

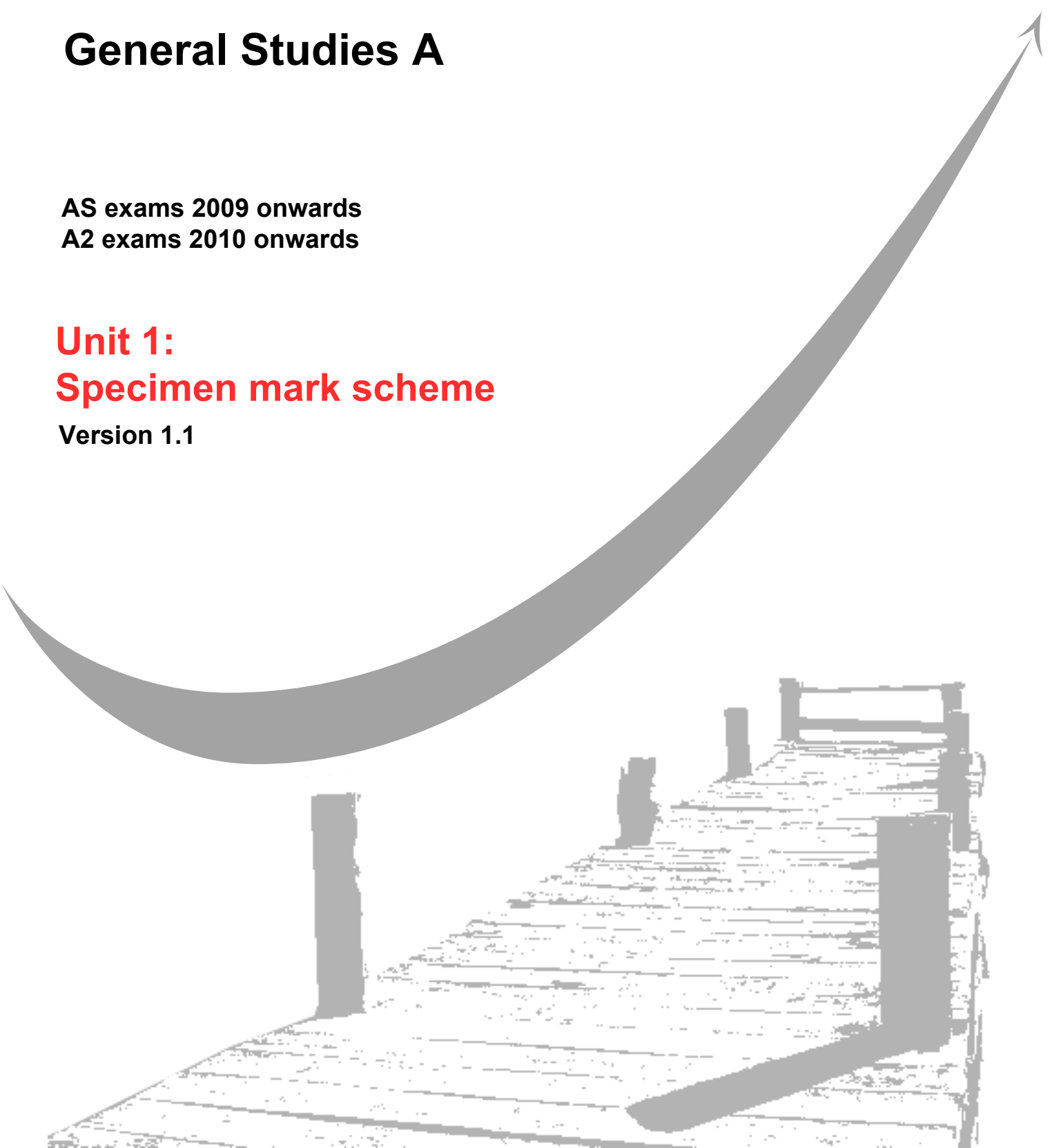
**GCE**  
**AS and A Level**

# **General Studies A**

**AS exams 2009 onwards**  
**A2 exams 2010 onwards**

## **Unit 1:** **Specimen mark scheme**

**Version 1.1**



The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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**GENERAL STUDIES A (AS)**

**SPECIMEN UNITS**

**UNIT 1 : SECTION A**

**List of keys**

<b>1.1 B</b>	<b>1.11 B</b>	<b>1.21 A</b>
<b>1.2 B</b>	<b>1.12 B</b>	<b>1.22 A</b>
<b>1.3 C</b>	<b>1.13 C</b>	<b>1.23 B</b>
<b>1.4 B</b>	<b>1.14 A</b>	<b>1.24 C</b>
<b>1.5 A</b>	<b>1.15 C</b>	<b>1.25 C</b>
<b>1.6 D</b>	<b>1.16 C</b>	<b>1.26 D</b>
<b>1.7 D</b>	<b>1.17 D</b>	<b>1.27 A</b>
<b>1.8 D</b>	<b>1.18 D</b>	<b>1.28 C</b>
<b>1.9 A</b>	<b>1.19 A</b>	<b>1.29 A</b>
<b>1.10 B</b>	<b>1.20 D</b>	<b>1.30 D</b>

## Unit 1 Section B (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 three 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	Total marks for Section B
Assessment Objectives 1	3	3	4	10
2	3	4	3	10
3	-	2	3	5
4	2	4	4	10
<b>Total marks per Question</b>	<b>8</b>	<b>13</b>	<b>14</b>	<b>35</b>

**Q1 Question 1 is an objective test section marked separately by AQA.**

**Q2 Read Source B**

- (a) Using your own words, give three reasons from *Source B* in favour of removing religious veils. (4 marks)
- (b) Using your own knowledge, give three reasons against removing religious veils in certain circumstances. (4 marks)

Full credit can only be given for answers written predominantly and accurately in a candidate's own words.

**Indicative content**

**(a) (Reasons in favour of removing religious veils)**

- Behaviour which is generally understood to be socially acceptable ('social etiquette' / 'good manners').
- Wearing veils as a religious symbol might conflict with rules for school uniform/dress.
- Candidates seeking to be an MP need to appear visually on equal terms/more balanced gender representation in parliament requires men and women to be seen in equal terms by voters.
- If women wish to compete equally in society it will be harder to do so when the veil creates a barrier between them and men.

Award 1 mark for each of the above, to a maximum of 3 marks + 1 mark for accurate communication, predominantly in own words.

**(a) (Reasons against removing religious veils)**

- Wearing the veil is an important symbol for people of a particular faith.
- Wearing the veil is a matter of personal preference/freedom.
- Tolerance/recognition of cultural diversity is an important feature of a free society.
- Retaining the veil in the presence of a male preserves a sense of modesty.

Award 1 mark for each of the above, or for any other valid point drawn from own knowledge, to a maximum of 3 + 1 mark for accurate communication.

### Questions 3 and 4: Level 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)	<b>Good response to question</b> Good to comprehensive knowledge and understanding and approach demonstrating overall grasp of the range and nature of issues (AO1). Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification, focusing on the main points of the question (AO2). Some understanding of different types of knowledge, with some appreciation of their limitation in seeking to reach a reasoned and logical conclusion (AO3). Ability to communicate clearly and accurately in a fluent and organised manner (AO4).
LEVEL 2	6-10	<b>Reasonable attempt to answer question</b> Modest to quite good knowledge and understanding demonstrating some grasp of the nature of some key issues (AO1). Moderate range of arguments, analysis and exemplification covering some of the main points of the question (AO2). Limited understanding of different types of knowledge but some ability to work towards, or achieve, a conclusion (AO3). Mostly clear and accurate communication and organisation (AO4).
LEVEL 1	1-5	<b>Limited response to question</b> Restricted/narrow knowledge and understanding of key issues (AO1). Simple, perhaps mostly unexplained points – or very narrow range – with limited interpretation or analysis and exemplification (AO2). Lacking in understanding of different types of knowledge with little or no evidence of ability to work towards a conclusion (AO3). Variable levels of communication and organisation (AO4).
LEVEL 0	0	<b>No valid response or relevance to question</b>

### Q3 Read Source C

**Using evidence from Source C, and your own knowledge, examine the extent to which there is evidence of gender imbalance and discrimination against women in classical music.**

**(13 marks)**

#### **Indicative content:**

##### *From source*

- BBC 2006 proms season of 73 concerts did not feature a single woman conductor.
- Over 270 pieces of music in the main concerts were composed by men.
- There were 50 male soloists but only 10 females.
- Historically, women composers have had a bad deal.
- Do (overwhelmingly male) promoters and record executives favour females musicians who are young and pretty (presumably to increase sales)?
- Women play a bigger part in professional music making than ever before.
- Overwhelming predominance of girls in youth orchestras. (Musical squaddies – but what of the conductors and composers who make up the officer class?)
- BBC should be above ‘selection by looks’. “And, in fairness, it usually is”.
- “It’s dangerous to generalise.”

##### *From own knowledge*

- Generally agreed that there is equal access to music schools (barriers more likely to be financial/cultural than gender-based).
- Glass ceiling could apply in classical music as it does in other occupations.
- Women in many areas of life are often judged on different criteria, thus reinforcing stereotypes and ‘sex object’ claims. Sexism may be less common than it was but almost certainly still exists.
- Traditional values and deeply held prejudices are slow to change.
- Much of the evidence is anecdotal rather than empirical. (Examples used in the source may not be typical.)
- Orchestras have an equal gender balance (although males may predominate in areas like brass and percussion and women in the string section).
- We are not really sure why there are relatively few females in prestigious positions such as conductors and composers. Discrimination may be difficult to prove but cannot be ruled out.

Any other valid points should be credited.

#### 4 Read Source D

**Using evidence from Source D, and your own knowledge, discuss how the main issues raised concerning females and work might best be addressed.** (14 marks)

##### **Indicative content:**

##### *Issues raised*

- Enduring culture in schools and workplaces that females are more suited to certain kinds of work (the five 'c's – caring, cashier, clerical, cleaning and catering). (S)
- Job segregation still exists, contributing to unequal pay (gender pay gap described as “complex” with “no one solution”). (S)
- Women may often be working well below their abilities which is a waste of talent and worsens Britain's position in a competitive global market. (S)
- Women may be personally unfulfilled if they work below their capabilities. (S)

##### *Tackling issues raised*

- “Fundamental change necessary to our school and workplace cultures.” (S)
- Need for programmes to improve vocational training, work-tasting for primary school pupils, more varied work experience in non-traditional areas and apprenticeships for women. (S)
- Need to focus change on schools and changes in thinking (probably from an early age) with perhaps more attention in curriculum being given to non-traditional subjects. (OK)
- Must be recognised that some women are more likely to choose certain kinds of work/working patterns for family reasons. (OK)
- Some members of both sexes might find comfort and reassurance in reaffirming and supporting traditional stereotypes in choosing certain kinds of work. People do not always like to be seen as ‘different’. (OK)
- Trade unions might do more to recruit female members and to give them better protection at work. (OK)
- Improved child care facilities would help many women. (OK)
- More emphasis on female role models in different areas of life (beyond the celebrity culture). (OK)
- The law appears to give women considerable protection in the workplace but it needs more effective enforcement. (OK)
- Redress can be a long and complicated process. Penalties for discrimination are not always sufficient to act as a deterrent. (OK)
- Politicians do not always give a positive lead. (OK)
- Change takes time and it usually takes place incrementally with values shifting slowly over generations. (OK)

Any other valid points should be credited.

(S) = Source

(OK) = Own knowledge