



**General Certificate of Education (A-level)
June 2013**

General Studies B

GENB4

(Specification 2765)

Unit 4: Change

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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 4, the ability to marshal evidence and draw conclusions [AO2] is the primary determinant of the level (1 to 4) 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
Assessment Objectives	1	10	10	20
	2	14	14	28
	3	8	8	16
	4	8	8	16
Total marks per Question		40	40	80

Marking methods

In fairness to students, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question / stated target, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself: 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the information on the following page about levels of response mark schemes.
7. **Use the full range of marks.** Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved, do **not** change your standard of marking.

Marking using QMS+ (red pen on script)

A2 General Studies B (Unit 3 and Unit 4) will be marked on the actual script using a red pen. Scripts in your allocation will be posted to you from the school. The marks you award are recorded on the scripts and the marks for each question are entered into the QMS+ software.

1. Mark the full script in red pen.
2. **You must** annotate in the body of the response to acknowledge a creditworthy point.
3. At the end of the response **you must** indicate the level and mark and write a summative comment (see MMS).
4. Enter the marks for each question in to the QMS+ software.
5. Your assessments will be monitored to ensure you are marking to a consistent standard.

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Use your professional judgement to select the level that **best** describes a student's work. Levels of response mark schemes enable examiners to fully reward valid, high ability responses which do not conform exactly to the requirements of a particular level.
4. If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine General Studies skills**. A short answer which shows a high level of conceptual ability, for example, must be credited at that level.

5. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see the mark scheme) when there is any doubt as to the relevance of a student's response.
6. Levels of response mark schemes include either **examples** of possible students' responses or **material** which students might use. These are intended as a **guide** only as students will produce a wide range of responses to each question.

Assessment of Quality of Written Communication (QWC)

Quality of written communication will be assessed in all units where longer essay responses are required by means of Assessment Objective 4. If you are hesitating between two levels, however, QWC may help you to decide.

SECTION A

01 We are told in Text A that, as a young missionary, Mitt Romney made few converts in France.

For what:

- **historical**
- **social**
- **ideological**

reasons might it be difficult for Mormonism, or a similar faith, to establish itself in the United Kingdom?

(40 marks)

Among reasons given might be:

Historical:

- Mormonism has its roots, and most of its branches, in the USA; it has no historical presence in the UK
- there is no material evidence available, on which Mormon claims are based, of the sort that is crucial to historians.

Social:

- immigrant faiths only fare well in the UK (and perhaps elsewhere), when believers in some numbers settle here
- it can be said, though, that Britain has never been more tolerant of beliefs from elsewhere than it is now.

Ideological:

- the UK is an increasingly secular-rationalist society, impatient of the otherworldly and the fundamentalist
- the intolerance of Mormonism towards minorities does not play well in an essentially liberal democracy like ours.

The contrary view, and any other relevant points, should be credited.

Refer to the **4 Level Mark Scheme** on page 7

Level Mark Scheme for Question 01

Level 1 (40 – 31 marks)

- A very good to good response showing keen awareness, in all dimensions, of the difficulties that such a faith might encounter in the UK; text and task are fully understood [AO1]
- Well-chosen examples of likely constraints in specifically UK thinking, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of different points of view, and well-based judgement; facts and opinions are distinguished [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (30 – 21 marks)

- A good to fair response showing understanding of the issues arising from UK religious conservatism and secularism; text and task are understood [AO1]
- One or more non-text examples are given of what might limit hospitality to a foreign cult, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the values that might be in play, and of how they might be weighed; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (20 – 11 marks)

- A fair to weak response showing some general awareness of the issues arising from UK habits of thinking; text and task are broadly understood [AO1]
- It is unlikely that there will be specific non-text examples of reasons for resistance to religious novelty in the UK; there may be too much quotation, but there is some credible argument [AO2]
- There may be reference to underlying values, but there may be little distinction between 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 (10 – 1 marks)

- A weak to poor 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 what values might be served or compromised by one point of view or the other, 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].

(0) No response or no relevant information.

SECTION B

EITHER

02 There is no doubting that ‘progress’ has been made in many aspects of technology (**Text B**); but it may be that *Private Eye* is wise to resist a technology that would threaten its circulation figures (**Text C**).

Ought we to think that technological developments will always bring benefits?
(40 marks)

Responses might include the following points:

- in MDCs we enjoy many of the benefits of technology; but these benefits are not well distributed in LDCs
- our lives are made easier, more convenient, more entertaining, by all sorts of appliances; but the same appliances may rob us of initiative and simple self-sufficiency
- new media have ensured that we can be better informed about a wider range of issues; but they may, equally, contribute to time-wasting and triviality
- increasingly sophisticated technology has made factory production more efficient; but it has destroyed jobs, where intermediate technology might have created them
- technological products are ubiquitous and easily accessed; but it is questionable whether they can be sustainably powered.

Any other valid points should be credited.

Refer to the **4 Level Mark Scheme** on page 9

Level Mark Scheme for Question 02

Level 1 (40 – 31 marks)

- A very good to good response showing keen awareness of the opportunities and threats posed by technology; texts and task are fully understood [AO1]
- Well-chosen examples are given from beyond the texts provided of particular technologies and of costs and benefits, that support the argument and that lead to a convincing conclusion [AO2]
- There is critical analysis of the significance of viewpoints and values that might be appealed to; facts and opinions are distinguished [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (30 – 21 marks)

- A good to fair response showing awareness of the balance of costs and benefits of technological advances; texts and task are understood [AO1]
- One or more non-text examples are given of particular technological innovations and their effects, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the values that may underpin judgements in either direction; facts and opinions are distinguished [AO3]
- Communication is clear, and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (20 – 11 marks)

- A fair to weak response showing some general awareness of diverse effects of technological developments; texts and task are broadly understood [AO1]
- There is little reference to material from beyond the texts, and no development of this material; but there is some credible argument [AO2]
- There is reference to underlying values, but there may be little distinction made between fact and opinion [AO3]
- There are errors in the language, but these do not impair communication; the response has some structure [AO4].

Level 4 (10 – 1 marks)

- A weak to poor response showing little awareness of why technology might confer benefits, and have drawbacks; there may be misunderstanding of texts and task [AO1]
- No concrete examples are given of technologies and of their positive and negative effects; there is text-dependence and little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the play of values affecting change, or of what facts or 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].

(0) No response or no relevant information.

OR

03 Only the wealthy could afford to live in the ‘stately homes’ of England (Text D); and entry to Oxford and Cambridge colleges has long been limited to a select few (Text E).

Should we make time-honoured institutions such as these more accessible to the many?

(40 marks)

Responses might include the following points:

- country houses are often put to new, ‘democratic’ uses; but it is important that they be preserved for their architectural and ‘heritage’ qualities
- Oxford and Cambridge should strive to be more meritocratic; but they must continue to represent the best that is taught and learnt
- our great churches and cathedrals might assume new, deconsecrated functions; but this should not mean that they are treated disrespectfully
- the institutions of government could be open to greater public participation; but the relatively many will continue to need to be governed by the relatively few
- the monarchy could do to be less remote and expensive; but it would lose its mystique and prestige if it tried too hard to be ‘popular’.

Any other valid points should be credited.

Refer to the **4 Level Mark Scheme** on page 11

Level Mark Scheme for Question 03

Level 1 (40 – 31 marks)

- A very good to good response showing keen awareness of how ancient institutions might be made ‘accessible’ without doing damage to them; texts and task are fully understood [AO1]
- Well-chosen examples are given from beyond the texts provided of positive and negative outcomes from increasing access, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of different points of view where ‘democratisation’ of our institutions is concerned; facts and opinions are distinguished [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (30 – 21 marks)

- A good to fair response showing awareness of the problems of identifying what might be legitimate and what might coarsen; texts and task are understood [AO1]
- One or more non-text examples are developed of positive and/or negative outcomes from open access, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the values underlying conservative and radical outlooks; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (20 – 11 marks)

- A fair to weak response showing some general awareness of the difference between equity and vulgarity; texts and task are broadly understood [AO1]
- There may be undeveloped reference to material from beyond the texts; and there is some credible argument [AO2]
- There is reference perhaps to underlying values, but there may be little distinction made between 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 (10 – 1 marks)

- A weak to poor response showing little awareness of what more open access might mean; there may be misunderstanding of texts and task [AO1]
- There is unlikely to be any non-text example of a particular institutional reform, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of what relevant ideals or values might be, 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].

(0) No response or no relevant information.