



**General Certificate of Education (A-level)
January 2012**

General Studies A

GENA3

(Specification 2760)

Unit 3: Culture and Society (A2)

Final

Mark Scheme

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 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

Question Numbers	Section A		Section B	Section C	Total AO
	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

01 Compare the views expressed in extracts A, B and C about Prince Charles' involvement in modern architecture.

(12 marks)

A good answer to this question will analyse the views of the writers and contributors in relation to Prince Charles' general attitudes to architecture, his role in the Chelsea Barracks scheme and will analyse the similarities and differences between them – pointing to any vested interests the participants may have and the way in which their judgement may thereby be affected. The use of comparative terms (on the other hand, conversely, however etc) is always useful in this type of question.

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 all of the 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

1. This is obviously early on in the saga ('reportedly intervened' and current 'anger')
2. RIBA dislike his 'opposition' to the plans
3. Prince Charles urging a 'turn from modernism'
4. Examples of his subjective criticism offered
5. Provenance (BBC News) will be thought to be neutral, but has an emotive turn of phrase.

Extract B

1. Lord Rogers (protagonist) expresses his view
2. Lord Rogers accuses the Prince of unconstitutional and unfair interference
3. The Prince is accused of corruption (though relatively little is made of it)
4. And of using his power wrongly
5. Political reference to Lord Rogers as a 'Labour peer' may be important
6. Provenance (Guardian) perhaps unimportant but it does focus on Lord Rogers' views with nothing from the Prince's side and is fairly accusatory.

Extract C

1. Views presumably from 'ordinary citizens'
2. All are in favour of his intervention
3. First statement has Prince Charles as the people's champion
4. Second statement more generally using emotive language (concrete jungles)
5. Denigrating developers.

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

02 How far should Prince Charles be able to use his position to influence people's lives?

(8 marks)

This is both a moral and a constitutional question, where the candidates should discuss whether it is right for someone born into power in the modern age to bring influence to bear on issues where commercial and professional judgements have been made.

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.

Points that might be made include:

- he is a powerful person – as the next King he should be able to influence important decisions in his own country
- he has had a long interest in maintaining the traditions, crafts and historic culture of England
- he feels he is right to stand up for those who cannot speak for themselves
- government legal advisers said Britain's unwritten constitution grants the heir to the throne no such obligation to step in on behalf of others, and said it is in fact his constitutional duty to steer clear of political controversy which could undermine the standing of the monarchy
- he should not interfere in planning processes where there is a clear line of public consultation
- architects (who largely seem to be behind Rogers) know much more about what they are doing than the Prince does
- the Prince (like the Queen) should stand aloof from decisions of this kind
- he should not use his own influence to 'go behind people's backs'

- does the Prince speak ‘for the people’?
- the Prince, like the Queen, should be very careful not to raise suspicions of corruption
- he is not elected and has a far from ordinary background.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content 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.

03 ‘Poetry communicates emotion; prose merely conveys information.’

Examine this view and say how far you believe it is true.

Candidates may wish to argue this from a number of viewpoints. There is the obvious reading whereby the quotation can be taken at face value. Poetry is poetry; prose is prose and both have their individual purpose and easily recognisable characteristics. This view can be argued by fairly obvious means, choosing examples which fall well within the two separate media.

We are likely to see such areas as:

- narrative
- dialogue
- character development
- plot
- pace
- length.

on one hand, and on the other:

- depth
- emotion
- description
- mood
- rhyme/rhythm
- brevity.

Hopefully, candidates will validate their arguments with good examples. This will mean them identifying something of the nature and purpose of each genre. They may then find in this process that the difference between the two is far from clear cut. This may include:

- the nature of rhyme and rhythm
- the question of imagery and literary devices more suited to one than another
- the distinct purpose of both genres
- crossover between the two genres
- historical precedents which blur the divisions further (as in Shakespeare).

There are many examples that candidates could choose and it is up to them to make the value judgements – to assess how far the statement is valid. The quality of argument which leads them to the conclusion is important and the quality and the relevance of their use of examples will be a big factor.

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

04 Discuss the criteria that could be used for deciding whether one work of art is better than another.

**Choose your examples from one of the following art forms:
music, film, painting, novels, drama, conceptual art.**

Another clear criterion-based question for candidates to try. The specification points firmly to the skill of working out, and judging by, criteria.

They do have a generous range of art genres to choose from.

The various art forms all have their own detailed criteria for greatness/mediocrity and candidates should be able to point firmly to those particular to their chosen art form, with relevant exemplification and illustration.

The universal criteria they may wish to use would perhaps include some of the following:

- skill/craftsmanship
- depth of meaning
- longevity
- quality of ideas
- message
- popularity
- uniqueness
- integrity
- aesthetic considerations
- illuminate our experience
- reveal ‘truths’.

The criteria by which examples of their chosen art form may be judged against other examples is the thrust of this question.

Those candidates who stick to relatively similar genres may be able to argue a better case than those who compare dissimilar works within a genre – for example classical and popular music. The criteria should be generally recognised and not simply of the ‘I like it so it’s better’ variety. Arguments of the ‘it’s all down (or up) to personal taste’ do not offer sufficient breadth or depth at this level.

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

05 When the Coalition Government came to power it was reported that they talked of cutting half of the jobs and 40% of the budget of the Department for Culture, Media and Sport.

Discuss the value of having such a government department and how such cuts may affect the country's artistic, cultural and sporting life.

The prompt may or may not lead candidates into a discussion about what are sensible cuts to make to public services in a time of deep recession. At the time of writing these cuts are just being proposed.

The question however, is there in the second sentence.

Why should there be a department to look after Culture, Media and Sport?

What are the values of these things to the aficionado, the general public and the country as a whole, especially in Olympics year (hopefully they will also address the issues for Culture and the Media)?

How does the department compare with Health, Education, the Treasury and Defence?

Additionally, they may wish to consider:

- the intrinsic worth of each
- what is meant by each of sport, culture and the media
- the government's (and the public's) perception of the value of each.

What does the department do?

- Regulate
- fund
- promote
- champion
- judge relative merits.

The effects of cuts must be considered.

There will be cuts in both the departments and also in the money each department has to spend. What will be the effect on:

- amateur/youth organisations
- minority cultures and minority arts
- newsmedia and the BBC (nationally and locally)
- those industries dependent on the activities covered by the department
- Britain's international standing
- cultural well being and a healthy society?

There might also be fruitful debate about the fact that for a tiny minority sports, the media and culture are intensely financially rewarding, whereas a very little can go a very long way for millions of participants.

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

06 ‘The problem with today’s media is that too much is designed to appeal to the lowest common denominator.’

Examine this view and say how far you believe it is true.

An open question of the type frequently set – on the line of ‘fings ain’t wot they used t’be’.

A number of issues arise which should be fruitful for discussion.

- what is meant by the media?
- what is the LCD?
- over what timescale should it be argued?
- what should be the criteria for media coverage?
- what should be the criteria for judging a product of the media?
- if so, why?

Candidates should be able to choose one or more aspects of the media and we could allow consideration of any one of them. As usual there is a balance between choosing to answer the question from one medium, in considerable depth, or several more briefly. Either approach could reach the upper band. As always, exemplification is a key requirement. There should be an implication of progress from one state to another and comparison with the past (recent or older).

Possibilities include:

Television:

- how much expensive drama or documentary work is now produced?
- how much TV is formulaic and easy to understand?
- is there justification for the accusation of ‘dumbing down’?
- if so – is this too patronising a judgement?
- how far is it true compared to programmes of the past?
- effect of multi-channel TV.

Radio:

- compare established channels (R2, R3, R4) with local and more youth-oriented radio stations.
- is radio news trivialised?

Newspapers:

- has the standard of journalism changed?
- have such features as political control/affiliation, celebrity focus, TV programmes leading the news, prurience changed?
- have the changes in pricing/free sheets/broadsheets/tabloid journalism etc made a difference in relation to LCDs?

Digital and electronic media and advertising are other areas that might have been affected too.

Any 'how far' questions require a value judgement on a continuum and candidates should have addressed this aspect of the question, with a correspondingly well argued and exemplified conclusion.

Conversely, this is a matter of their own opinion and therefore they are, of course, to be allowed any point on the continuum. We do not mark their opinions – we particularly examine how well their opinions (which may be quite personal) have been argued, developed and exemplified.

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

SECTION C

07 Discuss what features the major world religions have in common.

The major world religions are Judaism, Christianity, Islam, Buddhism, Hinduism and Sikhism, but religions like Shinto and Zoroastrianism may also have a claim on candidates' attention.

They all:

- worship some kind of God
- believe in an afterlife
- believe in sin
- have a degree of confidence that their religion is the right one
- believe that human allegiance belongs to God and that life has value
- contain some version of the "Golden Rule," i.e. mutual respect
- have a moral code
- believe that thoughts, deeds and words could affect the situation after death
- emphasise spirituality
- involve rituals
- have a role of socialisation.

There will, of course, be discussion on what constitutes a world religion. Any essay which does not centre on the religions mentioned at the outset of these notes will not constitute a full answer. However some may take a more philosophical or cynical viewpoint and we will credit their arguments according to their merits, evidence and illustration. There may, therefore, be legitimate discussion of similarities in:

- comfort and panacea
- the need to believe
- a lack of physical evidence.

If candidates wish to argue about 'folk' religions they should do so from a wide perspective and should cite religions from a variety of very old traditions. The emphasis we have seen in recent years in this area of the specification about 'new' religions will only be helpful if properly contextualised and if the mainstream religions are the focus of their attention.

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

08 In the 18th century, Rousseau wrote “Man is born free but everywhere he is in chains.”

Examine the meaning of Rousseau’s statement and explain the extent to which personal freedoms are threatened in the world today.

Candidates might be able to offer some contextualisation of Rousseau, though need not.

Writing more than 200 years ago, Rousseau was in a very different world from today’s and was particularly aware of the strange swings in 18th century political struggles where, uniquely in America and France, the monarchy and ruling class were swept away only to be replaced by the people (more accurately middle class intellectuals who, in France anyway, made heavy weather of ruling). There was little here which touched the average French peasant and the *status quo* of emperor, monarchy, aristocracy and church soon returned, but in America his philosophies held much truer.

The *Social Contract* begins with one of Rousseau’s most famous quotes: “Man was born free and everywhere he is in chains.” It outlines how governments can protect the equality of its citizens. Simply having power, in the manner of an inherited monarchy, doesn’t render the power morally legitimate. True Sovereignty always seeks the public benefit, and therefore the will of the people always speaks to the benefit of the people. The *Social Contract* claims its legitimacy because it frees human beings from their chains. The dilemma is that if the state protects individual freedoms, how can this be reconciled to the general will because that always looks to the welfare of the whole and not the individual will.

This dilemma is reflected in modern society in a number of ways.

- some areas of the world do not (and cannot afford to) have the same freedoms and rights as the more developed countries
- our freedom as individuals has to give way to the collective good in matters such as crime and terrorism
- religious freedoms are by no means universal
- corruption and bribery still eat into people’s freedoms
- food and water are unequally available
- banks and commerce have their own rules and systems which affect even those who are not involved with them
- wealth gives unequal opportunities and life chances
- individuals are tied down by the rules their society imposes on them.

There will of course be many other possible scenarios open to discussion here.

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

09 ‘The coalition government of Conservatives and Liberal Democrats formed after the 2010 general election was the start of a new era for British politics.’

Discuss the benefits and difficulties of a coalition government.

The quotation offers the idea of a new dawn which leads to more consensual, less confrontational politics and redefines the alternative view of the two-party state and polarisation which has always been a feature of the British system.

There may be historical contextualisation or contrast with those states where coalition/minority government has been the norm, such as in Germany, especially as a result of alternative voting systems.

The coalition’s manifesto said:

Three weeks ago we could never have predicted the publication of this document. After the election, of course, there was the option of minority government – but we were uninspired by it. Instead, there was the option of a coalition in the national interest – and we seized it. When we set off on this journey we were two parties with some policies in common and a shared desire to work in the national interest. We arrive at this programme for government a strong, progressive coalition inspired by the values of freedom, fairness and responsibility. This programme is for five years of partnership government driven by those values. We believe that it can deliver radical, reforming government, a stronger society, a smaller state, and power and responsibility in the hands of every citizen.

Benefits may include:

- some of the hopes mentioned above
- the softening of some of the more ‘outrageous’ policies of a particular party
- more consensus-based politics
- a better representation of popular opinion
- greater unity because members of various ideologies must agree policy.

Difficulties may include:

- possible fragility and uncertainty
- gives minor parties a disproportionate amount of power
- the stifling of sincerely held views or pre-election pledges by parties or individuals
- how coalition impacts on manifesto promises
- the domination of one party within a coalition
- unwieldy government
- unfair amount of power held by individuals from minority parties
- it may increase the risk of underhanded deals and corruption.

A balance of difficulties and advantages is required and we would hope that they will, by the time of the examination, be able to offer copious examples and illustrations to support their arguments, perhaps from foreign governments.

10 ‘Ethical banking and fair trade are worthy aims but are difficult to achieve.’

Discuss the intentions and impact of ethical practice in business.

The opening quotation is designed to help candidates. They may well wish to discuss why these aims are worthy, or why they arise at all, and what are the difficulties inherent in achieving these aims. Indeed, such discussion will greatly inform the main part of the question, where intentions and impact should also be considered.

Why be ethical?

Ethics and Society.

Ethical businesses are the kinds of firms which do not sell products such as tobacco or armaments, trade with repressive regimes or use animals in product testing. They accept responsibility for things that go wrong (eg oil leaks) and try to be honest and fair in their business dealing. They will often donate to good causes.

Other ethical issues involve such things as:

- providing good working conditions
- ensuring equal opportunities for women, ethnic minorities at all levels of the firm
- employment of disabled people
- refusing to enter a bribe culture
- avoiding child labour in the developing world
- examining carefully the business practices of firms who supply them and to whom they sell.

One firm claiming to be ethically aware says this:

We are committed to socially responsible behaviour, helping to improve the quality of life in diverse communities, both locally and nationally. As a responsible employer, we recognise the need to be involved with, and understand the requirements of, these communities to the ultimate benefit of all.

We strive to make a tangible difference in these communities through a programme of employee volunteering, community sponsorships and charitable donations.

We promote responsible behaviour in the way we impact the environment as we operate our business.

Some of the benefits for firms are:

- competitive advantage
- better staff attraction and retention
- investment
- morale and culture – staff who work in a high-integrity, socially responsible, globally considerate organisation are happier and more productive
- reputation
- legal and regulatory reasons.

The Fairtrade Foundation says that in the last 10 years Fairtrade sales have increased dramatically. They add that:

- buyers are required to pay a stable Fairtrade minimum price calculated to cover the costs of sustainable production
- buyers are required to pay a Fairtrade premium to producer organisations for producer organisations to make livelihood investments and to improve the situation of local communities
- there are opportunities for pre-financing
- contracts that allow long-term planning
- increased access to export markets.

For *small farmers*, Fair Trade standards require:

- a non-discriminatory, democratic organisational structure that enables farmers to bring a product to the market
- the organisation must be set up in a transparent way
- it must not discriminate against any particular member or social group.

For *hired labour*, standards require:

- the company involved to bring social rights and security to its workers
- training opportunities
- non-discriminatory employment practices
- no child or forced labour
- access to collective bargaining processes
- freedom of association
- conditions of employment exceeding legal minimum requirements
- adequate occupational safety and health conditions
- sufficient facilities for the workforce to manage the Fairtrade.

All farming must be carried out according to sound environmental principles.

Ethical banking has been a big issue since the days of Barclays alleged connections with apartheid. The Co-operative bank in particular claims that all its investments and business practices are ethically sourced and motivated. This has an impact on those customers for whom these issues are important.

Discussion of the intentions and impact of ethical processes is at the centre of the question and candidates are expected to argue with knowledge and conviction.

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

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