



**General Certificate of Education (A-level)  
June 2011**

**General Studies A**

**GENA3**

**(Specification 2760)**

**Unit 3: Culture and Society (A2)**

**Final**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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## Unit 3 Section A (A2 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 Sections B and C more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
- *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 the highest level.
- A response which bears no relevance to the question should be awarded no marks.

### Distribution of marks across the questions and assessment objectives for this unit

Question Numbers	Section A		Section B	Section C	Total AO
	1	2	3	4	
Assessment Objectives 1	2	2	8	8	20
2	6	2	7	7	22
3	2	2	5	5	14
4	2	2	5	5	14
<b>Total marks per Question</b>	<b>12</b>	<b>8</b>	<b>25</b>	<b>25</b>	<b>70</b>

**01 Assess the strengths and weaknesses of Extracts A and B on the place of religion in schools**

**(12 marks)**

A good answer to this question will provide a sustained appraisal of both extracts. These should include detailed reference to the style and content and should recognise the point of view which each writer is trying to present. They might well have a reasonable attempt at extracting the viewpoint by reference to both content and omission. They should try to indicate a degree of understanding and a grasp of the issues within the context of each extract.

Assign each of the candidates' responses to the most appropriate level described below according to **its overall quality**, then allocate a single mark within the level. Credit should be given to candidates who support their points with appropriate examples and/or evidence.

Levels	Marks	Descriptors
Level 3	9 – 12	Good to comprehensive evaluation of both extracts in terms of their effectiveness, style and content; perceptive and coherent comparison, and written with fluency and accuracy.
Level 2	5 – 8	Modest to quite good attempt to assess the range of comments, touching on elements of effectiveness, style and content, perhaps with some gaps in coverage; written with reasonable clarity and expression.
Level 1	1 – 4	Bare to limited response, with few points to offer and significant gaps in coverage; lacking in clarity and with significant errors in expression.
Level 0	0	No valid response to the question.

Points that might be made include:

**Extract A**

Some of these points can be argued to be strengths (of unequivocal argument) or weaknesses (demonstrating a lack of balance).

- use of emotive, directional language (eg indoctrination, proselytisation)
- definitive statements
- weakness that we are not told what David Bell's comments were (paragraph 2)
- strength of exemplification from a major figure (paragraph 3)
- weakness of no alternative expert or stakeholder viewpoints
- none of the historical perspective present in Extract B
- subjectivity in the viewpoint
- some logical arguments
- sweeping statements without exemplification
- left-wing bias.

**Extract B**

- lack of alternative viewpoints
- language leading to one conclusion (eg the head was 'sensitive' 'devastated'; the incident was 'alarming')
- emotive language ('under attack' or in paragraph 5)
- case carefully built
- strength of exemplification from a major figure (final paragraph)
- no contrary view offered
- an idea of historical perspective though with little on advantages of diversity
- sweeping statements
- right-wing bias.

Any other valid points will be credited.

**02 To what extent do you think that the requirement for a daily act of collective worship is justified?**

**(8 marks)**

Candidates may use any arguments they wish, providing they are backed up by relevant evidence and references.

Assign each of the candidates' responses to the most appropriate level described below according to **its overall quality**, then allocate a single mark within the level.

Credit should be given to candidates who support their points with appropriate examples and/or evidence. Negative opinions may be used, again providing they are backed up by something substantial.

Levels	Marks	Descriptors
Level 3	7 – 8	Good to comprehensive response, able to state clear arguments/opinions supported with justifications and appropriate references, written coherently and convincingly with fluency and accuracy.
Level 2	4 – 6	Modest to quite good attempt with some supported opinions and reference to examples, written with reasonable clarity and expression.
Level 1	1 – 3	Bare to limited response, few points offered or developed; lacking in clarity of argument; weak expression with errors.
Level 0	0	No valid response to the question.

Points that might be made include:

**Some areas which may be explored**

**In favour:**

- historically this is a Christian country, with an established church
- moral and ethical teachings of daily assemblies are usually those with a religious basis
- government has carefully allowed for sensitivity, dissent and proportionality in the 1998 Act
- religious festivals are important rites within religions' (and young people's) cultural framework and should be celebrated and understood by all
- it is right to hold a daily meeting of children to emphasise coherence and point to important aspects of school life.

**Against:**

- secular societies should not impose religion on the young mind
- religious education should be in the hands of parents and faith leaders rather than schools
- religion can be a very divisive and exclusive factor in society
- the proportions mentioned in the act are unrelated to the proportions of children in particular schools.

We hope that there will be, in the better answers, supported argument and evidence.

Nevertheless, candidates are asked to express a personal opinion and in doing so there may be a strong steer towards a particular viewpoint.

**GENERAL MARK SCHEME FOR SECTIONS B AND C**

Each essay should be awarded a single mark out of 25. In awarding the mark examiners should bear in mind the overall assessment objectives for General Studies (see INTRODUCTION) which the essay questions are intended to test in the following proportions:

AO1 – 8 marks

AO2 – 7 marks

AO3 – 5 marks

AO4 – 5 marks

<b>Level of response</b>	<b>Mark range</b>	<b>Criteria and descriptors: knowledge, understanding, argument, evaluation, communication</b>
LEVEL 4	20 – 25 (6)	<b>Good to very good treatment of the question</b> Wide ranging and secure knowledge of topic (AO1); good range of convincing and valid arguments and supporting illustrations, effective overall grasp and logically argued conclusion (AO2); good understanding and appreciation of material, nature of knowledge involved and related issues (AO3); well structured, accurate and fluent expression (AO4).
LEVEL 3	13 – 19 (7)	<b>Fair to good response to the demands of the question</b> Reasonable knowledge of topic (AO1); a range of arguments with some validity, appropriate illustrations with reasonable conclusions (AO2); some understanding and appreciation of material, nature of knowledge involved and related issues (AO3); mostly coherent structure and accuracy of expression (AO4).
LEVEL 2	6 – 12 (7)	<b>Limited to modest response to the demands of the question</b> Limited/modest knowledge of topic (AO1); restricted range of arguments and illustrations but some awareness and attempt at conclusion (AO2); little understanding and appreciation of material, nature of knowledge involved and related issues (AO3); weak structure and variable quality/accuracy of expression (AO4).
LEVEL 1	1 – 5 (5)	<b>Inadequate attempt to deal with the question</b> Very limited knowledge of topic (AO1); little or no justification or illustration, no overall grasp or coherence (AO2); inadequate understanding and appreciation of material, nature of knowledge involved and related issues (AO3); little or no structure/frequent errors of expression (AO4).
LEVEL 0	0	<b>No valid response or relevance to the question.</b>



**03 'The drastic fall in numbers of students taking school examinations in modern languages demonstrates how complacent we are in the UK about English becoming a dominant world language.'**

**Examine this statement and say how far you believe it to be true.**

Between 2005 and 2006, the numbers studying modern foreign languages fell sharply. GCSE German entries were down 14.2% and French down 13.2%. This fall has continued each year to 2010 by an average fall of 6% (German) and 7% (French). Similar falls have been experienced at A-level.

The reasons why are probably quite complex compared to the simplistic assertion of the question. They will include:

- squeezing effect of National Curriculum
- the release of that pressure by making languages an option
- the lack of language teaching at an early age
- the number of candidates for whom English is not their first language
- historical insular reluctance of native English speakers to learn other languages
- fewer foreign exchanges
- perceptions of languages as 'difficult'
- specialist schools restricting the curriculum and therefore limiting choices.

There may well be others which should be rewarded.

The factors which are included within the statement are:

- the influence of the United States as a global power
- dominance of US television and film
- the legacy of Empire
- computer advances, frequently Anglophone
- the increasing use of English as a common language in the EU
- the increasing use of English as a lingua franca throughout the world
- today more than a billion people speak English.
- it is the language of the internet, of business, of international flight.

Other general issues will include:

- the complacency referred to in the question and some of the following:
  - laziness
  - lack of interest
  - poor language teaching.

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 points not included here should be credited.

**04 Say what you understand by the term ‘creativity’ and examine its importance to us as humans**

A useful, but incomplete, (wikipedia) definition of creativity is:

‘Creativity is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. Creativity is fuelled by the process of either conscious or unconscious insight’.

Candidates may wish to answer this question on a number of levels. Better answers may well probe a greater conceptual variety. In any case there should be an attempt at both parts of the question.

At the most basic of levels, the creative spark observable in humans is clearly not present in other species. There may be evidence of creativity in the building of a complex bird’s nest or beaver dam; of a termite or bee society’s co-operation. ‘Lower’ primates move some way towards the use of tools or other forms of creative behaviour but true creativity in a variety of fields is, so far, the preserve of humans alone. How has it defined humanity?

How is creativity manifest and why are these areas important to us as humans?

- speech
- complex gesture
- manual dexterity provided by opposing thumbs
- capacity for logical thought
- ability to foresee
- complex and abstract thought processes
- altruism
- social relationships.

What are the results of human creativity? What is their importance?

- artistic endeavour
- machinery to transport us, communicate, simplify our lives, provide warmth and shelter
- waging war on an increasingly deadly scale
- understanding our world
- medicine.

It seems that every society exhibits these impulses in one form or another. Simple examples include religions, art, clothes, warfare. Once basic survival is ensured, the creative impulse continuously leads to development and increasing complexity in all fields. Without the creative impulse we stagnate.

Numerous examples could be given of individual or corporate creativity.

Any other valid points should be credited.

**05 The American author Mark Twain defined a classic novel as ‘something everybody wants to have read and nobody wants to read.’**

**Discuss what makes a classic novel and say how far you agree with this view.**

The quotation from Mark Twain (who was as well known as a humorist as an author) should be dissected.

What makes a classic novel? Criteria should be offered. Recent definitions have included:

- Universality – Regardless of its era, it should have a strong and recognisable meaning. Twain’s own Huckleberry Finn, for example, deals with a universal theme, the loss of innocence.
- Morality – a classic novel should say something of value, drawing attention to human problems, condemn or applaud certain points of view.
- Effective language – the language used should be always suited to the message.
- Credibility – The reader should be carried along by the events portrayed and should care about the outcome.
- Timelessness – The work should be of lasting interest. It should still be relevant. The theme of the work should be as pertinent now as it was at the time it was written.
- Longevity, related to considerable public esteem.

Why does ‘everyone want to have read’ a classic novel?

- it is a mark of intelligence and sophistication
- it enables informed discussion
- classic literature is deemed ‘good’ for you
- such books are said to be ‘great’ and so should be appreciated
- they give insight into the human condition
- they give a picture of other times.

Why does ‘nobody want to read’ them?

- they are difficult (too complex, too challenging, too long)
- they are often of a different era
- easier entertainment is readily available
- there are other priorities in life.

Having defined the classic novel, candidates are asked to explain how far they agree with Twain’s view. They may take any viewpoint they wish, but we expect illustration of their criteria from selected classical pieces.

Any other valid points should be credited.

**06 'Foreign travel broadens the mind.'**

**Examine the validity of this statement in the 21<sup>st</sup> century.**

Although the question is quite terse, there is a number of directions for legitimate answers to explore.

Does foreign travel broaden the mind?

Conventional wisdom says travel opens the mind to new experiences. These will include:

- linguistic and cultural opportunities
- a greater understanding of place, people, customs, geography
- increased awareness of history and historical perspectives
- first hand experiences
- opportunities unavailable at home.

But often it can include:

- little contact with the real places and communities
- merely an excuse to be somewhere sunnier pursuing determinedly the same lifestyle as at home
- stereotypical tourist activities
- anxieties about travel, personal security, food, language etc.

What impact has the 21<sup>st</sup> century had?

Positive aspects include:

- affordable opportunities to travel fairly freely and safely
- quick and easy access
- more opportunity to examine and understand other cultures at first hand
- contributing to a developing economy.

Negative aspects include:

- uncomfortable and security conscious travel
- increasing impact of tourism – political and ecological
- why bother?... the internet now offers unrivalled opportunity to broaden the mind by finding out all you need to know about other cultures/countries without the expense of travel.

Does the traveller return with a broadened mind? There will be a variety of perspectives and perceptions. Each will be judged on the strengths of the arguments and illustrations offered.

Any other valid points should be credited.

## SECTION C

- 07 In view of the requirements for equal opportunities for all, discuss how far any groups should be allowed to select or reject individuals on such grounds as gender, belief, sexual orientation, ethnicity or disability.**

There has been considerable discussion about the conflict between equal opportunities legislation and the viewpoint of particular groups who claim exemption.

It is clearly unlawful to discriminate on grounds of gender, belief, age, disability and sexual orientation but there are obvious examples where gender discrimination may be common sense such as:

- female employees to deal with specifically feminine issues
- respecting the religious/cultural requirements of particular groups
- pre-existing requirement of legal positions eg appointment of Anglican bishops
- sporting teams of similar gender/age profile
- understanding of situations requiring particular knowledge/empathy with age/disability/gender etc.

There should be discussion of

- circumstances where selection is desirable/possible
- issues of civil liberties inherent in both restricted and open opportunities
- particular examples.

The central issue here is equality of opportunity. There should be discussion about the appropriateness of such legislation in a variety of situations. We offer the areas of gender, belief, sexual orientation, ethnicity or disability for their discussion. It is not necessary to follow all these prompts but hopefully candidates will be able to apply general principles and then exemplify from a variety of these areas. A variety of lines of argument may well help their case.

It should be expected that candidates will exemplify closely what they discuss. Those who are able to recognise the dilemmas and contradictions inherent in the situation – and the irreconcilability of many of the views – and argue them well, will be well rewarded. It is a question where some candidates may only present vague generalisations or unsupported assertions. It is also one where candidates might forget the need for balance and recognising the existence of other viewpoints. They are asked to ‘discuss how far...’ and so we will be expecting value judgements on that scale.

Any other valid points should be credited.

**08 Discuss the advantages and disadvantages of social networking sites.**

A standard question looking at and evaluating two opposite viewpoints. The candidates' experience of social networking will probably be greater than ours and so they should be able to look at the question with some authority. However, they may as a result express a preferential view which could lead to a lack of balance. Of course, there may be an imbalance of advantages and disadvantages but we would expect the same degree of care to be offered each side of the discussion.

A definition of social networking sites is:

websites through which people can form online communities of friends (for example, Facebook and MySpace).

When someone joins a social networking website they set up their own webpage containing personal details and/or photographs. They then invite other members of the website to become their 'friends'. Access to personal websites can either be unrestricted and available for anyone to see, or restricted to the person's friends. Wikipedia lists around 200 networking sites ranging from the ubiquitous Facebook, with 350 million registered users, through Friends Reunited to some very arcane interest groups. The sub-groups on Facebook are often very peculiar – no doubt candidates will entertain us with those.

Advantages will include

- enabling people with similar interests to interact
- keeping up with friends, possibly across the world
- expanding business
- most sites are free
- instant access to other people – and usually instant response
- being able to share without the need to meet face to face
- ability to mobilise political campaigns quickly to pressurise decision-makers.

Disadvantages include (in no particular order)

- they can (though rarely) be dangerous for young people
- it takes up time, at the expense of other things (homework or time in real personal interaction)
- it can foster a culture of many superficial relationships rather than a few deep ones.
- it tends to be self-centred and narcissistic
- there are dangers in having such information widely available, particularly for those who have social responsibilities
- it can take up time it shouldn't – e.g. British research among 18 – 29 year olds who are spending more than 3 hours a week on such activities at work.

Candidates will be able to add to these lists themselves. Any other valid points should be credited.

**09 Examine the balance between the preservation of the freedom and privacy of the individual and the necessity to ensure the security of the state.**

Candidates are asked to look at the balance between freedoms and security. They should probably reach a reasoned conclusion in this contentious issue and have argued their case in order to reach that conclusion. If no final conclusion is reached, they should have at least recognised the moral, social and legal dichotomies involved.

Issues are likely to include:

- ID cards
- immigration controls
- CCTV
- biometric testing
- use and storage of genetic material
- airport and aeroplane security
- access to phone tapping and mobile phone/text security
- computer access.

Freedom and privacy of the individual may entail examination of civil liberties and social contract theories which to some extent balance rights and responsibilities within the framework of the state.

Issues around state security include:

- prevention of terrorism
- freedom of the state and people to choose and protect a system of government
- questions of judicial trial, detention and habeas corpus
- control and use of weapons.

Issues around freedom and privacy include:

- freedom of movement and assembly
- freedom of information
- freedom of speech and belief
- free press
- freedom from intrusion by the state, press, society.

How far such freedoms can be curtailed by the necessity of state security is a major issue here and better candidates should describe the lines that may be trodden.

Any other valid points should be credited.

**10 Discuss whether it is more important for the UK to maintain the ‘special relationship’ with the USA or to develop closer links with other countries in the EU.**

The Special Relationship was first described as such by Churchill in 1946. It has informed much of our foreign and economic policy and thinking since. However, for much of the early part of the last 65 years Britain’s closest relationship was with the Commonwealth.

At the time of the weakening of links with the Commonwealth, the EEC was formed by the Treaty of Rome in 1957 and Britain joined in 1973. Thus expanded into the present EU.

Candidates might wish to consider some of the following about our ties with the USA:

- Is there still a special relationship?
- What has been the international effect of it (especially recent warfare)?
- What links do we have with the USA (cultural, linguistic, commercial, military)?

And some of the following about the EU

- What are our obligatory links with other EU members?
- What part do we play in Europe? (What links are already in place?)
- What is Euroscepticism? Is it justified?
- What are the advantages of becoming more European (cultural, trading, financial)?
- What effect does European legislation have on the UK?
- What can be a ‘closer’ link (defence, eurozone, foreign policy, sovereignty)?

There is of course, no definitive position on this question. Candidates must argue their case cogently and may well arrive at a balanced or pragmatic position rather than something definite and polarised. In any case many might look carefully at the maintenance/development aspect of the question and discuss the idea of progression from a focus on the USA to one on Europe.

Any other valid points should be credited.

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