AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

General Studies 1761
Specification A

GENA1   AS Culture and Society

Mark Scheme
2009 examination - June series

This mark scheme uses the new numbering system which is being introduced for examinations from June 2010

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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

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 4 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	Q5	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		3	5	13	14	35

Read Source B

2   Using your own words, give *three* reasons from *Source B* why the author is critical of the anti-crime measures mentioned.

(4 marks)

3   Using your own knowledge, give *three* reasons why some people support these anti-crime measures.   *(4 marks)*

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

Indicative content:

2   Reasons for criticism

- such measures intrude into personal privacy
- there are too many CCTV cameras
- DNA database is racially biased
- innocent people are included on DNA database
- identity cards are expensive
- identity cards are open to error and fraud.

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

3   Reasons for support

- CCTV can deter criminals
- CCTV makes detection and prosecution of criminals easier
- CCTV helps the public to feel safer
- DNA database can provide strong forensic evidence
- identity cards are vital in war against terrorism
- identity cards could be useful to all citizens.

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 4 and 5: 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)	**Good response to question** 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).
LEVEL 2	6 – 10	**Reasonable attempt to answer question** 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).
LEVEL 1	1 – 5	**Limited response to the question** 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).
LEVEL 0	0	**No valid response or relevance to the question.**

4   Read Source C

Using evidence from *Source C*, and your own knowledge, examine the extent to which prison is an effective way of dealing with criminals.

(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:

Prison as Effective

- can rehabilitate prisoners (S)
- offers specific treatment programmes (S)
- provides education (S)
- can act as a deterrent (S)
- protects public from dangerous criminals (S)
- popular with public as seen as punitive (S)
- public feel safe with criminals behind bars (OK)
- popular with politicians as evidence of strong government (OK).

Prison as Ineffective

- prisons are overcrowded (S)
- many prisoners re-offend (S)
- 20% of prison inmates should not be there e.g. people with psychiatric problems (S)
- prisons are expensive to run (S)
- community schemes work better (S)
- prisons are understaffed – rehabilitation programmes reduced/cancelled (OK)
- prison regimes seen as too 'soft' (OK)
- prisoners become institutionalised (OK)
- prisons are 'universities of crime' (OK)
- prisoners rarely serve full sentences (OK)
- prison breaks up families (OK).

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

(S)   =   Source

(OK)   =   Own Knowledge

5   Read Source D

Using evidence from *Source D*, and your own knowledge, discuss the contrasting attitudes demonstrated by liberal and punitive commentators in identifying the causes of crime and in suggesting ways to reduce it.

(14 marks)

Indicative content:

Liberal commentators see crime as caused by:

- ineffective education system (S)
- lack of job opportunities (S)
- poverty (S)
- family problems (S)
- mental health problems (S)
- glamorisation of guns and gangs (OK)
- peer pressure (OK)
- gangs as substitute families (OK)
- drug addiction (OK).

And possible ways to reduce crime to be:

- working closely with families (S)
- early intervention (S)
- better treatment for drug addicts (OK)
- organised activities for young people (OK)
- improved education and skills training (OK)
- better mental health provision (OK)
- expansion of community punishment and probation (OK)
- new initiatives like victim-criminal dialogue (OK).

Punitive commentators see crime as caused by:

- breakdown of society (S)
- too many single parent families (S)
- too tolerant an attitude towards wrongdoing (S)
- uncontrolled immigration (OK)
- lenient sentencing (OK)
- putting the rights of criminals before those of victims (OK).

And possible ways to reduce crime to be:

- support for the institution of marriage (S)
- zero tolerance towards crime (S)

- controlled immigration and deportation of foreign criminals (OK)
- more police and prisons (OK)
- greater police powers (OK)
- harsher sentencing (OK).

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.

(S)   =   Source

(OK)   =   Own Knowledge