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AS

# General Studies B

Unit 1 (GENB1) Conflict  
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)

**GENB1: CONFLICT****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 (**GENB1**)

Question Numbers		Q1	Q2	Q3	Q4	Q5	Total marks
<b>Assessment Objectives</b>	<b>AO1</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
	<b>AO2</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
	<b>AO3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>12</b>
	<b>AO4</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>
<b>Total marks per Question</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>90</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, 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.**

## Assessment of Quality of Written Communication (QWC)

7. 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.

## Determine a mark

8. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.
9. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.
10. Indicative content in the mark scheme is provided as a guide for examiners, as students will produce a wide range of responses to each question. It is not intended to be exhaustive and you must credit any other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.
11. An answer which contains nothing of relevance to the question must be awarded no marks.

## 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 'RM'

*Guidance to be provided.*

**0 1** Sixteen and seventeen year-olds were able to vote in the Scottish Independence referendum of 2014.

Discuss whether 16 and 17 year-olds should be given the vote in UK general and local elections.

Using examples of your own, consider:

- how 16 and 17 year-olds are involved in politics
- the possible effects of giving them the vote
- whether, in a democracy, they ought to have the vote.

**[30 marks]**

Candidates might include:

- many young people do not have the maturity, experience or knowledge to make an informed political choice
- most schools run Citizenship courses, have School Councils and teach some politics at least through historical events, all of which give a good understanding of decision-making and political processes
- if they are more involved in politics, they will be more likely to take an interest
- voter turnout among young people has been historically low. Lowering the voting age would incur extra costs for potentially little return
- they are legally old enough to marry, to have consensual sex, and to be criminally tried as an adult, so they should be entitled to vote
- few 16 and 17 year-olds pay tax, so they should not have a say in its distribution
- young people are tomorrow's adults; they should have a say in decisions that will affect them in the future.

Any other valid points should be credited.

**Level 1 [26–30 marks]**

- A convincing response showing good awareness of the potential tensions inherent in lowering the voting age (AO1)
- Well-chosen examples are given of one or more ways in which young people engage with politics that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the concept of the right to vote and interpretations of it (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 lowering the voting age (AO1)
- Examples of the ways young people engage with politics are given, and there is argument that leads to a realistic conclusion (AO2)
- There is understanding of the concept of the right to vote and the way people engage with this right (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; there are no or very limited specific examples of how young people engage with politics, but there is some credible argument (AO2)
- There is reference to the significance of the right to vote, 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 significance of lowering the voting age (AO1)
- Few, if any, examples of the way young people engage with politics are given and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the concept of the right to vote (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** Unmanned Aerial Vehicles (UAVs), also known as drones, have changed approaches to warfare.

Discuss whether war is more or less likely to happen because of advances in military technology.

Using examples of your own, consider:

- how military technology is used
- the role of military technology in bringing about war and in keeping peace
- whether military technology presents moral dilemmas.

**[30 marks]**

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Candidates might include:

- military technology means war can be conducted at a distance so it can be even more depersonalised
- the devastation caused by military technology can be a deterrent to war
- laser technology allows for greater accuracy of weapons
- satellite surveillance technology is used as a defence; it is designed to avoid war
- in the wrong hands, weapons can be used aggressively and can provoke war
- military technology does not, in itself, cause war or keep peace; it is politicians who make decisions about war.

Any other valid points should be credited.

**Level 1 [26–30 marks]**

- A convincing response showing good awareness of the tensions brought about by advances in military technology and the part it might play in bringing about war or keeping peace (AO1)
- Well-chosen examples are given of military technology that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the morality of the use of military technology (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

**Level 2 [19–25 marks]**

- A good response showing awareness of the tensions brought about by advances in military technology and the part it might play in bringing about war or keeping peace (AO1)
- Examples of military technology are given, and there is argument on either side that leads to a convincing conclusion (AO2)
- There is understanding of the significance of the morality of the use of military technology (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 military technology is referred to, but there is some credible argument (AO2)
- There is reference to the significance of the morality of the use of military technology, but 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 inherent in the advances of military technology (AO1)
- No examples of military technology are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the morality of the use of military technology (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** The BBC has been accused of presenting a narrow range of viewpoints in its programmes and of being out of touch with the majority of the public.

How far do you agree that BBC programmes should reflect all viewpoints?

Using examples of your own, consider:

- the range of programmes broadcast by the BBC
- whether BBC programmes continue to appeal to the majority of the public
- whether the range of viewpoints might affect the quality of BBC programmes.

**[30 marks]**

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Candidates might include:

- the BBC broadcasts a wide range of programmes to appeal to different tastes
- the popularity of the BBC suggests it meets the needs of the public
- the BBC is a business that must secure high ratings, so its programmes must be acceptable to the majority
- the BBC is not dependent on advertising revenue and can control the quality of its programmes
- many people prefer commercial television and radio channels
- the BBC is often accused of 'dumbing down', but also of being too high-brow.

Any other valid points should be credited.

**Level 1 [26–30 marks]**

- A convincing response showing good awareness of the conflicts inherent in BBC programming (AO1)
- Relevant examples of programmes are given that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of what constitutes quality programmes (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 in BBC programming (AO1)
- Examples of programmes are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the concept of quality programmes (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

**Level 3 [9–18 marks]**

- A reasonable response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; no or very limited specific programmes are referred to, but there is some credible argument (AO2)
- There is reference to quality, though there is little development of any argument about how this relates to programming (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 significance of BBC programming (AO1)
- Few, if any, examples of programmes are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the concept of quality programming (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** The purpose of advertising is to persuade consumers to buy a certain product or use a particular service.

To what extent do advertisers succeed in achieving this purpose?

Using examples of your own, consider:

- the range of techniques used by advertisers
- the success or failure of these techniques
- whether it is right for advertisers to use such techniques to ‘persuade consumers’.

**[30 marks]**

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Candidates might include:

- advertisers use a wide range of techniques to target different consumer markets
- businesses would not spend such large amounts on advertising if they did not get a good return
- some advertising is unsuccessful and products do not sell well
- the Advertising Standards Agency ensures that advertisements are truthful; there are repercussions for the company if they are not
- advertisers could be accused of trying to manipulate, rather than persuade, their target audience, taking advantage of susceptible groups
- consumers can and do reject the advertiser’s message; they are free to make their own choices.

Any other valid points should be credited.

**Level 1 [26–30 marks]**

- A convincing response showing good awareness of the potential tensions between advertisers and consumers (AO1)
- Well-chosen examples are given of advertising techniques that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the significance of advertising for consumer choice (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

**Level 2 [19–25 marks]**

- A good response showing awareness of the tensions between advertisers and consumers (AO1)
- Examples of advertising techniques are given, and there is argument on either side that leads to a convincing conclusion (AO2)
- There is understanding of the significance of advertising for consumer choice (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 advertising techniques are referred to, but there is some credible argument (AO2)
- There is reference to the significance of advertising for consumer choice, 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 advertising (AO1)
- No examples of advertising techniques are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the significance of advertising for consumer choice (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** People in the public eye often complain that they are hounded by the press.

How far do you agree that press scrutiny is the price of being in the public eye?

Using examples of your own, consider:

- why people's lives might be newsworthy
- the responsibilities of the press and of people in the public eye
- the right to a private life.

**[30 marks]**

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Candidates might include:

- if people lead newsworthy lives, they should expect interest from the press and the public
- public figures can influence the opinions of others, so it is right that their lives should be scrutinised
- a free press is essential to the functioning of a free-market economy, exposing corruption and dishonesty
- close press-scrutiny places public figures under considerable strain, making both poor performance in office and personal problems such as marital breakdown more likely
- private morality does not usually affect someone's ability to do their job well
- many people in the public eye actively seek press exposure in order to advance their careers
- public figures 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 potential tensions between the press and public figures (AO1)
- Well-chosen examples of public figures are given that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the importance of safeguarding privacy and 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 the tensions between the press and public figures (AO1)
- Examples of public figures are given, and there is argument on either side that leads to a convincing conclusion (AO2)
- There is understanding of the significance of safeguarding privacy and 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, but they are generalised; no, or very limited, specific public figures are referred to, but there is some credible argument (AO2)
- There is reference to the significance of safeguarding privacy, but there may be little development of its importance (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 between the press and public figures (AO1)
- No examples of public figures are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the significance of safeguarding 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.