



General Certificate of Education

General Studies 1761

Specification A

GENA1 AS Culture and Society

Mark Scheme

2009 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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Unit 1 Section B (AS Culture and Society)

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.
- In most cases mark schemes for individual questions are based on *levels* 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.
- Examiners are required to assign each of the candidates' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see below). For example, in question three more weight should be given to AOs 2 and 4 than to AO1, and AO1 should have more weight than AO3.
- *Indicative content* is provided as a guide for examiners. It is not intended to be exhaustive and other valid points must be credited. Candidates do not have to cover all points mentioned to reach Level 3.
- A response which bears no relevance to the question should be awarded no marks.

Distribution of marks across questions and assessment objectives for Unit 1, Section B

Question Numbers		Q2	Q3	Q4	Total marks for Section B
Assessment Objectives	AO1	3	3	4	10
	AO2	3	4	3	10
	AO3	–	2	3	5
	AO4	2	4	4	10
Total marks per question		8	13	14	35

Unit 1 Section A

(GENA1 AS Culture and Society)

This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses.

1.1	B	1.16	D
1.2	B	1.17	B
1.3	C	1.18	B
1.4	A	1.19	A
1.5	D	1.20	A
1.6	D	1.21	A
1.7	A	1.22	B
1.8	D	1.23	D
1.9	B	1.24	C
1.10	A	1.25	D
1.11	D	1.26	C
1.12	D	1.27	A
1.13	C	1.28	C
1.14	D	1.29	A
1.15	C	1.30	B

1 Question 1 is an objective test section marked separately by AQA.

2 Read Source B

(a) Using your own words, give three reasons from Source B in favour of establishing a parliament exclusively for England. (4 marks)

(b) Using your own knowledge, give three reasons against the establishment of a parliament exclusively for England. (4 marks)

Full credit can only be given for answers written predominantly and accurately in a candidate's own words.

Indicative content:

(a) Reasons for establishing an English parliament

- It is unfair for England to be the only country within the UK without such a parliament.
- It is unfair for non-English MPs to vote on measures which apply only to England and which will not affect their own countries.
- The present situation gives too much power to non-English MPs and this would be even more pronounced if there were a hung parliament.
- English people would feel that they had more control over key areas, like health, which affect them directly.
- Problems in decision-making if no particular party had overall control

Award 1 mark for each of the above, to a maximum of 3 marks +1 mark for accurate communication, predominantly in own words.

(b) Reasons against

- It would hasten the break-up of the UK by making its government even more fragmented.
- Would contribute to divisions in the UK on grounds of national identity.
- The ruling party at Westminster might struggle to enact legislation if it were a minority in an English parliament.
- England is too large for a national parliament – people would still feel remote from the decision-making process, therefore
 - English regional assemblies might be more appealing.
 - there is no real enthusiasm in England for such a parliament.

Award 1 mark for each of the above, or for any other valid point drawn from own knowledge, to a maximum of 3 + 1 mark for accurate communication.

Questions 3 and 4: Level mark scheme for all assessment objectives.

Level of response	Mark range	Criteria and descriptors for Assessment Objectives 1–4
LEVEL 3	11 – 13 (14)	<p>Good response to question</p> <p>Good to comprehensive knowledge and understanding and approach demonstrating overall grasp of the range and nature of issues (AO1). Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification, focusing on the main points of the question (AO2). Some understanding of different types of knowledge, with some appreciation of their limitation in seeking to reach a reasoned and logical conclusion (AO3). Ability to communicate clearly and accurately in a fluent and organised manner (AO4).</p>
LEVEL 2	6 – 10	<p>Reasonable attempt to answer question</p> <p>Modest to quite good knowledge and understanding demonstrating some grasp of the nature of some key issues (AO1). Moderate range of arguments, analysis and exemplification covering some of the main points of the question (AO2). Limited understanding of different types of knowledge but some ability to work towards, or achieve, a conclusion (AO3). Mostly clear and accurate communication and organisation (AO4).</p>
LEVEL 1	1 – 5	<p>Limited response to the question</p> <p>Restricted/narrow knowledge and understanding of key issues (AO1). Simple, perhaps mostly unexplained points – or very narrow range – with limited interpretation or analysis and exemplification (AO2). Lacking in understanding of different types of knowledge with little or no evidence of ability to work towards a conclusion (AO3). Variable levels of communication and organisation (AO4).</p>
LEVEL 0	0	No valid response or relevance to the question.

- In Question 3 candidates need to express an opinion as to the extent to which there is a decline in public participation to access Level 3
- In Question 4 the key word 'discuss' necessitates consideration of both points of view to access Level 3
- In Questions 3 and 4 candidates need to use both the source and their own knowledge to access Level 3

3 Read Source C

Using evidence from Source C, and your own knowledge, examine the extent to which there is a decline in public participation in British politics.

(13 marks)

When using their own knowledge, candidates might choose to expand points from the source, adding examples and additional information, or might make entirely new points. Credit should be given for either approach. Candidates are expected to address 'the extent', mentioned in the question, by offering some judgement or opinion.

Indicative content:

From source

- Turn-out at elections is very low especially among young people.
- The electorate distrusts politicians.
- Recent general elections have been foregone conclusions.
- Voting makes little difference except in marginal seats.

But

- Today's voters are well-informed and interested in politics, voting on issues rather than by social class.
- Older people with a stake in society continue to vote.
- Many people involve themselves in politics by lobbying or taking direct action through pressure groups.
- Young people will vote on issues that concern or affect them.

From own knowledge

- Women and ethnic minorities are under-represented in Parliament.
- There are too many elections (local, European) – leads to ballot fatigue.
- There is little to choose between major parties.
- Current ballot system works against small parties and so restricts choice.
- People lead increasingly busy lives.

But

- There are proposals to give the franchise to 16-year olds.
- Citizenship lessons in school could encourage more young voters – or work in the opposite direction.
- Study of politics / international relations and related subjects is a growth area at university.

Any other valid points should be credited.

4 Read Source D

Using evidence from Source D, and your own knowledge, discuss why some people support keeping the monarchy while others favour its replacement by a republic with an elected president.

(14 marks)

Indicative content:

Arguments in favour of keeping the monarchy might include

Political points

- A long serving monarch accumulates experience and wisdom. (OK)
- A monarch can adopt a politically neutral stance. (OK)
- The monarch's power is exercised by a Prime Minister who can be removed. (OK)

Points about image

- The royal image is one of stability and continuity. (OK)
- The monarch is a focus of patriotism here and in the Commonwealth. (OK)
- The Queen and others, like Prince William, are very popular. (OK)
- As head of the Church of England, the monarch reflects the importance of religious faith and moral values. (OK)

Economic points

- The monarchy gives good value for the public money it receives. (OK)
- There is no evidence a presidency would be any cheaper. (OK)
- The monarchy helps boost the British tourist industry. (OK)

Arguments for its replacement by a republic with an elected president might include

Political points

- The monarch inherits the role of head of state which is undemocratic. (S)
- How able / qualified a monarch is, is purely down to chance. (S)
- A president would be democratically elected and could be removed. (S)
- Under the monarchy the Prime Minister has too much power. (S)

Points about image

- The monarchy is staid, outdated (S) and out of touch with the people. (OK)
- The monarchy projects an image of Britain as a once-great nation now in decline. (S)
- The royal family's image has been tarnished by divorce and scandal. (OK)
- The monarchy is seen as perpetuating Britain's damaging class system. (S)
- The monarchy's link to the church is inappropriate in a multi-faith and increasingly secular society. (OK)

Economic points

- The royal family is seen as rich and not in need of support from public funds. (OK)
- The monarchy is expensive to run. (OK)

Any other valid points should be credited.

(S) = Source

(OK) = Own Knowledge