



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

General Studies 1766

Specification B

GENB1 Conflict

Mark Scheme

2009 examination - January series

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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.

- Candidates will often perform at a uniform level across the four Assessment Objectives. Sometimes, though, their performance will be uneven across the AOs.
- The mark awarded for a response should reflect the relative weightings of AOs for the unit (see below).
- **Thus, for Unit 1, knowledge and understanding (AO1) and marshalling evidence and drawing conclusions (AO2) have equal weight. These should determine the level (1 – 5) to which the response is allocated.**
- Whether communication is clear and accurate (AO4) – and, to a lesser extent, whether fact and opinion are distinguished (AO3) – should determine the mark within the level.
- **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.**

Distribution of marks across the questions and assessment objectives for Unit 1

Question Numbers		Q1	Q2	Q3	Q4	Q5	Total marks
Assessment Objectives	1	10	10	10	10	10	30
	2	10	10	10	10	10	30
	3	4	4	4	4	4	12
	4	6	6	6	6	6	18
Total marks per Question		30	30	30	30	30	90

(n.b. candidates answer 3 out of 5 questions)

1 Pressure groups exist to bring about change on a range of issues such as world poverty or animal welfare.

How far do you agree that pressure groups do bring about change?

You might consider:

- **the issues on which pressure groups campaign**
- **the impact that pressure groups might have**
- **the place of pressure groups in a democratic society.**

(30 marks)

Candidates might make the following points:

- issues are often resolved as a result of intervention by pressure groups
- they usually have a single focus, which brings the issue into the public eye
- members of pressure groups feel strongly about the issue and are motivated to make change happen
- pressure groups might resort to tactics that alienate public opinion
- they can be short-lived as the issue loses its high profile
- the government can intervene to protect the rights of those targeted by pressure groups.

Any other valid points should be credited.

Level 1 (25 – 30)

- A very good response showing keen awareness of the potential tensions inherent in the existence of pressure groups and the way they bring about change (AO1)
- Well-chosen examples are given of one or more pressure groups that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the values embodied in pressure groups and of their position in a democratic society (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 (19 – 24)

- A good response showing awareness of the conflict inherent in the existence of pressure groups in a democratic society (AO1)
- Examples of pressure groups are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the values implicit in pressure groups and of their possible position in a democratic society (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

Level 3 (13 – 18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; no specific pressure groups are referred to, but there is some credible argument (AO2)
- There is reference to the significance of pressure groups, though there may be no development of the values implicit in them (AO3)
- There are errors in the language used, but these do not impair communication; the response has some structure (AO4).

Level 4 (7 – 12)

- A limited response showing little awareness of how pressure groups might bring about change (AO1)
- No examples of pressure groups are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the values implicit in pressure groups (AO3)
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief (AO4).

Level 5 (1 – 6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the values held by pressure groups (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information.

2 The work of artists such as Picasso, writers such as Shakespeare and composers such as Mozart hold little appeal for the majority of people.

Discuss whether or not the arts are truly open to us all.

You might consider:

- **what we mean by ‘the arts’**
- **how easy it is for us to access and enjoy the arts**
- **the value we place on the arts.**

(30 marks)

Candidates might make the following points:

- the arts can be defined in many ways
- many of the arts can be experienced at no or low cost
- art appreciation can be a statement of personal values, society’s values or financial value
- some knowledge is needed to truly understand the arts
- the arts industry is commercial and must make a profit to survive. Access to the arts can be expensive and beyond the reach of many
- factors such as location, media coverage and the opinion of critics influence what is available and what is successful.

Any other valid points should be credited.

Level 1 (25 – 30)

- A very good response showing keen awareness of the arts and their accessibility (AO1)
- Well-chosen examples are given of one or more of the arts and artists’ work that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the values embodied in the arts and of the position of a variety of people in relation to the arts (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 (19 – 24)

- A good response showing awareness of the way the arts are accessible (AO1)
- Examples of the arts and artists’ work are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the values implicit in the arts and of the position of people in relation to the arts (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

Level 3 (13 – 18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; no specific artists are referred to, but there is some credible argument (AO2)
- There is reference to the significance of the arts, though there may be no development of the values implicit in them (AO3)
- There are errors in the language used, but these do not impair communication; the response has some structure (AO4).

Level 4 (7 – 12)

- A limited response showing little awareness of how the arts might be accessible(AO1)
- No examples of the arts are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the values implicit in the arts (AO3)
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief (AO4).

Level 5 (1 – 6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the value of the arts (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information.

3 Of every £7 spent by consumers in the UK, £1 is spent at Tesco supermarkets. To what extent are large supermarket chains a positive thing for consumers?

You might consider:

- **the range of services offered by large supermarket chains**
- **how competition might benefit customers**
- **whether biggest is always best.**

(30 marks)

Candidates might make the following points:

- supermarket chains provide greater product choice
- they provide convenient, one-stop shopping
- economies of scale ensure value for money; quality assurance ensures best value
- they are more likely to import food across large distances, adding to their carbon footprint
- smaller shops may go out of business, thereby reducing choice for the consumer
- monopolies can be created, leading to higher prices and poorer quality goods.

Any other valid points should be credited.

Level 1 (25 – 30)

- A very good response showing keen awareness of the conflicts inherent in supermarket competition. (AO1)
- Well-chosen examples are given of one or more of supermarket chains that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the how competition might or might not benefit the consumer(AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 (19 – 24)

- A good response showing awareness of the potential conflicts in the role of supermarkets for consumers(AO1)
- Examples of the supermarket chains are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the concept of competition and how supermarkets might or might not benefit the consumer (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

Level 3 (13 – 18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; no specific chains are referred to, other than Tesco, but there is some credible argument (AO2)
- There is reference to benefits to the consumer, though there may be no development of why they might be desirable or not (AO3)
- There are errors in the language used, but these do not impair communication; the response has some structure (AO4).

Level 4 (7 – 12)

- A limited response showing little awareness of the role of supermarkets (AO1)
- No examples of the chains are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the values implicit in the idea of competition (AO3)
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief (AO4).

Level 5 (1 – 6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the value of competition (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information.

4 'People in the news should expect their lives to be open to public scrutiny.'

How far do you agree that such people give up their right to privacy?

You might consider:

- **why people's lives become newsworthy**
- **the rights and responsibilities of people in the news**
- **the value we attach to having a private life.**

30 marks

Candidates might make the following points:

- if people lead newsworthy lives, they should expect interest from others
- the public has a right to know the news, especially when it affects them
- people in the news are influential; they become opinion leaders and role models; therefore, their actions should be scrutinised.
- they may not choose to be in the news
- news stories are often sensationalised, which can damage lives
- people in the news are entitled to a private life, like everyone else.

Any other valid points should be credited.

Level 1 (25 – 30)

- A very good response showing keen awareness of the conflict between being in the news and privacy (AO1)
- Well-chosen examples are given of privacy/lack of privacy that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the values attached to safeguarding privacy and of the position of a variety of people in relation to it (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 (19 – 24)

- A good response showing awareness of the way being in the news might conflict with privacy (AO1)
- Examples of privacy/lack of privacy are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the values implicit in safeguarding privacy and of the position of people in relation to it (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

Level 3 (13 – 18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; there is some credible argument (AO2)
- There is reference to the significance of privacy, though there may be no development of the values inherent in it (AO3)
- There are errors in the language used, but these do not impair communication; the response has some structure (AO4).

Level 4 (7 – 12)

- A limited response showing little awareness of how being in the news might impact upon privacy (AO1)
- No examples are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the values inherent in privacy (AO3)
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief (AO4).

Level 5 (1 – 6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the values inherent in privacy (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information

5 'People have always been aggressive towards each other – it is a natural instinct.'

Discuss whether or not aggression is a natural instinct that is beyond our control.

You might consider:

- **the nature of aggressive behaviour**
- **in what circumstances people become aggressive**
- **why some people are more or less aggressive than others.**

(30 marks)

Candidates might make the following points:

- aggression is a basic biological response caused by increased testosterone levels
- aggression is an expression of the survival instinct
- we might respond differently to triggers, but we are all capable of aggressive acts, even the most passive
- no-one is aggressive all the time
- aggression management techniques can be taught to help people handle their aggression, to solve problems with words rather than actions
- people learn to be aggressive or to control their aggression as a result of social influence.

Any other valid points should be credited.

Level 1 (25 – 30)

- A very good response showing keen awareness of how aggression is expressed and how it might be controlled (AO1)
- Well-chosen examples are given of behaviours that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the concept of human aggression and of the position of a variety of people in relation to it (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 (19 – 24)

- A good response showing awareness of the conflict between instinctive aggression and self-control (AO1)
- Examples of behaviours are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the concept of human aggression and of the position of people in relation to it (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

Level 3 (13 – 18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; few behaviours are referred to, but there is some credible argument (AO2)
- There is reference to the significance of human aggression, though there may be no development of the values inherent in it (AO3)
- There are errors in the language used, but these do not impair communication; the response has some structure (AO4).

Level 4 (7 – 12)

- A limited response showing little awareness of how aggression might be managed (AO1)
- No examples of behaviours are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the significance of human aggression (AO3)
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief (AO4).

Level 5 (1 – 6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the significance of human aggression (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information.