



AS-LEVEL

General Studies A

Unit 1 (GENA1) AS Culture and Society

Mark scheme

2760

June 2015

Version 1: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Unit 1 Section A

GENA1 AS Culture and Society

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

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

Unit 1 Section B (AS Culture and Society)

INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO3** Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.
- AO4** Communicate clearly and accurately in a concise, logical and relevant way.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- Mark schemes for individual questions worth more than just a few marks are usually based on **levels** (see further guidance below) 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.
- **Answers given in the mark scheme are not necessarily definitive. Other valid points must be credited, even if they do not appear in the mark scheme.**

Approximate distribution of marks across the questions and assessment objectives for **Unit 1, Section B (GENA1/2)**

Question Numbers		Q2	Q3	Q4	Q5	Total marks for Section B
Assessment Objectives	AO1	-	3	3	4	10
	AO2	3	-	4	3	10
	AO3	-	-	2	3	5
	AO4	-	2	4	4	10
Total marks per question		3	5	13	14	35

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see above) when there is any doubt as to the relevance of a student's response. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see AO grid above).
4. Use your professional judgement to select the level that **best** describes a student's work; assign each of the responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. Levels of response mark schemes enable examiners to reward valid, high-ability responses which do not conform exactly to the requirements of a particular level. Length of response should not be confused with quality: a short answer which shows a high level of conceptual ability, for example, must be recognised and credited at that level.
5. **Credit good specialist knowledge when it is applied appropriately to the question, but be aware that the subject is General Studies and responses should be addressed to the general reader. Relevant points that are well developed and substantiated should be well rewarded, as should be arguments that are supported with examples, and not just asserted.**
6. **Answers should be assessed at the level that is appropriate to the expected knowledge and skills of a post-16 General Studies student. Avoid applying greater demands to responses on topics that are more closely related to your own specialist knowledge.**
7. Levels of response mark schemes include either examples of possible students' responses or material which students typically might use. *Indicative content* is provided only as a guide for examiners, as students will produce a wide range of responses to each question. The *indicative content* is not intended to be exhaustive and any other valid points must be credited. Equally, candidates do not have to cover all points mentioned to reach the highest level.

Assessment of Quality of Written Communication (QWC)

Quality of written communication will be assessed in all units where longer responses are required by means of **Assessment Objective 4**. If you are hesitating between two levels, however, QWC may help you to decide.

Marking methods

All examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself... 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the guidance on the previous page about **Levels of Response marking**, and constantly refer to the **specific Level Descriptors** in the mark scheme.
7. **Use the full range of marks.** Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved by your Team Leader, do **not** change your standard of marking.

Marking using QMS+ (red pen on script)

This unit will be marked on the actual script using a red pen. Scripts in your allocation will be posted to you from the school. The marks you award are recorded on the scripts and the marks for each question are entered into the QMS+ software.

1. Mark the full script in red pen.
2. **You must** annotate in the body of the response to acknowledge a creditworthy point.
3. At the end of the response **you must** indicate the level and mark and write a summative comment (see MMS).
NB. Schools/Colleges can request scripts back post results (via Access to Scripts); it is therefore **essential** that the annotation/comments are appropriate, relevant and relate to the mark scheme.
4. Enter the marks for each question in to the QMS+ software.
5. Your assessments will be monitored to ensure you are marking to a consistent standard.
6. Any blank pages in the answer book should be 'ticked' to indicate you have checked the whole booklet for a response.
7. Your administration and meeting deadlines will also be monitored.

Section B

Read Source B

0	2
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 Give **three** reasons, according to **Source B**, why behaviour in schools may be deteriorating.

[3 marks]

Indicative content:

ALL POINTS MUST COME FROM THE SOURCE

- parental skills are declining
- the traditional sense of community has gone
- parents taking responsibility for their children has gone
- a lack of the importance of education in the classroom
- cheek/lack of respect in the classroom
- erosion of community responsibility

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

Read Source B

0	3
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 Using your own knowledge, briefly outline **three** ways in which schools attempt to improve behaviour.

[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 (AO4).

- introduce/extend reward systems for achievement and improved behaviour
- develop internal behaviour contracts to be co-signed by students and parents
- produce clear guidance for all regarding rules and procedures
- aim for higher standards of achievement for all students, thus seeking to attain higher levels of self-esteem for all students
- improve school facilities in line with student expectations
- review the school curriculum and staffing to identify any internal problems
- liaise extensively with parents
- introduce/extend mentoring/buddy schemes
- extend links with the world of work, emphasising the need for examination success and transferable skills
- develop/extend pastoral support within the institution
- provide internal withdrawal and support facilities for problem students
- review/consider exclusion procedures.

Any other valid points should be credited.

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

Level of response	Mark range	Criteria and descriptors for Assessment Objectives 1–4
LEVEL 3	11 – 13 (14)	<p>Good response to question</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>Reasonable response to the question</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>Limited response to the question</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>
	0	<p>No valid response or relevance to the question.</p>

Read Source C

0 4

Using evidence from **Source C and your own knowledge**, discuss the extent to which you agree with the call for the law to be changed to a complete ban on parents or carers smacking their children.

[13 marks]

Indicative content: (S) = SOURCE (O) = OWN KNOWLEDGE

points supporting an outright ban;

- there are no circumstances where the “painful and humiliating practice” is justified (S)
- people would not dream of smacking an adult, why should we think smacking a child is more acceptable? (S)
- a child should be valued for the individual they are (S)
- physical punishment has for too long been a common part of our culture (S)
- as a form of discipline it is incompatible with core religious values of respect for children’s human dignity, justice and non-violence (S)
- if arbitrary levels of violence are permitted, serious injury may occur to the child (O)
- the new law would create clear understanding by all, parents and professionals (O)
- parental bond/trust may be damaged and the child may seek support elsewhere (O)
- many other sanctions may be utilised by parents (O)
- children are a vulnerable section of society (O).

points arguing against an outright ban;

- many parents view smacking as ‘reasonable chastisement’ (S)
- it has been a common part of our culture for a long time (S), so why change what is an accepted practice in society? (O)
- previous attempts to change the law have failed (S)
- many perceive that there is too much government interference in society already (O)
- could emotional punishment be even more damaging in the long term? (O)
- would this new law continue the growth of indiscipline in society? (O)
- control of domestic situations may switch from parents to children, with society moving more power to the child (O)
- what will happen to the family unit if parents were severely punished for more minor, presently acceptable misdemeanours – how would the law be enforced and upheld? (O)
- the present law appears to be working well, with only a minority suggesting change (O).

Any other valid points should be credited.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range.

Candidates offering only own knowledge or only extracts from the source should be limited to top of Level 2.

Examiners are reminded that up to 4 communication marks (AO4) are available for this question; well communicated answers should be appropriately rewarded.

Read Source D

- 0 5** Using evidence from **Source D and your own knowledge**, discuss the importance of the role that parents should play in monitoring their children’s use of modern media. **[14 marks]**
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Candidates are expected to address the “importance”, mentioned in the question, by offering some judgement or opinion. There are numerous prompts in the source, however the question requires candidates to respond to the issues rather than simply reiterate them. More able candidates may well use their own knowledge to differentiate between age specific issues rather than a ‘one size fits’ all response.

Indicative content: (S) = SOURCE (O) = OWN KNOWLEDGE

- long-term tech ground rules may well be required within the home (S) thus a shared understanding of issues can be agreed (O), rather than aspects of secrecy existing (S)
- internet bullying exists (S) and parents need to aware of this and how to react appropriately (O)
- internet teaching within schools, must go beyond the basic contexts of danger and safety into an appreciation of wider more complex issues (S) thus parents may be required to do this themselves or request remedial action from their schools (O)
- excessive time spent by children on computers, mobile phones, watching TV, or playing video games can lead to an increase in emotional distress, anxiety or depression or possibly in the longer term to the desensitisation of violence being portrayed (S). These are important issue for many parents in terms of agreeing limitations with their children.
- acceptance of increased visual violence within the media has become more prevalent, thus making this issue more difficult to resolve (O)
- necessary physical activity time may be severely curtailed, with over 70% of children failing to undertake the recommended daily hour of exercise (S). Concern may exist here as parents witness the rise in childhood obesity numbers (O)
- controls on media content restrictions do exist, but are often difficult to implement eg, TV watershed, internet site access (Facebook 12.5 million underage users) (S), video game classifications (O). Parental confusion and ability to exercise control may often prove difficult
- the visual media has become an all pervasive aspect of today’s western society , generally accepted as necessary for both education and leisure (O)
- some parents may decide to adopt a laissez faire attitude and not seek to control any aspect, viewing it as a part of growing up within an advancing technologically driven society (O)
- various factors may play a huge role in determining how much control parents may actually be able to exercise ;age differentiation, work patterns, friendship groups, divorce arrangements, etc. (O)
- parents may seek to join parental pressure groups that focus on the effects of the media (O).

Any other valid points should be credited.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Candidates offering only own knowledge or only extracts from the source should be limited to top of Level 2.

Examiners are reminded that up to 4 communication marks (AO4) are available for this question; well communicated answers should be appropriately rewarded.