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**General Certificate of Education
June 2010**

GENERAL STUDIES

GENB1

Unit 1 Conflict

Mark Scheme

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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

(NB. Candidates answer 3 out of 5 questions)

01 'Taggers paint graffiti on walls and call it art; I call it vandalism.'

Discuss how the arts affect people in different ways.

You might consider:

- **what people mean by the arts**
- **what the effect of the arts might be on different people**
- **how our values are represented in the arts.**

(30 marks)

Candidates might include the following:

- the arts provide an experience for everyone that is personal to them
- the arts form such a large part of popular culture; it is likely that everyone will be affected to some degree
- the arts push the boundaries of acceptability and so bring about change
- for many, the arts hold little interest or have little influence
- some people see the arts as no more than an investment or a status symbol
- the arts might extend our thinking and encourage us to view the world from a different perspective.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the tensions inherent in the arts and different people [AO1]
- Well-chosen examples are given of one or more of the arts that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values embodied in the arts and the ways they influence different people [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 the arts and different people [AO1]
- Examples of the way the arts affect people in different ways are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the values implicit in the arts and the ways they influence different people [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4]

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples of the way the arts affect people in different ways, but they are generalised; the work of no specific artists is referred to, but there is some credible argument [AO2]
- There is reference to the significance of the arts, although there may be no development of their impact on different people [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 different people might relate to the arts [AO1]
- No examples of the work of specific artists are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the relationship between the arts and different people [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 relationship between the arts and different people [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4]

(0) No response, or no relevant information.

02 In 2008 Cadbury relaunched the 1980's chocolate bar, 'Wispa', in response to an internet-based campaign by consumers.

Discuss the extent to which consumers influence or are influenced by companies' marketing techniques.

You might consider:

- **the range of product choice**
- **the techniques companies use to market their products**
- **whether company values reflect consumer values.**

(30 marks)

Candidates might include the following:

- consumer demand can influence product provision
- a range of techniques including promotions and advertising are used to persuade us to buy
- within a product range, goods are often similar; so there is little real choice
- some marketing is unsuccessful and products do not sell well
- companies would not have large marketing budgets if they did not get a good return
- some consumers choose to support companies that share their own values.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the potential tensions between consumer choices and marketing strategies employed by companies [AO1]
- Well-chosen examples are given of one or more ways in which marketing influences, or not, consumer choices; these examples support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of marketing for consumer choice [AO3]
- Communication is clear, accurate, and the argument is structured [AO4]

Level 2 (19 – 24 marks)

- A good response showing awareness of the conflict between consumer choices and marketing strategies employed by companies [AO1]
- Examples of the ways marketing influences, or not, consumer choices are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the significance of marketing for consumer choice [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4]

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no specific companies or marketing strategies are referred to, but there is some credible argument [AO2]
- There is reference to the significance of marketing, although there may be no development of its relationship with consumer choice [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 marketing might influence consumer choices [AO1]
- No examples of companies or marketing strategies are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the relationship between marketing and consumer choices [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 relationship between marketing and consumer choices [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4]

(0) No response, or no relevant information.

03 The saying, 'Money talks', suggests that with money comes power and influence. How far do you agree that the wealthy have an advantage over the less well-off in society?

You might consider:

- **how people come to be wealthy**
- **the impact of wealth or lack of it on quality of life**
- **the importance we attach to money.**

(30 marks)

Candidates might include the following:

- money can open doors to powerful social and business networks
- the socio-economically disadvantaged are more likely to achieve less educationally, live in poverty and be more involved with criminal activity
- wealth often comes with inherited status and power in society
- in a meritocracy, people can acquire wealth through educational achievement, talent and skill
- some of the most successful entrepreneurs come from humble roots; from economically disadvantaged families
- the UK is a capitalist society where wealth is highly valued and the aspiration of many.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the tensions between the positions of those with and those without wealth in society [AO1]
- Well-chosen examples are given of one or more people or positions that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of wealth and the ways it influences the lives of different people [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 the positions of those with and those without wealth in society [AO1]
- Examples of the way wealth affects people are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the significance of wealth and the ways it influences the lives of different people [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4]

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no specific people or positions are referred to, but there is some credible argument [AO2]
- There is reference to the significance of wealth, although there may be no development of its impact on different people [AO3]
- There are errors in 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 wealth affects those with and those without wealth [AO1]
- No examples of people or positions are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the relationship between wealth and different people [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 relationship between wealth and different people [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4]

(0) No response, or no relevant information.

04 'If more young people played sport, there would be less violence in society.'

To what extent do you agree that taking part in sport reduces aggressive behaviour?

You might consider:

- **the characteristics of different sports**
- **the part aggression plays in sport**
- **the values represented in sport.**

(30 marks)

Candidates might include the following:

- self-discipline is an important trait of any sports person
- most sports have a written set of rules
- all sports have an unwritten set of rules that reflect their ethos and encourage good sportsmanship
- aggression is integral to some sports and is encouraged to enhance performance
- the channelling of aggression into sport means there is less left over for violence elsewhere
- by its very nature, competitive sport places people in opposition to each other
- some sporting heroes provide poor role models, resorting to aggressive behaviour both on and off the sports field.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of how aggression is expressed in sport and how it might be channelled [AO1]
- Well-chosen examples are given of one or more sporting behaviours that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values embodied in sport and the ways they influence different people [AO3]
- Communication is clear, accurate, and the argument is structured [AO4]

Level 2 (19 – 24 marks)

- A good response showing awareness of the conflict between active participation in sport and self-control [AO1]
- Examples of aggression are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the values implicit in sport and the ways they influence different people [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4]

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no specific sporting behaviours are referred to, but there is some credible argument [AO2]
- There is reference to the significance of sporting rules, although 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 marks)

- A limited response showing little awareness of how sport might channel or cause aggression [AO1]
- No examples of sporting behaviours are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in sport [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 implicit in sport [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4]

(0) No response, or no relevant information.

05 The government plans to raise the school-leaving age to 18; it also wants all cars to be fitted with transmitters that would enable motorists' speed to be monitored at all times.

Discuss whether it is right that the government should have such a large influence on our lives.

You might consider:

- **the government laws and policies that most affect our lives**
- **the balance between our rights as individuals and the needs of society**
- **our freedom of choice.**

(30 marks)

Candidates might include the following:

- laws and policies are needed to ensure that society functions smoothly
- the government is elected democratically to represent the views of the electorate
- the interests of the majority must sometimes take precedence over the interests of individuals
- if the government exercises too much control, we could become a “nanny state” where people cease to take responsibility for their own lives
- it is the role of government to give direction and effect change
- we have freedom, within parameters, in many aspects of our lives.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the extent of our rights and responsibilities in a democratic society [AO1]
- Well-chosen examples are given of these rights and responsibilities, other than those in the stem, that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of our right to believe and express ourselves freely [AO3]
- Communication is clear, accurate, and the argument is structured [AO4]

Level 2 (19 – 24 marks)

- A good response showing awareness of the conflict between rights and responsibilities in a democratic society [AO1]
- Examples of rights and responsibilities are given, other than those in the stem, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the need for rights and for responsibilities towards others in exercising those rights [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4]

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, other than those in the stem, but they are generalised; no specific rights or responsibilities are referred to, but there is some credible argument [AO2]
- There is reference to the significance of rights and responsibilities, although 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 marks)

- A limited response showing little awareness of rights and responsibilities in a democratic society [AO1]
- No examples of rights and responsibilities are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of what it might mean to be free and express ourselves freely [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 what it might mean to be free and express ourselves freely [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4]

(0) No response, or no relevant information.