



**General Certificate of Education (A-level)
June 2011**

General Studies B

GENB1

(Specification 2765)

Unit 1: Conflict

Final

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 ‘Newspapers no longer deserve to be called newspapers; they are more like magazines.’

How far do you agree that newspapers no longer contain news?

You might consider:

- **what we mean by ‘news’**
- **the place of newspapers in a multimedia society**
- **the balance between fact and opinion.**

(30 marks)

Candidates might include:

- news means different things to different people
- many newspapers are published daily and report on daily events; magazines are usually published weekly or monthly
- newspapers have to offer more than news if they are to compete with other news media such as the Internet and television
- most newspapers report on at least the main news stories
- most newspapers contain non-news items such as competitions, advertisements and TV listings
- quality newspapers have a higher ratio of news-to-views columns than popular papers.

Any other valid points should be credited.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the tensions within the newspaper industry [AO1]
- Well-chosen examples are given of one or more newspapers and stories that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the balance between fact and opinion in newspapers [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 24 marks)

- A good response showing awareness of the tensions within the newspaper industry [AO1]
- Examples of newspapers and stories are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the balance between fact and opinion in newspapers [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 newspapers or stories are referred to, but there is some credible argument [AO2]
- There is reference to the balance between fact and opinion in newspapers, although 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 the issues facing the newspaper industry [AO1]
- No examples of newspapers or stories are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the balance between fact and opinion in newspapers [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 balance between fact and opinion in newspapers [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.

02 ‘Young people these days have never had it so good.’

Discuss the view that, although young people in the UK have more opportunities than ever before, they also have more responsibilities.

You might consider:

- **the opportunities and responsibilities that different young people have**
- **what society expects of young people**
- **whether young people and society share similar values.**

(30 marks)

Candidates might include:

- young people are under pressure to succeed in education and in their careers
- responsible adulthood starts later; people begin work, marry and have children later in life
- environmental concerns about the future of the planet place a burden on young people
- the state takes responsibility for many areas of our lives that were the responsibility of individuals
- socio-economic status affects both opportunities and responsibilities in positive and negative ways
- society is more open to diversity and is accepting of different lifestyles
- society can be judgemental of the behaviour and apparently hedonistic values of young people.

Any other valid points should be credited.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the tension between the responsibilities and opportunities facing young people [AO1]
- Well-chosen examples are given of one or more areas of responsibility and opportunity that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of responsibility and opportunity and the way they influence the lives of young 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 responsibilities and opportunities facing young people [AO1]
- Examples of the impact of responsibility and opportunity on young people are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the significance of responsibility and opportunity and the way they influence the lives of young 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 responsibilities or opportunities are referred to, but there is some credible argument [AO2]
- There is reference to the significance of responsibility and opportunity, although there may be no development of their impact on young 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 the issues around responsibility and opportunity facing young people [AO1]
- No examples of responsibilities or opportunities are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concepts of responsibility or opportunity and their impact on young 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 concepts of responsibility or opportunity and their impact on young people [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.

03 At Christmas, fewer primary schools are having Nativity plays, in favour of non-religious or multi-faith performances.

Discuss how such developments might encourage children to be more tolerant of the beliefs of others.

You might consider:

- **the many ways in which schools encourage tolerance**
- **the impact of such developments inside and outside schools**
- **whether religious belief has any place in schools.**

(30 marks)

Candidates might include:

- schools can shape the attitudes of children through the curriculum and ethos of the school
- secular and multi-faith approaches can still provide moral and religious guidance for children
- the UK has Christian roots that should be understood by children and preserved for the future
- our multi-cultural society should be reflected in the practices of schools
- there are greater influences than school on the attitudes of children
- Christians might become less tolerant of other beliefs as a result of the omission of a Christian festival
- in an evermore secular society, religion has less place in schools.

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 encouraging tolerance [AO1]
- Well-chosen examples are given of one or more actions, other than that in the stem, that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the concept of tolerance and the possible impact of actions on it [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 24 marks)

- A good response showing awareness of the tensions inherent in encouraging tolerance [AO1]
- Examples of actions, other than that in the stem, are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the significance of the concept of tolerance and the impact of actions on it [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 actions are referred to, but there is some credible argument [AO2]
- There is reference to the significance of tolerance, although 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 issues inherent in encouraging tolerance [AO1]
- No examples of actions are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of tolerance [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 concept of tolerance [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.

04 ‘Modern technology used in weapons and communications means that war is now far less likely.’

To what extent do you agree with this statement?

You might consider:

- **the capabilities of modern weapons and communications technologies**
- **the part weapons play in bringing about war and in keeping peace**
- **whether it is right to use weapons to threaten war.**

(30 marks)

Candidates might include:

- modern technology enables war to be conducted impersonally and at a distance
- weapons can act as a deterrent to war; the effects of their devastation are widely acknowledged
- laser technology allows for greater accuracy of weapons
- the purpose of satellite surveillance technology is defensive; designed to avoid war
- in the hands of terrorists or a military dictator, weapons can be used aggressively and can provoke conflict
- weapons do not cause war or keep peace; that is the remit of those who control them
- communication systems can direct weapons.

Any other valid points should be credited.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the tensions brought about by weapons and communications technology and the part they might play in bringing about war or keeping peace [AO1]
- Well-chosen examples are given of weapons and communications technology that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the morality of the use of weapons and communications technology [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 24 marks)

- A good response showing awareness of the tensions brought about by weapons and communications technology and the part they might play in bringing about war or keeping peace [AO1]
- Examples of weapons and communications technology are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the significance of the morality of the use of weapons and communications technology [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 weapons or communications technology is referred to, but there is some credible argument [AO2]
- There is reference to the significance of the morality of the use of weapons and communications technology, but there may be little 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 issues inherent in weapons and communications technology [AO1]
- No examples of weapons or communications technology are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the morality of the use of weapons and communications technology [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 morality of the use of weapons and communications technology [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information,

5 Most manufacturers of hi-tech electronic goods now have outlets for their products in high street stores, specialist shops, supermarkets and on the Internet.

How far do you agree that competition benefits customers?

You might consider:

- **why customers might choose to buy from one company rather than another**
- **the long-term consequences of competition**
- **how much quality counts.**

(30 marks)

Candidates might include:

- competition gives consumers greater product choice
- prices are lowered as companies compete for a market share
- competition may be limited because smaller companies cannot compete on equal terms with larger ones
- larger competitors have been known to form cartels and introduce price-fixing
- manufacturers and retailers will always seek to make a profit, regardless of the competition
- product availability does not always equate to quality of product or service.

Any other valid points should be credited.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the tensions inherent in a competitive market [AO1]
- Well-chosen examples are given of one or more areas of competition, other than that in the stem, that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of how competition might or might not benefit the consumer [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 a competitive market [AO1]
- Examples of areas of competition, other than that in the stem, are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the significance of competition and how it might or might not benefit the consumer [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 that in the stem, but they are generalised; no specific areas of competition are referred to, but there is some credible argument [AO2]
- There is reference to the significance of competition, although there may be no development of how it might or might not benefit the consumer [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 issues inherent in a competitive market [AO1]
- No examples of competition are given, other than that in the stem, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the significance of competition or of how it might or might not benefit the consumer [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 significance of competition for consumers [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.

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