

## **GCE General Studies B**

### **GENB4 Exemplar Scripts**

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## GCE General Studies B

### GENB4 A2 Change

#### Introduction

This booklet contains a number of marked responses to the January 2010 GENB4 written questions.

The material demonstrates performance at different levels and is provided to give an insight into how examiners apply the published mark schemes. In doing so, it is hoped that teachers and students will be able to understand how some answers score highly whilst others struggle to gain many marks.

For GENB4 the presentation of the material is in three sections:

1. The first section contains 'model marked scripts', annotated by a senior examiner to indicate strengths, weaknesses and reasons for awarding a particular mark.
2. The second section contains responses without any examiner annotation, so that teachers and/or students can independently assess the quality of an answer against the separately published mark scheme.
3. The third section contains senior examiner commentaries on the scripts in section 2, to enable comparison of teacher/candidate assessments against the standards set by AQA senior examiners.

#### How might the material be best used?

It is suggested that the model marked scripts are studied first before moving to the self-assessment exercise in sections 2 and 3.

When considering the material, teachers or students may wish to think about the following:

- What are the key words in the question?
- To what extent has the response addressed these?
- What are the strengths of a particular answer?
- What are the weaknesses?
- How might the mark be improved?
- Is the length of the answer appropriate, given the total number of marks available?
- When comparing responses, which is better, by how much and why?

It is hoped that by using the materials in this way teachers and students will be able to improve their exam preparation by gaining a valuable insight into what senior examiners are looking for when setting and marking questions.

#### Accessing the question paper and mark scheme

Teachers are able to access the materials via **e-AQA**, if they have registered for this secure service.

The January 2010 GENB4 question papers and mark schemes should be available on AQA's website from October 2010 (see web page [http://web.aqa.org.uk/admin/qp-ms\\_library.php](http://web.aqa.org.uk/admin/qp-ms_library.php)).

Printed versions can also be bought from AQA publications (<http://shop.aqa.org.uk>).

**Included in this material there are:**

- GENB4 January 2010 Question Paper, Source Material & Mark Scheme
- Model Marked Scripts
  - MMS 1 – Question 1
  - MMS 2 – Question 2
  - MMS 3 – Question 3
- Self-Assessment Scripts
  - SA 1 – Question 1
  - SA 2 – Question 1
  - SA 3 – Question 2
  - SA 4 – Question 3
- Commentaries on all of the above exemplar scripts (in a sealed envelope).

**Any comments on this material?**

If you have any comments on this exemplar material, please forward them to the AQA General Studies Mailbox ([generalstudies@aqa.org.uk](mailto:generalstudies@aqa.org.uk)).

## Information about GENB4

This is an **A2 unit** and has two elements to it, Section A and B, based on the unit theme: **Change**. This unit looks to build on the skills assessed at AS level. **Please refer to the Specification for full details** relating to the Unit 'Areas of Study' and the Assessment Objectives (AO's). The format of the examination is as follows:

### Section A

Candidates answer the compulsory Question 1 based on Text A

### Section B

Candidates answer **either** Question 2 or Question 3. Each of these questions will arise from two texts, (Question 2 stems from Text B & C, Question 3 stems from Text D & E) but candidates are required to draw on their own knowledge and experience to answer the question fully.

On the whole this unit will assess candidates' abilities to analyse the question; evaluate texts; integrate information; justify opinions using appropriate illustrations; conduct arguments with an understanding of different ways of knowing; synthesise and communicate ideas; make overall judgements and draw valid conclusions.

### Mark Scheme

Both Section A and Section B are assessed using a 'Levels Mark Scheme'. The full published mark scheme provides a description for each level and some examples of 'indicative content'.

It is worth making clear at the outset what the criteria are that determine to which level examiners will assign a response. They are three:

- the understanding shown of the text(s) and question by the line of argument (whether, that is, the candidate has answered the question as asked);
- the structure of the argument; the flow, the shape, the balancing of viewpoints, and the conclusion;
- the extent to which there is illustrative material, examples, evidence of the candidate's own – material that is not supplied in the text(s).

Examiners will place a response in the middle of what seems to be the appropriate level, then move up within the level if there are signs of the level above, or down if there are signs of the level below. Brevity or an indifferent standard of written English may be factors that pull a response down within a level.

Put simply, if a candidate has understood the text(s) and the question, and has answered it competently by reference to the text(s) alone, the response will be awarded a Level 3 mark. If an argument is advanced persuasively, and there is some evidence provided that has not been taken from the text(s), it will go in at Level 2; and if the response is well shaped and there is lots of material relevant to the question of the candidate's own devising, it is likely to go in at Level 1. A response that evinces some misunderstanding, that does not adequately answer the question, or that is woefully underdeveloped, will be at Level 4 or below.

Section A (max 40 marks) is marked on a Level marking scheme

<i>Level 1:</i>	<i>33-40 marks</i>
<i>Level 2:</i>	<i>25-32 marks</i>
<i>Level 3:</i>	<i>17-24 marks</i>
<i>Level 4:</i>	<i>9-16 marks</i>
<i>Level 5:</i>	<i>1-8 marks</i>

Section B (max 40 marks) also uses a Level marking scheme:

<i>Level 1:</i>	<i>33-40 marks</i>
<i>Level 2:</i>	<i>25-32 marks</i>
<i>Level 3:</i>	<i>17-24 marks</i>
<i>Level 4:</i>	<i>9-16 marks</i>
<i>Level 5:</i>	<i>1-8 marks</i>

Question  
number

1)	<u>Plan</u>
	- 60 years "wealth gap" topic of debate.
	difference between working class children &
	middle class bigger than ethnic minorities
	- Reasons (social)
	- society based on equal opportunities, would
	help establish shared identity no 'them' & 'us'
	mentality.
	- currently society unjust - poor live in underprivi-

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AB12

## Model Marked Script 1 - GENB4 Qu 1

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ileged societies, gives them feeling of failure

E.g. ~~74~~ "Tower Block of Commons" "Living on the Breadline" - highlights social groups lack of awareness for one another.

Economic → economic growth benefits wealthy more than the poor, employment important aim

Harriet → to get low-paid workers job security

Harman → Financial help to get training etc.

↓  
equality  
But

comission on 'top-pay' of wealthy

New government schemes to fund those (not charitable donations) need long-term strategy

Moral → human rights, equality, social change necessary

Promising

1 Recent statistics have revealed that the wealth divide is at its highest in 60 years. The ever growing gap between the rich and poor of society is continuously increasing and has become an issue of such gravity and despection, MPs are currently urgently trying to ~~develop~~ find ways to mend our "broken Britain"

ex.

Whilst some argue that 'trickle-down' society and the class divide are an unentable part of living in modern times, ~~q~~ the UN maintains everyone is of equal value and therefore poverty, whether in the richest or poorest countries is doing nothing to benefit society or maintain the 'balance', and must be wiped out.

ex.

MI?

As a nation, we live in a democracy, where everyone

## Model Marked Script 1 - GENB4 Qu 1

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Should have a freedom, ~~even~~ where each individual should have ~~an~~ opportunities offered to them regardless of their background <sup>and</sup> their income. ~~It~~ It is important ~~per~~ that the underprivileged section of society begin to feel valued in an effort to help bridge the gap between them and the richer parts of society. This is because, without the feeling that they can achieve social change, the poor are starting to lose hope.

M2?

For example, recent TV documentaries have uncovered disturbing evidence of ~~there being~~ the existence of social barriers, whereby the struggling working class community is deteriorating - and it's going unnoticed. "Tower Block of Commons", a Channel 4 series in which recognised politician experience the lives of those living in Council Estates in the poverty-stricken areas of the UK, <sup>supposedly</sup> showed that those representing us in the House of Commons actually have no real understanding of what it is like to be a ~~an~~ common citizen in this country. One MP was horrified by ~~a~~ his host's lack of 'drive' or 'motivation' - choosing to (as she put it) 'sit around and smoke fags all day' just because there's nothing else to do. This woman lived in a crime-ridden housing estate, wife with drug problems and with the majority of inhabitants living off social security benefits and no fixed employment. ~~What was~~ This is not the most shocking part of this example though, what was more <sup>concerning</sup> ~~disturbing~~ was the alarm of the MPs. Which suggests that the richer parts of society have for too long chosen

S?

excellent  
illustration

## Model Marked Script 1 - GENB4 Qu 1

Question  
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to ignore those less fortunate ~~there~~ than themselves, and are now being faced with the stark truth. Equally however, those families with which the MPs ~~had to~~ stayed with often knew nothing about their guests: which political party they stood for, their policies and beliefs etc. Though, (understandably) the expenses scandal was raised on numerous occasions ~~these~~ working-class communities demonstrated little knowledge about the ~~events~~ <sup>actions</sup> of the wealthier ~~parts~~ <sup>groups</sup> of society, demonstrating ignorance ~~from~~ <sup>from</sup> both social groups. This highlights a fundamental problem of today: the rich and poor have lost a feeling of shared identity, there is a 'them' and 'us' mentality that makes the divide between the rich and the poor even stronger.

ex.

S2

The Government therefore needs to ~~also~~ develop strategies of increasing communication and interaction between the different classes. Possibly by funding more projects similar to that mentioned above (though ~~not~~ <sup>not</sup> necessarily broadcasted or using public figures at the head of the campaign), where people get a chance to experience life in a 'world' different to their own. Hopefully this would help ~~to~~ <sup>to</sup> more realize that we are not actually 'worlds' apart. We are members of one society and though we live in an individualist culture, we must all collectively make an effort to acknowledge people in different situations to us, so as to help raise the life-chances of those currently ~~going~~ <sup>going</sup> passing by unnoticed.

How1

S3



## Model Marked Script 1 - GENB4 Qu 1

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E1

ex.

How 2

Economically, it would also benefit society.

Of course, the reason the wealthy often benefit from economic growth the most is because it is they who are in power. This inequality must change. By creating more employment for the underprivileged, the government will receive higher tax revenue, thereby enabling funding to go into important services e.g. healthcare and education. This in turn, helps those of a lower socio-economic status boost their life-chances.

For example, a current scheme where companies take on ~~graduates~~ <sup>youths</sup> from a working class background and offering them training courses whilst in full-time employment means they are advancing in their career opportunities whilst contributing to society. ~~an~~ ~~in~~ ~~stable~~ Participants in this scheme admitted they were ~~more~~ likely to have just stayed at home and not looked for work, but this programme had helped them find a stable income and provided them with ~~financial~~ <sup>financial</sup> ~~economic~~ security they would not have expected.

⚡ This shows that the Government must look at the larger picture, instead of ~~was~~ trying short-term solutions. Generous giving from ~~the~~ groups other than the state have their place, but in today's uncertain economic climate, more needs to be done for the poor to ensure they ~~are not~~ <sup>are not</sup> affected aren't totally devastating. The political party in charge must look at investing in ~~the~~ <sup>better</sup> education for the working class, better job prospects thus better life-chances.

## Model Marked Script 1 - GENB4 Qu 1

Question  
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ex.

Hamet Harman's equality but focuses on the  
 need to 'fix the divide' The ~~Government~~ ~~was~~  
 She also backed the proposal of a 'top-pay'  
 commission to monitor the salaries of those in  
 the wealthiest employment sectors. More needs to  
 be done to boost the promotion of equal opportunities  
 for everyone through advertising and media campaigns.  
 This isn't just an issue of money, it is an issue  
 of basic human rights. In my opinion it is  
 morally unacceptable to let these <sup>human</sup> ~~rights~~ rights  
 of the poverty-stricken, be breached by those in a ~~wealthy~~ 'comfortable'  
 position who want to take care of themselves.

/on 3

M

SEM all well covered.

Three thoughtful strategies

Some very useful extra  
material.

Very good knowledge

Level 1.

unimpressive.

36

2) We may be discovering more about how our brains work, how much do  
changing fashions tell us about how our minds work - about how we think?

Fashion is something that is constantly new, exciting, changing and making  
 waves. From the Flapper girls in the 1920s, to the mini-skirt of the } exs.  
 1960s, hippy look of the 70s and so on. Fashion changes at an  
 alarming rate with things often doing a full circle, and after going out  
 fashion coming back in again. It can be said that fashion can tell us a lot  
 about how our minds work and how we think, as fashion is often  
 seen as an extension of one's personality.

Text B ~~is~~<sup>is</sup> to do with the human brain and cannot stress its complexity  
 enough. It says that the human brain is responsible <sup>for</sup> everything  
 from dreaming and movement to appetite and emotion. Our brains  
 are completely in control of what we do and this includes picking  
 out clothes and choosing outfits and accessories to wear. <sup>Perhaps.</sup>

Changing fashions are an important thing as they do show how our minds  
 function and who we are as people. People who wear the same thing  
 day in, day out are people that claim to not care about fashion or lack  
~~creativity~~ creativity. To take care <sup>about</sup> in one's appearance show that  
 those people have high self worth and enjoy looking there best. The  
 right clothes or outfit in the right place matter, you look the part and  
 in turn makes a person feel more confident. Confidence is a point  
 crucial thing; it is very attractive and a desirable attribute to  
 have. This shows how our minds work as we want to feel  
 comfortable, therefore pick out clothes, accessories etc that show what

Question  
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We are like as a person and look right or not. ✓

Fashion designers are also <sup>very</sup> extremely crucial and influential people as they govern pretty much in one shape or form what everyone in society wears. Designers like Christian Dior and Coco Chanel were extremely popular <sup>EXS</sup> in their day and they still are today, showing that classic, pure fashion never dates. These designers and others brought about something new to the fashion scene, something of desirability. A lot of fashion is extremely clever making people think that they need another dress, handbag etc, when in reality they probably don't. <sup>OK</sup>

Extreme fashion tell us a lot about <sup>how</sup> the human mind works. For someone to make just a garish, out there look it shows people possibly wanting attention or people wanting to make a statement with their clothes that they cannot make through any other form of expression. <sup>Point</sup> Extreme fashion I believe also highlight very bright and talented people. Anyone can wear a jumper and a pair of jeans but it takes a true talent to pull off a truly unique outfit. ✓

Appearance in many ways also is about to do with the opposite sex. Evolution tells us that about 'survival of the fittest' and one of the main reasons people care about their appearance and what clothes they wear is to attract the opposite sex. A person's mind is very clever and uses this to its advantage. It is obvious that on a night out a woman in a short skirt is going to get much more male attention and looks <sup>than</sup> than a woman in a longer skirt. Clothes add something extra to someone (the make-up <sup>and</sup> jewellery and add <sup>to</sup> and etc enhance beauty. <sup>illus.</sup>

Question  
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Text C is more light hearted talking about hats and their influence in the magazine. The author states, that like many, 'I can't do hats'. For some people this is simply how it is, they 'can't' do something, so they don't. People know when they look stupid, their brain tells them that. So if you look stupid, you don't wear it again. It's almost built into our mind. By a certain age people have tried out all manner of trends and they subsequently know what works and what doesn't. The author states it is amazing that we can't pull off hats, as they have the power to make you <sup>look</sup> like 'a more mysterious, more exciting version of themselves'. Although it is only a piece of material on your head a hat can make a person look all manner of things: from elegant to refined.

Text.

A clear way to show how fashion changes is to look at a photo of yourself from as little as even five or ten years ago. The human mind gets bored with familiarity and this is why fashion changes so much as people want to try and experiment with different things. Fashion can also show how the mind works in the form of rebellion sometimes. People previously ~~choosing~~ dressing as punks or as mods and rockers because maybe parents didn't approve or that they wanted to look different and unique. Another way to look unique in some people's eyes is to make your own clothes. Doing this makes them individual to yourself and makes certain no-one will be wearing the same outfit as you.

ex.

In conclusion there is a great link to changing fashions and how our minds work and think. Like art or music, fashion is part of the arts, it's creative. People's minds tell them that they want to look good and therefore they try everything in their power to. Fashion, like any part of life requires fresh, new material, change and some disasters also the way and that's what makes it so interesting.

Point.

29

A spirited response. There are examples, & a realisation that we're not just talking about fashion. The focus is on thinking, on minds. Upper level 2.

3 "We used to believe in hard work and (~~happy~~) heaven; now we believe in happiness and Hollywood"

"Economy" is the goods and money of a country and to re-define it to take into account community spirit and leisure time would be impossible. Each country is different; in the way it lives; what it believes in; and its values, so to compare economies by looking at this feature is wrong and hard! ✓

Countries are in recession and so Economies are suffering, but their spirit isn't, which is probably why Sarkozy wants to measure his country on this; to show they are still upbeat. OK. ✓

America has its 'dream world' of shopping and 'showbusiness' to hide behind. While the economy struggles people find comfort in Disney World because for many people it is the last 'echo of dream' in a world where things go wrong everyday. (It may be the ~~same~~) problems in the world that cause people to re-define heaven and how to being happy in Hollywood instead of trying to believe in something that doesn't exist. Decline of religion

In a time when jobs are declining all the time, many people <sup>choose</sup> (~~choose~~) to give up on hard work, they would rather find an easy job in case they don't have it for that long. (If Hollywood wants people to work for them, then people will always be there to fill the gaps because of the world of showbusiness and also the fact it is a job. There will always be a Hollywood because people watch films, even when the world is in decline and everything is going wrong people will go to the cinema, because they like to lose themselves in fantasy and adventure so they can forget about the real world for a few hours. ✓

Really?

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## Model Marked Script 3 - GENB4 Qu 3

People look for a solution when times are hard and Sarkozy is no different, his answer is to re-define "economic growth" to take into account how happy his country is. Although this would give a representation of how a country is socially I personally don't think that "economic-growth" needs to be re-defined. If there was no economic problems then the new ideas would probably not have been thought about, and after the problems go away there will be no reason to study how happy a country is, because they will probably be just as happy with money, if

Smoke-Screen.

not happier. The only <sup>true</sup> easy way to compare countries is by using their GDP, which is an accurate reflection of exactly how good, or bad, a country is doing.

Point

People change their views and feelings all the time, the fact that they are now turning away from Christianity and Religion, towards more real experiences that can give them the same feelings, doesn't show anything about an economy, just about ~~the~~ the people of a country. Basing an economy on happiness and activities may, in the long term, cause problems for the way countries are compared.

In Conclusion I think 'economic growth' should be left as it is, ~~(it)~~ it doesn't need to be re-defined as it is fine as it is.

Over-simplifying & rather narrow

But some points.

Broad and over-riding shown.

Upper Level 3.

22

Question  
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1. The UK's population seems to grow every year, with higher quantities of immigrants coming in and more pregnancies within younger adults. This seems to be drawing a noticeable divide of the rich and poor.

Socially, people tend to relate if they have the same economical background and you are more likely to meet your needs by living in a place with a suitable economic value, this is why there tends to be rich parts of a country and poor parts. For example Rio in Brazil has some wealthy parts and it also has lots of shacks and shanty towns for the poor. The reasons poor people move to places like this are that shelter is affordable. We don't have shanty towns in the UK as we are an MEDC but there are places that are similar.

Our Government seems to be quite generous to the poor people and people in need of help in the UK. Although the laws might be changing soon, they offer a council house to most teenage mothers, however, this rule may be changing which might mean that we see an even greater effect



Question  
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of poorness.

A question that should be asked is whether it is moral or not. Everyone should have the same chance at getting a good career ~~not~~ but instead it's based on economical background.

What is it teaching the children of today though? This could maybe have a racist impact, for example white children see that other ethnic groups have less money and categorise them.

By closing this gap between rich and poor we could solve these problems such as having one nation instead of a rich one and a poor one.

One of the ways in which we could close the gap is by giving everyone in the UK the same chances. As money comes from the job you have and that comes from what grades you get from school and university, by giving everyone a place at school would boost those abilities.

At the moment you have to go to school up until you are 16 years old. By increasing this number, you would

Question  
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have more people getting A levels and BTECs are more qualified to go to university.

University gets harder and harder to get into each year and they just deducted the money going into universities for next year meaning a lot less people going.

To close this gap, more uni courses should be opened widening the chance to get in. Also more foundation courses should be made and accepted for jobs.

Another way we could brake this divide between rich and poor is by building cheaper property near more richer parts. This would mean more interactions between rich and poor.

There is a big divide between rich and poor and unless the government does something to change this it will just get worse.

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1 As far as we can tell in Great Britain, there has always been some sort of rich-poor gap. And even today, it can still be observed, not just in the 'extravagance' of one's lifestyle, but also in a person's educational values and ideologies. There is no doubt that this gap has increased and widening all the time, as the prejudices between both groups is becoming ever more obvious. In this essay, we will be exploring why we should be trying to close this gap, but also what we can do to stop it.

So why should we <sup>try to</sup> close this gap? Morally, it's unfair and it's unequal.

AB12

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~~Will~~ have A working class ~~gender~~<sup>mother</sup> may work all hours, practising 'physically demanding' jobs such as cleaning, ~~or~~ whilst trying to look after children and run ~~their~~<sup>her</sup> household. It could be argued that the chairman of the board who employs this working class mother may work similar hours and find his job comparably difficult, however could earn 20 to 30 times more for his contribution to the company. Of course, the chairman actually runs the company and makes sure that it runs and makes a profit. He also has this as a responsibility. A cleaner however, may not contribute directly to the running of the company, but would the company run as efficiently (or at all) if the company's offices were dirty, untidy and thus unfit for working in? ~~It~~ In this respect, employment is unfair and unequal and a reason why we should try to close the gap between the rich and the poor.

The rich/poor gap is also directly down to circumstance. Quoting George Orwell, "Everyone is born equal, it's just that some are more equal than others". Being born into a poor family as compared to a rich one is that whilst both families may ~~have~~ share high hopes and the best intentions for their children's futures, having money helps and goes a long way. With a certain amount of economic security, parents can support their children through the education system right up to University and Higher Education. A poorer family may not be able to do this and can be seen by the Higher Education Initial Participation rate from independent or public paid schools (93%) and the comparison between that data of a considerably lower amount of those on free school meals (61 and 9%). Some children from poorer families may feel that they ~~are~~ would be unable to support themselves in Higher Education, due to lack of savings or money - again showing that the gap is unfair and unequal.

So, how do we aim to close this gap? Linking to the example above, positive discrimination could be introduced into the University system, thus enabling them to choose applicants from lower economic backgrounds.

## Self Assessment Script 2 - GENB4 Qu 1

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compend to the ones from richer backgrounds. More grants could be made available for applicants from these backgrounds as well.

Another implementation could be introducing a new tax boundary for earnings, far over a limit of say £90,000. ~~High earnings from~~ It could be argued that most people are able to survive with this amount of earnings per annum, ~~hence why not~~ hence why not introduce a 60% or 90% tax rate for these earners? This money could then be used to benefit the poor on lower incomes, thus reducing the rich/poor gap.

Similarly, higher boundaries could also be placed on Inheritance Tax, which could stop generations of the rich staying rich. This extra money could help the poor via the use of tax benefits, ~~etc~~ or by helping to fund an increase in the minimum wage.

On the other hand, instead of increasing the minimum wage, a pay scheme similar to the one used at Bosch could be encouraged in companies. The rule is that no-one earns more than ten times more or less than everyone else employed by the company - which means that if the CEO wants a pay rise, everyone else in the company has to be given one too. This would obviously help to bridge the rich-poor gap by reducing high salaries and making sure that low end salaries are kept in proportion too.

In conclusion, I believe that the current gap is completely unfair, being rich being poor comes down to sheer luck, however it can have a huge effect on what we actually get out of our lives - and that, simply and unequivocally is unjust and totally unfair.

2) Today, fashion is more than just clothes, it is a way to express your personality,

your feelings etc. This expression tells us something about how that person's mind works and what the person is feeling and going through at the time. And yes, we may be finding out more about how our brains work through scientific experiments etc, but this does not ~~really~~ very successfully allow us to understand what is going on in someone's mind.

Changing fashions allow people to express themselves and stand out in a crowd whether this is a good thing or a bad thing. For example, the pop singer Lady Gaga turned heads at the last music awards with her various outfits as they were extremely unusual and rather ridiculous, but it still got everyone's attention and got them thinking about what was going on in Lady Gaga's mind.

Fashion today, and in the past, is a big business. Celebrities get designers to make them dresses that will get them ~~to~~ seen at award ceremonies and reflect their personalities, this tells the public more about what is going on inside their head than an interview because you can't trust what they say to be true.

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Also, fashion today has a big impact on the public as celebrities influence the public on what to wear as fans would want to look like their favourite celebrity. This suggests that there is a lack of self-identity today as people want to look like and be like other people, which tells us a lot about how we think and what is going on in our minds.

We see fashion take over everywhere when there is a new craze, everyone wants it, everyone starts wearing it, everyone buys it, for example, nearly every girl owns UGG boots whether they are real or not, but everyone wants to own a pair. This demonstrates the idea of a lack of self-identity and lack of uniqueness which reinforces the idea that they all want to look like someone else, so we all end up wearing the same thing until the next craze comes along.

## Section B

3. People used to see that working hard on earth meant ~~for~~ being accepted into heaven. They believed that those who achieve high are God's chosen ones to go to heaven. Therefore people worked hard in order to be the chosen one. However Marxist says this just supports capitalism.



Question  
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Another link to Marxist theory is that parents crush the dream of children becoming Hollywood stars and lead them towards realistic jobs. This shows that people's opinions are that Hollywood stars are a dream lifestyle.

The belief in hard work and heaven has decreased because of secularisation (decline in religion). Because of secularisation laws for divorce have come about which lead people's opinions nowadays to not getting married because they have the fear of divorce.

The Hollywood dream lifestyle ~~do~~ doesn't seem to ever have unhappy endings as most of the storylines of love have a 'happily ever after'.

~~was~~ Happiness and Hollywood has become more important to us now because of the increase impact of the media. People observed symbolic models and want to be living the same as them. Therefore they imitate the behaviours. Jamie Bulger case supports people imitating

Question  
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Symbolic models because the two boys had watched a violent film, 'child's play' and ~~imitated~~ reproduced some off the violent acts. Therefore symbolic models influence people's choices and life. However Charlton et al's study conducted in St Helena, didn't affect behaviour of the children 5 years after a television was introduced into the community therefore symbolic models don't influence behaviour and it must be something else. However this was a close knit society and could have been because of the close bonds between the people of St Helena, to why the children's behaviour didn't change.

People see celebrities with money and having a great life because of having the money to afford it. ~~It is~~ Because people are observing this they want it as well ~~and~~ which leads them to believe that happiness comes from Hollywood.

~~It is~~ Hollywood and happiness is now the accepted view of society

Question  
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many people no longer have a religion ~~therefore~~ but people still want to feel comfortable by having a belief.

~~Go~~

Economic growth is ~~now~~ <sup>now</sup> ~~seen as~~ <sup>harder</sup> to achieve because we have the super-rich celebrities. Everyone aims to achieve their cultural goals. Merton's Theory, people want to become wealthy. ~~and~~ <sup>now</sup> it's seen that being famous is the way to that wealth.

Economic growth of some ~~celebrity~~ rich people is more than ~~for~~ <sup>a</sup> whole country is worth. Richard Branson is so rich he makes more money ~~to~~ on his bank accounts a day than ~~some~~ <sup>most</sup> people make in a year.

Countries and individuals are becoming more wealthy due to the changes in jobs and the increase of technology.

Some people now have so much money they no longer have to work therefore they have

Question  
numberLeave  
blank

reached the glamorous lifestyle of 'happiness and Hollywood' and see no reason for working hard for heaven.

Places ~~st~~ that have been created for entertainment create a dream style for some people as they can see the interesting experiences around them which they thrive to be able to afford one day.

The view of Heaven used to be that; suffer life on earth and receive wonderful desires in heaven. However in today's society people are impatient and want excitement now. Therefore they ditch the belief of 'hard work and heaven' and focus on 'happiness and Hollywood'.

Those in poorer countries, Africa, people's economic growth will be totally different because they would be happy if provided with the money they get for their work. They don't believe in happiness and Hollywood because the context and idea

Question  
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of it doesn't exist to them.

Economic growth is increasing as business such as 'Tesco' is opening new stores which leads us to shopping there which provides them with more wealth.

For ~~some~~ most people life is like a game of monopoly, those who have money and power ~~have~~ can afford to invest in new properties and businesses which increases their personal economic growth.

Economic growth is has speeded up, one day you could be earning nothing then the next be on a 1. Million contract because of fame. For example ~~leona~~ leona lewis and other ~~ex~~ X-factor. 3 finalists came from nothing into a huge celebrity style life. all in a short space of time. Therefore economic growth needs to be updated to fit the time scale of change.

This could also be the other

## Self Assessment Script 4 - GENB4 Qu 3

Question  
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Way around because a large wealthy business like Woolworths went bankrupt in 2008 leading their economic growth to have decreased.

Economic growth ~~can be~~ have ~~to~~ is difficult to define because of all the <sup>rapid</sup> changes in society and countries. Seeing economic growth increasing differently.

~~Low~~ ~~cost~~



## Distant Learning Commentaries

The marks for Model Marked Scripts and the unmarked Self Assessment Scripts were agreed by a team of senior examiners.

### Self Assessment Script 1 – GENB4, Qu 1

#### Question 1

There is, plainly, understanding here; it holds together as a response – there is some sense of an argument being conducted – but it is rather generalising. These observations would suggest that this response is at Level 3.

There is some conflation of social and economic points in the second paragraph ('Socially, people tend to relate if they have the same economical background...'). A non-text example of geographical separateness is given ('Rio in Brazil') which is a Level 2 sign – but it not a particularly well-chosen example. It cannot credibly be said that there are 'places that are similar' to shanty-towns in the UK.

There is something of a 'social' point made in the reference to teenage mothers and council houses; but it is not clear whether the point is being offered as a social reason why we should close the rich-poor gap.

It is suggested that equal career-opportunities are a moral issue; and the claim is made that inequality between ethnic communities is a social-moral obstacle to our being 'one nation'.

There follows the first suggestion as to how we might close the gap: the equal chance of a good education for all beyond the age of 16, so that more might gain A Levels, BTECs and degrees. Foundation degrees are commended and an altogether broader access to university – the opposite of what would be achieved, it is supposed, by cutting university budgets. This is a piece of evidence adduced by the candidate.

Finally, it is proposed that the divide might be reduced by building affordable houses close to houses for the better off. Thus, we have three or four separate strategies put forward for closing the gap.

Economic and moral reasons are not well developed, but the two pieces of non-text evidence lift the response into the upper half of Level 3. There are some horrible mis-spellings, and perhaps these hold it back from the top Level 3 mark.

**Level 3**

**Mark: 23 / 40**

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## **Self Assessment Script 2 – GENB4 Qu 1**

### **Question 1**

The text and question are well understood; the argument is well shaped; and there is material of the candidate's own that is clearly relevant to the issue. It is perhaps a touch less well developed than one might expect a Level 1 response to be. An upper Level 2 mark would seem to be justified.

The first paragraph sets the scene very well, then we have a clear moral statement: access to employment is unfair and unequal. The candidate might have given vent to indignation over the disparity between the incomes and spending-habits of the 'City bankers' and Sophia, in Text A (many candidates did); instead, the immorality of the gap is illustrated by reference to the economic contributions to a company's efficiency by a cleaner and the company chairman: they are not so very different as to justify widely disparate scales of pay. This point is then balanced, though not negated, by mention of the chairman's greater responsibility. It is a useful and quite convincing piece of analysis.

Orwell is invoked to give support to the equality of hopes as between rich and poor, but the unequal chances of their being realised. We have a social point here that segues into an economic point about the costs incurred in seeing a child through 13 years of full-time education, and onwards into higher education. That this should be so much more difficult for some than for others, it is claimed, is socially, economically, and morally 'unfair'.

There are, perhaps, five suggestions made as to how the gap might be closed: positive discrimination for university-entry; grand-aid for students from disadvantaged backgrounds; higher levels of taxation for top earners; a lower threshold for inheritance tax (rather than 'higher boundaries'); and a more equitable salary structure. The Bosch illustration of the last point is particularly well chosen (whether it is accurate or not), and it wins marks. This, and the flow of the argument (coming to a conclusion on an especially punchy moral note), help the response into the upper half of the level.

**Level 2                      Mark: 31 / 40**



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### **Self Assessment Script 3 – GENB4, Qu 2**

#### **Question 2**

The question has been understood (there is less importance attached to whether the texts have been understood in Section B questions), and the response maintains a focus on it. There are a couple of non-text examples given which begin to suggest it may be at Level 2; but there is no depth to the analysis, so the response looks more like a Level 3 than a Level 2 response overall.

The point about fashion being an expression of one's personality is sound and relevant; some illustration of this would have spared its being a mere assertion – and the final sentence in the first paragraph rather negates what has been said.

In the next paragraph we have the point about standing out in a crowd, and Lady Gaga is served up as an example. It is a pity the candidate couldn't hazard a guess as to what was going on in the lady's mind. This leads to the larger point about celebrity-wear; but still there is no suggestion as to what might be 'going on inside their heads'. All that is said is that what their outfits tells us is 'true'.

The point about a lack of 'self-identity today' is interesting, but it remains unexplored. That 'nearly every girl owns UGG boots' is a telling illustration, if it is over-stated. There is understanding of the paradox in our wanting both to 'stand out' and to 'fit in'; but the connection between this paradox and 'how we think' was left to hang in the air.

**Level 3**

**Mark: 22 / 40**

## Self Assessment Script 4 – GENB4, Qu 3

### Question 3

The stem of Section B questions is often a device for pulling the two texts into creative interaction with each other. The danger is that candidates imagine that they need to answer the question by reference to the central ideas in the two texts – in this case ‘hard work/heaven’ and ‘happiness/Hollywood’. The question was whether we need to re-think what we mean by ‘economic growth’, and it arose rather from the passage about President Sarkozy (Text D) than from that about ‘showbiz’ (Text E).

This candidate did rather lose sight (if he or she ever caught sight) of the conventional meaning of economic growth and why we might need to re-define it. Text D seems not to have been made use of at all. Nevertheless, it is a response that bubbles with ideas and examples, suggesting a Level 2 mark.

There is a useful historical introduction – secularisation is picked up again a little later on – and Marx is invoked to some effect. Hollywood is both an aspiration and a fantasy.

It is questionable whether the ‘fear of divorce’ is what has led to a waning of commitment to marriage; but it is true enough that there is a disjunction between marriage on and off the cinema screen.

The theme is pursued in the references to symbolic models: the Jamie Bulger example is poorly chosen; but the St Helena story is more convincing, though as a counter-argument. The received opinion here is that fame and wealth are the new religion.

Merton’s Theory (though unexplained), Richard Branson, Leona Lewis and *The X Factor*, Woolworth’s – all these examples of the ups and downs of wealth (the Tesco reference falls rather slackly) add to an impression of rapid-fire, lively thinking.

The problem is that economic growth seems rather to be understood in personal than in national or global terms; the focus is on heaven’s being re-defined, not on economic growth as it is understood in Text D. Perhaps the response flattered to deceive. It was awarded 28 marks; but it might have been more appropriately placed in the lower half of Level 2.

**Level 2**

**Mark: 28 / 40**

**Note:** Each of the above examples has been given a mark in Levels 2 and 3. Most scripts are awarded marks at one of these levels. A response that is worthy of a Level 1 mark stands out: there is generally no mistaking it. Similarly, a response that misunderstands the text(s) or task and that labours to answer the question is a conspicuous candidate for Level 4 or 5.