



General Certificate of Education
Advanced Subsidiary Examination
January 2011

General Studies (Specification A)

GENA1

Unit 1 AS Culture and Society

Tuesday 11 January 2011 1.30 pm to 3.00 pm

For this paper you must have:

- a Source Booklet for Section A and Section B (enclosed)
- an objective test answer sheet for Section A
- an 8-page answer book for Section B.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book for Section B. The **Examining Body** for this paper is AQA. The **Paper Reference** is GENA1.
- Answer **all** questions.
- Answer Section A (Questions 1.1 to 1.30) using the answer sheet provided. Answer Section B (Questions 2, 3, 4 and 5) in your separate answer book.
- Do all rough work in your answer book.
- Hand in **both** your answer sheet **and** your answer book separately at the end of the examination.

Information

- The maximum mark for this paper is 65.
- This paper consists of two sections.
Section A contains 30 objective test questions based on **Source A**. There is 1 mark for each question.
Section B contains structured questions based on **Sources B, C and D**. Marks are shown after each question and total 35.

Section A

Answer **all** questions.

There is 1 mark for each question.

Read **Source A** entitled **Is Big Brother bad for our kids?** which is provided in the Source Booklet and answer **Questions 1.1 to 1.30** by choosing the answer represented by the letter **A, B, C** or **D** that you think best. Mark your responses on your objective test answer sheet.

- 1.1** In paragraph 2 the author suggests that interest in the programme is increased by
- A** newspaper coverage.
 - B** a lack of other programmes to watch.
 - C** conversation with friends.
 - D** the programme's frequency.
- 1.2** When the author says in paragraph 2 'This debate isn't about whether *Big Brother* is any good', he is
- A** refocusing the argument about the programme's value.
 - B** making it quite clear that he doesn't like it.
 - C** implying that everybody knows it isn't any good.
 - D** refusing to accept the idea that some people like it.
- 1.3** The phrase 'fuelled by a summer tabloid frenzy' (paragraph 2) suggests that in the summer
- A** journalists are more inclined to invent stories.
 - B** tabloid newspapers are desperate for news items.
 - C** journalistic standards are at their lowest.
 - D** newspapers are only interested in trivia.
- 1.4** In paragraph 5 the author argues that the choice of participants for *Big Brother* is
- A** entertaining.
 - B** explosive.
 - C** random.
 - D** rigged.
- 1.5** The wording of the comments about the designer Laurence Llewellyn-Bowen in paragraph 7 demonstrates the
- A** designer's expertise.
 - B** designer's experiences.
 - C** author's dislike.
 - D** author's admiration.

1.6 In paragraphs 5 to 7 the writer uses the phrase 'deliberately assembled' to suggest that the producers of the programme choose contestants who will

- 1** reflect the audience profile.
- 2** generate high viewing figures.
- 3** provoke media interest.
- 4** antagonise each other.

Answer

- A** if **1** alone is correct.
- B** if **2** and **3** only are correct.
- C** if **2**, **3** and **4** only are correct.
- D** if all are correct.

1.7 In paragraphs 5 to 9 the main target for the author's condemnation is the

- A** intelligence of the contestants.
- B** manipulative nature of television.
- C** morality of society as a whole.
- D** gullibility of young viewers.

1.8 Which of the following criticisms of *Big Brother* are made or implied in paragraph 10?

- 1** It promotes bad behaviour.
- 2** It fails to develop young minds.
- 3** It undermines accepted values.
- 4** It promotes the cult of personality.

Answer

- A** if **1** and **2** only are correct.
- B** if **1** and **4** only are correct.
- C** if **2**, **3** and **4** only are correct.
- D** if all are correct.

1.9 In paragraphs 9 and 10 the author's main concern is that children

- A** watch the programme.
- B** absorb anti-social values.
- C** become lazy.
- D** discuss inappropriate issues.

1.10 Paragraph 11 could be said to contain

- A** a gross exaggeration.
- B** a libellous claim.
- C** an interesting paradox.
- D** a deliberate understatement.

Turn over ►

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- 1.11** In paragraphs 11 and 12 the author suggests that she enjoyed *Big Brother* because it
- A** was one of a kind.
 - B** made her and her pupils laugh.
 - C** was an exercise in social observation.
 - D** went on for such a long time.
- 1.12** 'I tentatively asked' (paragraph 12) implies that the author was
- A** challenging her students' opinions.
 - B** confident that most students watched *Big Brother*.
 - C** not sure how her students would react.
 - D** worried that students would not agree with her.
- 1.13** The last sentence of paragraph 12 implies that students are
- A** beginning to reach a common understanding about *Big Brother*.
 - B** becoming more skilled in discussing contestants' behaviour.
 - C** in agreement with their teacher's views on *Big Brother*.
 - D** reluctant to change their opinion about contestant's behaviour.
- 1.14** The use of the phrase 'arrogant sneers' (paragraph 14) implies that some contestants
- A** criticised the behaviour of others.
 - B** talked behind the backs of others.
 - C** told lies about others.
 - D** looked down on others.
- 1.15** In paragraph 14 'camaraderie' means
- A** courage.
 - B** friendship.
 - C** generosity.
 - D** understanding.
- 1.16** In paragraph 14 the author suggests that pupils learn from *Big Brother* how to deal with
- A** temporary upsets.
 - B** unusual friends.
 - C** the unexpected.
 - D** negative behaviour.

1.17 In paragraphs 13 and 14 the author suggests that each of the following is a benefit of young people watching *Big Brother* **except**

- A encouraging them to express their emotions.
- B giving them something to think and talk about.
- C helping them understand that what they do has consequences.
- D showing them that there is goodness in everyone.

1.18 By using the word 'drama' in paragraph 15 the author implies essentially that

- A there is interaction as the story unfolds.
- B elements of *Big Brother* are fictional.
- C the programme is manipulated.
- D the title *Big Brother* comes from a play.

1.19 The main argument advanced in paragraphs 14 and 15 in favour of *Big Brother* is that it

- A generates understanding of others.
- B unifies all ages.
- C promotes social differences.
- D provides teachers with lessons.

1.20 Which of the following benefits of watching *Big Brother* does the author point out in paragraph 15?

- 1 It encourages self-examination.
- 2 It helps us to recognise qualities in others.
- 3 It proves how superficial most contestants are.
- 4 It emphasises the importance of social inclusion.

Answer

- A if 1 and 3 only are correct.
- B if 1, 2 and 4 only are correct.
- C if 2, 3 and 4 are only correct.
- D if all are correct.

1.21 The word closest in meaning to 'puerile' (paragraph 16) is

- A boring.
- B credible.
- C repetitive.
- D childish.

1.22 In referring to 'the real 'big brothers' of this world' (paragraph 16) the author means the

- A programme producers.
- B television critics.
- C media studies teachers.
- D *Big Brother* participants.

1.23 In paragraph 16 the author states that

- 1 she would only use *Big Brother* with older pupils.
- 2 there is a need to censor the terrestrial show.
- 3 she uses *Big Brother* to show the influence of the media.
- 4 she has a variety of educational uses for *Big Brother*.

Answer

- A if 1 and 2 only are correct.
- B if 3 and 4 only are correct.
- C if 1, 2 and 3 only are correct.
- D if all of them are correct.

1.24 Which of the following points are made specifically in **Article B**?

- 1 *Big Brother* exploits minority groups.
- 2 *Big Brother* is the most popular reality TV show.
- 3 Many contestants lack depth of character.
- 4 Editing can influence opinions about contestants.

Answer

- A if 1 and 2 only are correct.
- B if 1 and 4 only are correct.
- C if 2 and 3 only are correct.
- D if 3 and 4 only are correct.

1.25 The author of **Article B** offers each of the following justifications for watching *Big Brother* **except** it

- A provides increased opportunities for social interaction.
- B makes people behave better towards each other.
- C opens up useful discussions about feelings.
- D encourages viewers to reflect on their own conduct.

1.26 The author of **Article B's** principal interest in *Big Brother* appears to be the

- A bad behaviour of the participants.
- B use she can make of it as a teaching aid.
- C conversation it can generate in the classroom.
- D entertainment value of the programme.

1.27 Both articles agree that *Big Brother*

- A can stimulate discussion between students.
- B chooses contestants who will shock viewers.
- C is particularly popular with young people.
- D receives free publicity from tabloid newspapers.

1.28 Which one of the following statements best reflects the different positions of the two authors on *Big Brother*?

- A A headteacher is bound to have a different view of the programme to a teacher of special needs.
- B No two teachers are ever likely to agree about the merits of such a controversial programme.
- C A headteacher has to consider a much wider range of concerns than a special needs teacher.
- D The headteacher and the special needs teacher are evaluating the programme from different perspectives.

1.29 Each of the following statements is correct **except**

- A **Article A** is more emotive.
- B **Article A** uses more formal language.
- C **Article A** is better balanced.
- D **Article A** is negative in approach.

1.30 Both of the articles are

- A subjective.
- B neutral.
- C objective.
- D uncritical.

END OF QUESTION 1

Turn over for Questions 2 to 5

Turn over ►

Section B

Study **Sources B to D** provided in the Source Booklet and then answer **all** the following questions.

Wherever possible **use your own words** to show you understand the arguments.

You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

Read Source B

- | | |
|---|---|
| 0 | 2 |
|---|---|

 Give **three** reasons from **Source B** why the author is critical of compulsory RE lessons in schools. *(3 marks)*
- | | |
|---|---|
| 0 | 3 |
|---|---|

 Using your own knowledge, briefly outline **three** arguments in favour of compulsory RE lessons in schools. *(5 marks)*

Read Source C

- | | |
|---|---|
| 0 | 4 |
|---|---|

 Using evidence from **Source C** and your own knowledge, examine the extent to which there has been a decline in the importance of religion. *(13 marks)*

Read Source D

- | | |
|---|---|
| 0 | 5 |
|---|---|

 Using evidence from **Source D** and your own knowledge, discuss how accurate it is to describe Britain as a 'broken' society. *(14 marks)*

END OF QUESTIONS