



General Certificate of Education

General Studies 1761

Specification A

GENA1 Culture and Society

Mark Scheme

2010 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.

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.

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

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

2 Read Source B

(a) Give *three* reasons from *Source B* why the author is critical of television's coverage of politics. (3 marks)

(b) Using your own knowledge, outline *three* reasons why British television might be praised for its coverage of politics. (5 marks)

Indicative content

(a) Reasons for criticism

- programmes are being axed
- some presenters are guilty of bias
- vital issues are not being explained to the public
- democracy is being undermined / voters not properly informed
- media barons use TV for their own purposes

Award 1 mark for each of the above, to a maximum of 3 marks. Ideas must be drawn from the source.

(b) Reasons for support

- the public is well-informed by regular news broadcasts
- there are 24 hour news channels available
- high quality programmes like Panorama and Newsnight are produced
- political debate encouraged by programmes like Question Time
- news programmes are required to be objective and non-partisan
- elections and election issues are well-covered
- politicians are regularly and robustly held to account on TV
- parliament is televised
- politics feature in comedy programmes like 'Mock the Week'

Award 1 mark for each of the above, or for any other valid point drawn from own knowledge, to a maximum of 3, plus up to 2 marks for accurate communication. Communication mark cannot exceed the mark for content.

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 response to the 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 Questions 3 and 4 candidates cannot access Level 3 unless they address both parts of the question (if applicable) and use both the source and their own knowledge.

3 Read Source C

Using evidence from Source C and your own knowledge, explain why governments might wish to control the content of the Internet. Outline the problems likely to be encountered in pursuing such a policy.

(13 marks)

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

Indicative content

Government motivation

- governments would see it as a public duty to
 - safeguard public morality
 - oppose extremism
 - fight crime (✓E)
- totalitarian regimes wish to suppress freedom of speech and political debate (✓E)
- governments are under pressure to act from parents, religious bodies and moral crusaders (K)
- governments generally want to control the media e.g. to restrict criticism of them (K)
- the internet is too influential to be left to its own devices (K)
- the internet is a growing part of the economy which governments want to exploit / regulate (K)

Problems

- technical difficulties including ineffectiveness of censorware (✓E)
- public resistance to restrictions on liberty (✓E)
- public resistance to secretive nature of such a policy (✓E)
- difficulties in enforcing censorship which would grow as blacklists expand (✓E)
- 'safe' sites would suffer as well as dangerous ones (✓E)
- international co-operation needed to be effective (K)
- lack of consensus on what should be banned / controlled (K)
- internet is too large to be controlled (K)
- resistance on commercial restrictions from internet businesses (K)

Any other valid points should be credited.

(✓E) = Source

(K) = Own Knowledge

4 Read Source D

Using evidence from Source D and your own knowledge, discuss what could be done to protect the privacy of people 'in the public eye'.

(14 marks)

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

Essentially candidates are being asked to consider the introduction of a privacy law or other measures to protect privacy. The word discuss suggests that they should consider pros and cons and candidates who don't do this should not be accessing Level 3.

Indicative content

Introduce a privacy law because

- media abuse is becoming commonplace (✓E)
- press increasingly motivated by profit (✓E)
- media pressure directed at children (✓E)
- everyone has a right to privacy (✓E)
- privacy supported by EU legislation (✓E)
- personal problems should not be a source of entertainment (✓E)
- public and private lives should be kept separate (K)
- would help clarify the legal position as regards privacy (K)

Make the media adhere to a voluntary code which might include

- respect for privacy in return for agreed access (K)
- agreed exclusions for family especially children (✓E)
- agreed exclusions for specific cases like illness, bereavement etc. (K)

Leave situation as it is because

- press interest goes with the job (price of fame) (✓E)
- the public have a legitimate interest in behaviour of role models (✓E)
- the public have a legitimate interest in behaviour of elected officials (✓E)
- there are already laws to protect privacy – trespass, libel etc. (K)
- celebrities often seek publicity themselves (K)
- celebrities' behaviour invites press intrusion (K)
- press interest is balanced by status and wealth (K)

Any other valid points should be credited.

(✓E) = Source

(K) = Own Knowledge