



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

**General Studies B**

**GENB4**

**(Specification 2765)**

**Unit 4: Change**

**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 4, 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 4

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

## Section A

**01** According to Text A, graduates are finding it increasingly difficult to find 'graduate' jobs.

**Taking into account:**

- the interests of individuals
- the good of society
- the country's economy

**discuss whether what is needed is more education.**

**(40 marks)**

Responses might include:

- individuals will see it as in their interests to gain more qualifications, until the law of diminishing returns takes effect; they will go where there is security, money, and status, depending upon family tradition and their own inclinations
- society needs qualified employees, contented citizens, and an informed electorate; education is perceived to be a 'good thing'; the old academic/vocational divide is still influential, but there is also an awareness of the value of skills
- the economy has a limited use for yet higher degrees in the arts and social sciences; there is likely to be an emphasis on courses that have practical outcomes, so that GB plc. can compete in global markets; there will be more apprenticeships and courses at an intermediate level between these and graduate qualifications.

Any other valid points should be credited.

### **Level 1 (33 – 40 marks)**

- A very good response showing keen awareness of the issues facing today's graduates with the emphasis on what education is of most worth; text and task are understood [AO1]
- Well-chosen examples are given of the sort of courses and subjects and skills that will be needed at individual, social, and national levels, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of what we might mean by, and of what value we attach to, academic education and vocational training; facts and opinions are weighed [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

### **Level 2 (25 – 32 marks)**

- A good response showing understanding of the text, including the data, and of the issues involved in deciding upon what sort of, and how much, education will be needed; text and task are understood [AO1]
- One or more non-text examples are given of desirable outcomes from education and training, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the value of education 'for its own sake' and for work; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, and the structure is reasonably logical [AO4].

**Level 3 (17 – 24 marks)**

- A competent, generalising response showing some awareness of the nature of the education that might be needed; text and task are broadly understood [AO1]
- It is unlikely that there will be other examples than those in the text and table; there may be too much quotation, but there is some credible argument [AO2]
- There is reference to interests and values that may be in conflict, but there may be little distinction of fact and opinion [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

**Level 4 (9 – 16 marks)**

- A limited response showing little understanding of the text or data, or of the thrust of the question [AO1]
- There may be too much quotation from the text, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of why and where interests and values might differ, and of the distinction between fact and opinion [AO3]
- Errors of language begin to impair communication; there is little structure in the response and it may be brief [AO4].

**Level 5 (1 – 8 marks)**

- An inadequate response showing little understanding of the text or question [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 why more or less education might be needed, and of what facts and opinions may be in play [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) – No response or no relevant information.

## Section B

### EITHER

**02** People changed their minds about what art was of ‘abiding value’ in 1863 (Text B); in 1963, it was said of Christianity in England that change was ‘obviously desirable’ (Text C).

**How far is religious belief, like art, a matter of changing taste? (40 marks)**

Religious belief *is* a matter of changing tastes in that:

- belief has adapted itself to the growth of scientific understanding over time
- denominations and new religions have sprouted like –isms in art
- changing technology has influenced belief, as it has influenced styles in art
- religious belief and art have both been subject to plays of power and patronage.

It is *not* a matter of changing tastes in that:

- certain beliefs/doctrines have remained steadfast over time
- scripture continues to be the benchmark for orthodox belief
- the circumstantial details of observance have changed, but not the beliefs themselves
- art and taste are superficial in comparison with the profound role of religion in our lives.

Any other valid points should be credited

### **Level 1 (33 – 40 marks)**

- A very good response showing keen awareness of changes and constants in art and belief; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts provided of particular changes in belief and practice that might be compared with changes in art that support the argument and that lead to a convincing conclusion [AO2]
- There is critical analysis of what we might mean by religious belief and by taste, and facts and opinions are distinguished [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

### **Level 2 (25 – 32 marks)**

- A good response showing awareness of what changes and trends might be relevant to the debate; texts and task are understood [AO1]
- One or more non-text examples are given of beliefs and practices that have changed, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of how religious belief and art might fitly be compared; facts and opinions are distinguished [AO3]
- Communication is clear, and mostly accurate, and the structure is reasonably logical [AO4].

**Level 3 (17 – 24 marks)**

- A competent, generalising response showing some awareness of what changes there have been in religious belief and art; texts and task are broadly understood [AO1]
- There is no reference to material from beyond the texts, but there is some credible argument [AO2]
- There is reference to how taste might be an appropriate term; there is little distinction of fact and opinion [AO3]
- There are errors in the language, but these do not impair communication; the response has some structure [AO4].

**Level 4 (9 – 16 marks)**

- A limited response showing little awareness of what changes might have taken place in both domains; there may be misunderstanding of texts and task [AO1]
- No concrete examples are given of particular changes in belief or art; there is text-dependence and little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of how belief might be thought of as a matter of taste, or of what facts and opinions might be in play [AO3]
- Errors of language begin to impair communication; there is little structure in the response and it may be brief [AO4].

**Level 5 (1 – 8 marks)**

- An inadequate response showing little understanding of the central issue or of texts and task [AO1]
- Assertions are given no support in examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of any relevance of taste to religious belief or of what facts and opinions may be in play [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

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

OR

**03** There is disagreement about whether we are gaining or losing woodland (Text D); and there is disagreement about whether or not ‘ethnicity’ has anything to do with ‘intelligence’ (Text E).

**Discuss the view that, for all our science and statistics, there is still more that we do not know than that we do know. (40 marks)**

There is more that we **do** know:

- we have the facts to hand in regard to many issues; the problem lies in interpreting these facts
- there are few subjects now in which new ground is being broken; research is increasingly into minutiae
- it is less that we need new science than that we need new applications of well-established science.

There is more that we **don't** know:

- we confront new challenges all the time which reveal how puny our knowledge-base is
- we shall never be able to predict the behaviour of people and phenomena in the middle to long term
- there are limits posed by our resources to what we can know about the universe at microscopic and telescopic levels.

Any other valid points should be credited.

**Level 1 (33 – 40 marks)**

- A very good response showing keen awareness of the extent of our knowledge and ignorance in various domains; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts provided of actual extents and limits to our knowledge, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of what counts for knowledge and what may set limits to it; facts and opinions are weighed [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

**Level 2 (25 – 32 marks)**

- A good response showing awareness of what we know and don't know in more than one domain; texts and task are understood [AO1]
- One or more non-text examples are given of particular ways in which we have complete knowledge, or of particular gaps, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of what it means to know or not to know in this or that subject; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, and the structure is reasonably logical [AO4].



**Level 3 (17 – 24 marks)**

- A competent, generalising response showing some awareness of what it might mean to have more or less knowledge of a subject; texts and task are broadly understood [AO1]
- There is no reference to material from beyond the texts; but there is some credible argument [AO2]
- There is reference to what we know and what this might mean, but there may be little distinction of fact and opinion [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

**Level 4 (9 – 16 marks)**

- A limited response showing little awareness of what we know or do not know in any particular domain; there may be misunderstanding of texts and task [AO1]
- Examples of complete or incomplete knowledge are ill-chosen or absent, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of what we know and what this might mean, and of the distinction between fact and opinion [AO3]
- Errors of language begin to impair communication; there is little structure in the response and it may be brief [AO4].

**Level 5 (1 – 8 marks)**

- An inadequate response showing little understanding of the central issue and of 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 it might mean to know or not to know and of what facts and opinions may be in play [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) – No response or no relevant information.

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