



**General Certificate of Education (A-level)  
January 2011**

**General Studies A**

**GENA1**

**(Specification 2760)**

**Unit 1: Culture and Society (AS)**

**Final**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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

## 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 four 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	
<b>Assessment Objectives</b>	<b>AO1</b>	–	3	3	4	10
	<b>AO2</b>	3	–	4	3	10
	<b>AO3</b>	–	–	2	3	5
	<b>AO4</b>	–	2	4	4	10
<b>Total marks per question</b>	3	5	13	14	35	

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

**Read Source B**

**02 Give *three* reasons from Source B why the author is critical of compulsory RE lessons in schools.**

**(3 marks)**

As there are no communication marks for this question we will accept bullet points as long as **the meaning is clear** and the reasons given **come from the source**.

**Indicative content**

**Reasons for criticism**

- shortcomings of locally devised syllabuses
- pupils struggle to attain expected standards
- those delivering courses lack specialist training / qualifications
- teachers lack personal experience of, or engagement with, religion
- lack of political support for religious observance in schools
- more time could be spent on Maths and English.

Award 1 mark for each of the above to a maximum of 3 marks

**03 Using your own knowledge, briefly outline *three* arguments in favour of compulsory RE lessons in schools.**

**(5 marks)**

**Indicative content**

**Reasons in favour**

RE lessons:

- provide an opportunity for questioning and philosophical debate
- enable all pupils to access spiritual education
- offer a forum for the exploration of moral and ethical issues
- widen pupils' knowledge and understanding of other religions and cultures
- promote tolerance and sensitivity towards the beliefs / opinions of others
- encourage respect and good behaviour.

Award 1 mark for each of the above, or for any other valid point drawn from own knowledge, to a maximum of 3 marks plus up to 2 marks for accurate communication.

**Questions 4 and 5: Level mark scheme for all assessment objectives.**

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

## Questions 4 and 5

*Both questions require candidates to use both the source and their own knowledge. 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 who fail to use **both** the source and their own knowledge cannot access Level 3.*

### 04 Read Source C

**Using evidence from Source C and your own knowledge, examine the extent to which there has been a decline in the importance of religion.**

**(13 marks)**

Candidates are expected to address 'the extent', mentioned in the question, by offering some judgement or opinion.

#### Indicative content

##### Evidence in support of decline

- number of people attending church has declined **(S)**
- number of those training for the priesthood has fallen dramatically **(S)**
- people no longer look to religion for moral guidance **(S)**
- religion's political power has declined in most countries **(S)**
- more people now turn to science for answers **(S)**
- religious views are seen as old-fashioned and restrictive **(OK)**
- church seen as out of touch with modern life **(OK)**
- people are frightened by religious extremism **(OK)**
- religion seen as a source of division and conflict **(OK)**
- religion marginalised by materialism and pressures of modern life **(OK)**
- young people are uninterested **(OK)**
- people find other opportunities for social inclusion **(OK)**

Any other valid points should be credited.

##### Evidence against decline

- individuals are interested in religion at a personal level **(S)**
- millions demonstrate faith through pilgrimage **(S)**
- growth in new forms of demonstrating spirituality **(S)**
- innate human religiosity – religion provides answers and spiritual fulfilment **(S)**
- growing strength of religion – Islam in Asia, Christianity in Africa **(OK)**
- political influence of religion still exerted in many countries **(OK)**
- religion's role in education, healthcare, charities and community projects **(OK)**

- religion provides a sense of community, support and comfort **(OK)**
- religion offers guidance, structure and purpose in people's lives **(OK)**
- recognisable growth in evangelical/charismatic religion **(OK)**

Any other valid points should be credited.

*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**



## 05 Read Source D

Using evidence from *Source D* and your own knowledge, discuss how accurate it is to describe Britain as a ‘broken’ society.

(14 marks)

### Indicative content

#### In support of the statement

- decline of the two-parent family – fewer marriages (S)
- no sense of community (S)
- high levels of teenage pregnancy (S)
- educational failure (S)
- high levels of personal debt (S)
- welfare dependency (S)
- growth of poverty (S)
- high divorce rate (OK)
- proliferation of domestic violence, child abuse and neglect (OK)
- growth of drug and alcohol dependency (OK)
- growing numbers of NEETs (OK)
- high levels of unemployment (OK)
- increase in anti-social behaviour, crime and gang culture (OK)
- inadequacies of justice system and social welfare (OK)

Any other valid points should be credited.

#### Against the statement

Candidates might well point to the origin of the source and its obvious bias and political agenda and argue that:

- the focus is entirely on the problems of a minority underclass (OK)
- positive aspects of British society – tolerance, respect, relative prosperity, orderliness and generally efficient public services – are ignored (OK)

Specific points against the statement could include:

- media exaggeration and sensationalising of social problems (OK)
- marriage is no guarantee of stability within the family (OK)
- unmarried couples and single parents are often very effective parents (OK)
- Britain is not ‘broken’ but changing as different social / family units develop (OK)
- labour would claim that Britain has actually progressed pointing to improvements in educational attainment, higher standards of living and health provision (OK)

Any other valid points should be credited.

*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**