

Final



**General Certificate of Education (A-level)  
January 2013**

**General Studies A**

**GENA1**

**(Specification 2760)**

**Unit 1: Culture and Society**

**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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## **GENA1 AS Culture and Society**

### **Unit 1 Section A**

*This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses.*

<b>1.1</b>	<b>C</b>	<b>1.16</b>	<b>A</b>
<b>1.2</b>	<b>A</b>	<b>1.17</b>	<b>C</b>
<b>1.3</b>	<b>B</b>	<b>1.18</b>	<b>D</b>
<b>1.4</b>	<b>B</b>	<b>1.19</b>	<b>A</b>
<b>1.5</b>	<b>A</b>	<b>1.20</b>	<b>B</b>
<b>1.6</b>	<b>D</b>	<b>1.21</b>	<b>A</b>
<b>1.7</b>	<b>B</b>	<b>1.22</b>	<b>A</b>
<b>1.8</b>	<b>C</b>	<b>1.23</b>	<b>B</b>
<b>1.9</b>	<b>A</b>	<b>1.24</b>	<b>C</b>
<b>1.10</b>	<b>D</b>	<b>1.25</b>	<b>A</b>
<b>1.11</b>	<b>C</b>	<b>1.26</b>	<b>D</b>
<b>1.12</b>	<b>A</b>	<b>1.27</b>	<b>B</b>
<b>1.13</b>	<b>B</b>	<b>1.28</b>	<b>D</b>
<b>1.14</b>	<b>B</b>	<b>1.29</b>	<b>D</b>
<b>1.15</b>	<b>C</b>	<b>1.30</b>	<b>C</b>

## 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 Using source B, identify three problems facing the music industry.**

**(3 marks)**

**Indicative content**

**All points must come from the source**

- album sales are currently in freefall worldwide
- music retail stores are closing due to falling profits, e.g. Fopp/Virgin Megastores
- spending on CDs in relative terms has fallen by as much as two thirds....low supermarket prices
- albums are being given away free in certain places: newspapers, concerts and internet download sites.

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

**03 Using your own knowledge, briefly outline three ways, other than sales of recorded music, in which pop musicians may earn a living within the entertainment industry.**

**(5 marks)**

**Indicative content**

*Award one mark for each **developed point** in relation to **three** of the following areas, or **others** that you may feel are appropriate, plus up to 2 marks for communication.*

- concert appearances/tours are growing in popularity
- merchandising using the artists copyright are developing: concert memorabilia, perfumes, calendars, etc
- appearances in music related TV shows, eg X-Factor
- fees paid for participating in advertisements
- interviews for magazines, newspapers etc
- fees for appearing as a guest or a cameo part in a film or a TV series, eg Status Quo on Coronation Street
- selling picture rights for certain occasions, eg, Robbie Williams' marriage
- payments for writing music/lyrics/autobiographies etc.

**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>

- 04 Using evidence from the Source C and your own knowledge, argue the case for and against music being made a compulsory subject in all secondary schools.**  
**(13 marks)**

### Indicative content

*Candidates are expected to address both aspects of the question, by offering some judgement or opinion. **Candidates who answer only one part of the question should be limited to L2 (8 marks).***

***Both source and own knowledge should be used in order for candidates to access L3.***

### Arguments for

- the wonderful effect of young musicians performing in public **(S)**
- an individual's life may be enhanced/transformed through musical experiences **(S)**
- the current music curriculum brings something unique to students' lives **(S)**
- music tuition should not be the domain of only those whose parents can afford to pay for it **(S)**
- music teaching develops an appreciation/understanding of a vital element of today's society **(OK)**
- new skills are introduced to students, in terms of performing or creating music **(OK)**
- understanding of different cultures may be enhanced as a result of studying different types of music and their origins and meanings **(OK)**
- individual self confidence may be enhanced through performing **(OK)**
- new career opportunities may be opened to students for future choices. **(OK)**

### Arguments against

- economic pressure existing at the present time requires financial cuts within the present educational curriculum provision **(S, IMPLIED)**
- perceived relative low worth of music education within the national curriculum **(OK)**
- music education should be an optional choice in studying it or extending their skills **(OK)**
- national shortage of qualified music teachers **(OK)**
- relevant teaching facilities and equipment are expensive to provide and replace on a rolling basis **(OK)**
- noise from music classrooms may prove problematic to adjacent classes studying other subjects **(OK)**
- examination value may prove questionable, unless progress is to a related career **(OK)**
- parental perceptions generally may well be negative to compulsory aspect of their child's curriculum provision. **(OK)**

Any other valid points should be credited.

**(S) = Source**  
**(OK) = Own Knowledge**

**05 Using evidence from Source D and your own knowledge, discuss ways in which music may be used both positively and negatively within society.**

**(14 marks)**

*Candidates are expected to address both aspects of the question, by offering some judgement or opinion. Candidates who answer only one part of the question should be limited to L2 (8 marks).*

***Both source and own knowledge should be used in order for candidates to access L3.***

### **Indicative content**

#### **Positive ways of use**

- therapeutic value, promoting relaxation, alleviating anxiety and pain, enhancing the quality of life of those beyond medical help **(S)**
- an individual can use music to manipulate their own moods or alleviate boredom **(S)**
- create environments appropriate for particular social events **(S)**
- develop group identity **(S)**
- form of mass entertainment enjoyed in some form by all **(OK)**
- can be used to emphasise or showcase certain cultural identities, promoting social integration and cohesion **(OK)**
- can be used as a form of communication in its own right **(OK)**
- wide range of employment provision. **(OK)**
- enhance human development in the early years **(OK)**

#### **Negative ways of use**

- due to the complexities of the brain it is difficult to predict how individuals will react, thus there may be a danger to any recipient **(S)**
- as music is a powerful medium and some people in power may seek to control it **(S)**
- music can be used to manipulate our approach to work **(S)**
- music may be used to manipulate how we shop, **(S)**, both in terms of the shopping environment and how advertisers seek to manipulate our desire for certain products **(OK)**
- concealed or repetitive messages may be contained within the lyrics of songs, seeking to plant ideas within the subconscious **(OK)**
- can be used by certain groups who identify with a particular genre of music to challenge the group identity of other groups, thus causing a degree of potential conflict **(OK)**
- may be used by those in power as an aspect of cultural propaganda **(OK)**
- can be used as a substitute for human communication by companies who employ insufficient staff in their contact centres. **(OK)**

Any other valid points should be credited.

**(S) = Source**

**(OK) = Own Knowledge**