



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

General Studies A

GENA3

(Specification 2760)

Unit 3: Culture and Society

Final

Mark Scheme

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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	3-6	7-10	
Assessment Objectives 1	2	2	8	8	20
2	4	4	7	7	22
3	2	2	5	5	14
4	2	2	5	5	14
Total marks per Question	10	10	25	25	70

01 Assess the similarities and differences between the two articles in both viewpoint and tone.

(10 marks)

A good answer to this question will provide a clear analysis of the authorial tone and the provenance of both extracts. These should include detailed reference to such matters as style and content and should recognise the point of view which each writer is trying to present. Candidates should demonstrate a degree of understanding and a grasp of the issues within the context of each extract, as well as illustrating points which would indicate particular differences.

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	8 – 10	Good to comprehensive evaluation of both extracts in terms of their similarities, difference and tone, showing an awareness of viewpoint and written with fluency and accuracy.
Level 2	4 – 7	Modest to quite good attempt to assess the range of comments, touching on elements of difference and tone, perhaps with some gaps in coverage; written with reasonable clarity and expression.
Level 1	1 – 3	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

- personal and political viewpoint of Dominic Cavendish
- right of centre stance of *The Telegraph*
- sympathy for the policy
- low opinion of the 'losers'
- belief in the importance of the lottery
- his experience as a theatre critic
- no detail of the examples given
- harsh, if realistic, conclusion
- similarity in statistics re the losers (206 here; some 200 in extract B).

Extract B

- personal and political viewpoint of Polly Toynbee
- left of centre stance of *The Guardian*
- use of language eg *cultural vandalism*, *wretchedly shrivelled pot*
- defence of Arts Council strategies and achievements
- attitude that arts should take risks
- more detailed exemplification to support views she expresses
- more detailed statistics.

Points of similarity and difference in viewpoint and tone can be taken from this summary or from other relevant deductions the candidate makes.

Any other valid points will be credited.

02 To what extent is it the role of the government to subsidise the arts? (10 marks)

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

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	8 – 10	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 – 7	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 which may be explored

- judgements on other pressures on government spending
- other spending priorities eg defence and welfare
- should there be subsidies to private individuals or cultural institutions?
- should galleries remain free?
- under what circumstances may the government support the arts?
- under what circumstances should the government ignore the arts?
- the intrinsic purpose and value of the arts.

We hope that there will be, in the better answers, supported argument and evidence, with balance. There will be a conclusive view of the extent to which subsidies are appropriate.

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 Anthropomorphism gives human characteristics to something which is not human, particularly animals.

Discuss the effective use of anthropomorphism in such areas as novels, theatre, poetry and films.

The focus is on anthropomorphism, in whatever form the candidate wishes to discuss it and in their choice of artistic context. We are specifically looking at effectiveness – a positive view is likely. Candidates who do not discuss effectiveness will not have answered the question.

Any of the arts areas indicated may be discussed, or others of the candidate's choice. It is not essential to mention all the areas, or indeed any of them, but the use of the words 'such areas as...' in the question indicates that we are firmly within that area of the cultural domain. Exemplification and illustration will, naturally, form an important part of a response.

Anthropomorphism, or personification,

- ascribes human characteristics to animals, inanimate objects or deities
- goes back to earliest times
- is often present in fables and fairy tales and it is said that Aesop "by announcing a story which everyone knows not to be true, told the truth by the very fact that he did not claim to be relating real events"
- is present in novels by authors such as CS Lewis, Tolkien, Lewis Carroll, Kipling, Dahl, Yann Martel, Orwell, Richard Adams (*Watership Down*),
- is present in theatres – puppetry is an obvious direction, as are dance and allegory,
- is a popular device in poetry to deliver strong analogies,
- is widely used in film – not just Disney, but Disney's line is instructive: *The Lion King* is very much in the great Disney tradition of using allegories with animals for storytelling purposes. In the early days, Walt Disney adapted many of Aesop's fables for animation and used animal characters like Mickey and Donald to tell his stories. Later, *Bambi*, *Lady and the Tramp* and *One Hundred and One Dalmatians* further explored the approach of telling stories about animals in human terms and with strong moral themes.
- Many other examples, especially in the new CGI world – *Shrek* (who could forget Eddie Murphy's donkey voice?)

Effective use

- animals can serve as a mirror - a reflection of our primal selves
- allegory - the whale in *Moby Dick* has been described as “allegorical – the whale as the embodiment of human society and relationship – economic, political, psychological, or philosophical”
- allows the tale to be told from a non-human viewpoint
- allows harsh truths to be de-personalised by ascribing them to animals
- effective for communicating with children
- entertaining.

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 Examine the appeal and artistic importance of one of the following musical genres:

bhangra, jazz, musicals, rap, reggae, rock.

The appeal and artistic importance of genres such as these is an important theme on the syllabus and candidates are expected to apply universal criteria with both popularity and artistic importance in mind. In a sense the former is subjective; the latter more objective.

Criteria for appeal will need to be illustrated carefully by candidates – appeal to performers and audiences alike should inform their writing on each of these.

Artistic criteria are those we often look for and include

- longevity
- depth
- skill
- fulfilment of intention
- message
- universality.

Musical criteria could include

- suitability for purpose
- suitability for audience
- development from the basic forms
- balance of lyrics and music
- rhythmic/melodic characteristics
- instrumentation.

Examples and illustrations are important.

Particular aspects of some of these areas are:

Bhangra

- development from folk origins
- development from dance music
- melodic and rhythmic characteristics
- cultural crossover and synthesis
- reversion to folk origins in the face of more recent developments of sampling and remixes.

Jazz

- improvisation
- originality
- complexity
- mood.

Musicals

- what distinguishes them from opera
- different levels of performance – West End/Broadway to amateur and school
- melodic aspects
- drama
- enduring popularity.

Rap

- part of hip hop and reggae
- synthesis of speech, prose, poetry, and song
- DJing/scratching (use of turntables to produce excerpt sounds)
- beatboxing (imitating percussive sounds vocally)
- gangsta rap (reflecting inner-city US gang culture)
- flow and delivery.

Reggae

- origins in Jamaica
- characteristic beat (emphasis on 2nd & 4th beat of each bar)
- roots
- instrumentation (guitar 'skank' rhythms), drums
- characteristic overtones of religion or protest against slavery.

Rock

- roots in rock 'n roll
- background to youth culture in 1950s - 1970s
- variety (punk, progressive, new wave, Indie etc etc)
- instrumentation – vocals, electric guitars, drums
- social implications.

Analysis is essential – it is not a 'describe your favourite music' question. A good answer will need to concentrate on appeal and artistic importance.

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 ‘Anybody can take snapshots but it takes a true artist to create effective and artistic photographs.’

Discuss what makes a good photograph and whether recent developments in photography make it possible for anybody to become a good photographer.

This is essentially a qualitative essay. What is the difference between a photograph taken by a lay person and that taken by a successful photographer? What is it that makes a good photograph?

It may be argued that anyone can be a good photographer who uses

- expensive equipment
- multiple shots
- high quality digital cameras and editing programs.

There is some truth in that, but other considerations include

- an eye for composition
- shape, colour, activity
- depth of field
- focus
- thorough knowledge of apertures and focal lengths
- how to use light – both available and artificial
- how to anticipate a good photograph.

Digital effects such as those available on photoshop (cropping, saturation, contrast, brightness, insertion, deletion) all make the job of the photographer or producer of the pictures more effective.

The generally accepted criteria for a good photograph include

- is there a clear centre of interest?
- is the image composed well?
- is the focus sharp and is the exposure appropriate?
- does the photo tell a story?
- does the lighting enhance the subject and message?
- is the approach creative? ie is it an image that goes beyond predictable techniques and treatments. In more specific terms, the best creative images show subjects through the photographers' eyes and perspective. The photographer reveals the subject in extraordinary ways: ways that the viewer otherwise would not have seen.

Others will certainly be chosen and must be judged on their merits.

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 'Many of the conflicts that have arisen throughout the ages can be said to have religious origins.'

In the light of this statement, explain why religion arouses such strong reactions.

This question needs reference to the quotation to succeed ('in the light of this statement'). We are looking for a reasoned explanation of the power of religion to cause conflict through the passion of strong belief and a connection between that passion and the history of conflict.

There should be some reference to a variety of conflicts. They could include any relevant areas from the Old Testament through to contemporary situations, though better candidates may point out that many conflicts have also been caused by territorial expansion, tribalism and self determination and that some of these have had a quasi-religious excuse.

Central to the essay is the main question of why religion arouses such strong emotions.

Among reasons why will be found:

- to help people make sense of incomprehensible events by relying on unseen, hidden forces. The strength of this is the reassurance it brings
- as a means of social cohesion (Durkheim)
- looking for a life beyond this one which can only be attained by a particular means of behaviour
- a scriptural imperative to proselytize
- most religions consider their beliefs come directly from their God, so they are fixed. Therefore, inter-religious compromise is incredibly difficult
- A bishop has written: 'Religion is primarily a search for security and not a search for truth. Religion is what we so often use to bank the fires of our anxiety. That is why religion tends toward becoming excessive, neurotic, controlling and even evil. That is why a religious government is always a cruel government.'
- Religious and emotional passions can easily be ignited by the arguments of fundamentalists, and especially in the Abrahamic religions. This is especially true at the moment
- 'religious' emotions are said to be just those felt in other contexts (joy, fear, righteousness, closeness to others etc) but externalised to what is perceived to be a greater power and thereby intensified
- The psychology of group behaviour, both internal and exclusive
- Religion and patriotism.

There may be more arguments along the same lines and as always we must look to reward sensible argument, developed and illustrated.

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 In view of tragedies that have occurred in the past few years, discuss whether it would ever be desirable or possible for Western governments to prevent the private ownership of guns.

There are two questions here, which are interlinked.

Is it desirable to stop gun use?

If so, would it even be possible?

Candidates may (and should) contextualise this by means of the prompt. The tragedies to date would include those associated with Dunblane, Columbine, Gabrielle Giffords, Derrick Bird, Anders Breivik, the Batman film shootings.

They may speculate about the cause of these and try to find common ground.

Is it possible to prevent gun crime?

Issues include

- legal use of guns (hunting, sporting and leisure)
- use of guns by armed forces and law-enforcement agencies
- the power of the armaments industries
- the huge numbers of guns in the hands of others around the world
- illegal manufacture of guns and bullets
- should it become illegal to own guns
- tighter controls on licensing
- tighter controls on sales of arms and ammunition.

Is it desirable?

- to stop the use of firearms would attack the freedoms of the individual
- the US 2nd amendment (1791) enshrines the right of the people to keep and bear arms. Arms lobbyists like the NRA are trying to keep it that way because of vested interests
- reduction of gun-related accidents
- to make it more difficult to obtain guns for use in illegal activities.

The Western governments aspect of the question was chosen to limit the candidates to a manageable area – discussion of such matters across the whole world and in an endless variety of situations was felt to be too big a task. Answers should, therefore, be limited to what is normally thought of as the Western world.

Both the above bring up a variety of ethical and moral arguments which should produce some lively debate.

Candidates should reach a discernible conclusion.

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 Define and discuss the problems standing in the way of a peaceful settlement of conflict in one of the following areas:

Afghanistan, the Middle East, North Africa, East Africa.

Here we are looking for the problems preventing solutions to particular problems. Candidates are asked to offer a definition of the problems they wish to discuss and should spend time describing something of the underlying situation. They should then go on to look at the difficulties which seem to be preventing a settlement. They are not expected to have the wisdom to offer solutions to intractable problems but to have an understanding of the contexts in which solutions are not easy. The better answers will show that the chosen conflicts are not simplistic.

Afghanistan

The problem

- in 2001 Afghanistan was invaded by USA and UK to remove Al-Qaeda and the Taliban.
- the problem could be said to go back further to earlier wars including three wars with Britain and the Soviet invasion
- tribal warlords held the North; the Taliban the south
- 2004 Taliban power broken and democratic elections held (Hamid Karzai)
- Taliban-led insurgent activity has increased, with many civilian and military casualties
- costs of the war contributing to ISAF (International Security Assistance Force) withdrawal though there is still instability
- Afghanistan has a history of being a buffer zone of strategic importance to other countries.

The peace moves

- a political settlement with the Taliban seems to be the endgame for the Afghan conflict.
- in 2010 peace efforts began. Taliban commanders held secret exploratory talks with a United Nations special envoy to discuss peace terms.
- at peace conference in London Karzai told world leaders that he intended to reach out to the top echelons of the Taliban with a peace initiative. He called on the group's leadership to take part in a large assembly of elders to initiate peace talks and proposed a National Council for Peace, Reconciliation and Reintegration.
- Taliban response: "There will be no talks when there are foreign troops on Afghanistan's soil killing innocent Afghans on a daily basis."

Further complications

- the Opium trade – largely stopped by the Taliban but now reported to be worth \$65bn (£39bn). It funds global terrorism, caters to 15 million addicts, and kills 100,000 people every year.
- withdrawal of troops may allow problems to re-emerge
- keeping troops there alienates the population and causes international unease and potential instability, especially with Russia and Pakistan
- over commitment of UK and other forces on financial grounds.

The Middle East

There is a variety of problems and candidates may wish to focus on one of them. This would be acceptable but only if it fulfils the requirements of the question.

- ongoing problems between Palestine and Israel
- other areas of conflict may arise – Lebanon for example and there may be some movement in countries affected by the ‘Arab Spring’ (see below).

Palestine and Israel

The problem

- legally sanctioned occupation of Palestinian land by the state of Israel after WW2
- key issues are: mutual recognition, borders, security, water rights, control of Jerusalem (Holy city for Jews, Christians and Moslems), Israeli settlements, Palestinian freedom of movement and legalities concerning refugees.
- PLO
- huge mutual mistrust
- disputed territories.

The peace moves

- Oslo Accord 1993, Camp David Summit (2000), Arab Peace Summit 2002/2007.
- possible two state solution but
- both sides include both moderate and extremist bodies as well as dove and hawk bodies.

North Africa

The problem includes the so-called ‘Arab Spring’

- the current problem requiring a peaceful settlement is that of Libya
- by the time of the exam it may be elsewhere
- Egyptians, Libyans are trying to overturn repressive regimes in favour of a more democratic outcome
- do these changes solve problems, or do they cause new ones?
- again, foreign intervention, by NATO. (Germany turned down involvement and yet is reportedly signing huge arms deals with some Arab states)
- oil and arms.

The peace moves

- the National Transitional Council hold the ground in Libya at the moment of writing.

East Africa

There is a variety of conflicts here too. Exacerbated by drought, religious and tribal differences, Ethiopia, Sudan, Somalia and Eritrea are the main problem areas.

The problem

- ongoing war between Eritrea and Ethiopia, beginning in 1998
- Somali Civil War 1991 –
- Kenyan unrest (tribal and religious)
- warlords and mercenaries
- tribalism and corruption
- international piracy
- extreme poverty.

The peace moves

- arbitration
- UN peacekeeping mission
- foreign aid
- Unity government in Kenya
- US intervention, especially in Southern Somalia
- Assistance from other parts of Africa.

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 well-known 19th century poem and song *Jerusalem* has the words ‘...in England’s green and pleasant land.’

How far is that description valid today?

William Blake’s poem ‘Jerusalem’ is a fairly mystical poem of 1804 referring to a legend that Christ visited England. This was a popular notion in the Imperial world of the early 19th century. Jerusalem is a metaphor for heaven in much of the New Testament.

The strength of Parry’s melody – added in 1916 – has enabled the poem to become a national symbol used in a huge variety of ways to express Englishness.

How far is this still a valid description?

Blake contrasts the ‘green and pleasant land’ with the ‘dark satanic mills’ of the beginnings of the Industrial Revolution, though candidates are not expected to know that. Nevertheless this question gives them the chance to think about a variety of issues, and any such approach will be assessed for its validity.

Likely approaches might be

- the contrast between a former rural idyll (real or imagined) and today’s urbanised landscape
- modern developments of the landscape (eg for transportation) of earlier times
- pollution and the environment
- urban deprivation and consequent social problems (though perhaps better candidates will have an awareness of the plight of both urban and rural poor in Blake’s time)
- the actual beauty of many aspects of England (allow Britain here if the arguments warrant it)
- only 18.9% of English population lives in rural areas (source: DEFRA)
- there are still vast areas of the country which are not urbanised
- much of the country is green belt, national park or protected.

As usual, we must be ready to credit other valid approaches. For instance, candidates who interpret this question with an essay majoring on the word ‘pleasant’ and writing about social attitudes and issues such as tolerance and integration may well be offering a valid and creditable viewpoint.

Candidates are expected to show a sense of balance – close exemplification is also expected.

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 The relationship between politicians and the media has recently been described as having become ‘too cosy’.

Discuss what you think should be the proper relationship between politicians and the media.

Since 2011, the problems around phone hacking, News International and the News of the World have come to prominence.

One of the issues called into question was the closeness between the politicians and the press. The politicians needed the approval of the press and (as Cameron says) to get the message across. The Press needed the politicians to gain access to news. Some characters (Andy Coulson in particular) worked avidly for both – leading to considerable conflict of interest.

Burke said there were ‘Three Estates in Parliament; but, in the Reporters' Gallery yonder, there sat a Fourth Estate more important far than they all’. The first three were Church, nobility and elected commoners – all represented in parliament. Traditionally there was a divide or disdain between the political and journalistic elements.

Elements to include could be:

- the role, purpose and responsibility of the media
- briefing behind the scenes
- suspicions of bribing the police as unsuitable behaviour
- power/fear
- MPs writing articles for newspapers
- transparency of such dealings
- culture of ‘leaking’ to the press
- Telegraph and MPs’ expenses
- the press are not bound to be impartial
- the Leveson inquiry.

Lord Fowler said: “The healthy thing that should come out of all this is that you get some clear water between the political parties on one side and the media on the other. What has gone wrong with the relationship has been exactly this cosyng up”

Candidates are asked to say what they think and a conclusion would be helpful. The conclusion they reach should be well informed and a result of ideas developed in the essay.

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.