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AS

# General Studies A

Unit 1 (GENA1) AS Culture and Society  
Mark Scheme

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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](http://aqa.org.uk)

**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.*

<b>1.1</b>	<b>A</b>	<b>1.16</b>	<b>D</b>
<b>1.2</b>	<b>B</b>	<b>1.17</b>	<b>C</b>
<b>1.3</b>	<b>D</b>	<b>1.18</b>	<b>A</b>
<b>1.4</b>	<b>C</b>	<b>1.19</b>	<b>A</b>
<b>1.5</b>	<b>B</b>	<b>1.20</b>	<b>D</b>
<b>1.6</b>	<b>A</b>	<b>1.21</b>	<b>C</b>
<b>1.7</b>	<b>B</b>	<b>1.22</b>	<b>C</b>
<b>1.8</b>	<b>C</b>	<b>1.23</b>	<b>B</b>
<b>1.9</b>	<b>D</b>	<b>1.24</b>	<b>C</b>
<b>1.10</b>	<b>A</b>	<b>1.25</b>	<b>B</b>
<b>1.11</b>	<b>B</b>	<b>1.26</b>	<b>A</b>
<b>1.12</b>	<b>C</b>	<b>1.27</b>	<b>A</b>
<b>1.13</b>	<b>A</b>	<b>1.28</b>	<b>D</b>
<b>1.14</b>	<b>D</b>	<b>1.29</b>	<b>B</b>
<b>1.15</b>	<b>B</b>	<b>1.30</b>	<b>D</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.
- Mark schemes for individual questions worth more than just a few marks are usually 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 **Unit 1, Section B (GENA1/2)**

Question Numbers		Q2	Q3	Q4	Q5	Total marks for Section B
<b>Assessment Objectives</b>	<b>AO1</b>	-	3	3	4	10
	<b>AO2</b>	3	-	4	3	10
	<b>AO3</b>	-	-	2	3	5
	<b>AO4</b>	-	2	4	4	10
<b>Total marks per question</b>		<b>3</b>	<b>5</b>	<b>13</b>	<b>14</b>	<b>35</b>

## 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).
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.**

## Assessment of Quality of Written Communication (QWC)

7. 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.

## Determine a mark

8. Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.
9. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.
10. Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.
11. An answer which contains nothing of relevance to the question must be awarded no marks.

## 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.

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**Read Source B**

Give **three** ways in which the author of **Source B** suggests that sport is important to society.

[3 marks]

**Indicative content:****ALL POINTS MUST COME FROM THE SOURCE**

- for some, winning in sport is more important than life or death
- sport can enhance aspects of personal development such as self-discipline, courage and self-sacrifice thus creating a moral equivalent of war (PLEASE DO NOT SPLIT COMMENTS FOR FULL MARK)
- media coverage surpasses that of the economy, politics or any other single topic
- it occupies a major portion of television programming with many dedicated channels
- for some it is more important than their religion.

**1 mark for each of the above up to a maximum of 3 marks**

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 Using **your own knowledge only**, briefly outline **three** reasons why participation in sport may be important to the individual.

[5 marks]

*Award one mark for each developed point in relation to **three** of the following areas, or **others** that you may feel are appropriate, **plus** up to 2 marks for communication (AO4).*

**Indicative content:**

Responses may focus on either the active or the passive

- provide a form of relaxation, stress relief in contrast to a busy lifestyle
- promotion of a healthy lifestyle, which may impact on work life balance
- facilitate opportunities for wider friendship circles by meeting or competing against fellow sports people
- introduce aspects of teamwork that may help the development of sharing strategies and the skills and benefits of collaboration
- present opportunities to represent their local or national community
- opportunities may exist for amateur sports participants to become semi or fully professional and make their living from the sport
- the sheer pleasure gained from a certain sport that the individual has chosen as their hobby
- watching a sporting event 'live' can allow one to feel that sense of participation
- support of a particular person or event, eg attending the Commonwealth Games in Glasgow

**Any other valid points should be credited.**

**Questions 04 and 05: Levels mark scheme for all assessment objectives.**

<b>Level of response</b>	<b>Mark range</b>	<b>Criteria and descriptors for Assessment Objectives 1–4</b>
LEVEL 3	11 – 13 (14)	<p><b>Good response to question</b></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><b>Reasonable response to the question</b></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><b>Limited response to the question</b></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>
	0	<b>No valid response or relevance to the question.</b>



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**Read Source C**

Using evidence from the **Source C and your own knowledge**, discuss to what extent the government should exert more control over extreme sports.

**[13 marks]**

**Refer to the Levels Mark Scheme on page 8**

*Candidates are expected to address the “extent”, mentioned in the question, by offering some judgement or opinion. There are numerous prompts in the source, however the question requires candidates to respond to the issues rather than simply reiterate them. More able candidates may well use their own knowledge to focus on other examples of extreme sports.*

*Candidates may wish to argue that more government control may be inappropriate.*

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

**Reminder**, there are up to 4 marks available for communication (AO4).

**Indicative content:**

**(S)** = SOURCE      **(O)** = OWN KNOWLEDGE

- some people argue that there is already enough regulation that controls and limit these sports **(S)**
- we live in health and safety-conscious times with approach of the “nanny state” going too far and imposing unnecessary restrictions on people’s lives **(S)**
- ultimately the participant should take responsibility for themselves **(S)**
- part of the thrill of such sports is matching yourself against the elements **(S)**
- people have a right to do this **(S)**
- good safety record of this and similar sports, with few deaths **(S)**, but risk is an accepted feature of extreme sports compared with mainstream sports **(O)**
- severe injury or deaths may put an additional strain on the NHS, especially when large scale events are organised **(O)**. Additional compulsory personal health insurance may prove helpful in lessening this situation **(O)**
- the additional danger aspect may cause significant consequences for both spectators, support staff and possibly volunteer rescue teams **(O)**
- the concept of extreme sports continues to develop as people extend their demands for higher level, more riskier challenges, often supported by the public’s demand for increasing spectacle **(O)**
- use of natural areas are a right to the participants and the public, however environmental damage may result **(O)**
- different sports would require different degrees of regulation and this might result in either increased or decreased participation **(O)**
- some extreme sports are being extended into dangerous social activities fuelled by television programmes or social media postings, eg free diving to tombstoning **(O)**.

**Any other valid points should be credited.**

**0 5****Read Source D**

Using evidence from **Source D and your own knowledge**, discuss the importance of the role played by the media and other organisations in encouraging more female participation in sport.

**[14 marks]****Refer to the Levels Mark Scheme on page 8**

*Candidates are expected to address the “importance”, mentioned in the question, by offering some judgement or opinion. There are numerous prompts in the source, however the question requires candidates to respond to the issues rather than simply reiterate them. More able candidates may well use their own knowledge to focus on other media sources.*

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

**Reminder**, there are up to 4 marks available for communication (AO4).

**Indicative content:****(S) = SOURCE      (O) = OWN KNOWLEDGE**

- media coverage of the contribution made by both able and disabled athletes during the London Olympics 2012 were a reminder of women being able to deliver extraordinary things **(S)**, and at that time playing a significant role in encouraging more female participation in a wide range of events
- increasing media coverage of key women’s football and rugby matches as the dominant sports in the country is increasing participation **(S)**
- additional support from the FA or Premier League could enhance the coverage and thus participation **(S)**
- the committed TV coverage of female sport by certain subscription channels, alongside the televising of internationals by the BBC and ITV, is increasing exposure and creating encouragement **(S)**, however, domestic competitions are ignored and a women’s sports channel does not seem a feasible option **(S)**, consequently there has been variable improvement in these areas
- radio and newspaper exposure is much more limited **(S)**, this may prove a cause for concern **(S)**, especially with respect to newspapers which may choose only sensational aspects, thus effect may be variable.
- expansion of dedicated magazines may well be regarded as improving the image of a wide range of sports to female readers and encourage participation, though sales may vary significantly and depend on a wide range of factors, thus the effect is difficult to assess **(O)**
- coverage of high profile sports, where gender equivalence appears successful, (eg golf, Solheim Cup and tennis, Wimbledon) continues to be important in highlighting the contribution of women in the development of that sport **(O)**
- media pressure may continue to seek equality for women participants, in terms of prize money, club membership and facilities, thus creating continuing encouragement **(O)**
- the contribution of school PE and sports clubs is vital to initiate early entry for girls into sport **(O)**
- government educational policy and related funding is vital for this to prove successful as education must seek to counteract aspects of society which may discourage female participation **(O)**
- aspects of puberty and problems associated with key health issues may cause participation issues **(O)**

- continuing media coverage of aspects of female fashion may prove detrimental to participation (O)
- increasing the role of successful female sports participants, observers or officials into the wider aspects of media coverage may well prove significant as girls may see these people as future role models (O)
- changing public perception may at times prove problematic both in terms of sports like beach volleyball or those that encourage harsher physical contact eg boxing (O)
- the global nature of sport and related media coverage via satellite and internet is continuing to play a vital role in increasing access and changing attitudes (O)
- human nature and whatever gender is examined, there must be a realisation that there are people who, whatever they are exposed to, may actually have little or no interest whatsoever in sport and so media influence is limited (O).

**Any other valid points should be credited.**