
AS-LEVEL

General Studies B

Unit 1 (GENB1) Conflict

Mark scheme

2765

June 2015

Version 1: Final Mark Scheme

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

GENB1: CONFLICT

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.

- 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 (**GENB1**)

Question Numbers		Q1	Q2	Q3	Q4	Q5	Total marks
Assessment Objectives	AO1	10	10	10	10	10	30
	AO2	10	10	10	10	10	30
	AO3	4	4	4	4	4	12
	AO4	6	6	6	6	6	18
Total marks per Question		30	30	30	30	30	90

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, in all GENB1 questions 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 CMI+

AS General Studies B (Unit 1 and Unit 2) will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part-question. Each time you log on you will need to choose an item to mark.
2.
 - Short response questions in **Unit 2** will be *seeded*. Qualification items are presented at the beginning of each day and then further seeds will be part of your quota to ensure standards are maintained. If you are not you will be temporarily stopped from marking that item; you will need to speak to your Team Leader before you can continue marking in order to clarify the correct interpretation and application of the mark scheme.
 - Longer essay response questions will be *double marked*. Examiners' standard of marking is randomly monitored via double marking, which is a peer-to-peer comparison, with Senior Examiners adjudicating where differences are out of tolerance.
3. **You must** annotate items in the body of the response to acknowledge a creditworthy point, using the CMI+ tools, such as underlining, highlighting, inserting comments and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use.
4. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one paper to change the mark.

5. For the longer essay response questions, thumbnails to the right of the screen allow you to scroll through the response quickly. Read the whole response, then, **you must**, at the end of the response, use the **'add a comment'** tool to indicate the level and write a summative comment (examples provided). Finally, enter the mark in the box at the bottom of the screen.

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.

6. If a question has not received a response, i.e. no answer whatsoever, please use either the 'Not attempted' icon on the toolbar or enter a '-' (dash) as the mark. **Do not** give a '0 / zero'.
7. Enter a mark of '**0** / zero' for an attempted answer which contains no creditable response (or use the 'Award zero marks' icon on the toolbar).
8. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
9. If your marking of a particular item is out of line, your Team Leader will contact you as soon as possible to explain where differences are occurring and how this can be addressed.

0 1 'Stereotyping can be hurtful and insulting.'

Discuss whether stereotyping might be an acceptable generalisation about people.

Using examples of your own, consider:

- how people stereotype others
- the effects of stereotyping
- whether stereotyping reflects our values.

[30 marks]

Candidates might include the following:

- stereotyping is an over-generalisation that does not allow for important differences between individuals
- many stereotypes are positive, not hurtful or insulting
- stereotypes are not personal to individuals
- it provides a general idea about groups of people before they meet
- historically, stereotyping has led to injustice and suffering
- stereotyping is used in social science as a way of categorising people
- stereotypes can be an expression of deep-rooted prejudices and beliefs.

Any other valid points should be credited.

Level 1 [26 – 30 marks]

- A convincing response showing good awareness of the potential tensions inherent in stereotyping (AO1)
- Well-chosen examples are given of stereotypes that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the values embodied in stereotyping (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 [19 – 25 marks]

- A good response showing awareness of the conflict inherent in stereotyping (AO1)
- Examples of stereotypes are given and there is argument on either side that leads to a convincing conclusion (AO2)
- There is understanding of the values embodied in stereotyping (AO3)
- Communication is clear and mostly accurate and the argument is reasonably accurate (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 stereotypes are referred to, but there is some credible argument (AO2)
- There is reference to the significance of stereotyping, although there may be no development of the values implicit 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 the issues surrounding stereotyping (AO1)
- Few, if any, examples of stereotypes are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the significance of stereotyping (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.

0 2

Science and technology have brought developments in areas such as communications, medicine and the environment.

How far do you agree that changes in science and technology have improved our lives?

Using examples of your own, consider:

- a range of scientific and technological changes
- how such changes affect individuals and society
- the impact of such changes on our quality of life.

[30 marks]

Candidates might include the following:

- such changes usually offer something better than existed before
- they require a high investment of time and money to develop to a point where they can make a difference to people's lives
- they can appear to solve one problem, only to create a new one.
- they might improve the quality of life, enabling some people to live a fuller life, or even prevent death
- they are open to abuse by those who hold power
- all developments carry an element of risk; such is the nature of progress.

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 and technological changes (AO1)
- Well-chosen examples are given of one or more ways in which science and technology affects people's lives that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the moral perspective and the contribution of science and technology 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 conflict inherent in scientific and technological changes (AO1)
- Examples of the ways science and technology affects people's lives are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the moral perspective and the contribution of science and technology to the moral debate (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (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 changes are referred to, but there is some credible argument (AO2)
- There is reference to the significance of science and technology, though there may be no development of the moral perspective (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 scientific and technological changes might cause conflict (AO1)
- Few, if any, examples of changes are given, 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.

0 3

Democracy is a form of government where power lies with the people. This power is exercised either directly by them or through their elected representatives.

To what extent do you agree that people have their say in a democratic society such as the UK?

Using examples of your own, consider:

- the various ways in which people can have their say in a democracy
- why people decide to have their say or not
- whether the UK is a truly democratic society.

[30 marks]

Candidates might include the following:

- all adults have the right to vote and therefore can participate in the democratic process
- a low turn-out in elections may indicate a lack of engagement with the democratic process
- democracy is associated with politicians, who are seen by some as self-centred and out-of-touch with the electorate
- people may not engage with party politics, but join pressure groups or support particular causes
- some take their democratic rights for granted
- people will vote when policy affects them
- for most, the values of democracy, such as equality, freedom of speech and belief are paramount.

Any other valid points should be credited.

Level 1 [26 – 30 marks]

- A convincing response showing good awareness of the inherent tensions in a democracy (AO1)
- Well-chosen examples are given of one or more ways in which people have a say in a democracy that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the value of democracy and the way people engage with it (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 [19 – 25 marks]

- A good response showing awareness of the potential tensions in a democracy (AO1)
- Examples of the ways people have a say in a democracy are given, and there is argument that leads to a realistic conclusion (AO2)
- There is understanding of the value of democracy and the way people engage with it (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (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 examples of how people have a say in a democracy are referred to, but there is some credible argument (AO2)
- There is reference to the significance of democracy, though there may be no development of the value of being part of 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 the tensions that might occur in a democracy (AO1)
- Few, if any, examples of the way people have a say are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the value of democracy (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.

0 4

'Readership of printed newspapers in the UK has been steadily declining due to competition with other media.'

How far can newspapers compete in a multi-media society?

Using examples of your own, consider:

- the techniques used by newspapers to compete with other media
- what people expect from a newspaper
- whether newspapers provide a quality product compared with other media.

[30 marks]

Candidates might include the following:

- most newspapers have expanded their contents to include both news and non-news items such as competitions, reader offers and TV listings
- local and other newspapers have become free, supported by advertising revenue rather than a cover price
- up-to-date news and other information is readily and instantly available on web pages, television, radio, blogs and social networking sites
- some people still prefer to physically hold a real newspaper rather than access material electronically
- most newspapers still have a sufficiently high circulation to remain viable so their readers must be satisfied with the product
- quality newspapers are still a respected source of news and information.

Any other valid points should be credited.

Level 1 [26 – 30 marks]

- A convincing response showing good awareness of the tensions within the newspaper industry (AO1)
- Well-chosen examples of newspapers and other media are given that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the significance of quality in newspapers (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 [19 – 25 marks]

- A good response showing awareness of the tensions within the newspaper industry (AO1)
- Examples of newspapers and other media are given, and there is argument on either side that leads to a convincing conclusion (AO2)
- There is understanding of the significance of quality in newspapers (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 newspapers or other media is referred to, but there is some credible argument (AO2)
- There is reference to the significance of quality in newspapers, but there may be little development (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 the newspaper industry (AO1)
- No examples of newspapers or other media 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 newspapers (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.

0 5 'Large chain stores are killing smaller, independent shops.'

How far can small retailers compete with large chains of shops?

Using examples of your own, consider:

- why customers might choose one retailer rather than another
- how the size of a business might affect the service it offers
- the importance of retailers' values.

[30 marks]

Candidates might include the following:

- large chains provide greater product choice
- economies of scale ensure value for money
- large chains can lead to monopolies, resulting in higher prices and lower quality
- smaller retailers might give a more personal customer service
- smaller shops might go out of business, thereby reducing choice for customers
- smaller shops better serve a niche market
- large chains are less likely to source products locally.

Any other valid points should be credited.

Level 1 [26 – 30 marks]

- A convincing response showing good awareness of the potential tensions between small and large businesses (AO1)
- Well-chosen examples are given of one or more businesses that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the values inherent in businesses and of the position of a variety of people in relation to them (AO3)
- Communication is clear, accurate and the argument is structured (AO4).

Level 2 [19 – 25 marks]

- A good response showing awareness of the potential conflicts between small and large businesses (AO1)
- Examples of businesses are given, other than those used in the stem, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the values inherent in businesses and of the position of people in relation to them (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (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 businesses, other than those used in the stem, are referred to, but there is some credible argument (AO2)
- There is reference to the significance of values in businesses, though there may be no development of 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 the tensions between small and large businesses (AO1)
- Few, if any, examples of businesses are given, other than those used in the stem, and there is little sense of evidence being marshalled into an argument (AO2)
- Limited understanding is shown of the values implicit in businesses (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.