



General Certificate of Education
Advanced Subsidiary Examination
January 2012

General Studies (Specification A)

GENA1

Unit 1 AS Culture and Society

Tuesday 10 January 2012 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. 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 and Section B (Questions 2, 3, 4 and 5) in your separate answer book.
- Do any 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 AAnswer **Questions 1.1 - 1.30**Each of the 30 questions carries 1 mark.

Read **Source A** entitled **Is the Renaissance scholar dead?** which is printed in the separate 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 'Renaissance' (paragraph 1) is

- A** a French word meaning 'rebirth'.
- B** an Italian word meaning 'renewal'.
- C** a Latin word meaning 'return'.
- D** a Spanish word meaning 'revival'.

1.2 The Renaissance referred to in the opening line of the passage was characterised by each of the following **except**

- A** a flowering of the arts.
- B** the spread of democracy.
- C** intellectual curiosity.
- D** a renewed interest in science.

1.3 In paragraph 1 Professor Monck criticises the study of each of the following **except**

- A** geography.
- B** religion.
- C** classics.
- D** literature.

1.4 'Are we nuts?' (paragraph 1) is an example of the use of

- A** exaggeration.
- B** jargon.
- C** slang.
- D** vulgarity.

1.5 In paragraphs 1 and 2 Professor Monck criticises the study of the arts because in his view it

- 1** is a waste of money.
- 2** is self-indulgent.
- 3** serves no practical purpose.
- 4** is unlikely to contribute to progress.

Answer

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

1.6 Which **one** of the following points is the author making in paragraph 3?

- A Male graduates cannot get jobs when they leave university.
- B What degree subjects are studied is irrelevant to the economy.
- C More government initiatives are needed to stimulate the employment market.
- D Future students need to choose their subjects of study more carefully.

1.7 Which of the following is the author suggesting in paragraph 4?

- 1 Universities should be more directly involved in job training.
- 2 Subjects offered at university should be geared towards future economic needs.
- 3 The study of liberal arts and humanities does not serve the economy.
- 4 Universities have no real idea what subjects should be taught.

Answer

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

1.8 In paragraphs 4 and 5 Professor Monck emphasises the importance of

- A vocational courses.
- B a broad education.
- C technical knowledge.
- D cooperation with employers.

1.9 'popular fads' (paragraph 6) are by their very nature

- A of universal interest.
- B costly to pursue.
- C attractive to the young.
- D short-lived.

1.10 By 'the CSI effect' (paragraph 6) the author means

- A too many students are applying to study journalism.
- B degrees in forensic science are no more than just a popular fad.
- C students are attracted to forensic science because of a television programme.
- D universities are responding to a genuine need for new vocational courses.

1.11 In paragraph 7 the author would like to see a distinction between those courses which result in employment and those which provide

- A intellectual stimulation.
- B a pleasurable pursuit.
- C part-time income.
- D opportunities for research.

Turn over ►

- 1.12 In paragraph 8 Professor Monck argues that Renaissance scholars would 'look at us with something like disgust' because
- A universities are not producing enough artists.
 - B mathematics was not very popular in Renaissance times.
 - C knowledge of mathematics was expected during the Renaissance.
 - D modern graduates are not appropriately skilled for their place in the modern world.
- 1.13 The author suggests in paragraph 8 that the employment world is becoming
- A more straightforward.
 - B a job-seeker's paradise.
 - C easier to access.
 - D more demanding.
- 1.14 Which of the following best reflects Professor Monck's arguments about publicly funded university courses (paragraphs 1 to 8)? They should be based on
- 1 producing more specific vocational skills.
 - 2 subjects that will prove popular to students of the future.
 - 3 the country's technological and commercial priorities.
 - 4 government initiatives to make the curriculum more relevant.

Answer

- A if 3 alone is correct.
 - B if 1 and 2 only are correct.
 - C if 2 and 4 only are correct.
 - D if all of them are correct.
- 1.15 Which of the following views does Professor Monck express?
- 1 Science graduates are likely to earn more than arts graduates.
 - 2 Unpopular university courses should be scrapped.
 - 3 Arts degrees should not be financed by taxpayers.
 - 4 Standards in mathematics teaching are in decline.

Answer

- A if 1 alone is correct.
 - B if 1 and 3 only are correct.
 - C if 2 and 3 only are correct.
 - D if 3 and 4 only are correct.
- 1.16 Professor Monck makes each of the following points **except**
- A degrees should be relevant to modern careers.
 - B there are too many humanities graduates.
 - C degrees should always be linked to specific careers.
 - D liberal arts courses should not receive state support.

- 1.17** In paragraphs 9 and 10 Professor Grayling suggests that
- A** people are not well equipped for the world of work.
 - B** Aristotle's views on leisure provide part of the solution for modern education.
 - C** people are now far less well-educated than they used to be.
 - D** all students should follow citizenship courses in schools.
- 1.18** The author's argument in paragraphs 9 and 10 is that education is for
- A** learning information.
 - B** getting a job.
 - C** being able to read and write.
 - D** expanding the mind.
- 1.19** As used in paragraph 10, 'accrue' means
- A** accumulate.
 - B** acquit.
 - C** assume.
 - D** adhere.
- 1.20** 'utopian aspirations' (paragraph 12) aim for
- A** a reasonable compromise.
 - B** an imaginative approach.
 - C** an ideal situation.
 - D** academic excellence.
- 1.21** In paragraph 12 the phrase 'expectations follow the latter' implies that
- A** people's ideas of achievable standards will fall.
 - B** education should be freely available up to the age of 20.
 - C** the school curriculum destroys pupils' creativity.
 - D** everybody should have an entitlement to a non-vocational curriculum.
- 1.22** The author's argument in paragraph 12 is that education is too
- 1** narrow.
 - 2** short.
 - 3** basic.
 - 4** easy.

Answer

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

Turn over ►

1.23 In paragraphs 12 and 13 the author

- A** emphasises that education is for life.
- B** criticises the content of the National Curriculum.
- C** undermines the achievements of the education system.
- D** assumes everyone should aim towards higher education.

1.24 In paragraph 14 Professor Grayling's criticisms are aimed at

- A** educationalists.
- B** politicians.
- C** foreigners.
- D** liberals.

1.25 Professor Grayling's statements in his final paragraph exhibit a degree of

- A** racism.
- B** optimism.
- C** naivety.
- D** cynicism.

1.26 According to paragraphs 9 to 14, Professor Grayling's view of the purpose of education is that it should

- 1** continue beyond school, college and university.
- 2** focus specifically on vocational skills and the needs of the economy.
- 3** be broad, liberal and seek to educate the whole person.
- 4** satisfy the needs of individuals rather than the state.

Answer

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

1.27 Which of the following statements about education are made by Professor Grayling?

- 1** It leads to greater social mobility.
- 2** It reduces social inequality.
- 3** It results in better decision making.
- 4** It improves the quality of life.

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.

1.28 A criticism of the current education system made by Professor Grayling is that it

- A** lacks support for continuous education.
- B** has an out-of-date curriculum.
- C** spends tax payers' money inefficiently.
- D** has become too academic.

1.29 On which of the following statements would the two authors most likely agree?

- 1** Education can be an enjoyable experience.
- 2** Education should only have practical applications.
- 3** Education should be linked to economic competitiveness.
- 4** Study can be a life-long process.

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.

1.30 Which of the authors could be expected to approve of a General Studies course?

- A** Professor Monck
- B** Professor Grayling
- C** both of them
- D** neither of them

END OF SECTION A

Turn over for Section B

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
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 From **Source B** identify **three** ways in which UK politicians communicate with voters via the internet. *(3 marks)*

0	3
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 Using your own knowledge outline **three** different ways in which UK politicians communicate with voters other than those mentioned in **Source B**. *(5 marks)*

Read Source C

0	4
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 Using evidence from **Source C** and your own knowledge, explain how young people can be protected from potential dangers whilst using the internet. *(13 marks)*

Read Source D

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 Using evidence from **Source D** and your own knowledge, examine both the positive and negative impacts of the internet as a means of global communication. *(14 marks)*

END OF QUESTIONS