



**General Certificate of Education (A-level)
January 2012**

General Studies A

GENA1

(Specification 2760)

Unit 1: Culture and Society (AS)

Final

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

01 Question 1 is an objective test section marked separately by AQA.

Read Source B

02 From Source B identify three ways in which UK politicians communicate with voters.

(3 marks)

Indicative content

All points must come from the source

- By posting videos on sites such as YouTube
- Using social networking sites to broadcast their own views
- Using social networking sites to listen to constituents' views
- Question and answer sessions may be set up
- Voters may be “poked ”on Facebook
- Latest policy proposals may be “tweeted”

Award 1 mark for each of the above to a maximum of 3 marks. However, maximum mark of 1 to be awarded to students who simply **list** names stated in the source i.e. YouTube, Facebook, and Twitter without any additional development.

03 Using your own knowledge outline three different ways in which UK politicians communicate with voters other than those mentioned in Source B.

(5 marks)

Indicative content

Award 1 mark for each developed point in relation to three of the following, or others that you feel are appropriate, plus up to 2 marks for communication.

- appear on television within a certain programme, chat show, comedy, news etc.
- appear within a television advertisement for a product or government campaign
- take part in a political party broadcast on television
- have their views published in newspapers either as an interview, a report etc.
- appear as a feature within a magazine, including satirical publications
- political leaflets may be designed, printed and circulated
- partake in a radio interview or programme
- as an author, fiction or non fiction
- be featured within a poster campaign, billboards or electronically
- in person, using microphone within cars, buses etc.
- constituency newsletter or bulletin may be published and distributed on a regular basis
- appointments may be made to meet the politician in person during regular surgery times
- politicians may take part in local charity/fundraising events.

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).</p> <p>Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification, focusing on the main points of the question (AO2).</p> <p>Some understanding of different types of knowledge, with some appreciation of their limitation in seeking to reach a reasoned and logical conclusion (AO3).</p> <p>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).</p> <p>Moderate range of arguments, analysis and exemplification covering some of the main points of the question (AO2).</p> <p>Limited understanding of different types of knowledge but some ability to work towards, or achieve, a conclusion (AO3).</p> <p>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).</p> <p>Simple, perhaps mostly unexplained points – or very narrow range – with limited interpretation or analysis and exemplification (AO2).</p> <p>Lacking in understanding of different types of knowledge with little or no evidence of ability to work towards a conclusion (AO3).</p> <p>Variable levels of communication and organisation (AO4).</p>
LEVEL 0	0	<p>No valid response or relevance to the question.</p>

04 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)

When using their own knowledge, candidates might choose to expand from the source, adding examples and information, or might make entirely new points. Credit should be given for either approach. Candidates are expected to offer both source material and their own knowledge to achieve Level 3.

Indicative content

- an Ofcom report should be published annually examining how efficient Government initiatives are that seek to tackle harmful internet content **(S)**
- popular sites should develop content and user guidelines **(S)**
- popular sites should join and fund the various schemes and organisations that seek to protect youngsters online **(S)**
- parents should be provided by the Government with information and support to help them protect their children online **(S)**
- new laws should be drawn up within the UK attempting to control internet content **(OK)**
- a single Government body should be given overall control of internet issues within the UK **(OK)**
- schools should deliver internet safety advice to their students **(OK)**
- parents should ensure that relevant internet safety controls are activated on their home computers **(OK)**
- home computers should be used where parents are aware of what their children are doing **(OK)**
- use of mobile internet technology, laptops, iPads etc. by children should be discouraged **(OK)**
- download limits should be activated **(OK)**
- rules for usage should be agreed between parents and children **(OK)**
- children should be encouraged to report abuse or other relevant problems **(OK)**
- children should be shown how and when the onscreen panic button may be used **(OK)**

Credit should be awarded to students who highlight the sheer difficulty of controlling any aspect of this global communication system.

(S) = Source

(OK) = Own Knowledge

05 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)

When using their own knowledge, candidates might choose to expand points from the source, adding examples and additional information, or might make entirely new points. Credit should be given for either approach. Candidates are expected to cover both parts of the question and offer both source material and their own knowledge to achieve Level 3.

Indicative content

Positive points

- information can be transferred quickly and directly **(S)**
- it has increased the ability to work almost from anywhere on a 24 hour basis **(S)**
- multi national communication availability possibly aiding cultural understanding **(S)**
- wide ranging internet technologies make it easier to communicate, either personally or on a business basis **(S)**
- ability to network with others increased, thus increasing friendships or possible business opportunities **(S)**
- easy to exercise individuality, via own blog, website etc. **(S)**
- information is no longer controlled by a select few media outlets **(S)**
- global growth of internet based businesses able to communicate directly to their customer **(OK)**
- the price of communication may be significantly reduced or virtually free **(OK)**
- breakdown of social isolation via the use of mobile technology **(OK)**
- opening up of democratic debate and political movement within certain countries **(OK)**

Negative points

- interpersonal messaging may have unforeseen detrimental results **(S)**
- user generated content has exploded **(S)**, possibly facilitating the availability of controversial or illegal material for free or a relevant charge **(OK)**
- individuals communicating with other cultures should be aware of possible differences **(S)**
- alternative communication systems have suffered economically **(OK)**
- mobile usage can be intrusive within public places **(OK)**
- internet communication still not fully secure, either individually or on a business basis **(OK)**
- individual addiction to internet usage, considerable time spent online **(OK)**
- growth of internet crime: fraud, personal identity theft, copyright infringements etc. **(OK)**
- growth of cyber bullying **(OK)**
- large areas of internet communications function outside of UK or European law **(OK)**
- published information may not be checked for validity or bias **(OK)**
- growth of global terrorism utilising varying internet communication systems **(OK)**
- lack of Global Control over the internet **(OK)**

Credit should be awarded to students who highlight the sheer difficulty of controlling any aspect of this global communication system.

(S) = Source

(OK) = Own Knowledge

UMS conversion calculator www.aqa.org.uk/umsconversion