

Teacher Resource Bank

GCE General Studies B

Second Specimen Question Papers and Mark

Schemes:

- GENB1



SECOND SPECIMEN PAPER TO PREPARE FOR THE JANUARY 2009 AND SUBSEQUENT EXAMINATIONS

General Certificate of Education

Advanced Subsidiary Examination



GENERAL STUDIES (SPECIFICATION B)
Unit 1 Conflict

GENB1

Date #### #### Session

For this paper you must have:

- an 8-page answer book

Time allowed: 1 hour 30 minutes

Instructions

- Use black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is GENB1.
- Answer **three** questions.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 90.
- There are 30 marks for each question.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate. All questions should be answered in continuous prose.
- Where appropriate use examples to illustrate your answer.

Answer **three** questions.

Write your answers in continuous prose.

You are advised to use examples to illustrate your answers where appropriate.

- 1 ‘Walls separate Protestants and Catholics in Northern Ireland, Muslims and Jews in the Middle East.’

Discuss whether people who hold different religious beliefs can live in harmony.

You might consider:

- how religious belief can reduce conflict
- whether religions share common ground
- our freedom of belief.

(30 marks)

- 2 ‘Art makes us look at the world around us in a different way.’

Discuss the view that art challenges our ideas about society.

You might consider:

- what society sees as ‘art’
- the impact of art on our lives
- whether society’s values are represented in art.

(30 marks)

- 3 There was a 61% turn-out in the 2005 General Election; the average turn-out in local elections is less than 30%.

Discuss how we might increase people’s interest in politics so that they exercise their right to vote.

You might consider:

- the effectiveness of the current voting system
- why people decide to vote or not
- the value people place on democracy.

(30 marks)

- 4 Large companies spend millions of pounds advertising their products. The Coca-Cola Company alone has an advertising budget of more than £500 million per year.

How far do you agree that advertising influences us to buy one product rather than another?

You might consider:

- techniques used in advertising
- the responsibilities of advertisers
- our freedom of choice.

(30 marks)

- 5 Gym equipment records heart rates and calories burned; medical websites enable self-diagnosis of illness.

To what extent does technology help to improve our health?

You might consider:

- how much we use such technology
- the impact of an expanding health industry
- the value we place on being healthy.

(30 marks)

END OF QUESTIONS

There are no questions printed on this page



General Certificate of Education

General Studies

Specification B

GENB1

Unit 1 Conflict

Second Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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.

- Candidates will often perform at a uniform level across the four Assessment Objectives. Sometimes, though, their performance will be uneven across the AOs.
- The mark awarded for a response should reflect the relative weightings of AOs for the unit (see below).
- **Thus, for Unit 1, knowledge and understanding [AO1] and marshalling evidence and drawing conclusions [AO2] have equal weight. These should determine the level (1-5) to which the response is allocated.**
- Whether communication is clear and accurate [AO4] – and, to a lesser extent, whether fact and opinion are distinguished [AO3] – should determine the mark within the level.
- **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.**

Distribution of marks across questions and assessment objectives for Unit 1

Question Numbers		Q1	Q2	Q3	Q4	Q5	Total marks
Assessment Objectives	1	10	10	10	10	10	30
	2	10	10	10	10	10	30
	3	4	4	4	4	4	12
	4	6	6	6	6	6	18
Total marks per Question		30	30	30	30	30	90

NB. Candidates answer three questions only.

1 Walls separate Protestants and Catholics in Northern Ireland, Muslims and Jews in the Middle East.'

Discuss whether people who hold different religious beliefs can live in harmony.

You might consider:

- **how religious belief can reduce conflict**
- **whether religions share common ground**
- **our freedom of belief.**

(30 marks)

Candidates might include:

- the majority of people do
- the basic principles of all religions are the same
- cultural and historical factors hold people together
- there has always been conflict over beliefs
- religious beliefs are rooted in cultural identity
- extremes of belief can cause extreme conflict.

Any other valid points should be credited.

Level 1 (25-30)

- A very good response showing keen awareness of the potential tensions between people who hold different beliefs (AO1)
- Well-chosen examples are given of one or more different beliefs that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the significance of our right to freedom of belief (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 (19-24)

- A good response showing awareness of the conflict between people with different beliefs (AO1)
- Examples of different beliefs are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the need for harmony in exercising our freedom of belief (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

Level 3 (13-18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; no specific beliefs are referred to, but there is some credible argument (AO2)
- There is reference to the freedom of belief, though there may be no development of the reasons for living harmoniously (AO3)
- There are errors in the language used, but these do not impair communication; the response has some structure (AO4).

Level 4 (7-12)

- A limited response showing little awareness of how there might be tension between people with different beliefs (AO1)
- No examples of beliefs are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the concept of freedom of belief (AO3)
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief (AO4).

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the concept of freedom of belief (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information.

2 ‘Art makes us look at the world around us in a different way’

Discuss the view that art challenges our ideas about society.

You might consider:

- **what society sees as ‘art’**
- **the impact of art on our lives**
- **whether society’s values are represented in art.**

(30 marks)

Candidates might include:

- it may be deliberately controversial to provoke a response
- it pushes the boundaries of acceptability
- the art industry is large, successful and is a part of popular culture. We cannot fail to be influenced by it
- art and artists have little impact on politicians who largely define society
- art is seen as no more than light entertainment by many
- art represents the views of the artist; society is too diverse to be represented by art.

Any other valid points should be credited.

Level 1 (25-30)

- A very good response showing keen awareness of the tensions inherent in art and its role in society (AO1)
- Well-chosen examples are given of the work of one or more artists that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the values embodied in art and the ways it impacts on society (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 (19-24)

- A good response showing awareness of the conflict inherent in art and its role in society (AO1)
- Examples of the ways art impacts on society are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the values implicit in art and the way it impacts on society (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

Level 3 (13-18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; no specific artists are referred to, but there is some credible argument (AO2)
- There is reference to the significance of art, though there may be no development of its impact on society (AO3)
- There are errors in the language used, but these do not impair communication; the response has some structure (AO4).

Level 4 (7-12)

- A limited response showing little awareness of how art might relate to society (AO1)
- No examples of art are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the values implicit in art (AO3)
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief (AO4).

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the values in art (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information.

- 3 There was a 61% turn-out in the 2005 General Election; the average turn-out in local elections is less than 30%.**

Discuss how we might increase people's interest in politics so that they exercise their right to vote?

You might consider:

- **the effectiveness of the current voting system**
- **why people decide to vote or not**
- **the value people place on democracy.**

(30 marks)

Candidates might include:

- a low turn-out in elections does not necessarily indicate a lack of interest in politics
- reform of the voting system could make voting fairer and more accessible to those who need encouragement
- compulsory voting might encourage politicians to respond more effectively to the needs of the majority
- people will vote when policy affects them
- people may not engage with party politics, but can join pressure groups or support particular causes to show their interest in politics

Any other valid points should be credited.

Level 1 (25-30)

- A very good response showing keen awareness of the potential tensions between politics and the public (AO1)
- Well-chosen examples are given of one or more ways in which the public engages with politics 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 (19-24)

- A good response showing awareness of the conflict between politics and public interest (AO1)
- Examples of the ways the public engages with politics 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 (13-18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; no specific examples of how the public engages with politics 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 (7-12)

- A limited response showing little awareness of the relationship between politics and public interest (AO1)
- No examples of the way the public engages with politics 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).

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the value of democracy (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information.

4 Large companies spend millions of pounds advertising their products. The Coca-Cola Company alone has an advertising budget of more than £500 million per year.

How far do you agree that advertising influences us to buy one product rather than another?

You might consider:

- **techniques used in advertising**
- **the responsibilities of advertisers**
- **our freedom of choice.**

(30 marks)

Candidates might include:

- companies would not spend so much on advertising if they did not get a good return
- advertising uses proven psychological techniques to maximise impact
- the success of new product ranges is dependent upon and illustrates the power of advertising
- people dislike some adverts and products do not sell
- advertisers do not have complete freedom as advertisements are regulated by the ASA
- we are free to make our own decisions about what to purchase.

Any other valid points should be credited.

Level 1 (25-30)

- A very good response showing keen awareness of the potential tensions inherent in the use of advertising (AO1)
- Well-chosen examples are given of one or more ways in which advertising impacts on consumers 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 (19-24)

- A good response showing awareness of the conflict inherent in the use of advertising (AO1)
- Examples of the ways advertising impacts on consumers are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the significance of advertising for consumer choice (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

Level 3 (13-18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; no specific advertisements are referred to, but there is some credible argument (AO2)
- There is reference to the significance of advertising, though there may be no development of its relationship with consumer choice (AO3)
- There are errors in the language used, but these do not impair communication; the response has some structure (AO4).

Level 4 (7-12)

- A limited response showing little awareness of how advertising might be used (AO1)
- No examples of advertisements are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the relationship between advertising and consumer choice (AO3)
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief (AO4).

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the relationship between advertising and consumer choice (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information.

5 Gym equipment records heart rates and calories burned; medical websites enable self-diagnosis of illness.

To what extent does technology help to improve our health?

You might consider:

- **how technology is used to encourage good health**
- **the impact of an expanding health industry**
- **the value we place on being healthy.**

(30 marks)

Candidates might include:

- technology makes health-related data more accurate and reliable. Improved knowledge should lead to improved health
- technology enables mass production of health-related products, so they are cheaper and more widely available
- the high profile of health products and fitness equipment encourages people to be more health conscious
- the health industry makes huge profits from exploiting people's interest in health. So-called health products may have little or no impact on health
- despite advances in technology, ill-health, such as obesity, and an over-stretched NHS, continue to be major concerns
- good health is related to other factors.

Any other valid points should be credited.

Level 1 (25-30)

- A very good response showing keen awareness of the potential tensions inherent in the use of technology in improving health (AO1)
- Well-chosen examples are given of one or more ways in which technology impacts on health that support the argument and lead to a convincing conclusion (AO2)
- There is a clear appreciation of the value in being healthy and the way technology helps or hinders the process (AO3)
- Communication is clear, accurate, and the argument is structured (AO4).

Level 2 (19-24)

- A good response showing awareness of the conflict inherent in the use of technology in improving health (AO1)
- Examples of the ways technology impacts on health are given, and there is argument on either side that leads to a realistic conclusion (AO2)
- There is understanding of the value in being healthy and the way technology helps or hinders the process (AO3)
- Communication is clear and mostly accurate and the structure is reasonably logical (AO4).

Level 3 (13-18)

- A competent response showing some awareness of the issue (AO1)
- There may be examples, but they are generalised; no specific health-related technologies are referred to, but there is some credible argument (AO2)
- There is reference to the significance of technology in health, though there may be no development of the value in being healthy (AO3)
- There are errors in the language used, but these do not impair communication; the response has some structure (AO4).

Level 4 (7-12)

- A limited response showing little awareness of how technology might relate to health (AO1)
- No examples of health-related technologies are given, and there is little sense of evidence being marshalled in an argument (AO2)
- Limited understanding is shown of the value in being healthy (AO3)
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief (AO4).

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue (AO1)
- Assertions are not supported with examples; there is no clear line of argument and no conclusion (AO2)
- No understanding is shown of the value in being healthy (AO3)
- Language is inaccurately used, and communication is seriously impaired (AO4).

(0) No response or no relevant information.

