



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

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 – 4) 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 Events such as *Theatre in the Park* and the *BBC Proms* concerts help to make the arts accessible to everyone.

How far do you agree that we all have access to the arts?

You might consider:

- **the place of both the popular arts and the high arts**
- **what helps and what hinders access to the arts**
- **why people consider the arts to be important.**

(30 marks)

Candidates might include:

- some would argue that the high arts have been dumbed-down to make them accessible
- the arts cover such a broad experience that some element of them must be accessible to everyone
- access to certain of the arts continues to be costly and beyond the financial means of many
- many of the arts are free or low-cost
- some knowledge is needed to really understand the arts
- the arts make a statement of personal, creative, societal or monetary value.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the arts and their accessibility [AO1]
- Well-chosen examples are given of one or more of the arts or artists' work that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the importance of the arts and of the position of a variety of people in relation to the arts [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of the arts and their accessibility [AO1]
- Examples of the arts or artists' work are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the importance of the arts and the position of some people in relation to the arts [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited specific artists or artists' work are referred to, but there is some credible argument [AO2]
- There is reference to the significance of the arts, though 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 (1 – 8 marks)

- A limited response showing little awareness of how the arts might or might not be accessible [AO1]
- Few, if any, examples of artists or artists' work are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the importance of the arts [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.

02 Ordinary people are often praised for the extraordinary work they do to improve their community.

Discuss what factors might help communities to become better places in which to live.

You might consider:

- **what we mean by a ‘community’**
- **what might improve a community**
- **the importance of community values.**

(30 marks)

Candidates might include the following:

- modern communities are diverse; they might include work-related, internet-based and social networks
- modern lifestyles are not always conducive to forming strong community bonds
- communities encourage people to work together, thereby encouraging tolerance and understanding
- financial investment can help to improve community facilities
- people need support from each other; community living can bring out the best in people
- communities can be united by crises or specific beliefs and values that are unique to them
- communities need and can benefit from guidance from agencies.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the potential tensions inherent in community living [AO1]
- Well-chosen examples are given of one or more factors that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values inherent in community living [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of the tensions inherent in community living [AO1]
- Examples of factors are given and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the values inherent in community living [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no or very limited specific factors may be referred to, but there is some credible argument [AO2]
- There is reference to the significance of community living, though 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 (1 – 8 marks)

- A limited response showing little awareness of the issues around community living [AO1]
- Few, if any, examples of factors are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in community living [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.

03 'The development of genetically modified crops is offered as a solution to the world food shortage.'

Discuss whether we should be concerned about this and other recent scientific developments.

You might consider:

- **a range of scientific developments**
- **the impact for individuals and for society**
- **whether it is right to carry out such developments.** **(30 marks)**

Candidates might include the following:

- such developments might improve the quality of life, or even prevent death, for some people
- knowledge is power; such developments are open to abuse and might be used for financial rather than altruistic motives
- all developments carry an element of risk; such is the nature of progress
- there is an element of “playing God”, of interfering with nature
- such developments are relatively new; we do not know the long-term effects
- in an unequal world, we have a moral obligation to use scientific development to help those in need.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the potential tensions inherent in scientific developments [AO1]
- Well-chosen examples are given of one or more developments that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the concept of then moral perspective and the contribution of science to the moral debate [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of the tensions inherent in scientific developments [AO1]
- Examples of developments are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the significance of the moral perspective and the contribution of science to the moral debate [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no or very limited specific actions are referred to, but there is some credible argument [AO2]
- There is reference to the significance of the moral perspective, though 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 (1 – 8 marks)

- A limited response showing little awareness of the issues inherent in scientific developments [AO1]
- Few, if any, examples of developments 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 moral perspective [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.

04 Most shopping centres in the UK have the same shops: Marks and Spencer, Topshop and Boots are just a few.

To what extent do such large chain stores benefit consumers?

You might consider:

- **why consumers might choose to shop in a large chain store**
- **the service offered by large chain stores**
- **whether chain stores can offer quality.** **(30 marks)**

Candidates might include the following:

- large chain stores provide greater product choice
- large chains can lead to near-monopolies, potentially resulting in less choice, higher prices and lower quality
- large chains are usually generalist rather than specialist retailers
- economies of scale ensure value for money
- some large chains are less likely to source products locally and are more likely to exploit cheap foreign labour
- consumers may choose shops that reflect their own ethical values.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the tensions for consumers inherent in large chain stores [AO1]
- Well-chosen examples of large chain stores, other than those in the stem, are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the considerations of quality in large chain stores for consumers [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of the tensions for consumers inherent in large chain stores [AO1]
- Examples of large chain stores are given, other than those in the stem, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the significance of quality in large chain stores for consumers [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no or very limited specific chain stores, other than those in the stem, is referred to, but there is some credible argument [AO2]
- There is reference to the significance of quality in large chain stores for consumers, though 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 (1 – 8 marks)

- A limited response showing little awareness of the issues for consumers inherent in large chain stores [AO1]
- Few, if any, examples of large chain stores are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the significance of quality in large chain stores [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.

05 'We have a right to know about the lives of those in the public eye.'

How far do you agree with this view?

You might consider:

- **how people come to be in the public eye**
- **the rights and responsibilities of people in the public eye**
- **the value we attach to having a private life.**

(30 marks)

Candidates might include the following:

- if people's lives are newsworthy, they should expect interest from the public
- when the actions of others affect our lives, we have a right to know what they are doing
- people in the public eye can influence the opinion of others, so their actions should be scrutinised
- news stories are often sensationalised or obtained by illegal or underhand means, which can damage lives
- people in the public eye may be just trying to do their job; they may not crave public attention
- people in the public eye are entitled to a private life, like everyone else.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the tensions between being in the public eye and privacy [AO1]
- Well-chosen examples of privacy/lack of privacy are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values attached to safeguarding privacy and of the position of a variety of people in relation to it [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of how being in the public eye might conflict with privacy [AO1]
- Examples of privacy/lack of privacy are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the significance of safeguarding privacy and of the position of some people in relation to it [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the problem at issue [AO1]
- There may be examples, other than that in the stem, but they are generalised; there is some credible argument [AO2]
- There is reference to the significance of safeguarding privacy, though there may be no development of the values inherent in it [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (1 – 8 marks)

- A limited response showing little awareness of how being in the public eye might conflict with privacy [AO1]
- Few, if any, examples of privacy/lack of privacy are given and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the significance of the values inherent in privacy [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.

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