

# A-LEVEL

# GENERAL STUDIES B

Unit 3 Power (GENB3)

Mark scheme

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Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## Unit 3 (Power)

### INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

<b>AO1</b>	Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
<b>AO2</b>	Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.
<b>AO3</b>	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.
<b>AO4</b>	Communicate clearly and accurately in a concise, logical and relevant way.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- Mark schemes for individual questions worth more than just a few marks are usually based on **levels** (see further guidance below) which indicate different qualities that might be anticipated in the candidates' responses. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
- **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.**

Approximate distribution of marks across the questions and assessment objectives for this unit (**GENB3**)

Question Numbers		Q1	Q2	Q3/4	Total marks
Assessment Objectives	<b>AO1</b>	5	5	10	20
	<b>AO2</b>	7	7	14	28
	<b>AO3</b>	4	4	8	16
	<b>AO4</b>	4	4	8	16
<b>Total marks per Question</b>		<b>20</b>	<b>20</b>	<b>40</b>	<b>80</b>

### 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. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see above) when there is any doubt as to the relevance of a student's response. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see AO grid above). For example, more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
4. Use your professional judgement to select the level that **best** describes a student's work; assign each of the responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. Levels of response mark schemes enable examiners to reward valid, high-ability responses which do not conform exactly to the requirements of a particular level. Length of response should not be confused with quality: a short answer which shows a high level of conceptual ability, for example, must be recognised and credited at that level.
5. **Credit good specialist knowledge when it is applied appropriately to the question, but be aware that the subject is General Studies and responses should be addressed to the general reader. Relevant points that are well developed and substantiated should be well rewarded, as should be arguments that are supported with examples, and not just asserted.**
6. **Answers should be assessed at the level that is appropriate to the expected knowledge and skills of a post-16 General Studies student. Avoid applying greater demands to responses on topics that are more closely related to your own specialist knowledge.**
7. Levels of response mark schemes include either examples of possible students' responses or material which students typically might use. *Indicative content* is provided only as a guide for examiners, as students will produce a wide range of responses to each question. The *indicative content* is not intended to be exhaustive and any other valid points must be credited. Equally, candidates do not have to cover all points mentioned to reach the highest level.

### Assessment of Quality of Written Communication (QWC)

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

## Marking methods

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, 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 guidance on the previous page about **Levels of Response marking**, and constantly refer to the **specific Level Descriptors** in the mark scheme.
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 by your Team Leader, do **not** change your standard of marking.

## Marking using QMS+ (red pen on script)

This unit 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).  
**NB.** Schools/Colleges can request scripts back post results (via Access to Scripts); it is therefore **essential** that the annotation/comments are appropriate, relevant and relate to the mark scheme.
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.
6. Any blank pages in the answer book should be 'ticked' to indicate you have checked the whole booklet for a response.
7. Your administration and meeting deadlines will also be monitored.

**0 1** Read Texts A and B.

**‘We accept authority and the power that goes with it because it benefits us.’**

**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:

- rules in various parts of life enable co-existence and ensure fairness
- those in authority can prevent people being exploited or abused by others
- rules and laws may limit our actions but they also limit those of others to the greater benefit of all
- being policed can alert us to danger and protect us from ourselves and others
- rules and regulations need to be enforced, by groups possessing the authority to do so, if they are to benefit us
- those in authority usually have the skills and expertise to make informed decisions on our behalf.

Any other valid points should be credited.

**Level 1 (17 – 20)**

- A very good response showing a keen awareness of authority and its benefits; both the task and the texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, showing understanding of the different types of authority and their benefits [AO2]
- There is critical analysis of the ways in which authority operates and is beneficial [AO3]
- Communication is clear and accurate and the argument is well structured and comes to a convincing conclusion [AO4].

**Level 2 (11 – 16)**

- A good response showing specific awareness of authority, its uses and benefits; task and texts are understood [AO1]
- One or more non-text examples are given, indicating how conceding authority to others is of benefit [AO2]
- There is some analysis, especially at the upper end, of the ways in which authority can benefit society and individuals within it [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical; there is probably an attempt at an overall conclusion [AO4].

**Level 3 (5 – 10)**

- A generalising response, showing some awareness of the issues and how authority operates; texts and task are broadly understood [AO1]
- There may be examples, probably general rather than specific, or taken directly from the texts, but with little or no interpretation; nevertheless understanding of the task is shown and, particularly at the upper end, there is some credible argument [AO2]
- There is reference to the ways in which authority is beneficial, 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; at the upper end the response has some structure but probably lacks a considered conclusion [AO4].

**Level 4 (1 – 4)**

- A limited 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]
- Little or no understanding is shown of authority and its benefits 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.

**0 2** Read Texts C and D.

**‘The media seek to influence us, but their power to do so is limited.’**

**Argue in favour of the above statement, using examples of your own as well as those in Texts C and D.**

**[20 marks]**

Points that might be made:

- the media may have stories/information for us, but we can and do choose what to consume and believe
- there are many sources of information beyond the established media that can inform our decisions
- people are very aware of bias and have often been taught to recognise it
- the media are regulated to ensure that they do not mislead
- social media are beyond the control of any one group and are open to all to use as they see fit
- advertising has become all-pervasive and is often resented and rejected by people.

Any other valid points should be credited.

**Level 1 (17 – 20)**

- A very good response showing a keen awareness of the different ways in which media operate and our ability to disregard them; both the task and texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, supporting the view that the media are limited in their ability to influence us [AO2]
- There is critical analysis of the ways in which the media operate and how this affects us [AO3]
- Communication is clear and accurate and the argument is well-structured and comes to a convincing conclusion [AO4].

**Level 2 (11 – 16)**

- A good response showing specific awareness of the ways in which various media have power and how this is ignored; both the task and texts are clearly understood [AO1]
- One or more non-text examples are given, showing how the media are unable to influence people [AO2]
- There is analysis, especially at the upper end, of the ways in which the media operate and the impact of this [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical; there is probably an attempt at an overall conclusion [AO4].



**Level 3 (5 – 10)**

- A generalising response showing some awareness of the ways in which various media have power; texts and task are broadly understood [AO1]
- There may be examples, probably general rather than specific, or taken directly from the texts, but with little or no interpretation; nevertheless, understanding of the task is shown and, particularly at the upper end, there is some credible argument [AO2]
- There is reference to the ways in which media operate, 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; at the upper end, the response has some structure but probably lacks a considered conclusion [AO4].

**Level 4 (1 – 4)**

- A limited 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]
- Little or 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.

**0 3**

**‘The police in the UK now present themselves as a police service rather than as a police force.’**

**To what extent is the idea of a police service, rather than a police force, more meaningful in today’s world?**

**[40 marks]**

Points that might be made:

- changing relations between people and those in power are reflected in mission statements and committees established to ensure interaction between police and population
- we expect the highest standards of those appointed to police us and expect them to be open to scrutiny
- the wider role of the police is emphasised; the police serves the public rather than simply acting as a law enforcer
- the idea of service is important to ensure that the police do not themselves operate outside the rules
- transparency might be expected, but sometimes, to be effective, policing needs to be kept out of the public eye
- being constantly challenged is, for the police, time consuming and can distract resources from their role as law enforcers
- whilst the police provide a service for the majority, it is unrealistic to expect the minority who break the law to be consulted in the same way about their wishes
- in order to protect people, the police need to use force and be a force on occasions.

Any other valid points should be credited.

**Level 1 (33 – 40)**

- A very good response showing keen awareness of how the police have to tread a line between enforcement and service; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts and use may be made of them, supporting and creating a balanced argument and leading to a convincing conclusion [AO2]
- There is critical analysis of the role of the police in serving and protecting society [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

**Level 2 (21 – 32)**

- A good response, showing specific awareness of the ways in which the police need to work with communities as well as enforce laws [AO1]
- One or more non-text examples are given and use may be made of one or more of the texts; these are analysed and there is some balance in an argument that leads to a realistic conclusion [AO2]
- There is analysis of what the role of the police should be; 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 (9 – 20)**

- A generalising response, showing some awareness of the different roles the police have to adopt; texts and task are broadly understood [AO1]
- There may be examples, possibly quite general or taken directly from the texts and with limited interpretation; there may be an over-reliance on these text-led examples, but there is some credible argument, especially at the upper end [AO2]
- There is recognition of the different roles the police fulfil; there may be a failure to distinguish fully between fact and opinion [AO3]
- There may be errors in the language used, but these do not really impair communication; the response has some structure but may lack a convincing conclusion, particularly at the lower end [AO4].

**Level 4 (1 – 8)**

- A limited 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 probably no conclusion [AO2]
- Little or no understanding is shown of how the police have different roles to fill as both a service and law enforcers [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

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

0 4

“...not every newspaper has a different owner ... . News International, for example, owns not only *The Times* and *The Sunday Times*, but *The Sun* ... as well. News International is also part of News Corporation, which owns Sky TV.”  
**(Text C)**

**To what extent are there dangers in the concentration of media ownership in relatively few hands?**

**[40 marks]**

Points that might be made:

- concentration suggests a limited or biased view of events may be presented
- political influence may be too great if the media are in the hands of a few big players
- a lack of variety of owners could lead to some suppression of views with which they do not agree
- repetition of a view across a breadth of media may incline some to take it for truth simply because it is frequently repeated
- people are capable of rejecting the views they are presented with; we are independent thinkers, after all
- newer, social media are beyond the control of even the wealthiest and largest media groups
- social media sites allow anyone to post and express their views widely and cheaply.

Any other valid points should be credited.

**Level 1 (33 – 40)**

- A very good response, showing keen awareness of the influence of the media and the limitations; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts 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 media and the extent of the influence that can be exerted [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

**Level 2 (21 – 32)**

- A good response, showing specific awareness of the influence of the media and their limitations; texts and task are understood [AO1]
- One or more non-text examples are given of specific issues where media influence has operated; use may be made of the texts that support an argument and lead to a realistic conclusion [AO2]
- There is understanding of the different types of media how they operate and influence people [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 (9 – 20)**

- A generalising response, showing some awareness of the media and their position in society; texts and task are broadly understood [AO1]
- There may be examples, possibly quite general or taken directly from the texts with limited interpretation, there may be an over-reliance on the texts; there is some credible argument, especially at the upper end [AO2]
- There is recognition of the different media and their influences, but the tension highlighted may not be convincingly resolved and there is a failure to distinguish fully between fact and opinion [AO3]
- There may be errors in the language used, but these do not really impair communication; the response has some structure but may lack a convincing conclusion, particularly at the lower end [AO4].

**Level 4 (1 – 8)**

- A limited 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 probably no conclusion [AO2]
- Little or no understanding is shown of the various types of media [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

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