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A-LEVEL

# General Studies A

Unit 3 (GENA3) A2 Culture and Society  
Mark Scheme

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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](http://aqa.org.uk)

## Unit 3 (A2 Culture and Society)

### INTRODUCTION

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

<b>AO1</b>	Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
<b>AO2</b>	Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.
<b>AO3</b>	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.
<b>AO4</b>	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 are 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 this unit (**GENA3**)

Question Numbers	Section A		Section B	Section C	Total AO
	01	02	03–06	07–10	
<b>Assessment Objectives 1</b>	2	2	8	8	20
<b>AO2</b>	4	4	7	7	22
<b>AO3</b>	2	2	5	5	14
<b>AO4</b>	2	2	5	5	14
<b>Total marks per Question</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>25</b>	<b>70</b>

## 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). For example, in Sections B and C more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
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.**

## Assessment of Quality of Written Communication (QWC)

7. 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.

## Determine a mark

8. Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.
9. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.
10. Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.
11. An answer which contains nothing of relevance to the question must be awarded no marks.

## 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 A**

- 0 1** Outline briefly the viewpoints of the authors of each passage and explain the differences between their motivations.

**[10 marks]**

Specification: 3.5.1, 3.5.2, 3.5.6

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

*Examiners are reminded that **2 marks** for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.*

Assign each of the candidates' responses to the most appropriate level described below according to **its overall quality**, then allocate a single mark within that 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 difference, showing an awareness of viewpoint and motivation 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 in viewpoint and motivation, 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.
	0	No valid response to the question.

This is a fairly straightforward question which requires the candidate to demonstrate an understanding of what the authors are saying and why they are saying it. The provenance of each article might be discussed.

Points that might be made include:

**Source A viewpoint**

- sentimentality
- empathy for the fallen
- ritual brings emotional release
- there will soon be little first-hand connection with the war but...
- ...the memories will continue.

**Motivation**

- upbringing and sentiment; continued emotion
- preserving the past and its lessons.

**Source B viewpoint**

- the British Humanist Association supports Remembrance Sunday
- the author is a Humanist who doesn't support it
- war is officially condoned hypocritically by church and state
- the casualties are overwhelmingly not the decision makers
- why are atheists agreeing to celebrate what is essentially a religious/political affair?
- exploitation of the young working class.

**Motivation**

- atheist humanist who disbelieves in the principles of war that some humanists seem to support
- the author wants to outline a more cynical/realistic view of the exploitative nature of war.

**Any other valid points not included in the indicative content should be credited.**

- 0 2** Choosing your examples from **two** of the following areas, discuss the effectiveness of some of the artistic responses to war of the last 100 years.

Poetry, literature, music, film, art.

**[10 marks]**

Specification: 3.5.1, 3.5.2, 3.5.3, 3.5.7

**Two of the art forms should be addressed. However, the overall mark need not be divided equally between them. It will not be possible, however, to reach Level 3 if only one art form is discussed.**

*Examiners are reminded that **2 marks** for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.*

Assign each of the candidates' responses to the most appropriate level described below according to **its overall quality**, then allocate a single mark within that 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 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.
	0	No valid response to the question.

The connection with sources A and B is self-evident.

Candidates should choose two of the above artistic responses to war since 1916 and justify their choice.

Among the endless possible responses are:

*Poetry* – Brooke, Sassoon, Owen  
*Literature* – Barker, Heller, Hemingway  
*'Pop' music* – Lennon, Neil Young, Bruce Springsteen  
*Classical music* – Britten, Shostakovich, Penderecki  
*Film* – Spielberg, Attenborough, Kubrick  
*Art* – Picasso, Nash, Spencer



There will be other examples that candidates will choose to discuss and we must mark them according to their merits as genuine artistic responses to war.

An assessment of the effectiveness of the response is important, though this does enable candidates to discuss their general feelings of war and perhaps say that no art form can fully show the horrors of war. Owen's message was that 'All a poet can do today is warn.'

**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: <b>knowledge, understanding, argument, evaluation, communication</b>
LEVEL 4	20 – 25 (6)	<b>Good to very good treatment of the question</b> 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)	<b>Fair to good response to the demands of the question</b> 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)	<b>Limited to modest response to the demands of the question</b> 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)	<b>Inadequate attempt to deal with the question</b> 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).
	0	No valid response or relevance to the question.

**0 3** At the beginning of the 20th century the post-impressionist painter Paul Gauguin said:

“The history of modern art is also the history of the progressive loss of art’s audience. Art has increasingly become the concern of the artist and the bafflement of the public.”

Discuss what Gauguin meant by this and whether those who are involved in the arts have a responsibility to their audience.

You may take your examples from any, or a variety of, art forms.

**[25 marks]**

Specification: 3.5.2, 3.5.3

**Refer to the Levels Mark Scheme on page 10. Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.**

***Examiners are reminded that up to 5 marks for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.***

The premise is that Gauguin, one of the founders of modernism, suggested that there was an increasing divide between artists and their audiences. Gauguin’s quotation implies that this was a progressive phenomenon. Candidates are invited to understand and explain what he meant and to decide whether his prognostications were accurate.

Better answers will contextualise Gauguin – standing at the beginning of the modern era and the turbulent time around 1900 where art became less representational, music more discordant and literature and drama more impenetrable and experimental. Gauguin’s particular stylistic traits of primitivism and exotic locations were hugely influential on the generation which followed, such as Picasso but candidates do not need to go into detail to make pertinent comments.

There are many ways to address this question. Some candidates may wish to offer:

- the rise of realism through photography and recording of music
- audiences finding these new media more immediately satisfying
- artists experimenting with the implications of eg psychology/politics/new movements
- the ease of interpretation and understanding of 18th and 19th century art forms
- the rise of the artist as thinker/philosopher
- the change in the status of artists.

They will need to address the main points of Gauguin’s view:

- why have the arts become more of a personal statement of the artist than before?
- why has the gap between artist and audience widened?
- how are the two related?
- why do artists seem to care less about satisfying the audience?

The same questions will need to be asked of the contemporary relationship between artist and audience. It might be that they consider the divide between popular/populist arts – music, TV, drama, film, musical theatre – where the relationship between artist and audience is clearly symbiotic (and commercial) and the likes of contemporary ‘classical’ music post Schoenberg/Cage, conceptual art (Turner prize entrants etc), where the boundaries (and often the techniques) and therefore the accessibility to a general audience, are pushed further, as perhaps Gauguin was foreseeing.

The answer will presumably be positive – the arts still have relevance and audiences still enjoy a variety of art forms – some of which hadn't appeared on Gauguin's death in 1903. The way that answer – or its converse – is arrived at will be the journey we are assessing.

**Any other valid points not included in the indicative content should be credited.**

**0 4** There is a view that the spread of technology will remove the need for printed books.

Argue the case for and against this view and determine whether printed books still have a place in contemporary society.

**[25 marks]**

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Specification: 3.5.7, 3.5.3, 3.5.9

**Refer to the Levels Mark Scheme on page 10. Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.**

***Examiners are reminded that up to 5 marks for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.***

Both sides of this question must be addressed for a higher level answer. Candidates need to be able to argue from the viewpoint that the printed book will no longer be needed because of the technological revolution and also the view that the book still has a place in our lives.

Books have a variety of purposes:

- information
- entertainment
- study
- reference
- stimulation

But then so do their electronic equivalents:

Their advantages are

- portability
- clarity (eg for those who need large print)
- no need to turn pages
- easy scrolling
- easily held 'open'
- privacy
- multimedia capability
- multiple access
- appealing to the technologically savvy.

The advantages of printed books include:

- physical beauty
- cover images to help selection
- collectability
- provenance
- a variety of typefaces and settings
- physical presence as an object per se, an artefact, rather than just the means of accessing any number of books
- the connection with the book by, e.g. turning the page or annotating
- ease of reading in different lights
- no problems of sleeping difficulties when read before sleep (cf e-books)
- the variety of sizes and formats
- possession of a variety of books from paperbacks to coffee tables.

Aficionados say that there is something about holding a book which can't be matched by pixels on a screen and that for people who truly love books, only print will satisfy – books define the reader. However, that may be a generational thing which examiners may understand only dimly! It also appears that the demand for Kindles is levelling off and that people are now buying books which they have read on Kindle. However, printed books do not have to disappear for e-books to flourish, and e-books don't have to be the only choice. They are not simply a better format replacing an inferior one; they offer a wholly different experience.

As to whether books maintain their relevance, candidates' arguments may have at least implied the answer to this, though it must also be addressed depending on the balance of their answer to the case they were asked to argue.

Any arguments are permissible – especially when well sourced and illustrated.

**Any other valid points not included in the indicative content should be credited.**

- |          |          |   |
|----------|----------|---|
| <b>0</b> | <b>5</b> | Discuss the benefits to be gained by participative involvement in artistic activities such as those offered by music, drama or dance. |
|----------|----------|---|

**[25 marks]**


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Specification: 3.5.2, 3.5.3

**Refer to the Levels Mark Scheme on page 10. Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.**

***Examiners are reminded that up to 5 marks for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.***

A question which invites many candidates to argue from their own experience of active participation in an art form.

There are two possible approaches here, though they are not mutually exclusive:

- to describe the benefits to the individual
- to describe the mutual benefits of interaction with others.

Any recognised art form could be offered, though activities which are primarily sporting should be treated with caution. ‘The beautiful game’ (is that rugby, soccer or cricket??) or activities such as gymnastics, or martial arts may well have a degree of aesthetic significance, but the question does specify the kinds of activities (ie music, drama and dance) which we are looking for, and any stretching of that connection will be outside the scope of this essay unless the candidates can make a really strong argument for inclusion. The phrase ‘participative involvement’ is active and candidates would have to argue a specific case for a more passive form of participation.

Margaret Hodge, a former Labour Culture Minister said:

“Art is based on feeling - be it a Mahler Symphony, a Rothko masterpiece or a Sylvia Plath poem - art can raise the spirits and strengthen the soul, it can help us make sense of our surroundings and it can fundamentally affect and change an individual. It is precisely this quality that gives art both its intrinsic benefit and its power to make a positive impact on people’s wellbeing.”

Those benefits, and others, are well known to those of us engaged in arts provision and can be characterised as:

- raising the spirits
- strengthening the soul
- contextualisation
- self-discipline
- teamwork
- confidence building
- fine motor control
- general health and wellbeing
- socialisation
- increasing memory capacity
- joy of performance.

A range of these benefits should be examined and exemplification should be given of each.

Any answers which attempt to argue against those benefits are not answering the question, unless they wish to argue in a coherent, convincing and exemplified way. There is sufficient evidence to believe these benefits are real, so they might find it difficult.

**Any other valid points not included in the indicative content should be credited.**





**0 6** According to reports, violence and discrimination against religious groups by governments and rival faiths have reached new levels.

Explain why you think this might be the case.

**[25 marks]**

Specification: 3.5.4, 3.5.5, 3.5.6

**Refer to the Levels Mark Scheme on page 10. Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.**

***Examiners are reminded that up to 5 marks for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.***

Violence and discrimination are the two areas highlighted by reports such as

- Religious groups face increased hostility worldwide - report  
<http://uk.reuters.com/article/2014/01/14/uk-religion-hostility-report-idUKBREA0D0XK20140114>
- Rising Religious Hostilities Ring the Bells of Alarm Across the Globe  
[http://www.huffingtonpost.com/amb-ufuk-gokcen/rising-religious-hostilit\\_b\\_4400957.html](http://www.huffingtonpost.com/amb-ufuk-gokcen/rising-religious-hostilit_b_4400957.html)
- Majority of British Muslims have witnessed Islamophobia – study  
<http://www.theguardian.com/world/2015/nov/11/majority-of-british-muslims-have-witnessed-islamophobia-study>

and in the question. They should be defined and exemplified in the answer.

The use of the word *governments* should encourage candidates to widen their horizons in this question and there should also be a strong idea of the two different perspectives of government and rival faiths.

Violence by governments against religions could be seen in such areas as:

- the coalitions formed against Iraq and Afghanistan in recent years
- joint government actions in the 'War against terror' and against ISIS
- fighting between Israel and Palestine
- Middle Eastern states who subscribe to one denomination of the Muslim faith.

A more passive discrimination by governments is reported in some of these places and also in states such as Eritrea and Bangladesh (against Muslims), Myanmar and Sri Lanka (by Buddhists) and India (by Hindus) where, according to reports, there is little governmental support for those religions who are being attacked.

Violence and discrimination between rival faiths:

- is widespread, and
- has always been a problem where faiths are predicated on a monopoly of the truth – especially in relation to holy figures and laws.
- is very old - much of the Old Testament records accounts of wars against deviation from the Jewish faith
- is endemic between religions - Christianity and Islam have waged war against infidels for many centuries

- has been aggravated by the rise of new denominations who disagree with the interpretation of scripture, have been responsible for much sectarian violence (Catholics/Protestants, Shia/Sunni) and continue to be so
- is sometimes a product of fundamentalism, which in any religion leads to extreme positions and can legitimise violence in the minds of the perpetrators
- is also tribal or territorial, exacerbated by differences in religion and culture and by centuries of mistrust or colonial imperialism.

There are many examples here which candidates might cite.

Have they reached new levels? Is there a greater level of intolerance and discrimination than there has been in the past?

These things are now in the forefront because of:

- the huge numbers of deadly weapons which are so readily available
- the 24 hour world-wide media attention they can receive
- the power of the Internet
- the huge numbers of refugees and migrants
- increased multi-culturalism around the world
- general disaffection with the status quo in many parts of the world, where young fighters can be radicalised and will rally to a cause.

**Any other valid points not included in the indicative content should be credited.**

**0 7**

Should high profile convicted criminals be free to resume their previous occupations after their release?

You might wish to consider such occupations as banking, media, sport and politics.

**[25 marks]**

Specification: 3.5.6, 3.5.9

**Refer to the Levels Mark Scheme on page 10. Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.**

***Examiners are reminded that up to 5 marks for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.***

There is a specific issue here of the rehabilitation of offenders, but a more complicated one of morality underlies it.

High profile cases involving people like footballers could be discussed here, though it is to be hoped that a range of occupations will be considered. Candidates may still wish to refer to the case of footballer Ched Evans, who was released from prison in 2014 after conviction on a rape charge. He wished to return to football, but the club (and other clubs he may have gone to) faced sufficient protest not to reinstate him.

In such cases candidates may argue both on behalf of both the accused and their victims.

Arguments are likely to consider

- the seriousness of the case
- the harm done
- the restitution offered (eg re-paying stolen money)
- the breach of trust
- 'paying the penalty', after which the convicted should receive a clean sheet (or not).

High profile or celebrity convictions can easily be further affected by

- petitions for and against the accused
- the reaction of such interested groups as rival football fans and work colleagues
- the issues surrounding the crime – alcohol especially
- feminist issues and the seriousness of rape

**Banking issues** might include

- 'victimless' crime
- seeming ability to 'pick up where you left off'
- high stakes
- inherent risks in the banking systems

**Media and Politics** (Broadcasting, Journalism)

- responsibility of broadcasters, politicians and media people to behave in a particularly moral way – publicly and privately

These seem to be able to return to their jobs or other high profile activities with little impunity e.g. journalists accused of knowledge of phone hacking; Vicky Price; Jonathan Aitken; Jeffrey Archer. These compare with what may be an easier route of rehabilitation in other roles, particularly those which are lower profile.

Candidates do need to establish clearly the connection between the crime committed and the resumption/suspension of a career and they are invited to draw clear conclusions. We would hope that they are able to touch on some of the issues of morality involved.

**Any other valid points not included in the indicative content should be credited.**

**0 8**

‘Before the 2015 General Election there appeared to be a move away from the major political parties which looked as though the landscape of politics might be changing.’

Account for the rise in recent years of smaller political parties in the UK. Assess the impact this has had on the traditional two party system of government.

**[25 marks]**

Specification: 3.5.8, 3.5.9

**Refer to the Levels Mark Scheme on page 10. Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.**

**Examiners are reminded that up to 5 marks for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.**

In recent years the composition of parliament has been

	Con	Lab	Lib Dem	Green	SNP	PC	SF	SDLP	DUP	Others	UKIP
2005	198	355	62	0	6	3	5	3	9	4	0
2010	306	258	57	1	6	3	5	3	8	1	0
2015	331	232	8	1	56	3	4	3	8	3	1

The dominance of the two major parties and the disproportionate power of the Lib Dem part of the Coalition was very evident before 2015.

The suggestion that the leaders of smaller parties should be included in televised debates was presumed to have been the result of ulterior motives on the part of broadcasters and party leaders, but was also a step towards a greater profile for the Greens and UKIP and for the Welsh, Scottish and Northern Irish parties. Undoubtedly the effect of the SNP on the Scottish Referendum increased their electoral profile. The Labour party were right to fear the gains the SNP might have on the Labour monopoly in Scotland and the Conservatives and Labour both worried about the apparently meteoric rise of UKIP. The votes of the two traditional main parties could have been going to be split and the more support there was for the smaller parties, the less likely an overall majority would have been.

Westminster had had a taste of coalition government, which severely diminished the relatively large support for the Lib Dems in the last two General elections. In 1970 they only had 6 MPs; in 1992 it rose to 20 and by 2005 there were 62. After their spell in government they were once again down to single figures.

Accounting for the rise in recent years of these smaller political parties in the UK is one important part of the question, and an assessment of the impact this has had on the traditional two party system of government is also to be considered.

In 2015, on a turnout of 66.1%, the 2 major parties scored 67.3% of the popular vote.

However, the headline figures which are important are as follows:

Conservative: 11.3 million votes, 331 seats	SNP: 1.4m votes, 56 seats
Labour: 9.3 m votes, 232 seats	Green: 1.1 m votes, 1 seat
UKIP: 3.8 m votes, 1 seat	DUP: 0.18 m votes, 8 seats
Lib Dem: 2.4 m votes, 8 seats	

Reasons for the rise of smaller political parties would have generic origins including:

- disillusionment with the major parties
- disillusionment with the 'presidential' style of election
- looking for something new
- breaking the mould
- vested interests
- media influence.

More personal and particular reasons this time seem to have been:

- Nationalist votes (especially after the referendum in Scotland)
- impact of the 'vox pop' issues and style of UKIP
- impressions of the respective leaders
- the perceived abandonment of principles by Lib Dems in coalition government
- the split of the traditional voting patterns due to the rise of UKIP and Scottish Nationalists
- change of traditional class-orientated voting
- the effect of the personality of the leader.

The impact this has had on the traditional two party system of government is interesting. The two main parties continue their political hegemony. Many people believe that Conservative economic policies are beginning to bear fruit and the press, in general, supports that view.

The major issues must be those of

- the Nationalist vote in Scotland (not reflected in Wales or Northern Ireland)
- the disproportionate impact that had on Labour seats
- the rise of UKIP which affected the outcome of several Con/Lab seats and also affected the Lib Dems' outcome
- the realisation that the democratic outcome of the first past the post system is in doubt.

With Proportional Representation (PR) a likely outcome would have been:

Conservative 242, Labour 199, UKIP 82, Lib Dem 51, SNP 31, Greens 24

That would have meant a great difference to the government.

- a coalition would have been necessary.
- more discussion of policies between MPs of different views
- there would be more checks on the power of the party with a majority of seats
- there would have been many more UKIP MPs
- there would have been more Scottish Labour MPs
- votes would not have been 'wasted' to the same extent
- there would have been a higher turnout as voters would have felt their votes counted

But:

- people would not have necessarily received the MP they had voted for
- there might be more failures of government (cf Italy)
- extremist parties can get seats more easily.

A carefully considered examination of both parts of the question will be rewarded highly.

**Any other valid points not included in the indicative content should be credited.**

**0 9** Discuss the view that breaking the law is always immoral.

You might wish to discuss such areas as knowingly evading tax, withholding or deliberately leaking information or exceeding speed limits.

**[25 marks]**

Specification: 3.5.6, 3.5.9

**Refer to the Levels Mark Scheme on page 10. Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.**

***Examiners are reminded that up to 5 marks for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.***

There is an arguable distinction between civil law, criminal law and moral law.

Criminal and civil law are usually:

- controlled by penalties
- dealt with in court
- set by parliament and the judiciary
- enforceable
- as unambiguous as possible
- accepted by a majority in society.

However, in a complex society there is no real agreement as to what constitutes morality.

Moral law tends to:

- be based on historic religious principles
- change over time
- deal with sexual matters
- be unpunishable in any formal or codified sense.

While it can be argued that breaking the law is usually punishable in some way, it may not always be a moral issue. John Stuart Mills' Utilitarianism argued that individuals should be free to choose how they behaved, as long as they did not harm others. An often quoted example is that parking on a yellow line is illegal but not immoral because it harms nobody, but in fact it does affect other people's lives adversely and may cause real traffic hazards.

Candidates may well know the various systems of law, such as Natural Law, and will be able to discuss the way that moral law can change because of changes in State law. Obvious issues are those such as:

- drug law
- contraception
- adultery
- abortion
- embryology.

Lord Devlin in 1958 isolated principles which should be upheld if possible. These included:

- privacy and the individual's right to choose should be respected as far as possible
- punishment should be used for what creates disgust amongst right thinking individuals
- law should be slow to change if it protects morality.

As a result such unenforceable laws as those against homosexuality were abolished and many of the moral issues of the time were re-thought. At the same time, rights of privacy were introduced which could be said to be under threat during the internet age.

The three prompts given of tax, information and speeding involve the following decisions:

- is each subject to law?
- can each be considered to be a matter of morality?
- is any of them an infringement of the liberty of the individual?
- is any of them for the greater good?

A brief suggestion is that tax must be paid for the general good and that it is illegal not to. There are loopholes which point to the immorality of not contributing the full amount to the public purse for the effective running of public services. There are matters where withholding information can affect the legal process and the proper pursuit of law and harm may happen as a result – though this is set against Devlin’s principle of free speech. Exceeding the speed limit is illegal and has been proven to cause death and injury. It is unlikely to do so, think many of us drivers, but the sober fact is that these limits are generally set for genuine purpose after a lot of thought, so exceeding them should be punishable. Breaking each law has a moral dimension.

Candidates may have the imagination to find laws whose morality is very questionable. We will reward those who offer clear and relevant examples of whatever kind.

**Any other valid points not included in the indicative content should be credited.**



**1 0** 'The UK is at last moving towards a state of equality for all its citizens.'

Discuss how far you believe this assertion to be true.

**[25 marks]**

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Specification: 3.5.6, 3.5.9

**Refer to the Levels Mark Scheme on page 10. Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.**

***Examiners are reminded that up to 5 marks for communication (AO4) are available for this question; well-communicated answers should be appropriately rewarded.***

The Equality Act 2010 legally protected people from discrimination in the workplace and in wider society. This means that legally you cannot be discriminated against for your:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation.

in these situations:

- at work
- in education
- as a consumer
- when using public services
- when buying or renting property
- as a member or guest of a private club or association.

These form a huge step forward in legal protection against many of the situations where inequality may arise.

However, there are other inequalities which aren't legislated for – such as:

- wealth
- health service provision
- access to food
- housing
- education
- justice.

for example:

- rich Londoners live up to 25 years longer than those in poorer parts of the capital
- the richest 10% of households own 850 times the wealth of the poorest 10%
- 14.6 million Britons live in absolute poverty.

Given this information, it is clear that there is severe inequality among the citizens of the UK.

However, the candidates have to consider whether equality is being achieved. How can such inequalities be remedied? The whole position is complex, yet the establishment of the 2010 Act covers many of the factors which make life unequal – especially through forms of discrimination. It must therefore be that institutional discrimination should be covered by this legislation and equality of opportunity should follow. Whether it will, or if is perceived to be an increasing goal, is the issue for discussion.

**Any other valid points not included in the indicative content should be credited.**