



A-LEVEL

General Studies A

Unit 3 (GENA3) A2 Culture and Society
Mark scheme

2760
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Version V1 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from aqa.org.uk

Unit 3 (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.
- Mark schemes for individual questions are based on **levels** (see further guidance below) 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.
- **Answers given in the mark scheme are not necessarily definitive. Other valid points must be credited, even if they do not appear in the mark scheme.**

Approximate distribution of marks across the questions and assessment objectives for this unit (**GENA3**)

Question Numbers	Section A		Section B	Section C	Total AO
	01	02	03–06	07–10	
Assessment Objectives 1	2	2	8	8	20
AO2	4	4	7	7	22
AO3	2	2	5	5	14
AO4	2	2	5	5	14
Total marks per Question	10	10	25	25	70

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see above) when there is any doubt as to the relevance of a student's response. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see AO grid above). For example, in Sections B and C more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
4. Use your professional judgement to select the level that **best** describes a student's work; assign each of the responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. Levels of response mark schemes enable examiners to reward valid, high-ability responses which do not conform exactly to the requirements of a particular level. Length of response should not be confused with quality: a short answer which shows a high level of conceptual ability, for example, must be recognised and credited at that level.
5. **Credit good specialist knowledge when it is applied appropriately to the question, but be aware that the subject is General Studies and responses should be addressed to the general reader. Relevant points that are well developed and substantiated should be well rewarded, as should be arguments that are supported with examples, and not just asserted.**
6. **Answers should be assessed at the level that is appropriate to the expected knowledge and skills of a post-16 General Studies student. Avoid applying greater demands to responses on topics that are more closely related to your own specialist knowledge.**
7. Levels of response mark schemes include either examples of possible students' responses or material which students typically might use. *Indicative content* is provided only as a guide for examiners, as students will produce a wide range of responses to each question. The *indicative content* is not intended to be exhaustive and any other valid points must be credited. Equally, candidates do not have to cover all points mentioned to reach the highest level.

Assessment of Quality of Written Communication (QWC)

Quality of written communication will be assessed in all units where longer responses are required by means of **Assessment Objective 4**. If you are hesitating between two levels, however, QWC may help you to decide.

Marking methods

All examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself... 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the guidance on the previous page about **Levels of Response marking**, and constantly refer to the **specific Level Descriptors** in the mark scheme.
7. **Use the full range of marks.** Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved by your Team Leader, do **not** change your standard of marking.

Marking using QMS+ (red pen on script)

This unit will be marked on the actual script using a red pen. Scripts in your allocation will be posted to you from the school. The marks you award are recorded on the scripts and the marks for each question are entered into the QMS+ software.

1. Mark the full script in red pen.
2. **You must** annotate in the body of the response to acknowledge a creditworthy point.
3. At the end of the response **you must** indicate the level and mark and write a summative comment (see MMS).
NB. Schools/Colleges can request scripts back post results (via Access to Scripts); it is therefore **essential** that the annotation/comments are appropriate, relevant and relate to the mark scheme.
4. Enter the marks for each question in to the QMS+ software.
5. Your assessments will be monitored to ensure you are marking to a consistent standard.
6. Any blank pages in the answer book should be 'ticked' to indicate you have checked the whole booklet for a response.
7. Your administration and meeting deadlines will also be monitored.

Section A

0 1 Assess and account for the differences between the **Sources A** and **B** in both their viewpoint and tone.

[10 marks]

A good answer to this question will analyse the views of both sources and compare them. As always, the use of comparative terms (e.g. on the other hand, conversely, however) is useful in answering this type of question. These should be credited wherever proper contrast and comparison is made.

Similarities and differences in both tone and viewpoint are necessary for a better answer.

There will inevitably be some description of content, though the extent to which that is analysed rather than replicated will help to determine the level. Provenance (Telegraph/ Mirror) could be a discriminating factor.

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

Levels	Marks	Descriptors
Level 3	8 – 10	Good to comprehensive evaluation of both extracts in terms of their difference and tone, showing an awareness of viewpoint and written with fluency and accuracy.
Level 2	4 – 7	Modest to quite good attempt to assess the range of comments, touching on elements of difference and tone, perhaps with some gaps in coverage; written with reasonable clarity and expression.
Level 1	1 – 3	Bare to limited response, with few points to offer and significant gaps in coverage; lacking in clarity and with significant errors in expression.
	0	No valid response to the question.

Points that might be made include:

Source A viewpoint and tone

- press release style (use of future tense)
- is there a distinction between the use of future tense material and reported news?
- the tone is that of government
- presented in a neutral and factual tone
- descriptive of Michael Gove's views
- significance of tone and provenance (political viewpoint for readership of Telegraph).

Source B viewpoint and tone

- critical throughout
- short unsupported personal statements with no balance
- emotive language from the beginning (eg 'banging on')
- attacking Michael Gove's policies
- use of ridicule
- attacking point by point
- significance of tone and provenance (political viewpoint for readership of Mirror)
- more intrusive authorial voice.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 2

How far do you think it is possible or desirable to break down the ‘Berlin Wall between state and private education’?

[10 marks]

This is a stand-alone question which derives from one of Michael Gove’s views in Source A. It is not another exercise in Source Analysis.

We are requesting analysis of the ‘possible’ and ‘desirable’ in the question.

Candidates may legitimately question the use of the ‘Berlin Wall’ by Mr Gove in discussing whether the divide exists, and if so, how it is manifest.

‘**Possible**’ aims would need more analysis of present divisions, some of which are outlined in Source B. They might include whether it is possible to offer state schools some of the ‘advantages’ of independent schools including:

- smaller class sizes
- better facilities
- more academic teaching
- ‘commitment from parents and students’
- ‘qualifications and confidence’.

‘**Desirable**’ features of a more unified approach could include:

- those which help to unify society and lessen divisions
- breaking down entrenched attitudes
- equality of opportunity in life and in access to higher education
- regular and rigorous testing to ensure uniformity of standards achieved
- all standards with high aspirations
- the social background of children and families may render the task impossible
- more extra-curricular activities on offer
- a state education system freely chosen and valued by all parents.

Answers should address the question of whether such aims – if desirable – are achievable, ie possible.

This might include reference to:

- financial considerations
- the complications of different approaches to learning of different individuals
- questions of inclusion and exclusion
- range of pupil aspirations from university to apprenticeships, to trades and professions
- how to measure the success of those who learn at different rates – of the more able, and less able; less motivated and highly motivated – to ensure equality of outcome?
- those for whom school and the maintenance of high standards in some of the areas considered in the sources are not relevant

- most governments are unlikely to alter the status quo.
- Both parts of the question (the ‘possible’ and ‘desirable’) must be addressed to access Level 3.

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

Levels	Marks	Descriptors
Level 3	8 – 10	Good to comprehensive response, able to state clear value judgements and opinions supported by justifications and appropriate references, written coherently and convincingly with fluency and accuracy.
Level 2	4 – 7	Modest to quite good attempt with some supporting 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.
	0	No valid response to the question.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

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

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
LEVEL 4	20 – 25 (6)	Good to very good treatment of the question 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)	Fair to good response to the demands of the question 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)	Limited to modest response to the demands of the question 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)	Inadequate attempt to deal with the question 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).
	0	No valid response or relevance to the question.

Section B

0 3 In many European countries, governments are responsible for the upkeep of historic buildings such as ancient monuments, churches, castles and important industrial sites. In the UK, most of the cost of restoring and repairing such iconic buildings is not provided by the state.

How far should the UK government be responsible for preserving our heritage?

[25 marks]

Specification: 3.5.2, 3.5.3 and 3.5.8

The premise is that Britain is behind much of the rest of Europe in providing funds for repair and upkeep of our heritage.

France's cultural budget for the cultural field (museums, heritage, archaeology, etc.) for 2013 is €3.55 billion (£45 per head). Switzerland's is \$742 million (£55 per head). Britain's is £142 million (£2.20 per head). These are rough calculations and there may be different things demanded of each budget so they will not necessarily be direct comparisons.

The question asks for an assessment of how far? Candidates should acknowledge this and provide a value judgement, either overtly or by implication. Perhaps this may include some comparisons with attitudes in other European countries where tax may be levied for particular upkeep of the heritage.

English Heritage was set up in 1983 and has some government responsibility for preserving historic sites but

- is financially squeezed against other government priorities
- has insufficient money for the task
- has difficult comparative value judgments to make
- is subject to moral decisions about spending priorities.

Candidates should discuss the importance of preserving heritage sites. Reasons for doing so might include:

- historical awareness
- tourist potential
- aesthetic considerations
- significance of a building or structure in a particular place (eg Ironbridge or Styal Mill)
- buildings under risk of collapse or decay
- cost implications beyond the capability of an owner
- National Trust/English Heritage status
- national pride.

Reasons for not doing so might include:

- burden on the state in face of economic situation, welfare costs etc.
- why can't the owners provide? (eg C of E does not generally support repair and restoration of churches and cathedrals)
- buildings in private ownership should access private funding (alternatives include giving them to the NT)
- building not considered of sufficient importance (who decides?).

Possibilities to do so might include:

- a government link with youth/unemployment activities
- heritage grants to local authorities from central government
- tax breaks.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 4

‘Religious and moral education should take place within the home and family rather than being left to places of worship, schools or the media.’

Discuss how far you think that this statement is true.

[25 marks]

Specification: 3.5.4, 3.5.5 and 3.5.6

This question requires careful attention to each of its aspects. The quotation is provocative and expresses a belief that notions of religion and morality should be personal to a family and that it should be the family responsibility to instil these matters into a child.

Firstly, there is a definition of what is meant by ‘religious and moral education.’

Religious education is a matter of passing on the

- stories and teachings of the religion observed by the family
- culture associated with those teachings.

Moral education

- instils notions of behaviour – ideally appropriate to accepted mores of society
- deals with the higher concepts of right and wrong within age appropriate parameters.

There is also the area where religious and moral precepts overlap and that is well worth discussing. Should these be the preserve of the family?

Arguments in favour might include:

- the right to choose to what extent, if any, the family has a religious faith
- the family can choose what is most appropriate for their child
- the views of the family can be sheltered from the influence (or disapprobation?) of others
- the inappropriateness of indoctrination from other sources
- the inaccuracy of information from the media, school and faith groups
- the bias of any of the groups mentioned (worth pursuing in more detail).

Arguments against might include:

- the inaccuracy of teaching from uninformed/ poorly informed parents
- freedom of the individual to believe/ behave as they think fit
- the imperative of religions to worship/learn/pray together in common purpose
- the importance of a shared group of beliefs/views of like-minded people
- the importance of receiving the teaching of comparative religion to gain open-minded understanding.

Any arguments are permissible – especially when well sourced and illustrated.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited

0 5

“Popular culture is a gateway through which many enter in order to discover how the rules that govern majority tastes can be undone, to subversive effect.” (Stephen Mallinder: musician and sound artist)

Explain what you think Stephen Mallinder meant by this statement and explore whether popular artists, musicians and writers attempt to change society or to reflect it.

[25 marks]

Specification: 3.5.1, 3.5.2, 3.5.3 and 3.5.7

The quotation comes from Dr Stephen Mallinder, a founder member of *Cabaret Voltaire*. Candidates will not be expected to identify the author.

Deconstruction of the quotation is essential.

Popular culture:

- any interpretation of popular arts, culture, music, writing could be used appropriately. We know what is meant and do not need to interpret it in any strict fashion.

The gateway:

- implies a way through a barrier – in this case to a freedom of expression which more ‘staid’ arts may not immediately permit
- arguably, a discussion on the quotation’s perceived inability of non-popular (classical? establishment?) arts and cultures to break through the barriers could be fruitful.

The rules that govern majority tastes:

- may apply in any art form
- perhaps are themselves populist (by virtue of being majority)
- may be reactionary (by virtue of being seen as necessary to be broken).

...undone, to subversive effect:

- are capable of being broken simply because they are seen as barriers to freedom of expression
- breaking them would strike a blow for freedom and
- undermine what they may stand for.

The question asks for an explanation of the above and an exploration of a question of whether popular artists, musicians and writers should be subversive – should attempt to change society or reflect it. This needs to be addressed.

Those candidates who are able to quote a range of artists, musicians and writers and say what they produced that attempted either to be subversive or reflective, proactive or reactive, will be on secure ground.

Those who limit themselves to one genre only should not be penalised – the strength of their arguments and the appropriateness of their exemplification are important.

Those, on the other hand, who are vague and cannot give examples of those who broke new ground (and were followed by others in doing so) or those who were more reflecting the status quo, will not fare so well.

Again, we must beware of giving too subjective a response to the candidate's choices. They may well be able to describe groundbreaking or subversive work by authors, musicians and artists we have never heard of. Above all, the subversiveness is seen in such elements as punk rock, so please don't limit your judgments to 'high' culture. If in doubt, please attempt judicious googling and look at the strength of candidates' arguments.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 6

The BBC has for a long time been funded largely through a licence fee bought by users of televisions. The BBC's Royal Charter will soon expire and changes have been suggested.

Examine the implications of scrapping the BBC licence fee and suggest what might replace it.

[25 marks]

Specification: 3.5.1, 3.5.6, 3.5.7 and 3.5.9

The licence fee paid by any household or business watching or recording live television programmes (terrestrial, satellite, cable, or internet) is £145.50 for colour and £49.00 for black and white. In 2012–2013, the BBC raised £3.7 billion through the licence fee and government subsidy to promote age concessions, and its total income through merchandising and programme sales was £5.1 billion.

It is argued that the BBC is

- a flagship organisation representing Britain around the world
- renowned for lack of bias
- free from commercial restraints
- not dependent on editorial pressures
- able to produce minority programmes without risk
- a huge supporter of sports, the arts, education and news.

but that the licence fee is

- a regressive tax
- out of date
- in contravention of ECHR on a freedom to receive information
- collected in a heavy handed manner
- carries criminal penalties (though this may have changed by 2015).

It is also argued that the BBC

- should be subject to the same costs as other broadcasters
- is complacent and stuffy
- must become more competitive.

If the licence fee is scrapped

- millions of pensioners will miss out on reduced or free services
- many people will have to pay more to watch television from other providers such as subscription companies
- the idea of public service broadcasting will be threatened
- the independence of the BBC might have to be compromised
- Britain will lose valuable social cohesion and shared cultural experience.

The services involved are BBC national channels, local channels, iPlayer, 'red button' and the many radio stations covering the whole country.

- would these networks be threatened?
- how valuable are they?

What might replace the licence fee?

- subscription (either full or in part)
- self-generation (cut costs and be more commercially active)
- cable or satellite transmission which can be cut off if payments are not made
- increased fees for downloads
- a PSB tax, as in Finland.

A range of options should be examined and candidates should demonstrate, with examples, an understanding of the issues involved.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

Section C

0 7 It is said that to understand the future you must first understand the past.

How far do you think that this is useful or necessary?

[25 marks]

Specification: 3.5.1, 3.5.6 and 3.5.9

This is an open question (based on 3.5.6) which candidates could interpret in a variety of ways. Is the statement useful and/or necessary?

Can one learn from the past? Historians and sociologists are two groups who might maintain so, but in fact all disciplines are shaped by their past – from literature to physics. It is not too much a step to say that what has happened in the past informs the future.

Confucius said “Study the past if you would define the future....”

Examples might include some of the following:

- the history of disputes – beginning small and escalating
- human development and self-awareness – behavioural adjustment
- how people interact with others in society
- recognising the consequences of particular forms of action in others
- an awareness of how ideologies and values in society have changed
- an understanding of the process of change and its effects.

This isn't a question about crystal ball gazing but of learning from the mistakes of history. In the last century there were repetitive disasters. Examples include:

- two world wars between the same major protagonists
- dictatorships and revolution
- ideological clashes between, for example, communists and non-communists
- arms races
- inability to predict natural events - though data- (and later computer-) modelling of past events has helped to predict the future
- economic recession and boom (shouldn't economists be able by now to solve these problems?).

These are areas where an understanding would be useful. Are they necessary?

As intimated above, there are many areas of existence where lessons are not learned. Perhaps every generation has to make its own mistakes.

There are many other areas that could be included, such as:

- the concept of progress (scientific and social)

- the development of art forms or architecture by trial and error
- the recognition of signs of unrest or dysfunction in society
- the development of medical cures.
- environmental issues.

A proper conclusion should be drawn from the evidence offered.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 8

'It is important that people in the public eye should maintain higher standards of honesty and behaviour than the average person in the street.'

Discuss the implications of this statement and say how far you believe it to be true.

[25 marks]

Specification 3.5.1, 3.5.6, 3.5.8 and 3.5.9

Essentially a question about double standards and the responsibilities that fame and being in the public eye to those so afflicted.

There are two areas of probity here – honesty in particular and good standards of behaviour in other ways.

Candidates need to engage in discussion on the implications of the statement before measuring its truth.

Implications will include:

Questions of standards of morality

- are there absolute standards to which all should aspire?
- do we measure those standards by fame?
- are the same standards expected of public figures as those of ordinary people -an anonymous 6th former as of their parents, the head of the Co-operative Bank or a Minister of State?
- is it OK to steal a pound from your sibling but not to take huge bonuses as a banker?
- does the degree of these differences matter?

Questions as to whether there are different standards of behaviour

- should a student get very drunk? should a teacher...? should a premiership footballer...? should a bishop...?
- who decides what is acceptable behaviour?
- where and what are the boundaries, and are they absolute/permanent?
- are there differences between civil law and moral law?
- what is the impact of the actions of others on ourselves?

These are hopefully the kind of questions that candidates will address.

Are responsibilities absolute for all? Must all people adhere to the same codes?

Are they the same when

- set by personal standards?
- set by a position of responsibility for others?
- set by responsibility due to position (eg MPs)?
- set by being known (eg TV actors/celebrities)?

This aspect should give them plenty of food for thought.

It is likely that they will be able to offer a sliding scale of morality and responsibility, perhaps reflecting that the press has a huge part to play in pursuing others and ignoring their own shortcomings.

Hopefully they will reach conclusions as a result of their arguments and support their assertions with plenty of relevant illustration.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 9

Britain has experienced its first coalition government for more than 40 years.

Discuss how this coalition may have affected the attitudes and principles of supporters of the main political parties.

[25 marks]

Specification: 3.5.6 and 3.5.8

The effect of the first UK coalition government in recent years on voters and MPs was that there had to be a compromising of position and views of the parties involved in it – to a greater and lesser extent – and a re-aligning of the main opposition party as well.

What was the position?

During the coalition government there were: 303 Conservatives, 257 Labour, 56 Lib Dems, 8 Democratic Unionists, 6 Scottish Nationalists, 5 independents, 5 Sinn Fein, 3 Plaid Cymru, 3 Social Democratic and Labour Party and 1 each for Alliance, Respect and Greens, plus the Speaker. This gave a working majority to the Coalition.

What effect did the coalition have on Conservative voters and MPs?

- it gave them (and kept them in) power
- the Conservatives have dominated the coalition's agenda – diagnosing the need for smaller government, greater diversity in service providers and localism and have implemented these principles in key departments of state
- introduced sweeping reforms in health, education and welfare
- stuck broadly to an expected right of centre agenda
- appear to have given little in return to the Lib Dems.

What effect did the coalition have on Lib Dem voters and MPs? They appear to be the junior partner in the coalition and have compromised on key principles such as

- 'Mansion' tax
- cutting welfare payments
- promised amnesty for asylum seekers
- scrapping tuition fees
- new nuclear power stations
- green initiatives

Thereby weakening the Lib Dem plank of having the 'principled vote', but it gave them a place of power that they haven't enjoyed before and they had more of a chance to put forward Lib Dem policies and attitudes.

What effect did the coalition have on Labour voters and MPs?

- frustration
- gives Labour a double target
- being able to take the 'principled stance' formerly belonging to Lib Dems

- many Lib Dem voters moving to Labour
- Conservative voters moving to UKIP could have weakened the Tory poll chances.

The question has asked for reference to 'the major political parties'. The influence on the smaller parties mentioned at the outset of these notes is arguably much less overall than that of the major participants in government. It might be quite difficult to argue the question from their standpoint but there may be individuals who attempt to. If these answers do not give substantial reference to the three major parties they will be unlikely to cover the question adequately.

This may be a place to discuss the shortcomings of the present electoral system. Certainly UKIP had the 3rd biggest support and gained only one seat. However it is not really a question about this issue.

In the light of 2014's European elections, and possibly of 2015's election it would be wise to accept that UKIP may be considered a main political party. (Further advice will be given at the time of the examination.)

Of course, it could also be argued that for many voters and MPs it didn't bring huge changes and it is a matter of normal political manoeuvring in other European countries and the European parliament itself.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

1 0

A study by the Institute for Fiscal Studies has shown that the days when each generation could expect to be better off than their predecessors might be ending.

Discuss the social implications of this assertion and say how and why this could be the case.

[25 marks]

Specification: 3.5.1, 3.5.6 and 3.5.9

According to the Guardian the main findings of the IFS report were:

- since the war, steady growth has meant each generation had higher incomes and living standards than the one before
- those born in the 60s and 70s are less likely to own a home
- the trend stalled in the past decade, with individuals born in the 60s and 70s having the same take-home pay as workers born a decade earlier
- the children of the 60s and 70s had higher incomes during early adulthood than their predecessors but spent the extra
- compared with those born in the 40s and 50s, they are likely to have smaller private pension pots and will find that the state pension replaces a smaller slice of their earnings prior to retirement.

The IFS said: “The main conclusion is that individuals born in the 60s and 70s are likely to be reliant on inherited wealth if they are to be any better off in retirement than their predecessors. Many more people in younger cohorts expect to inherit wealth; but expected inheritances are distributed unequally and are higher for those who are already wealthier. The results suggest that the rapid improvement in economic outcomes across birth cohorts that we have seen in recent decades may be coming to a halt.”

The social implications are many. Median incomes are not rising as they did. At age 30, the real median income for someone born in the 70s was 20% higher than someone born in the 60s, 52% higher than that of someone born in the 50s and 77% higher than for someone born in the 40s. As a result, the 1960s and 1970s cohorts had higher living standards during early adulthood than their predecessors had, but they have not actively saved more take-home income than their predecessors had by the same stage in life. This causes a problem with pensions and welfare, especially as the age when the state pension may be taken is being delayed.

Additionally

- more people are starting working life with a huge debt compared to the free university education enjoyed by older people
- many more go to university now – graduates have high aspirations but there are no longer commensurate jobs
- houses are more difficult to afford and independence is less easy to maintain in generations born in the 80s
- incomes are now no higher and interest rates are low
- fewer people have a guaranteed private or occupational pension as these pension pots become squeezed.

The arguments are quite straightforward and those who are aware of these trends and their implications should score highly.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.