



**General Certificate of Education (A-level)  
January 2012**

**General Studies B**

**GENB3**

**(Specification 2765)**

**Unit 3: Power**

**Final**

***Mark Scheme***

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## INTRODUCTION

The nationally agreed assessment objectives in the Ofqual 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 3, the ability to marshal evidence and draw conclusions [AO2] is the primary determinant of the level (1 to 5) to which a response is allocated.**
- Knowledge and understanding [AO1] will lend or withdraw support for the allocation.
- Whether fact and opinion are distinguished [AO3], and whether communication is clear and accurate [AO4] have equal weight, and 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 3

Question Numbers	Q1	Q2	Q3/4	Total marks
<b>Assessment Objectives</b> 1	5	5	10	20
2	7	7	14	28
3	4	4	8	16
4	4	4	8	16
<b>Total marks per Question</b>	20	20	40	80

**01 'Our rights are fully protected by UK and international law.'**

**Argue in favour of the above statement, using examples of your own as well as those in Texts A and B. (20 marks)**

Points that might be made:

- basic rights are identified and codified
- a variety of punishments exist to penalise and deter
- those convicted can appeal if they feel wrongly treated
- human rights cover all of society, including those in gaol
- governments review laws and amend when they are not working well
- courts interpret laws and have guidance on sentences based on precedent
- international law ensures a consistent level of protection at a global level.

Other valid points must be credited.

**Level 1 (17 – 20 marks)**

- A very good response showing a keen awareness of how we are fully protected and our rights maintained; both the task and the texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, showing how we are protected [AO2]
- There is critical analysis of the ways in which the law operates to protect rights [AO3]
- Communication is clear and accurate and the argument is well structured and comes to a convincing conclusion [AO4].

**Level 2 (13 – 16 marks)**

- A good response showing awareness of the ways in which we are protected and how this varies dependent on the level of threat; task and texts are understood [AO1]
- One or more non-text examples are given, indicating how protection works to the benefit of individuals and society [AO2]
- There is analysis of the ways in which the law operates to protect rights [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical with an attempt at an overall conclusion [AO4].

**Level 3 (9 – 12 marks)**

- A competent, generalising response, showing some awareness of the ways in which the law serves to defend us; text and task are broadly understood [AO1]
- There may be examples, probably from similar areas or personal experience, or taken directly from the texts, but with little or no interpretation; nevertheless the task is understood and there is some credible argument [AO2]
- There is reference to the ways in which the law works, but there may be little distinction between fact and opinion over the issue [AO3]
- There are likely to be errors in the language used, but these should not impair communication; the response has some structure but probably lacks a considered conclusion [AO4].

**Level 4 (5 – 8 marks)**

- A limited response showing little awareness how the law works; there may be misunderstanding of texts and the task may be challenged [AO1]
- Examples from beyond the text are absent or poorly chosen and there is little evidence of any argument or structure [AO2]
- Limited understanding is shown of the task or of the issue of the law and there is little or no distinction between fact and opinion [AO3]
- Errors of language may begin to impair communication; there is little structure and the response may be brief [AO4].

**Level 5 (1 – 4 marks)**

- An inadequate response showing little understanding of the central issue and of texts and task. The task may be answered from the opposite perspective so that arguments are invalid [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- No understanding is shown of how the law operates or of the facts that might support such a case [AO3]
- Language is inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

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

**02 'Our choices are determined by experts and media personalities.'**

**Argue against the above statement, using examples of your own as well as those in Texts C and D. (20 marks)**

Points that might be made:

- we are independent and can make our own decisions
- experts can present technical and complex arguments that cannot be readily understood
- the internet and electronic systems allow everyone access to goods from across the world, regardless of location
- those in the media are prone to errors and inconsistencies that undermine their influence
- arts critics are less influential than friends and family in the choices we make
- despite highly publicised campaigns, people still make consumer choices on price.

Other valid points must be credited.

**Level 1 (17 – 20 marks)**

- A very good response showing a keen awareness of the way in which people make independent choices; both the task and texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, perhaps from personal experience, supporting the view that media critics are not important [AO2]
- There is critical analysis of the ways in which people make choices independent of those in the media [AO3]
- Communication is clear and accurate and the argument is well-structured and comes to a convincing conclusion [AO4].

**Level 2 (13 – 16 marks)**

- A good response showing awareness of the way that people make choices; both the task and texts are clearly understood [AO1]
- One or more non-text examples are given, showing how little influence media critics have [AO2]
- There is analysis of the ways in which people make choices [AO3]
- Communication is mostly clear and accurate and structure is reasonably logical, with an attempt at an overall conclusion [AO4].

**Level 3 (9 – 12 marks)**

- A competent and generalising response showing awareness of the ways in which people make choices; texts and task are broadly understood [AO1]
- There may be examples, possibly taken directly from the texts, but with little or no interpretation; nevertheless, the task is understood and there is some credible argument [AO2]
- There is reference to the ways in which people make choices, but there may be little distinction between fact and opinion over this issue [AO3]
- There are likely to be errors in the language used, but these should not impair communication; the response has some structure but probably lacks a considered conclusion [AO4].

**Level 4 (5 – 8 marks)**

- A limited response showing little awareness of the issues; there may be misunderstanding of texts and task [AO1]
- Examples from beyond the text are absent or poorly chosen and there is little evidence of any argument or structure [AO2]
- Limited understanding is shown of how people ignore media influence even in reference to the texts and there is little or no distinction between fact and opinion [AO3]
- Errors of language may begin to impair communication; there is little structure and the response may be brief [AO4].

**Level 5 (1 – 4 marks)**

- An inadequate response showing little understanding of the central issue and of the texts and task. The task may be answered from the opposite perspective so that arguments are invalid [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- No understanding is shown of the nature of the task or the facts that might support a case [AO3]
- Language is inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

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

**03 We have ‘certain rights and freedoms’ and expect ‘protection from criminal and anti-social behaviour’.**

**To what extent do law and punishment work in the interests of everyone?**

**(40 marks)**

Points that might be made:

- the law applies to all regardless of background
- courts have a variety of punishments available to them depending on the particular factors of each individual case
- prisoners and prisons are divided into categories to protect society and those being punished
- freedoms cannot be guaranteed, despite the law
- government and government institutions sometimes operate beyond the law and degrade and torture those whom they believe to be a threat
- the law is enforced by people and they can be fallible, prejudiced and dishonest
- income can determine the outcome of a trial with better legal advice available for the more wealthy.

Other valid points must be credited.

**Level 1 (33 – 40 marks)**

- A very good response showing keen awareness of how the law and punishment work and the extent to which different factors may influence how different individuals are treated [AO1]
- Well-chosen examples are given from beyond the sources and use is probably made of the texts, supporting the arguments and leading to a convincing conclusion [AO2]
- There is critical analysis of how the law and punishments operate and the circumstances that might affect equality [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

**Level 2 (25 – 32 marks)**

- A good response, showing awareness of the ways in which the law operates and the impact this might have on individuals; texts and task are understood [AO1]
- One or more non-text examples are given and use is probably made of one or more of the texts; these are analysed and there is argument that leads to a realistic conclusion [AO2]
- There is analysis of how the law and punishments operate and how these affect individuals; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].



**Level 3 (17 – 24 marks)**

- A competent, generalising response, showing some awareness of how people might be affected differently by the law or by punishments; texts and task are broadly understood [AO1]
- There may be examples, possibly taken directly from the texts with limited interpretation; there may be an over-reliance on these text-led examples, but there is some credible argument [AO2]
- There is recognition of the way in which the law may operate for individuals; there is a failure to distinguish fully between fact and opinion [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure but may lack a convincing conclusion [AO4].

**Level 4 (9 – 16 marks)**

- A limited response, showing little awareness of the law and whether it affects everyone equally; there may be misunderstanding of the texts or task [AO1]
- Examples may be poorly chosen or absent, and there may be an over-reliance on the texts; there is little sense of an argument being constructed [AO2]
- Limited understanding is shown and there is probably little distinction between fact and opinion on the ways in which law and punishment operate [AO3]
- Errors of language begin to impair communication; there is little structure and the response may be brief [AO4].

**Level 5 (1 – 8 marks)**

- An inadequate response showing little understanding of the central issue and of the texts and task [AO1]
- Assertions are given no support in examples and there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of what is meant by the interests of everyone [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

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

**04 European institutions affect our laws and trans-national corporations affect our consumer habits.**

**How far is it possible for us to maintain a sense of identity in the face of increasing globalisation? (40 marks)**

Points that might be made:

- towns and cities across the world have identical shops with identical content
- trans-national corporations have the financial power to influence governments and ensure they penetrate local markets
- the power of the strongest economies makes it difficult for smaller countries to compete on their own
- national identity is preserved through culture, sport and language
- it is difficult to evade international legal requirements
- individuals' choices reflect their own styles and tastes.

Other valid points must be credited.

**Level 1 (33 – 40 marks)**

- A very good response, showing keen awareness of globalisation and how it can be resisted; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the sources and use may be made of the texts, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of the conflict between the power of trans-national corporations and local resistance to its influence [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

**Level 2 (25 – 32 marks)**

- A good response, showing awareness of the impact of globalisation and how it might be combated; texts and task are understood [AO1]
- One or more non-text examples are given of how people and countries are subject to globalisation and what power they have to combat it [AO2]
- There is understanding of the tension between global and local influences [AO3]
- Communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].

**Level 3 (17 – 24 marks)**

- A competent, generalising response, showing some awareness of the effects of globalisation; texts and task are broadly understood [AO1]
- There may be examples, possibly taken directly from the texts with limited interpretation, there may be an over-reliance on the texts; there is some credible argument [AO2]
- There is recognition of the tension between global and local influences, but this tension may not be convincingly resolved and there is a failure to distinguish fully between fact and opinion [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure but may lack a convincing conclusion [AO4].

**Level 4 (9 – 16 marks)**

- A limited response showing little awareness of the issues; there may be misunderstanding of the texts or task [AO1]
- Examples may be poorly chosen or absent, and there may be an over-reliance on the texts; there is little sense of an argument being constructed [AO2]
- Limited understanding is shown and there is probably little distinction between fact and opinion [AO3]
- Errors of language begin to impair communication; there is little structure and the response may be brief [AO4].

**Level 5 (1 – 8 marks)**

- An inadequate response showing little understanding of the central issue and of the texts and task [AO1]
- Assertions are given no support in examples and there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of globalisation and its effects [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

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

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