time can be increased to accommodate more questions.

Page - 1 - of 18

General Knowledge Examination for 14-16 Year Olds
Best Test Awarding Body

Instructions

SECTION A

Use black ink or black ball-point pen

Answer **all** questions

Not true for true-false and matching items

- For each question there are four alternative responses. When you have selected the response that you think is the best answer to a question, mark this response on your answer sheet
- Mark all responses as instructed on your answer sheet. If you wish to change your answer to a question, follow the instructions on your answer sheet
- Do all rough work in this book, not your answer sheet
- $\frac{1}{2}$ mark will be deducted for each wrong answer

SECTION B and SECTION C

Answer **both** questions in Section B

Instruction for Section C about choosing one out of two questions should also be written here.

- You must answer the questions to Section B and Section C in the spaces provided in the enclosed answer book. Answers written in margins or on blank pages will not be marked
- At the end of the examination hand in **both** your Section A answer sheet **and** your Section B and C answer book

Information

In sections B and C you will be assessed for the quality of your writing

Advice

You are advised to spend your time wisely

↳ Construct - irrelevant Variance (CIV)

Test Paper Analysis of General Knowledge Examination for 14-16 Year Olds

General Knowledge Examination for 14-16 Year Olds
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SECTION A

Section A has 32 items only
Each of questions 1 to 36 is followed by four responses, A, B, C and D.
For each question select the best response and mark its letter on the answer sheet.

CULTURE - *Civ, these are not questions about culture. They seem to be questions for the subject English.*

Questions 1 and 2

- 1 He was so angry he blew his top and went up the wall.
This is an example of:
A a simile
B a metaphor
C a mixed metaphor
D an oxymoron
- 2 His face was as red as a post-box.
This is an example of:
A a mixed metaphor
B a metaphor
C a simile
D an oxymoron
- 3 Which of these plays was not written by Shakespeare?
A Titus Andronicus
B Two Noble Kinsmen
C Women Beware Women
D Pericles

All MC items in Section A do not follow the standard layout for MC items.

→ This should be in bold capital.

MATCH THE WORD WITH THE PART OF SPEECH
Example: BUT = CONJUNCTION

4. AND	A ADJECTIVE
5. DOG	B ADVERB
6. JUMP	C CONJUNCTION
7. SHE	D NOUN
8. QUICKLY	E PREPOSITION
	F PRONOUN
	G VERB

Good that every thing is on one page, easier for students to answer.

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General Knowledge Examination for 14-16 Year Olds
Best Test Awarding Body

TRUE/FALSE

- 9 Myles Coverdale produced the first English translation of the Bible.

SOCIETY

The following information relates to the legal rights that consumers have when buying goods.

WHEN ARE YOU NOT ENTITLED TO ANYTHING?

- If you were told of any faults before you bought the goods
- If the fault was obvious and it would have been reasonable to have noticed it on examination before buying
- If you caused any damage yourself
- If you made a mistake, e.g. you don't like the colour, it is the wrong size, etc
- If you have changed your mind about the goods, or seen them cheaper elsewhere

- 10 A consumer might be eligible for some form of compensation if the consumer had bought an item

- A that the consumer knew was faulty
B that was the wrong size and colour
C with a fault that was not explained beforehand
D but then found it cheaper in another shop

- 11 Each of the following is a likely effect of increased consumer rights except

- A goods become more expensive
B more regulations for shop owners
C goods become cheaper
D more protection for the customer

↳ This should be written
in bold capital.

- 12 What is the capital of Guyana?

- A Georgetown
B London
C Paris
D Berlin

- 13 Victorian houses were often built in terraces because

- A they provided a greater sense of community
B the need for cheap housing expanded quickly at that time and terraced housing is cheaper to build than detached or semi-detached housing
C they offered increased security for the residents
D they were cheaper to heat for poor people

↳ Too long compared to other options. This should be the same length as the other options.

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MATCH THE CAPITAL WITH THE COUNTRY

14 ECUADOR	A PARAMARIBO
15 URUGUAY	B QUITO
16 PARAGUAY	C MONTEVIDEO
17 GUYANA	D ASUNCION
18 SURINAME	E GEORGETOWN

TRUE/FALSE

19 John Major was the Prime Minister during the Falklands War.

20 Australia is known as 'God's own country'.

→ This should have unused options like numbers 4-8 on page 3.

SCIENCE

21 Which of the steps is in the wrong order?

- A design the experiment
- B carry out the trial
- C interpret results
- D collate and analyse results

22 A porpoise is an

- A plant
- B reptile
- C animal
- D bird

General Knowledge Examination for 14-16 Year Olds
Best Test Awarding Body



In the money system in use in the UK until 1971 there were:

- 240 pennies (d) in the pound (£)
- 12 pennies (d) in a shilling (s)
- 2 shillings that were called a florin

23 How many florins were in a pound?

- A 6
- B 10
- C 20
- D 120

} This is a Maths question,
not Science, CIV

A half-crown had the same value as $2\frac{1}{2}$ shillings. There were 8 half crowns in a pound.

24 How much was a half crown in old money?

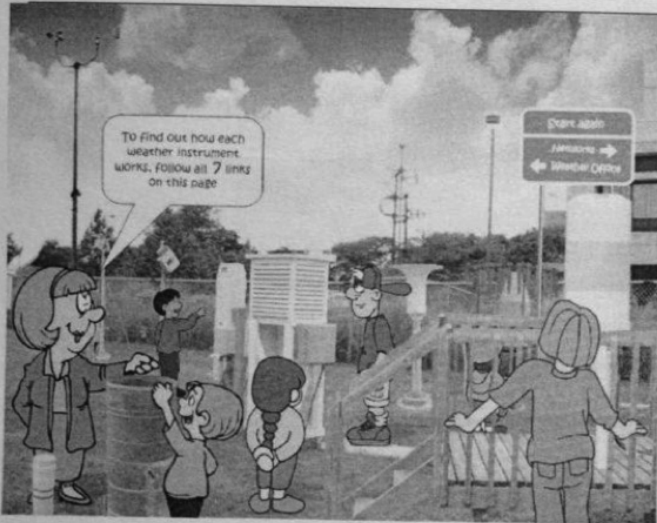
- A 10 pennies
- B a florin
- C 30 pennies
- D a florin and 6 pennies

} This is a Maths question,
not Science, CIV

TRUE/FALSE

- 25 A virus is the smallest known organism.
- 26 An atom is the smallest particle of matter.
- 27 In the equation $2X + 5 = 9$; X equals 3.

General Knowledge Examination for 14-16 Year Olds
Best Test Awarding Body



MATCH THE WEATHER CONDITION WITH THE INSTRUMENT

28 AIR PRESSURE	A ANEMOMETER
29 AIR TEMPERATURE	B BAROMETER
30 HUMIDITY	C HYGROMETER
31 WIND VELOCITY	D RAIN GAUGE
32 RAINFALL	E THERMOMETER
	F WIND VANE

32 Marks

General Knowledge Examination for 14-16 Year Olds
Best Test Awarding Body

SECTION B

Answer both questions

- 1a Briefly define what is meant by the term 'crime'.
- 1b Most people in the UK believe that crime is increasing when actually it is falling. This is because people's perceptions, due to media bias and the desire to sell newspapers, have been deceitfully transformed.

State three problems that make it difficult to measure crime rates.

Can be revised / changed into 'suggest' or 'think of'

1c

Some psychologists believe that criminal behaviour is learnt. They argue that children learn criminal behaviours from parents, older siblings and characters in the media. This is especially true among white working class girls. They are more likely to imitate if they see it rewarded – for example if someone gets away with a theft or a criminal on TV is seen as a local hero. Criminal behaviour will then continue if it is also directly reinforced, such as through attention and admiration.

Give two examples of role models.

Give two examples of vicarious reinforcement.



10 marks
In the mark scheme, this is worth 9 marks, could be confusing for the marker.

Test Paper Analysis of General Knowledge Examination for 14-16 Year Olds

General Knowledge Examination for 14-16 Year Olds Best Test Awarding Body

A group of students carried out some fieldwork to investigate the diversity of insects in three habitats:

- A field of barley
- A field of wheat
- The vegetation under a hedge

Their results are shown in the table below, which also shows how they used their data to calculate Simpson's Index of Diversity (D) for each habitat.

$$D = 1 - \left(\sum (n/N)^2 \right)$$

Where N = the total number of insects found, and n is the number of individuals of a particular species.

Species	Number of individuals of each species in each habitat		
	Barley field	Wheat field	Under hedge
A	32	4	0
B	78	0	1
C	0	126	2
D	0	5	12
E	0	0	8
F	0	0	9
G	0	25	3
H	0	10	3
I	0	0	2
J	0	0	5
K	86	56	0
L	0	0	7
Species richness	3	6	10
Total number of insects (N)	196	226	52
Simpson's Index of Diversity (D)		0.61	0.86

- 2a Suggest why the value of Simpson's Index of Diversity (D) for the vegetation under the hedge is highest.
- 2b Describe how the students may have determined the numbers of individuals of each species in each habitat.
- 2c Studies of biodiversity are an integral part of an environmental impact assessment (EIA). Analyse the role of an EIA as part of a local planning decision. Suggest why some conservationists might object to these studies.

15 marks

General Knowledge Examination for 14-16 Year Olds
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Section C
Answer one of the following questions

- 1 What have been the advantages and disadvantages of state controlled industries in the UK? [30]
- 2 By referring to an art form in detail analyse the difficulties facing an artist who wishes to create an original work. [30]

Instruction is not very clear. It did not say 'It should be about — words long.' It also did not say 'write an essay.'

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Best Answered UK

General Knowledge for 14 to 16 Year Olds

Mark Scheme

January 2013 Series

Section A

Type VC.D according to Ahmed and Billitt's (2011) taxonomy for VC (Very Constrained) mark schemes.

1	C	17	E
2	C	18	A
3	C	19	F
4	C	20	F
5	D	21	C
6	G	22	C
7	F	23	B
8	B	24	C
9	T	25	T
10	C	26	F
11	C	27	F
12	A	28	B
13	B	29	E
14	B	30	C
15	C	31	A
16	D	32	D

General Knowledge Examination for 14-16 Year Olds
Best Test Awarding Body

Section B

Question Number	Answer	Max mark
1a	1 mark for a relevant response, e.g. 'breaking the law', 'deviant behaviour', etc. Do not credit examples of crime, e.g. 'carjacking', unless they convey what the term actually means	2
1b	1 mark for each relevant problem identified, e.g. people are afraid to report crimes, people are not always aware they have been victims of crime, not all crimes are necessarily recorded by police, number of crimes are counted rather than number of criminals, etc.	3
1c	1 mark for any of the following: parents, (older) siblings, characters in the media	2
	1 mark for 'a father getting away with theft' 'a criminal on TV seen as a local hero'	2
	NB do not credit examples of direct reinforcement	

This could be more helpful for markers if rules/principles to distinguish good from poor answers are written.

Test Paper Analysis of General Knowledge Examination for 14-16 Year Olds

General Knowledge Examination for 14-16 Year Olds Best Test Awarding Body		
2a	<p>Hedge vegetation has greater species richness than wheat</p> <p>Numbers of insects under hedge more evenly spread compared with numbers in wheat field</p> <p>More niches for insects in vegetation under hedge/more species of plants grow under hedge than in wheat field</p> <p>Use of chemicals/insecticides/herbicides on wheat and not on hedge vegetation</p> <p>Award marks only if comparative points given</p>	5
2b	<p>Any four from the following:</p> <p>Random samples;</p> <p>Sweep net;</p> <p>Repeats in each habitat;</p> <p>Need for same technique in each habitat;</p> <p>Classify and count numbers of each species of insect caught</p> <p>Award 1 mark for further detail of sampling such as use of suitable chemical to stun the insects</p>	5
2c	<p>Refers to (bio) diversity values and need for conservation;</p> <p>Refers to endangered species and need for protection; refers to laws concerning endangered species (that might affect decision);</p> <p>Refers to planning stipulation e.g. translocation of species</p> <p>Award 1 mark for example of type of local planning decision</p>	3
	<p>Damage to environment/ecosystem;</p> <p>Disturbance to animals in area;</p> <p>Habitats best left alone / left to nature</p> <p>Award 1 mark for advertise presence of endangered species to collectors</p>	2

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SECTION C

Read and annotate fully the candidate's response

Review your annotation and consider in which level the answer is located

Consider its position within the level and a possible mark

If bullets points are used where continuous prose is called for, a maximum of 20 marks is available for a 30 mark question.

Assessment Objective (AO) 1	Demonstrate relevant knowledge and understanding applied to a range of issues
Assessment Objective (AO) 2	Interrelate information and ideas in a coherent and structured manner, analyse and evaluate issues and evidence
Assessment Objective (AO) 3	Marshal evidence by selecting, interpreting, and integrating information, data and concepts
Assessment Objective (AO) 4	Communicate clearly in an accurate, logical and relevant way

Indicative Content

1. What have been the advantages and disadvantages of state controlled industries in the UK?

Many state industries in the 1980s and 1990s were privatised by:

- Sales of shares
- Selling council houses to tenants
- Contracting out services to private companies

Companies that have been state controlled are:

- Post office
- Utilities
- Steel
- Motor cars

Disadvantages

- Less efficient due to lack of free market competition – this would lead to higher prices
- They are more bureaucratic
- No profit element
- No efficiency
- Lack accountability
- Private companies find it easier to raise capital than state controlled
- No profits can be generated and shared
- Pressure on public funding
- Less choice for the consumer

Advantages

- Civil liberties can be threatened
- Conflicts over profitability and service levels
- More attention to health and safety

General Knowledge Examination for 14-16 Year Olds
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The exemplification is provided to give a general indication of the standards of achievement likely to have been shown by the candidates. The level awarded will depend, in practice, upon the extent to which the candidate has met the assessment objectives (AO) overall.

LEVEL	DESCRIPTORS	MARKS
5	Answers will look at the advantages and disadvantages of state controlled industries (AO1) by using complex reasoning and a good understanding of ideas, as well as clearly illustrative examples (AO2). There will be evidence of personal opinion and/or experience or preference to support ideas (AO3) as well as clear layout and accurate communication (AO4)	27-30
4	Answers will look at the advantages and disadvantages of state controlled industries (AO1) by showing a good understanding of ideas and some examples (AO2). There will be evidence of some personal opinion and preference to support ideas (AO3) as well as accurate communication (AO4)	21-26
3	Answers will look at the advantages and disadvantages of state controlled industries (AO1) by showing a good understanding of ideas and some examples (AO2). There will be evidence of some personal opinion and preference to support ideas (AO3) as well as accurate communication (AO4)	13-20
2	Answers will concentrate on one single reference to change and difficulties and fail to adequately support the points made (AO1/2). There will be an absence of personal opinion and the ideas will mostly be not linked and unstructured (AO3). Communication will display weaknesses which hamper clear understanding (AO4).	8-12
1	Answers will lack clear understanding and knowledge (AO1) without any really clear understanding. There will be little or no evidence of personal experience or any evaluation (AO3). Communication will be weak and will be very briefly stated (AO4).	1-7

○ There should be a mark of zero (0) here.

General Knowledge Examination for 14-16 Year Olds
Best Test Awarding Body

2. By referring to one art form in detail, explain and discuss the difficulties facing an artist who wishes to create an original work.

Difficulties

- Time scale
- Materials
- Demand
- Fusion of ideas
- Shape and direction
- Reliability of equipment
- Location
- What has gone before
- Competition
- Repetition
- Cost (financial and human)
- The public's view and reaction
- Personal sacrifice

In the context of

- A new musical work
- A television drama
- A painting
- A new season of clothing designs

General Knowledge Examination for 14-16 Year Olds
Best Test Awarding Body

The exemplification is provided to give a general indication of the standards of achievement likely to have been shown by the candidates. The level awarded will depend, in practice, upon the extent to which the candidate has met the assessment objectives overall.		
LEVEL	DESCRIPTORS	MARKS
5	Answers will look at a range of difficulties faced by artists (AO1) by using complex reasoning and a good understanding of views. There will be evidence of personal opinion and/or experience or preference to support ideas (AO3) as well as clear layout and accurate communication (AO4). Spelling, punctuation and grammar are perfect.	27-30
4	Answers will look at a range of difficulties faced by artists (AO1). There will be evidence of some personal opinion and preference to support ideas (AO3) as well as accurate communication (AO4)	21-26
3	Answers will show some understanding of the difficulties faced by artists (AO1). The analysis will be relevant but superficial in content and structure (AO3) Communication will be clear and spelling, punctuation and grammar errors will not blur the understanding of the key points (AO4)	13-20
2	Answers will concentrate on one single reference to change and difficulties and fail to adequately support the points made (AO1). There will be an absence of personal opinion and the ideas will mostly be not linked and unstructured (AO3). Communication will display weaknesses which hamper clear understanding (AO4).	8-12
1	Answers will lack clear understanding and knowledge (AO1) without any really clear understanding. There will be little or no evidence of personal experience or any evaluation (AO3). Communication will be weak and will be very briefly stated (AO4).	1-7
0	Answers show no understanding or knowledge (AO1), no evidence of personal experience or evaluation (AO3).	0