AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

General Studies 2761
Specification A

GENA3   **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.

Unit 3 Section A   (A2 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 Sections B and C more weight should be given to AOs 1 and 2 than to AOs 3 and 4.

- *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 the highest level.

- A response which bears no relevance to the question should be awarded no marks.

Distribution of marks across the questions and assessment objectives for this unit

	Section A		Section B	Section C	Total AO
Question Numbers	**1**	**2**	**3**	**4**	
Assessment Objectives 1	2	2	8	8	20
2	6	2	7	7	22
3	2	2	5	5	14
4	2	2	5	5	14
Total marks per Question	12	8	25	25	70

1   **Compare and evaluate the major arguments in each of the two extracts about politics and pop music.**

(12 marks)

A good answer to this question will trace the arguments of both extracts. Such answers will summarise both the content and the point of view which each writer is trying to present. They will probably show a reasonable attempt to contextualise both extracts. Comparison of the arguments in each extract and evaluation of their provenance are important.

Assign each of the candidates' responses to the most appropriate level described below according to **its overall quality**, then allocate a single mark within the level. Credit should be given to candidates who support their points with appropriate examples and/or evidence.

Levels	Marks	Descriptors
Level 3	9 – 12	Good to comprehensive evaluation of both extracts in terms of their effectiveness, style and content; perceptive and coherent comparison, and written with fluency and accuracy.
Level 2	5 – 8	Modest to quite good attempt to assess the range of comments, touching on elements of effectiveness, style and content, perhaps with some gaps in coverage; written with reasonable clarity and expression.
Level 1	1 – 4	Bare to limited response, with few points to offer and significant gaps in coverage; lacking in clarity and with significant errors in expression.
Level 0	0	No valid response to the question.

 Points that might be made include:

Extract A

- The economic crisis of 2008 has polarised society, which reflects divisions in indie music
- Issues of class are dividing indie musicians. Tom Clarke claims that 'aristocratic' songs cannot reflect society's needs
- Press interviews are emphasising the relative positions of the two groups concerned, with an observation from McMahon that the views of the 'aristocratic' bands demonstrate a polarised fear of their opposite numbers
- There is now a prejudice against the working-class in the record business
- Punk music allowed a healthy social mix.

Extract B

- A letter responding to an article (personal viewpoint perhaps lacking gravitas?)
- So called left-wing groups turned out to be traitors to the working-class
- Such groups, despite their credentials, were actually not hard line lefties
- The final paragraph denies that Hazel Blears and David Cameron are politically diametrically opposed.

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 points not included here should be credited.

2   To what extent do you think that pop musicians can be an important voice in political debate?

(8 marks)

Candidates may use any arguments from the two extracts or from their own thinking. They may use any arguments they wish, providing they are backed up by relevant evidence and references.

Assign each of the candidates' responses to the most appropriate level described below according to **its overall quality,** then allocate a single mark within the level. Credit should be given to candidates who support their points with appropriate examples and/or evidence.

Levels	Marks	Descriptors
Level 3	7 – 8	Good to comprehensive response, able to state clear arguments/opinions supported with justifications and appropriate references, written coherently and convincingly with fluency and accuracy.
Level 2	4 – 6	Modest to quite good attempt with some supported opinions and reference to examples, written with reasonable clarity and expression.
Level 1	1 – 3	Bare to limited response, few points offered or developed; lacking in clarity of argument; weak expression with errors.
Level 0	0	No valid response to the question.

Some areas which may be explored

- Is there any place for pop music in politics?
- Which groups have a genuine voice in political arguments?
- What types of music could be significant in influencing an electorate?
- Are young voters likely to listen to political messages?
- What areas of concern lend themselves to pop treatment (Ecological concerns, global concerns, campaigns such as AIDS relief, Amnesty)?

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.

GENERAL MARK SCHEME FOR SECTIONS B AND C

Each essay should be awarded a single mark out of 25. In awarding the mark examiners should bear in mind the overall assessment objectives for General Studies (see INTRODUCTION) which the essay questions are intended to test in the following proportions:

AO1 – 8 marks   AO2 – 7 marks   AO3 – 5 marks   AO4 – 5 marks

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
LEVEL 4	20 – 25 (6)	**Good to very good treatment of the question** Wide ranging and secure knowledge of topic (AO1); good range of convincing and valid arguments and supporting illustrations, effective overall grasp and logically argued conclusion (AO2); good understanding and appreciation of material, nature of knowledge involved and related issues (AO3); well structured, accurate and fluent expression (AO4).
LEVEL 3	13 – 19 (7)	**Fair to good response to the demands of the question** Reasonable knowledge of topic (AO1); a range of arguments with some validity, appropriate illustrations with reasonable conclusions (AO2); some understanding and appreciation of material, nature of knowledge involved and related issues (AO3); mostly coherent structure and accuracy of expression (AO4).
LEVEL 2	6 – 12 (7)	**Limited to modest response to the demands of the question** Limited/modest knowledge of topic (AO1); restricted range of arguments and illustrations but some awareness and attempt at conclusion (AO2); little understanding and appreciation of material, nature of knowledge involved and related issues (AO3); weak structure and variable quality/accuracy of expression (AO4).
LEVEL 1	1 – 5 (5)	**Inadequate attempt to deal with the question** Very limited knowledge of topic (AO1); little or no justification or illustration, no overall grasp or coherence (AO2); inadequate understanding and appreciation of material, nature of knowledge involved and related issues (AO3); little or no structure/frequent errors of expression (AO4).
LEVEL 0	0	**No valid response or relevance to the question**

3   **'For those involved in creative arts there should be no boundaries to limit their freedom to express themselves.'**

Examine this statement and say how far you believe that any form of censorship in the arts is justified.

The question requires an examination of the quotation and an evaluation of its veracity. An expression of the candidate's personal reaction to the quotation is required to access the top level.

Limitations on freedom may be thought necessary to:

- avoid offence
- allow maximum communication of the artist's work
- safeguard the artist
- protect the vulnerable and innocent
- maintain public order
- balance rights and responsibilities.

Arguments for freedom could include:

- right of the artist (and individual) to free expression
- desire to develop an art form further (the avant-garde)
- effectiveness of the shock of the new
- art transcends the commonplace
- art has to shout to be heard
- people do not have to experience a work of art – it is their choice to do so.

Exemplification is vital. Any creative art form can be used – if on the fringe judgement will have to be used as to its relevance but as usual in this question area such things as martial arts are not rewarded. It is likely that candidates will reach a mixed verdict and that they will argue both sides of the question but polemic answers with strong justification can be rewarded highly. How far they believe that any form of censorship can be justified is a matter of opinion but it must be backed by sound and logical argument.

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.

4   Examine the role that art and design play in the lives of people in the UK.

The 2008 National Curriculum guidelines for Art and Design say:

- The key concept of cultural understanding helps pupils develop an understanding of the role played by art, craft and design in their lives.
- Cultural understanding also raises awareness of the contexts in which art, craft and design are created in a range of societies, both past and present, and provides additional perspectives on the socio-economic contexts and purposes that helped to drive those creative processes.

Candidates who understand these wider concepts of art and design will be able to argue the centrality of art and design to every object we purchase or use. These should include such aspects of designer choice as:

- suitability for use
- materials
- form
- colour
- aesthetic appeal.

It may be useful to follow through an object from its prototypical stage to modern developments and to account for changes (such as to mobile phones).

The role played by art and design is a question of their impact on ordinary people. Areas may include:

- advertising
- fashion
- aids to living
- transport
- built-in obsolescence.

If candidates choose to take a narrow view of fine art and design they may do so, though their arguments may need to be correspondingly more focused. At each stage exemplification should include reference to the impact of art and design on the lives of ordinary people in the UK.

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.

5 **'Many areas of the arts such as poetry, theatre and classical music are no longer relevant to young people.'**

Discuss this view with reference to one or more art forms.

Any point of view can be argued here. We do ask that arguments are relevant to the question.

In support of the view candidates may wish to offer:

- art forms which evolved in the past might not speak directly to modern tastes or of contemporary values
- such areas of the arts may not seem immediately attractive and need to be worked on to be understood
- classical arts are not necessarily produced by modern means (instruments, language, digital media)
- classical music / drama / poetry / even literature and early cinema may not have words / rhythms / tempi / allusions / references that appeal to young people
- those who enjoy 'classical arts' are in a minority who are out of touch with mainstream youth culture
- classical arts have stagnated and have nothing new to say
- they are for old people only
- young people have their own interests and do not need classical arts.

Against the view:

- increasing numbers of young people participate in artistic endeavours in and out of schools (youth theatres such as Stagecoach, multi-media centres, writing fora, youth orchestras)
- Government funding (e.g. through Sing-Up) is ensuring that young people have an entitlement to the arts
- the success of Music for Youth and such organisations as the National Youth Orchestra demonstrate the high standards attainable by young people – other arts have similar high-profile schemes
- the arts are eternal and enjoyed by succeeding generations
- young people have always enjoyed 'popular' arts
- performing arts require a great deal of skill and practice
- performing is a sociable and collaborative experience *par excellence*.

Again we are looking for sound exemplification of the candidate's viewpoint and sound arguments.

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.

6   **'All morality is relative.'**

'Some moral issues remain exactly the same, across cultures and times.'

Discuss how far people's views of what is right and wrong simply depend on their time, place and circumstances.

Both the viewpoints of the prompt should lead candidates to an idea of polarized views on morality. They have to discuss how far morality is absolute or relative dependent on individual (or group) context. Some areas which may be included include:

1.   All morality is relative

- notions of right and wrong are not absolute values
- they vary from individual to individual
- they are personalized according to circumstances or culture
- they can be used positively to change the law (e.g. promoting tolerance for other customs or lifestyles)
- or negatively as a justification for wrongdoing or lawbreaking.

2   Some moral issues remain exactly the same, across cultures and times

- moral absolutism has constant values and rules
- judges all persons equally, irrespective of individual circumstances or cultural differences
- can be religious in origin – a scripture or canon law lays down an immovable principle
- can be secular – as in such principles as liberty, equality, and self-preservation
- can be historical – as in *habeas corpus.*

It is to be hoped that candidates can tackle the notion of different levels and contexts of morality – a discussion which cannot serve these issues will be unlikely to access the highest level.

A decision is required – how far are people's mores determined by context? This will demonstrate the candidates' ability to analyse the contrasting views and offer reasoned discussion. The view taken is irrelevant – the means by which it is reached, developed and expressed is what we are examining.

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.

7   Discuss the view that, in general, women will never achieve full equality with men in the workplace because of their role in child bearing and child rearing.

The Equality and Human Rights Commission's report, *Sex and Power 2008* examined 25 different areas of work and found that in 12 of them the number of women holding top posts had declined in the previous year. That included MPs, Cabinet Ministers, heads of professional bodies and newspaper editors. Equality evidence also includes:

- in 2006 54% of those entering university courses were women
- in 1994 51% of women and 52% of men said that family life wouldn't suffer if a woman went to work. That number had reduced to 46/42% in 2002
- maternity benefits (39 weeks statutory maternity pay) have increased
- more than 70% of recruitment agencies have been asked not to hire pregnant women or those of childbearing age
- men only receive two weeks paternity benefits.

Employers are not allowed to discriminate against women of child-bearing age but oppositional attitudes such as those of Alan Sugar are highly visible and publicised.

There are major issues

- women who do take maternity and child rearing roles do get left behind in promotion stakes
- BUT what emotional benefits do they receive? Do these outweigh the disadvantages?
- women are discriminated against since they are not appointed to jobs because they may be a loss to their employer
- training is expensive and a company may not wish to 'lose their investment'
- Long hours are expected of those who work towards promotion. This is not 'family friendly'
- costs of child care
- shouldn't fathers be prepared to take on a child care role?
- some jobs (e.g. primary schools) do offer opportunities for senior management BUT a disproportionate number of males reach the head teacher stage.

A discussion of many of these issues will probably be indecisive, but those candidates who structure clear, relevant and well illustrated arguments on both sides of the discussion will score highly.

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.

8 **'The rise of internet sites like Wikipedia will make non-fiction books unnecessary.' Examine this statement and say how far you believe it to be true.**

From early times until very recently our knowledge has been dominated by the book. Reference books in libraries and homes provided basic information on any subject.

In the 10 years since Google began, it has built up a total of 40 billion hits per year. In many countries, Wikipedia is the site with most hits per day. It is safe to assume that most of those hits were to find out information.

The essay is required to analyse the statement and better responses may offer the kind of context outlined above. Candidates should then offer reasons why (or why not) the days of the non-fiction book are numbered.

Reasons for the use of internet sites like Wikipedia rather than books are:

- any information that could be wanted is here in one place
- apart from set up and small recurring costs the access to huge amounts of information is free
- information can be cut and pasted
- cumbersome finding of books and pages unnecessary
- browsing is not only easy but exciting (addictive?)
- Wikipedia is a socially driven source
- there is so much information that much is difficult to trace (plagiarist possibilities?)
- no need to buy 'latest versions' e.g. of encyclopaedias.

Reasons for retaining books include:

- possession of object – often of some beauty
- portability
- able to dip in randomly or
- knowledge of whereabouts of specific information
- scholarship and trust of known authors/publishers
- avoids obvious plagiarist temptation
- certainty of finding the same information in an unaltered form each time it is needed.

There will be no standard answers here – they can place their views on a spectrum between the two extremes, but to access the highest level they must attempt in some way to express precisely what their views are.

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.

9 **'After the reign of Queen Elizabeth II the monarchy should give way to an elected presidency.'**
   To what extent do you support this opinion?

This is a straightforward Republican v. Monarchist question.

Arguments are well-known and well-rehearsed.

Republican

- the Monarchy represents an outdated system of class and privilege
- we now have a parliamentary democracy but the House of Lords is still not elected
- citizens should be sovereign, not a privileged family born to a crown
- we should choose our own Head of State. Indeed why do we need a Head of State at all?
- we still have a political culture centred on "Her Majesty's Government" – with a sense of feudal royal ownership
- they are a drain on the economy. The annual cost is around £37 million
- the behaviour of those who might succeed to the throne could be said to be erratic
- a ceremonial Head of State (with limited powers?) should be directly elected by the people.

One model is

- a President directly elected by the British people with the power to appoint a Prime Minister, to call elections and to sign Acts of Parliament into law
- the Prime Minister would remain as Head of Government
- the term of office would be fixed
- the Head of State would be constitutionally independent from parliament.

Monarchist

- a traditional system that has worked effectively
- the Queen is a national icon
- the monarch represents the country well
- brings in revenue (especially from abroad)
- symbolises our history and heritage
- represents everyone, not just those who voted for her
- don't confuse the role and title with the individual occupying the throne
- the Princes (Charles and Harry) have been groomed for the role.

We are looking for strong and cogent arguments – not unsupported opinion or assertion. Each statement made needs illustration and exemplification, and emotive outpourings are not likely to further the discussion. The extent of the candidates' support for the proposition is the root of the answer.

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.

10 **Among the difficult issues that adults must deal with are relationships, parenthood, employment, money management and participating in the democratic process.**

Examine the view that schools and colleges do not prepare young people for their future social responsibilities.

It has long been a complaint of industrialists, politicians and others that young people are not sufficiently knowledgeable about the things that will really matter to them after their school days.

Among the questions under discussion will be:

What are their social responsibilities?

- in KS3/KS4 PSHE and Citizenship looks at education, family, growing up, racism, employment, and keeping safe sexual relationships, law, crime, helping others, animals, the environment, drugs, health, unfair discrimination, local and national government, Britain and Europe, and the media
- voting knowledgeably
- understanding rights and responsibilities
- corporate responsibilities.

Are their social responsibilities addressed in school/college?

- the teaching of Citizenship has been compulsory in England since 2002 but Ofsted say it is ineffectual in at least 25% of schools
- is too much time spent on teaching for examinations?

What more can be done?

- reinforcement at home
- relate the teaching more to real scenarios
- further legislation?
- tougher policing?
- extending training in the workplace or through such schemes as D of E
- tighter examination controls so that all pupils are examined in Citizenship and PSHE
- more time devoted to General Studies lessons!!

Candidates are perfectly at liberty to use their own very recent experiences though ought to have the knowledge that such experience may be partial. The focus of the question is on young people, schools and responsibilities. They will need to stick to that agenda.

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.