



General Certificate of Education

General Studies 1766 *Specification B*

GENB1 Conflict

Report on the Examination *2010 examination - June series*

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General Comments

The paper was accessible to candidates. Most answers contained a good range of appropriate examples, although weaker responses tended to be over-reliant on examples given in the questions themselves.

The majority of candidates used the cues provided to structure their answer. This paper tests all four of the assessment objectives (AOs), although not with equal weighting. Many candidates did not address AO3, which demands an appreciation of different types of knowledge and is the most demanding of the AOs, as fully as the others. This continues to prevent some from accessing the higher assessment levels.

Question 1

Many answers were narrowly focused on graffiti only, taking their lead from the question stem. These answers, however, were often thorough, offering some good knowledge and understanding of the intention and impact of graffiti on a range of different people such as the artists themselves, the media, the local community, young and older people. They differentiated between constructive, skilled graffiti art that delivers a message, and destructive, non-skilled graffiti associated with gang culture and violation of other people's property. Many were aware of the work of Banksy, often in some depth, and were able to quote renowned examples of his work.

Some candidates mentioned other genres, such as music, dance, literature, film and theatre, but these tended to be fleeting references, rather than development of how these arts affect different people.

Some answers were too generic, discussing in broad terms what "different people", often not named even by group, might get out of the arts, such as inspiration, motivation and expression of emotions.

The best answers developed ideas of the effect of the arts on a wide range of different people, such as tourists, consumers, art critics, artists and the general public, giving a broad range of specific examples in the arts, ranging from the Mona Lisa and the works of Emin in the Tate Modern to Dubai World.

Cue 3 was less well-addressed than the other cues. The best answers gave a good account of how art can reflect the contemporary values of society, such as war poetry and propaganda art, or the political and social messages often contained in graffiti art.

Question 2

Many answers were narrowly focused on the example given in the stem. Weaker answers repeated the Wispa example, offering little beyond that given in the stem. As with question 1, however, those answers often covered a range of issues within the context of Cadbury products. Many candidates quoted the Cadbury advert featuring the gorilla and the Phil Collins song to exemplify the power of adverts that use association as a technique. Better answers picked up on the stem and identified other internet campaigns that had an effect, usually Rage Against the Machine's Christmas Number One.

There was more discussion of the ways that companies' marketing techniques influence consumers than of how consumers influence the companies, but the argument does not need to be evenly balanced. Better answers discussed a range of marketing techniques, illustrating their impact via well-chosen supporting examples, such as the use of catch-phrases and jingles to ensure that consumers are constantly reminded of the product, and techniques such as product placement and promotional offers. There was, however, recognition that companies are ultimately in the hands of the consumer, since it is only through sales that companies can make a profit.

The first and second cues were generally well-addressed, although the third cue presented more of a challenge. Candidates had less understanding of the concept of company values, with only a few recognising values such as fair trade as affecting consumers. Pertinent examples included the Nestlé's baby-milk controversy and Primark's exploitation of cheap labour from LEDCs.

Question 3

The question was generally well understood by most candidates. A small number gave general responses about wealth rather than relating their answers to the specific focus of whether the wealthy have an advantage over the less well-off, but most kept a clear focus on the question.

Candidates covered a range of points, often following the structure of the cues and giving appropriate exemplification. Most differentiated between the different sources of wealth acquisition, such as inheritance, hard work or sheer luck. This led them to a discussion of the relative benefits of being wealthy, usually in terms of a range of material possessions and access to services such as private education or private healthcare.

Better answers showed understanding of social mobility as a means to increasing personal wealth and quoted some pertinent examples of successful people who came from humble beginnings, but had the necessary determination and drive to become wealthy. Alan Sugar and Richard Branson were commonly quoted examples. Many candidates also showed good awareness of the "get rich quick" celebrity culture that pervades our society, again supported by relevant examples of celebrities such as Kerry Katona and Katie Price.

Weaker answers assumed an extremity of rich and poor and tended to present a very stereotypical view of the "Lord of the Manor" with his inherited wealth versus a homeless person with no money, job or possessions. Better responses explored the idea of wealth and poverty on different levels, not only in UK society, but also in a global context. Some showed awareness of the relative poverty kept in check by the welfare state that exists in the UK comparing it with the struggle for survival that many encounter in developing countries.

Most candidates addressed cue 3. Whilst many took the view that the wealthy do have an advantage over the less well-off, reassuringly, most candidates countered the desire to become wealthy with the argument that money can't buy happiness, friends or family, although this was not always as developed as it might have been. There was less awareness of the disadvantages of being wealthy, although better answers recognised the heavy tax burden on the very wealthy and the likelihood of over-indulgence leading to health problems or dissatisfaction and a lack of a sense of personal achievement.

Question 4

Most candidates answered this question quite well. The three cues were generally well-used. The least successful answers were too generic, often lacking structure and making little or no

reference to specific sports or, conversely, listing many sports with little or no reference to how participation in sport might reduce aggression.

The majority included a range of sports at both team and individual level and in relation to contact and non-contact sports; common examples were football, rugby and boxing. There was an awareness of the differences between controlled aggression in a games situation and uncontrolled aggression off the pitch, such as at the West Ham v Millwall game. Similarly, better answers showed awareness of the differences between competitive and non-competitive sport in terms of the desire to win and required levels of discipline.

Only a few discussed the role of the referee and the degree of respect afforded. A few candidates referred to the impact of the negative behaviour of sporting stars as role models, such as John Terry, Tiger Woods and Steven Gerrard and the positive behaviour of others such as David Beckham and Lewis Hamilton.

Many candidates were able to articulate the values represented in sport, discussing how teamwork, sportsmanship and respect for the rules of the game can have a positive impact on reducing aggressive behaviour.

Some responses mentioned opposing teams shaking hands after an aggressive game on the pitch, thereby visibly demonstrating a good example to fans.

Question 5

Although the question stem refers to the school-leaving age and transmitters in cars, the question itself gave candidates the opportunity to discuss any way in which the government influences our lives. Many candidates, however, restricted their answers to the two examples given. This often, therefore, limited their answers in terms of examples and breadth of discussion. Many did not progress beyond their disbelief that 16 year olds should be made to study A-Levels. They took "school"-leaving literally, saying that many needed to follow BTec or apprenticeship courses.

Those who did progress beyond the stem gave a variety of relevant examples to illustrate government decisions that supported or challenged the argument that the government should influence our lives. The most common examples were the use of CCTV, the introduction of ID cards, speed cameras and body scanners at airports. Weaker answers simply listed laws and policies but did not develop them.

Most answers covered all three cues to some degree. Answers usually achieved a balanced argument between the government providing stability and protection for the country and the right to privacy of individuals. Some candidates saw the potential for anarchy or dictatorship if we were to move outside the current system. Better answers provided a balance between the government intervening to protect and create greater fairness in society and the need for *laissez-faire* to allow for entrepreneurship and the development of the individual.

There was some recognition that the government is an elected body which has a mandate from the country to govern. The best answers discussed the latest election results and whether this government can claim to represent the majority of the country. There were also some references to the need for a new system of voting as promoted by the Liberal Democrat party.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.