

Version 1.1: 0810



**General Certificate of Education
June 2010**

GENERAL STUDIES

GENA1

Unit 1 Culture and Society

Mark Scheme

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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Unit 1 Section A

(GENA1 AS Culture and Society)

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

1.1	D	1.16	A
1.2	C	1.17	C
1.3	B	1.18	B
1.4	D	1.19	C
1.5	C	1.20	B
1.6	A	1.21	C
1.7	A	1.22	A
1.8	D	1.23	C
1.9	A	1.24	D
1.10	B	1.25	A
1.11	C	1.26	D
1.12	D	1.27	D
1.13	A	1.28	C
1.14	D	1.29	B
1.15	B	1.30	B

Unit 1 Section B (AS Culture and Society)

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** Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO3** Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.
- AO4** Communicate clearly and accurately in a concise, logical and relevant way.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- In most cases mark schemes for individual questions are based on *levels* which indicate different qualities that might be anticipated in the candidates' responses. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
- Examiners are required to assign each of the candidates' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see below). For example, in question four more weight should be given to AOs 2 and 4 than to AO1, and AO1 should have more weight than AO3.
- *Indicative content* is provided as a guide for examiners. It is not intended to be exhaustive and other valid points must be credited. Candidates do not have to cover all points mentioned to reach Level 3.
- A response which bears no relevance to the question should be awarded no marks.

Distribution of marks across questions and assessment objectives for Unit 1, Section B

Question Numbers		Q2	Q3	Q4	Q5	Total marks for Section B
Assessment Objectives	AO1	–	3	3	4	10
	AO2	3	–	4	3	10
	AO3	–	–	2	3	5
	AO4	–	2	4	4	10
Total marks per question		3	5	13	14	35

02 and 03

Read Source B

- 02 Give *three* reasons from *Source B* in favour of the introduction of apprenticeships for the creative industries. (3 marks)**
- 03 Using your own knowledge, briefly outline *three* arguments against the use of government money to support cultural activities like opera, ballet, theatre and visiting museums and art galleries. (5 marks)**

Full credit can only be given for answers written predominantly and accurately in a candidate's own words.

Indicative content

- 02 All points must come from the source.**

Reasons in favour of apprenticeship

- apprentices will be helped to develop creative skills
- creation of a pool of talent for the creative industries
- providing the same structured support as for other industries
- raise the profile / status of the creative industries **or** recognise the importance of the creative industries
- should help to create jobs
- creative industries are expanding and this would support them
- apprenticeships will support people from all backgrounds.

Award 1 mark for each of the above, to a maximum of 3 marks.

- 03 Arguments against the spending of public money**

- such activities cater only for minority interest
- such activities can be seen as elitist
- money would be better spent supporting popular culture
- money would be better spent on essential services like the NHS
- in hard times such spending is seen as an unaffordable luxury
- activities should be paid for by patrons / customers
- such activities should seek private funding / sponsorship.

Award 1 mark for each of the above, or for any other valid point from own knowledge, to a maximum of 3, plus up to 2 marks for accurate communication.

Questions 4 and 5: Level mark scheme for all assessment objectives.

Level of response	Mark range	Criteria and descriptors for Assessment Objectives 1–4
LEVEL 3	11 – 13 (14)	<p>Good response to question</p> <p>Good to comprehensive knowledge and understanding and approach demonstrating overall grasp of the range and nature of issues (AO1). Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification, focusing on the main points of the question (AO2). Some understanding of different types of knowledge, with some appreciation of their limitation in seeking to reach a reasoned and logical conclusion (AO3). Ability to communicate clearly and accurately in a fluent and organised manner (AO4).</p>
LEVEL 2	6 – 10	<p>Reasonable response to the question</p> <p>Modest to quite good knowledge and understanding demonstrating some grasp of the nature of some key issues (AO1). Moderate range of arguments, analysis and exemplification covering some of the main points of the question (AO2). Limited understanding of different types of knowledge but some ability to work towards, or achieve, a conclusion (AO3). Mostly clear and accurate communication and organisation (AO4).</p>
LEVEL 1	1 – 5	<p>Limited response to the question</p> <p>Restricted/narrow knowledge and understanding of key issues (AO1). Simple, perhaps mostly unexplained points – or very narrow range – with limited interpretation or analysis and exemplification (AO2). Lacking in understanding of different types of knowledge with little or no evidence of ability to work towards a conclusion (AO3). Variable levels of communication and organisation (AO4).</p>
LEVEL 0	0	No valid response or relevance to the question.

04 Read Source C

Using evidence from Source C, and your own knowledge, examine the arguments for and against the introduction into schools of five hours per week of compulsory cultural education.

(13 marks)

When using their own knowledge, candidates might choose to expand points from the source, adding examples and additional information, or make entirely new points. Credit should be given for either approach.

For Questions 4 and 5 candidates will need to address both sides of the question (arguments for and against, benefits and difficulties) as well as using both the Source and their own knowledge if they are to access Level 3.

Indicative content**Arguments for introduction**

- children from poorer families gain access to quality cultural experiences **(S)**
- pupils will develop their artistic talents **(S)**
- pupils will experience a wide range of activities **(S)**
- pupils will experience a range of new learning environments **(OK)**
- activities will help to develop confidence and new practical and personal skills **(OK)**
- will help produce future practitioners in the arts. **(OK)**

Arguments against introduction

- the curriculum is already overcrowded **(S)**
- financial resources allocated are insufficient **(S)**
- pupils already have access to such activities especially in performing arts colleges **(OK)**
- insufficient specialist staff to deliver programme **(OK)**
- assumes the cooperation and support from outside institutions (theatres etc.) **(OK)**
- stamina issues for pupils already experiencing 5 hours of sport **(OK)**
- possible pupil resistance to involvement in what are seen as elitist or boring activities **(OK)**
- teacher / parent / university resistance to what can be perceived as the devaluing of more traditional curriculum areas. **(OK)**

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

(S) = Source

(OK) = Own Knowledge

05 Read Source D

Using evidence from Source D, and your own knowledge, outline the benefits and problems resulting from the settlement in Britain of people from different cultural backgrounds.

(14 marks)

Full credit can only be given for answers written predominantly and accurately in a candidate's own words.

Indicative content

Benefits

- workers from abroad help boost the economy **(S)** and
- bring in new skills and ideas **(S)** and
- fill areas of skills / labour shortage **(OK)** and
- help run public services **(S)**
- some minorities are hardworking and entrepreneurial with valuable commercial links to other countries **(OK)**
- enrichment of British culture (fashion, music, cuisine, film) **(OK)**
- increased knowledge and appreciation of other cultures **(OK)**
- development of shared values **(S) – (OK)**
- encourages UK residents to travel and live abroad. **(OK)**

Difficulties

- increased pressure on public services like schools and hospitals **(S)**
- increased pressure on social housing **(OK)**
- increased pressure on jobs **(OK)**
- fear of change among sections of the host population **(S)**
- growth and fear of extremism **(OK)**
- lack of integration / existence of isolated communities **(S)**
- questions of split loyalties occasioned by events abroad **(S)**
- questions of identity for 2nd and 3rd generation immigrants **(OK)**
- difference in lifestyles **(OK)**
- differences in beliefs and values. **(OK)**

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

(S) = Source

(OK) = Own Knowledge