



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

General Studies A

GENA3

(Specification 2760)

Unit 3: Culture and Society (A2)

Final

Mark Scheme

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Set and published by the Assessment and Qualifications Alliance.

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 and contrast the views and ideas expressed in the two extracts
(12 marks)

A good answer to this question will provide a sustained appraisal of both extracts. These should include a degree of understanding of the point of view which each writer is trying to present, a grasp of the ideas and issues within the context of each extract and an analysis of the similarities and differences between them.

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 similarities and differences, including elements of their purpose, style and content; showing an awareness of viewpoint as well as an understanding of the ideas, 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 similarity and difference, 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

- A factual report but also including (anonymous) authorial opinions in the rhetorical last sentence
- Provenance of the article – from **within** the Roman Catholic church
- Opposition of Cardinal Ratzinger (later Pope Benedict XVI) to inter-faith prayers agrees to an extent with Extract B re division
- Papal U-turn provoking dissent with Bishop Fellay
- 2nd paragraph is editorial comment: continues with the theme of division also seen in Extract B, though in contrast offers hope.
- Shares with Extract B a hope for peace and unity in a 'good world' but sees this as coming from religious accord.
- Unlike Extract B it assumes, as befits its provenance, a starting point of faith.

Extract B

- The views and ideas expressed are a much more personal viewpoint
- Sweeping statements without exemplification
- Although initially accepting of the benefits of faith, his comparisons are firmly and deliberately non-religious
- Offers division, conflict and oppression as negatives of faith
- Attacks the notion of faith within an historical perspective
- Like Extract A offers hope through the unity of shared ideas, but wants this to be entirely outside a religious context.

Points of comparison and contrast in content, viewpoint, purpose and style can be taken from this summary or other relevant deductions.

Any other valid points will be credited.

02 How do you account for the mistrust that can occur between people of different religions?

(8 marks)

Candidates may use any arguments they wish, providing they are backed up by relevant evidence and references to a variety of religions and practices.

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.

Both strength and weakness should be covered.

Levels	Marks	Descriptors
Level 3	7 – 8	Good to comprehensive response, able to state clear value judgements and opinions supported by justifications and appropriate references, written coherently and convincingly with fluency and accuracy.
Level 2	4 – 6	Modest to quite good attempt with some supporting 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 that may be explored

- 'Tribal' issues – mutual grouping of those of like mind and fear of difference
- Historical polarisation eg Western Christianity; SE Asia's Buddhism
- Ignorance of other beliefs and reluctance (or inability) to learn of them
- Lack of dialogue and understanding of basic principles between varying sects or divisions of the same faith
- Fighting for the faith (proselytising, enforced conversion)
- Belief in the righteousness of a cause and consequent failure to accept, or see, the viewpoints of others
- Difficulties caused by extreme fundamentalism
- Sectarian division (eg Catholic/Protestant or Sunni/Shia)
- Clash of religions and conflicting scriptures
- Popular stereotypes and misconceptions.

We hope that there will be, in the better answers, supported argument and evidence, with balance. There should be a reasonable conclusion.

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.

SECTION B

03 Discuss the importance of holding on to your cultural traditions in a multi-cultural society.

There is a possibility that any answer on a spectrum of unimportant to vital could be acceptable here providing it was argued with illustration, logic and some sensitivity to a variety of viewpoints. It is necessary for us to see an attempt to discuss the importance of the issue.

The spectrum would include the following:

Those who felt that a sense of cultural tradition is

- vital for community cohesion within an immigrant group
- important to enhance the self-respect to a community who feels isolated within a wider community
- something of marginal importance, especially to new generations
- holding back their personal development in wider society.

What is meant by cultural tradition is open to some debate.

It could be

- ethnically based
- religious
- historical
- linguistic
- artistic
- food and costume.

Similarly the notion of a multi-cultural society is not one of which candidates tend to hold a ready definition. The term has been under some fire from a variety of standpoints. What we are suggesting here is simply a society such as that in the UK where many places have become the home from groups of diverse origins and customs and where people are trying to find an appropriate identity which affirms their origins and roots while enabling them to become members of a wider society.

The extent to which candidates feel that should happen is going to form the major theme of these essays.

Of course there could also be a consideration of the cultural integrity of an 'indigenous' population and how their original cultural heritage can feel threatened by a wide and varied cultural incoming. There may be political and nationalistic implications here, as well as (from thoughtful candidates) an examination of how cultures may be in a state of metamorphosis rather than decline.

It is to be hoped that candidates will illustrate widely and clearly those cultural traditions which may profitably be retained and give reasons for their choices. Wider discussion of the benefits or problems of fitting a distinct culture into a wider cultural context will be most welcome.

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 ‘Comedy is one of the most popular forms in film, a status it has enjoyed since the birth of the medium and across much of the globe.’

Account for the continued popularity of humour in films and discuss some of the many forms of humour that are used.

Comedy is not difficult to characterise and candidates should attempt to analyse some of the comic types that film presents.

An introduction might pick up the universality of comedy, and particularly those that rely on visual situations common to most cultures.

Why is comedy popular?

Laughter is a positive force. Among other attributes it

- reduces stress hormones and increases the level of endorphins
- distracts from cares, anger and other negatives
- gives a physical release
- has social benefits and is often contagious.

Additionally comedy films can be relatively cheap to make.

Good comedy = good box office

What types of comedy are there on screen?

- Slapstick – from early times such as Chaplin and Laurel & Hardy
- Comedy of manners – class based comedy such as *Manhattan* and *Gosford Park*
- Displacement – such as *Crocodile Dundee* or *Police Academy* films – individuals finding amusing difficulty into fitting into an unaccustomed environment
- Spoofs – eg *Blazing Saddles* and *Airplane!*
- Anarchic comedy – from the Marx Brothers to *National Lampoon’s Animal House*
- Black Comedy – including dark themes eg some of the Ealing Comedies, *Keeping Mum* (2005) and *Burn after Reading* (2008)
- Romantic comedy (Boy finds girl, boy loses girl, boy refinds girl) as in *Pretty Woman* or *Four Weddings and a Funeral*
- Action comedy *The Incredibles*, Eddie Murphy films
- Comedy Horror (*Shaun of the Dead*, *Hot Fuzz* (2007))
- So-called Gross-out films relying on sexual or scatological humour such as *American Pie* or *There’s Something about Mary*
- Cartoons.

That offers a range of genres and titles that is by no means exhaustive. We would hope that candidates will be able to explain what it is about the kind of humour that appeals. Is it visual, verbal (witty dialogue), surprise, 'feel good', twist of character or plot, reference to something the audience understands but the character doesn't, a banana skin moment, a relief from tension, bathos? Good candidates may be able to offer examples from books, plays, pantomimes or variety, which use similar humour-inducing devices.

Allow credit to those who move from film into other forms/genres of comedy (such as stand-up).

Hopefully a range of humour will be identified, 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.

05 ‘Even in difficult economic times it is vitally important that live performing arts spaces, such as theatres and music venues, are kept open.’

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

At a time when cuts are being made to a range of essential services candidates are asked essentially to say how they value the performing arts in a difficult time for the economy.

There is a range of performing venues, from jazz pubs to local village halls to art galleries and opera houses – theatres and music venues are only two named examples. One would hope that the better candidates would be able to extend the notion of live performance beyond the two examples given.

Many candidates will no doubt wish to look at the ‘vital’ aspect of the question and may well wish to measure the arts against some of the services which are undoubtedly more literally vital and are also facing budget problems – such as, of course, the health service. As an aspect of the question this is probably fruitful, but we would expect greater breadth than the single issue.

What are the advantages of keeping such venues open?

- the arts have intrinsic value in a variety of ways
- our performing arts are creatively and culturally necessary
- the arts are an important part of our economy
- many people are employed in the arts
- the arts are a unifying feature of society
- the arts can be a focus for protest or comment that keeps governments on their toes
- such places are training grounds or even centres of excellence.

Why shouldn’t such places have support?

- they should be able to stand on their own feet
- they are only for an elite minority
- there is not enough public money to go round
- these are hard times and the arts ought to take a fair share of the cuts
- the arts are of no practical use.

Better candidates might also be able to offer arguments to support the implication that ‘live’ arts are different in a number of ways from recorded or televisual equivalents, and they may be able to make value judgements accordingly.

It might not be easy to exemplify this answer convincingly but in better answers we are looking for development, for illustration using real scenarios and named places, works of arts, the difference between different genres or such testimony as is provided by the Henley report on the value of musical education

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 Classics have nothing to offer young people any more.’

Discuss the validity of this statement with reference to one or more of music, drama, literature and visual arts.

This is a question which could be answered in a number of ways. The specification’s concern with ‘popular culture and ‘high’ art’ is one aspect of the question which could be addressed profitably – however, the question could be approached more generally.

Classical art forms certainly have something direct to offer young people (defined here perhaps as those who are at school or into young adulthood). The main areas of their involvement are:

- playing/learning an instrument
- participation in school or community groups
- reading and literary analysis
- painting and other activities involving the plastic arts.

The question should then be asked is: what is the value of such activities?

The usual replies are:

- interactivity and communication
- improving teamwork and co-ordination
- alleged improvement of brain activity/capacity (64 000 web sites discuss this in relation to music)
- refining sensibilities
- increasing self-confidence
- enabling creativity
- learning of the past or of other cultures.

There will be those who interpret this question as an attack on popular arts or see it as having elitist overtones and inevitably many answers will be very polarised. Some may give a partial acknowledgement of the quotation and argue that there is a trend away from the enjoyment of and participation in classical arts. The relevance of such activities could profitably be examined. The words ‘any more’ in the question are interesting and may add room for interpretation.

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 Account for the growth of international terrorism in recent years and discuss the extent to which measures designed to combat terrorism are likely to threaten our civil liberties.

The rights and responsibilities of the individual within society are in considerable tension here.

This is a two stage question – requiring an explanation of a commonly discussed phenomenon and an analysis of the effect the phenomenon has on our freedoms.

Firstly:

The growth of international terrorism has been a steady process across the globe and culminated in the 9/11 action in New York. Terrorism took on an international aspect through conflicts in the Middle East and several kidnappings and hijacks from the 1970s onwards. IRA bombings on mainland Britain are one example, the Iranian hostage taking in 1979 is another. From 1990 onwards there have been a number of serious terrorist activities. The problems between Russia and Chechnya can be seen as international but above all the rise of al Qaeda and the actions of suicide bombers in a number of states, including the USA and UK has been a notorious phase of terrorism.

Much of the terrorism has followed the intervention of Western forces in Iraq and Afghanistan and increasing US dominated globalisation. Much of this is portrayed by both sides as a response to religious extremism.

Accounting for that growth may be covered by such concerns as those outlined above, but there is also

- global instant access to news and comment
- internet concerns in the growth of both communication and polemic
- polarisation of religious and geographical groupings (eg perceptions of West v Islam)
- increases in direct action
- availability of arms and explosives.

Secondly:

The threat of terrorism has affected a number of areas in which civil liberties are involved:

- international travel by air and sea
- accessibility of public places to ordinary people (eg Downing St)
- accessibility of public people (eg MPs)
- increased public vigilance (eg unattended luggage on trains and in public places)
- CCTV surveillance is widespread and offends many civil liberty campaigners
- long periods of detention without trial (habeas corpus)
- Privacy International has rated the UK the most over-monitored western democracy.

The tensions here are to be worked through in this essay and it is to be hoped that some candidates will recognise the dilemmas involved and the ironies implicit in the present and possible future terrorist situation.

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 A film and several well-known songs have proclaimed ‘the best things in life are free’.

How far do you believe this to be true?

Most Utopias, including St Thomas More’s did away with money. A quote worth recording Charles Leadbeater (New Statesman) is:

What we most value – love, dignity, good conduct, pride, trust, friendship, care – does not come from money. If we were to try to use money to buy any of these things most people would think we were mad. Imagine for example asking, "How much do I owe you for that?" after your first kiss with a lover. Those aspects of our lives that we really value are things that cannot be priced and could not be sold: what makes them so valuable is precisely that they are beyond price. You cannot change a nappy with a credit default obligation derivative. Poets do not write for stock options. Good relationships do not need insurance policies. Few people would care more for another person if there were a bonus attached.

It will be interesting to see how candidates deal with this question. They should be able to construct their own ‘take’ on it and we should be marking the strength of argument and discussion. This will be tempered by their approach – those who realise that the idealistic world is increasingly difficult to argue and that most things in some way have their price might be able to construct pragmatic and realistic arguments.

Candidates who take this further may wish to argue a variety of scenarios based on tangible stimuli. These could include such areas as:

- Fresh air and countryside/cost of reducing pollution and cost of land
- Love and emotions within relationship/cost of maintenance of such things
- Freedom of democracy/surveillance state and curtailment of liberty
- Health Service or Education or other ‘free’ services/how are they funded.

Quality of argument is going to be a deciding factor 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 House of Lords is a club for the rich, well-connected and famous.’

Discuss whether Britain should continue to have an unelected second chamber in parliament.

This question may be easily accessed by politics students, but the House of Lords is a matter for this specification as well.

The quotation offers a prompt, especially as it has such an obvious ‘loading’. Candidates may wish to comment on this bias and we would expect them to comment to some degree about it.

There should be comment about the three categories we offer them and better candidates will be able to distinguish the nuance between them.

Discussion about the unelected chamber should give some nod to the history and composition of the House of Lords, which is determined by inheritance, by appointment, or by being one of 26 senior Anglican bishops. The majority are [life peers](#) appointed by the Monarch on the advice of the [Prime Minister](#) and [90 are elected by the hereditary peers](#).

Each of these three areas needs discussion and could be profitable ground.

The function of the House of Lords is to discuss and advise, through committees and in the House, legislation which comes from the House of Commons. Amendments may be suggested, but all it can really do is to delay legislation. It also, until 2009, acted as the Supreme Court the highest court in the land – though that function is now with the Judiciary.

- Why have a second elected chamber?

Such chambers are common in most other countries – notably the USA – and are generally elected. Norway, Sweden, Denmark, Israel and New Zealand have only one house. The process towards reform of the upper chamber in the UK parliament began as long ago as 1911. There are patent democratic anomalies in having a totally unelected house in the legislature. These should be discussed.

Labour’s proposals included a wholly elected house, based on 300 peers with a fixed term of office. Candidate may be able to comment on the latest developments. They may wish to discuss other alternatives, which could include

- a nominated chamber
- a directly elected chamber
- an indirectly elected chamber
- a mixed chamber.

Each of these would lead to fertile discussion.

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.

10 'Too many young people crash their cars, drink too much and fail to exercise their right to vote.'

Discuss the proposition that the minimum age for driving, voting and purchasing alcohol should be raised to 21.

The quotation is very uncompromising and we would expect candidates to use it either in exemplification of the three areas they are asked to discuss, or as a spring board for their attitude to the issue.

Discussion of the proposition should, to reach upper levels, be balanced, well-exemplified and illustrated, concentrating fully on all three areas required, and developed.

Assuming that answers are going to follow the prompt we have:

Car crashing. (Information from Skid)

- on average one young person age 16 –19 dies each day on UK roads travelling either as a driver or passenger
- in 2005, four young drivers were killed or seriously injured on UK roads each day
- 17– 20 year old males are almost TEN times more likely to be killed or seriously injured than more experienced drivers
- the leading cause of death among teenage girls is being killed in road accidents by their boyfriends' negligent driving – particularly speeding.

Purchasing alcohol (information from Institute of alcohol studies)

- statistics show that the heaviest drinking groups are those aged 18 – 24
- more young people are now drinking more alcohol than in recent years
- those who begin young are more likely to become problem drinkers.

Voting

- “the best argument against the child franchise is physiological: the human brain does not finish maturing until the mid-20s which is why, even though you can drink in pubs or legally engage in sexual intercourse in your mid to late teens, or kill for your country, no one will lend you a car – without huge insurance costs – before you hit 25.” (Telegraph blog)
- Can 18–year olds demonstrate the maturity of thought and decision that 21-year olds can?
- Most countries have an 18 year old limit, but Austria, Jersey and the Isle of Man all have a 16 age limit
- Only 37% of 18–24 year-olds voted in the 2005 General Election – the lowest percentage turnout for any age group.

There may be many answers about why young people don't vote – apathy, resentment, insufficient understanding and many others but be careful that candidates aren't side tracked into these areas and lose sight of the thrust of the question about rights, responsibilities and maturity. The discussion does not have to lead to a particular conclusion – credit will be given for the quality and strength of the arguments, their development and illustration.

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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