



## **General Certificate of Education**

# **General Studies 1766** *Specification B*

**GENB1      Conflict**

## **Mark Scheme**

*2010 examination - January series*

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

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Set and published by the Assessment and Qualifications Alliance.

## 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
<b>Assessment Objectives</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
	<b>2</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>12</b>
	<b>4</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>
<b>Total marks per Question</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>90</b>

**(NB. Candidates answer 3 out of 5 questions)**

**1 About 35 million people in the UK shop online every year – and the number is growing.**

**How far does online shopping mean that small businesses can compete successfully with large ones?**

**You might consider:**

- **why people might choose to shop online**
- **how online businesses attract their customers**
- **the quality of service provided by businesses online.**

**(30 marks)**

Candidates might include the following:

- small online businesses can reach a large target market, offering convenient 24/7 shopping, the same as large businesses
- reduced overheads mean competitive prices for the customer
- small online businesses are able to offer the same quality of service as large companies
- large businesses benefit from economies of scale that would elude small businesses
- whether online or not, businesses require a certain level of investment; for example, to buy and distribute stock
- large businesses use their established reputation to secure business.

Any other valid points should be credited.

**Level 1 (25 – 30 marks)**

- A very good response showing keen awareness of the potential tensions between large and small businesses [AO1]
- Well-chosen examples are given of one or more businesses that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the concept of quality embodied in different companies and the potential effect of size on them [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

**Level 2 (19 – 24 marks)**

- A good response showing awareness of the tensions between large and small businesses [AO1]
- Examples of businesses are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the concept of quality in different companies and the potential effect of size on them [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

**Level 3 (13 – 18 marks)**

- A competent response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no businesses are referred to by name, but there is some credible argument [AO2]
- There is reference to the significance of the concept of quality, though there may be no development of 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 marks)**

- A limited response showing little awareness of the tensions between large and small businesses [AO1]
- No examples of businesses are given and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of quality of service [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 marks)**

- 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 companies [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

**(0)** No response, or no relevant information.

**2 Schools and colleges aim to encourage their students to show understanding and tolerance of the beliefs of others.**

**Discuss how successfully schools and colleges achieve this aim.**

**You might consider:**

- **the ways that schools and colleges encourage tolerance and understanding**
- **how easy or difficult it is to show tolerance towards others**
- **whether schools and colleges and society share similar values.**

**(30 marks)**

Candidates might include the following:

- schools and colleges can shape the attitudes of young people from an early age when they are more malleable
- schools and colleges teach skills such as empathy, cooperation and listening through the curriculum and the hidden curriculum that develop tolerance
- schools and colleges operate within the context of a multi-cultural society, which means greater exposure to others' beliefs and more likelihood of tolerance.
- other groups, such as family and friends, might have more influence over the attitudes of young people
- young people tend to mix with those of similar backgrounds and beliefs
- not all schools are heterogeneous and may promote different values e.g. faith schools.

Any other valid points should be credited.

**Level 1 (25 – 30 marks)**

- A very good response showing keen awareness of the potential tensions for schools and colleges in terms of those who hold different beliefs [AO1]
- Well-chosen examples are given of one or more different beliefs that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of the values held by schools and colleges and society [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

**Level 2 (19 – 24 marks)**

- A good response showing awareness of the conflict for schools and colleges in terms of those who hold different beliefs [AO1]
- Examples of different beliefs are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the significance of the values held by schools and colleges and society [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

**Level 3 (13 – 18 marks)**

- A competent response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no specific beliefs are referred to, but there is some credible argument [AO2]
- There is reference to the values of schools and colleges and society, though there may be no development [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

**Level 4 (7 – 12 marks)**

- A limited response showing little awareness of how there might be tension for schools and colleges in terms of those who hold different beliefs [AO1]
- No examples of beliefs are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values of schools and colleges and society [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 marks)**

- 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 of schools and colleges and society [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

**(0)** No response, or no relevant information.

**3 Police Authorities now have recruitment targets for women, black, and Asian officers to boost recruitment from under-represented groups.**

**Discuss whether positive discrimination towards such groups might be helpful to society.**

**You might consider:**

- **why there might be a need for positive discrimination**
- **the effects of positive discrimination**
- **the values represented in positive discrimination.**

**(30 marks)**

Candidates might include the following:

- without positive discrimination some groups would not get a fair chance
- it helps to correct imbalances in society and ensure that the workforce reflects society
- positive discrimination for some means negative discrimination for others
- it could have a negative effect on some individuals, who may feel they are victims of tokenism or that those who have benefited have not have earned their position
- it could increase tension between different groups in society
- it may be seen by some as interference by the state.

Any other valid points should be credited.

**Level 1 (25 – 30 marks)**

- A very good response showing keen awareness of the potential tensions inherent in positive discrimination [AO1]
- Well-chosen examples are given of one or more areas of discrimination beyond the police service that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of positive discrimination [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

**Level 2 (19 – 24 marks)**

- A good response showing awareness of the conflict inherent in positive discrimination [AO1]
- Examples of areas of discrimination beyond the police service are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the concept of positive discrimination [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

**Level 3 (13 – 18 marks)**

- A competent response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no specific areas of need are referred to, but there is some credible argument [AO2]
- There is reference to the significance of positive discrimination, though there may be no development of the concept [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].



**Level 4 (7 – 12 marks)**

- A limited response showing little awareness of the concept of positive discrimination [AO1]
- No examples of discrimination are given and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of positive discrimination [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 marks)**

- 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 positive discrimination [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

**(0)** No response, or no relevant information.

- 4 A headline in *The Independent* newspaper responded to the Government's announcement that the school-leaving age will be raised to 18 by calling the idea 'plain daft'. (24 January 2008)**

**To what extent should the press challenge the government?**

**You might consider:**

- **the types of challenge made by the press**
- **the impact that the press might have**
- **the role of the press in a democratic society.**

**(30 marks)**

Candidates might include the following:

- issues are often brought into the public eye that might otherwise have been overlooked
- the press can act as a catalyst for change
- the press can represent the public, giving them a voice
- the press can go too far and may cause damage to government or politicians
- reporting is not always accurate, giving a wrong impression of government/policy
- much of the press is owned by individuals or corporations that are unelected but have their own political agenda.

Any other valid points should be credited.

**Level 1 (25 – 30 marks)**

- A very good response showing keen awareness of the latent tensions between the press and government [AO1]
- Well-chosen examples are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the role of the press in a democratic society [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

**Level 2 (19 – 24 marks)**

- A good response showing awareness of the potential conflict between the press and government [AO1]
- Examples are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the role of the press in a democratic society [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

**Level 3 (13 – 18 marks)**

- 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 democracy, though there is little development of any argument about how this relates to the role of the press [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

**Level 4 (7 – 12 marks)**

- A limited response showing little awareness of the role of the press in relation to government [AO1]
- No examples are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the role of the press in a democratic society [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 marks)**

- 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 role of the press in a democratic society [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

**(0)** No response, or no relevant information.

**5 'The more electronic equipment we have, the more there is to go wrong.'**

**To what extent does such electronic technology make our lives easier?**

**You might consider:**

- **electronic equipment in the workplace and in the home**
- **our dependence on electronic technology**
- **whether such technology improves the quality of our lives.**

**(30 marks)**

Candidates might include the following:

- machines are more efficient than people and enable more complex operations
- workplace technology is cost-effective and is often cheaper than employing people
- technology is time-saving and labour-saving, leaving more time for other activities.
- when technology fails, there is often no back-up; the job stops
- over-complicated functions mean that technology is not used to its full potential by many
- people may lose valuable, transferable skills
- reliance on technology might lead to laziness and obesity.

Any other valid points should be credited.

*Candidates might not differentiate between electrical/electronic equipment and should not be penalised for this.*

*Candidates might discuss technology beyond the workplace or the home. This should be credited.*

**Level 1 (25 – 30 marks)**

- A very good response showing keen awareness of the potential tensions inherent in using technology [AO1]
- Well-chosen examples are given of one or more technologies that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the way technology improves the quality of lives [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

**Level 2 (19 – 24 marks)**

- A good response showing awareness of the conflict inherent in using technology [AO1]
- Examples of technologies are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the way technology improves the quality of lives [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

**Level 3 (13 – 18 marks)**

- A competent response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no specific technologies are referred to, but there is some credible argument [AO2]
- There is reference to the significance of technology, though there may be no development of the way it improves the quality of lives [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

**Level 4 (7 – 12 marks)**

- A limited response showing little awareness of the tensions inherent in technology [AO1]
- No examples of technologies are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the impacts of technology on the quality of lives [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 marks)**

- 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 impact of technology on the quality of lives [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

**(0)** No response, or no relevant information.