



A-LEVEL

General Studies B

Unit 3 (GENB3) Power

Mark scheme

2765

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Version V1 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

GENB3: POWER

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 (**GENB3**)

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

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**.

'The rights of individual people and individual nation states must take precedence over those of groups of people or groups of nation states.'

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:

- individuality is an important aspect of diversity
- the rights of individuals are significant enough to be enshrined in numerous laws and conventions
- it is important to protect the rights of individuals in order to preserve cultures
- without support for individuals the weak or small are likely to be exploited to their detriment
- only the individual concerned can make moral judgements affecting themselves
- history suggests that large empires that do not allow for the rights of individuals become unstable and a threat to peace.

Any other valid points should be credited.

Level 1 [17 – 20]

- A very good response showing a keen awareness of individuality 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 different nations/individuals and the benefits that accrue from their being protected (AO2)
- There is critical analysis of the ways in which smaller nations/individuals are important (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 individuality, its benefits and importance; task and texts are understood (AO1)
- One or more non-text examples are given, indicating the benefits of protecting the rights of different nations/individuals (AO2)
- There is some analysis, especially at the upper end, of the ways in which individual nations/people are important (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 importance of individuality; text 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 small nations/individuals are important, 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 individuality 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 rights of groups must come before those of individuals.’

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:

- utilitarian view of the greatest good of the greatest number
- individual preferences can impinge on and affect the rights of others
- larger units tend to be stronger and this is beneficial to their individual members
- political systems based on democracy work on the principle of power resting in the hands of groups to avoid tyranny
- scientific research left to individuals can be dangerous and morally repugnant
- large businesses create wealth and jobs to the benefit of nations and their populations.

Any other valid points should be credited.

Level 1 [17 – 20]

- A very good response showing a keen awareness of the role of larger groups in ensuring the well-being of its component members; both the task and texts are clearly understood (AO1)
- Well-chosen examples are given, from beyond the texts provided, supporting the view that the rights of groups need to take precedence (AO2)
- There is critical analysis of the ways in which groups 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 large groups work to the benefit of their members; both the task and texts are clearly understood (AO1)
- One or more non-text examples are given, showing how large groups are beneficial (AO2)
- There is analysis, especially at the upper end, of the ways in which groups 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 groups work; 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 groups are beneficial, 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)
- 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

Under the United Nations Charter, ‘all countries have the obligation... to respect the right of others to self-determination and to determine freely their political status and pursue their economic, social and cultural development’.

To what extent is it an advantage or a disadvantage to be a small state in today’s world?

[40 marks]

Points that might be made:

- small states can preserve their identity and culture and reduce the negative impacts of globalisation
- the disadvantages of small states, perhaps in terms of economic development, can be overcome by membership of larger groups that do not compromise their identity
- self-determination has been a problem historically, causing disputes paving the way to expansionism by or conflict with more powerful neighbours
- as global businesses become larger and more powerful, smaller states might be unable to preserve their full independence of action
- small states can behave to the disadvantage of larger neighbours, acting as tax-havens, harbouring opponents, supporting enemies
- the break-up of established states into smaller units can damage inhabitants by losing advantages such as economies of scale
- smaller states may lead to a greater drain on the global community in terms of needing support for various setbacks (military, economic, medical).

Any other valid points should be credited.

Level 1 [33 – 40]

- A very good response showing keen awareness of self-determination, its advantages and disadvantages; 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 advantages and disadvantages and their significance for the global community as well as for the individual states themselves (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 self-determination and its impact; texts and task are understood (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 self-determination and its advantages and disadvantages (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 self-determination; 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 some recognition of the importance of self-determination and its advantages and/or disadvantages; 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)
- No clear understanding is shown of self-determination and its importance (AO3)
- Language is inaccurately used and communication is seriously impaired (AO4).

(0) No response or no relevant information.

0 4

Reproductive medicine is a branch of medicine and the aim of all medicine is to save lives and to prevent suffering.

To what extent should we be concerned that reproductive medicine might go beyond this aim?

[40 marks]

Points that might be made:

- using prophylactics can reduce the birth-rate and protect against the spread of dangerous conditions and diseases
- many would argue a religious objection to interfering with the natural order
- research into genetics could prevent some hereditary disorders, save and prolong lives
- the possibility of designer babies raises concerns around the dangers involved in eugenics
- all research is valuable; it is not always clear exactly what it might lead to, good or bad
- such medical treatments may not be widely available and could further exacerbate the divide between MEDCs and LEDCs
- the potential for misuse and the impact that this could have on individuals and groups makes such developments potentially concerning.

Any other valid points should be credited.

Level 1 [33 – 40]

- A very good response, showing keen awareness of the nature of reproductive medicine, the benefits and 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 various types of reproductive medicine and the extent of its impact (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 reproductive medicine, advantages and limitations; texts and task are understood (AO1)
- One or more non-text examples are given of specific types of reproductive medicines; use may be made of the texts that support an argument and lead to a realistic conclusion (AO2)
- There is understanding of reproductive medicine and how it affects 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 reproductive medicines and their impact on 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 different types of reproductive medicines 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 understanding is shown of the various types of reproductive medicines (AO3)
- Language is inaccurately used and communication is seriously impaired (AO4).

(0) No response or no relevant information.