

# **Teacher Resource Bank**

GCE General Studies A GENA1 Exemplar Scripts



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### GCE General Studies A GENA1 Exemplar Scripts

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### Introduction

This booklet contains a number of marked responses to the January 2009 GENA1 written questions.

The material demonstrates performance at different levels and is provided to give an insight into how examiners apply the published mark schemes. In doing so, it is hoped that teachers and students will be able to understand how some answers score highly whilst others struggle to gain many marks.

For GENA1 the presentation of the material is in three sections:

- The first section contains 'model marked scripts', annotated by a senior examiner to indicate strengths, weaknesses and reasons for awarding a particular mark.
- The second section contains responses without any examiner annotation, so that teachers and/or students can independently assess the quality of an answer against the separately published mark scheme.
- The third section contains senior examiner commentaries on the scripts in section 2, to enable comparison of teacher/candidate assessments against the standards set by AQA senior examiners.

#### How might the material be best used?

It is suggested that the model marked scripts are studied first before moving to the selfassessment exercise in sections 2 and 3.

When considering the material, teachers or students may wish to think about the following:

- What are the key words in the question?
- To what extent has the response addressed these?
- What are the strengths of a particular answer?
- What are the weaknesses?
- How might the mark be improved?
- Is the length of the answer appropriate, given the total number of marks available?
- When comparing responses, which is better, by how much and why?

It is hoped that by using the materials in this way teachers and students will be able to improve their exam preparation by gaining a valuable insight into what senior examiners are looking for when setting and marking questions.

#### Accessing the question paper and mark scheme

The January 2009 GENA1 question papers and mark schemes should be available on AQA's website from October 2009 (see web page <u>http://web.aqa.org.uk/admin/qp-ms\_library.php</u>).

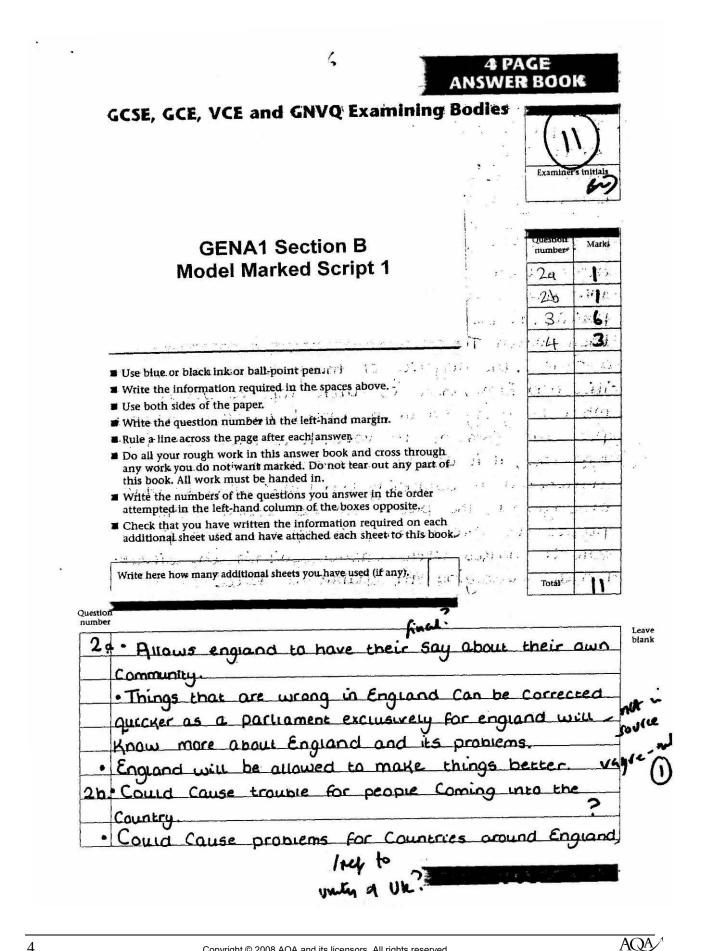
Printed versions can also be bought from AQA publications (<u>http://shop.aqa.org.uk</u>).

Teachers should also be able to access the materials via e-AQA, if they have registered for this secure service.

#### Any comments on this material?

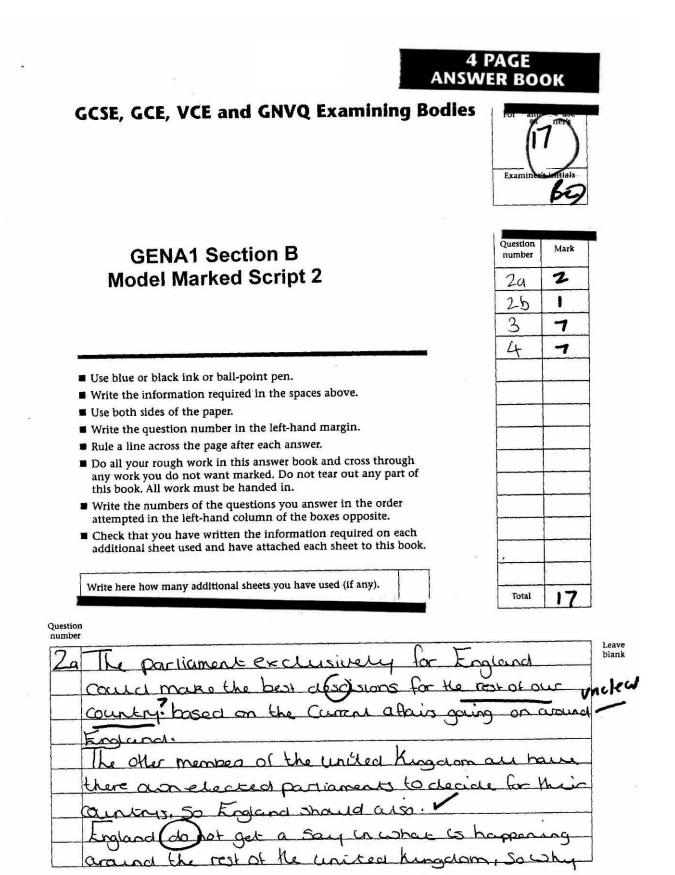
If you have any comments on this exemplar material, please forward them to the AQA General Studies Mailbox (<u>generalstudies@aqa.org.uk</u>).





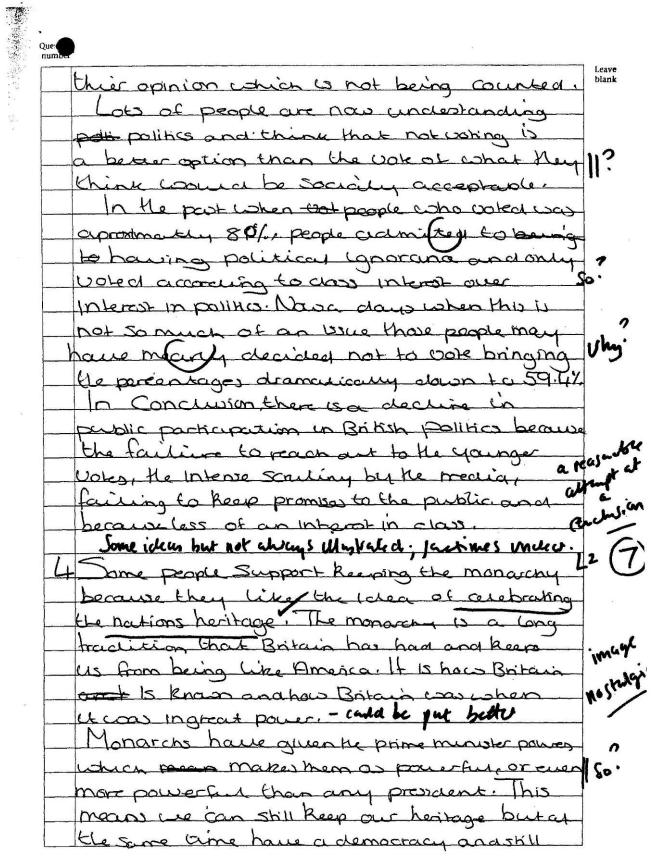
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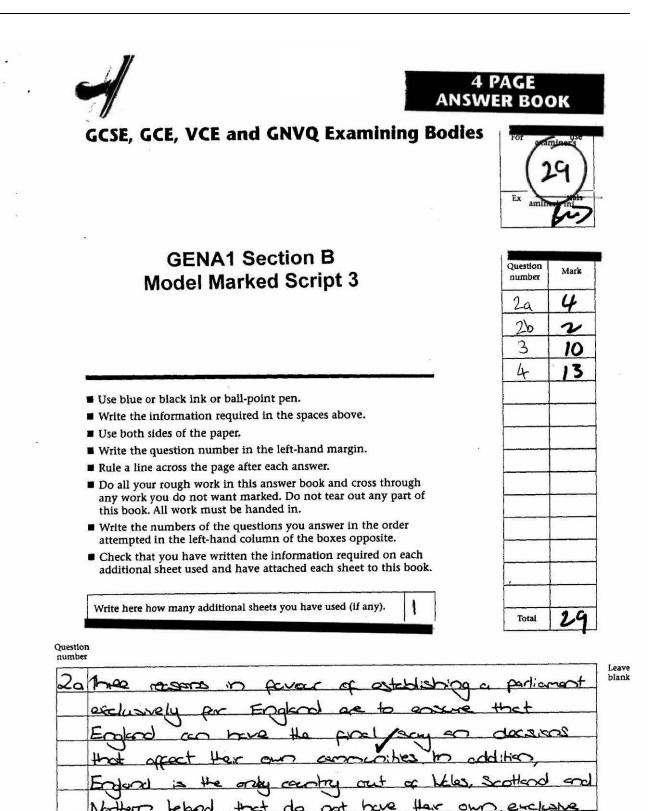
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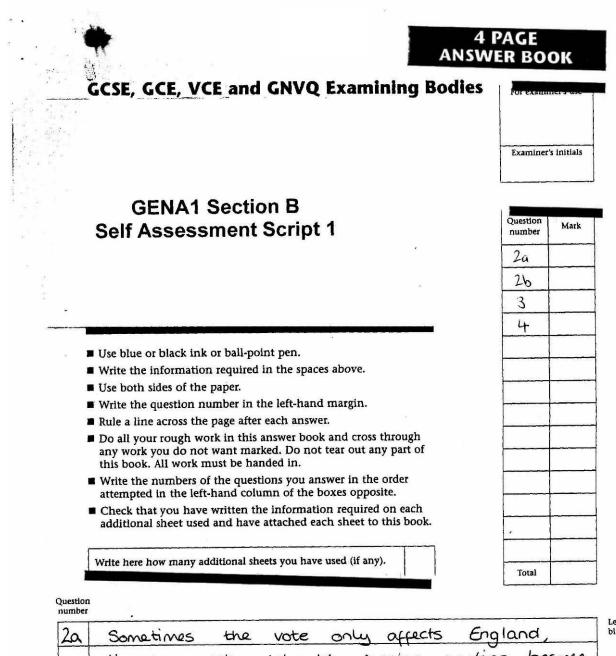
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Sometimes the vote only affects England,
therefore why should foreign parties become
involded. Also the English MP's in the
House of Commons very rarely agree;
and vote together, resulting in the more
19% of non-English members deciding
results on key issues. Showing more often
than not, the English members of the
House of Commons do not make the

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Question number Leave blank those decisions as decisions and Surely the nombors English the all ect tho More have tho right to over T Henco Be 190/0 disagreement ATT an examp England ment exc to Dar tho benil H-ea ha ine hluac versilv tho 155 anda The majorih tho 200 where bu th 15 against voted votes from other NH oneiar G th work ot who B shows 00 true Tupping 100% enal ha engan no Voices par Cure not hoar abitents 18 na roi 2bcases the outcome 0 Some countries issues arrect A 100 an otha UK the n variet bring people OF arquemen 1+ forward 0 DIVIOU tsidar aet 60 (1000 10 be SC 2100 don't mant peoples Views other iding obnoxious don't live ous they because country .

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Leave blank large decline The there 1 believe is 2 British politics public participation 10 2 decune reasons This 15 manu ortrayed clearly when very 100 au at statistical figures The election participation 10 the dropped bu 1997 2005 from to figure This intrests represents the publics a one And falling oolitics 15 ani the sonde With intense modia that occurs scruthau nowadays tho public find hard to it parliment those especial respect in hear OF yar MP's having assaulting ee People Som ar Sau thore it's private CF ma take into can' account 0 trust hois 1.sauld you somono also thom l even toust cant the public ane nau more bell the the drama behind nterested Sconos rather the than fate speachos A promises lot the and weat AC parlimont has made have decisions cono back the negative from nad 2-0 sending <del>an</del> Iraq Whon See the Anplic 3 neet partiment's chaos that the think decisions cause the lose hence lose interest. 1950 1951 more \$ than 75 public 80º10 the cast the OC a Vote In

Question number But then, parties blank election. had very the erent opinions. how canto be politicians cun However now pronvise Sam seem to the Saus with back the fight shat na <has penalsly Or na norson ISP losing becc are interest made 7.0 WillMan beino omises are 17 voters sti out when igaests turn real choices ace the country publics the docl participato implying lack important duo 60 the of public the Nhat ISSURS 1C one mating deci is ane SIONS ove nportant thous have reasor Overall believe the don duo to lack ap interest honosty largeli trust and 4 mixed Britain There are pinions m republic 1 electing president the monarchu SO rnentl country nowever the rule a "have Pri aiven him her more powerl or president 50 some ma Sal presicion Inw don't elect tho Primo inist to accountable 8 bergive more carciment." mombors SOU  $\omega$ SON to N EA part heritage oth cour Max fron 4



# GCSE and GCE Examining Bodies

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Candidate name	Candidate number

Question number

and takes us back to times when
we where more powerful. This makes
some people peel provid, patriotic,
therefore do not want to see Britain
become a republic. The Monarchs do
alot of charity work \$ help our
country keep a good name, but as
they aren't even making decisions on
tey issues, why should they rule.
Is we did elect a president 3 the
remé public believed he wasn't doing
what was right for our country, he ishe
could be thrown out. This could be
seen as an advantage or a disadvan-
tage. Although -getting removing power
from a ruler we see in fit may seem
à large benefit ; how many timos would
our country do this! Do we really want
over president changing more than over
sods. Dotain as a Republic would
give us, " public who are currently at
the bottom of society' more of a say,
and surely that an only be right.
tas the people lower down the laddor
of society are normally the ones who
are most greatly affected by the
decisions made higher up. There are many different opinions on this matter
many different opinions on this matter
ASL1

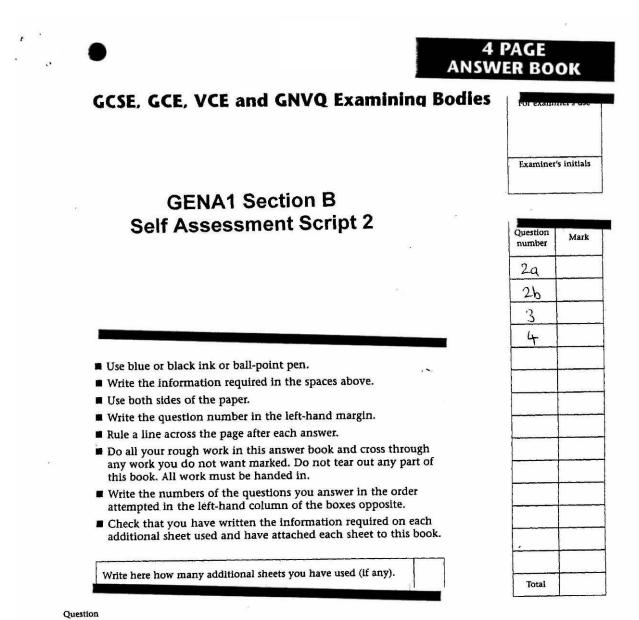
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ADDITIONAL

SHEET

ANSWER

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number

number		Leave
2A	three reasons from source B in Favour of establishing a	blanl
	parliament exclusively for England are as follows. 1,"117	
	non-English members an decide the outcome on key	
	KSUES." IF there was a parliament exclusively for	
	England, this would not be the case. English	
	preligingent therefore will have the right to	
	decide what goes on in their own country.	
	2, Scotland, wales and Northern & reland have	
	elected parliaments so why should England	
	5	

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۰, Question number Leave te any different? I personally blank See this as dant Fair England having electing a parliament would nets ensure the COUNTRY ication, health with do edu matters 60 and pousino 2B Three reasons against the establishment 96 for England From parliament C EXCLUSIVEN follows.  $(\mathbf{0})$ Knowledge 12 con awn are as my English Things aus COITU Mp's CONFLICE Such OS Tax can increase (3) COOPI. other countries such as Ireland between scotland and loales. 3 There is a decline in public participation IN BRIEISH POLIEICS Mauniy from pound The reason for this in my apinion 15 due fact are aware they no ISSU that are elfectino Lette that maube Country Ithink 18 ting POINTI 05 broadcasted more Enis ivere wow Should make a difference ł think voting more accessable. disabled aso be made Find find 6 may difficult 0 young PEOPLE and POIL 0 Simply Just not be bothe red making the ean 96 VOEINO accessable, Figures Sha more rice 4, Some Favour people the Monourchy while IES replacemen Favour otners President. republic WILL an erected

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the in source D their way of work	Prove-
eneration" will think otherwise as	<u> </u>
he receiping of monarchy wonist the "you	
older generation" of people will supp	
Stop new problem oursing. I think	the
on how to repolve proplems and how	(J)
but mean they will have Fresh id	
secting a new president annually t	/
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our luten to them and take on t	
SILL WANT Some on ele (a president) wi	
change in decisions. Also, the voters)	
this as it shows that there will	
I think the public want to see more	
to show a lot of hard work and commitme	
with it. People who run for president y	
thing Made a decision and people disagr	
the volume think this is due to the for	

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GCSE and GCE Examining Bodies	For of	1 <b>CE USE</b>
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	2b	S. Sala
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	4	1
		1.5.4
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<ul> <li>Use blue or black ink or ball-point pen.</li> <li>Write the information required in the spaces above.</li> </ul>		
Use both sides of the paper.		and the second
Write the question number in the left-hand margin.		15.3
Rule a line across the page after each answer.		
Do all your rough work in this answer book and cross it through without making it illegible. Do not tear out any part of this book. All work must be handed in.		
<ul> <li>Write the numbers of the questions you answer in the order attempted in the left-hand column of the boxes opposite.</li> </ul>		
Check that you have written the information required on each additional sheet used and have attached each sheet to this book.		
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Write here how many supplementary sheets you have used (if any).	Total	12,8-6

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Question number Leave blank England is opten seen as the stonand 'most parroyal' like country and by our participant affect the UK. rest the many decisions made UK and a England one, the portiaments, a two separate had which walld be completely changed. need to be current portiament would What is more, the establishment of an difficulty. Unnecessary An affect English porliament baud encourage animosity and the unity of the strained relationships which would not be good, since there are already UK at times between the canonics. 3 discusses the decline in public participation in Britich Sauce C during the election in 2001, server that 60% that aditics. which was the lowest turnout since 1918. This is vicked "disenchanted" and so do not want young prople to vote are public and politicians. Sace in the 1.ttle trust between then is promises made and baken by an puliticians, and in Lack Soon people have Orange. I Another reason for the pour turnant is the fact chal little elections discussed hore plachcally the outcomes of the accent tomer So they felt that they the people had voted, and heided petere in the matter want to waste 6me Voting and did act Suy int by the ~ 1950/1 election 1 This' is backed up exande 04 be. printles. it on not ~ predicted beforehand and the results of which where the aller. ideas about the way to in the had very different Mation press running. more exciting, as DECON Let Because this, yeing Somed perhaps 61 make a difference, and Se these man porticular view could really 1mil people voted, despite the fact that many knew very little 804.

uestion umber	* *
	about politics. Now, however, people know much more and have a much
	greater interest in politics and in fact publicians, which possibly adds
	to the sense of disentment discussed earlier.
	People navedays prese to work on comparigning for smaller, but in
	no way in mportant issues, such as the environment, when they feel that
	they can really make a difference and change things, rather than stimpty
	voting thring the an election that they feel has already been won.
	People are more concorred if the issues actually affect them possenally,
مرد در سرم میں د	so young people often have little interst in pelitics. with major
	pulitical parties that have became more and More similar, elections are
	elmost a pupularity contest, and in which people vote for the leader they
	think is the most channing and like all we are happy to leave things
	as they are write something goes wrong, and as the source sugs, it is
	the that "laters still two out when real choices free the country"
2	
4	Some people feel that it is a good idea to keep the manarchy
	because it is a long tradition that it have be a share to be.
	Real the second the second of the
	Britain is know for the accen and the monachy, and it does
	Britain is know for the access and the monachy, and it does
	Britain is known for the arean and the monachy, and it does in fact attack visites and and and townism, as preignes come to visit Buckingham perface and to watch the Changing of the Grand. The
	Britain is know for the suren and the monachy, and it does in fact attract visites and aid tourism, as preignes come to visit Buckingham perece and to watch the Changing of the Grand. The Queen only not turne been elected but as head of state she does
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	Britain is Know for the suren and the monarchy, and it does in fact attack visites and aid tourism, as preignes come to visit Buckingham Patace and to watch the Changing of the Grand. The Queen only not turne been elected but as head of state she does a fairing good job, and in fact does more for Britain that many are awar. The manarchy has been atound for Manda a very long time. and proper feel that it is necessary to preserve that, so that we be not finget our nation's heritage.

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Question number Leave blank replaced, unlike a monorch. There is no way that Britain can become genuinely democratic unless this happens, Ar at the moment ne have no choice in the matter. The idea of a Manarchy is in itself very old farthined, and this is clear from the fact that there are very few remaining in the world. It is important to mare with the times and so portuges it is time that we may did so. It is not true that with the loss of the we lose out heritage, as other countries such as France have manarchy managed to hold onto theirs well despite having had a revolution over 200 years ago. The same also gives the mannes that British people are, at present, subject and not citizens of our country, and that themes to the minarchy prime Minister is more privacily than a president. With the circultion of democratic republic, this would no longer be the case. The commonts made about the class stouchure in an excitely in the surce are tendoubtably true, and without the manarchy, this caud imprared, a Athaugh personally do not feel that at this lake stage, this would change much.

#### **GENA1 Self Assessment Commentaries**

#### Script 1

#### Question 2(a)

Struggles for clarity in places but the candidate does make two useful points – one about the undue influence exercised by non-English MPs and another about the fact that English MPs should have control over issues directly affecting England. Far too much effort is focussed on the issue of university fees which the author only includes for illustrative purposes.

The last sentence of the answer hints at the unfairness of England not having its own parliament (as compared to the rest of the United Kingdom) but does not really make the point. Communication is not impressive but credit should be given for using own words.

3 marks

#### Questions 2(b)

A rather weak answer with the candidate resorting to bullet points. There is one clear point about the value of a non-English perspective and, in the first bullet point, a hint at the influence England might exert on the rest of the UK. Does use own words and worth between 1 and 2 marks. Benefit of the doubt given.

2 marks

#### **Question 3**

This response is a competent effort making use of the source and including some personal knowledge. The candidate uses the statistics in the source to point to a decline in voter turnout and tries to amplify the point made in the source about lack of respect for politicians by offering some personal observations about scandal (sadly not illustrated) and about unpopular decisions made in Parliament (this time illustrated by reference to Iraq). The candidate's own knowledge is also deployed in the reference to there being little difference between political parties although, again, there is no example. The candidate makes one more useful point about public apathy in the light of an absence of major issues to stimulate voters, and does attempt a conclusion. In general, the answer is clearly written and is quite well-organised. Knowledge might be modest but there is a range of ideas and some balance. A Level 2 answer.

9 marks

#### **Question 4**

This answer, although clear, is not particularly well-written and eventually fades. The candidate begins by referring to the role of the Prime Minister and, although sensible, is written with little understanding. There follows something in the way of a defence of the monarchy which does include both reference to the source and some own knowledge – heritage, nostalgia, patriotism and the monarch's good works are pointed out as is the fact that, as a monarchy, Britain is different from most countries. The candidate shows some awareness of the fact that the Queen does not actually run the country and, then, turns to the advantages of having an elected president focusing on accountability and on the fact that the public would have some say in his/her election. The candidate quite thoughtfully points out that removing a president is, perhaps a power we would not want to exercise too often. The answer ends with an attempt to draw a conclusion and offers a personal view (not obligatory but welcome), but the reference to Gordon Brown is rather a lame note on which to end. There are references to the source but personal knowledge is distinctly limited. A Level 2 answer.

8 marks

Total mark = 22

### **GENA1 Self Assessment Commentaries**

# Script 2

# Question 2(a)

This response provides an encouraging start with three clearly explained points – the influence of non-English MPs on key issues for England would be removed as would the unfairness of England being the only country in the UK without its parliament. The third point of England gaining greater control over key domestic issues completes the picture. Full marks fully deserved.

Question 2(b)

In marked contrast to 2(a) the candidate is clearly struggling to think of any valid argument against an English parliament. Only the third point came near to scoring with a possible hint at the break-up of the UK, but ultimately it was felt that there was nothing worthy of credit.

**Question 3** In this short, if clearly written, answer the candidate really has very little to say. A view about decline in political participation is offered supported only by the assertion that young people are largely disinterested in and unaware of politics. The claims that politics is an area inadequately covered in the media and that disabled voters find it difficult to access polling stations are distinctly unconvincing. Clearly a Level 1 answer.

Awarded 3 marks

# Question 4

This again is a relatively brief response and often vague as characterised by the cryptic reference to the monarchy having 'done something/made a decision and people disagree with it'. There are some rather odd assumptions made like the ideas that a president would be elected every year but some valid comments are offered – a president might well be more accessible and provide fresh ideas and certainly, older people's support for the monarchy might be influenced by nostalgia. There is, however, so much more that could be said. The answer is not well-communicated and lacks both range and clarity. A Level 1 response.

Awarded 5 marks

Total mark = 12

4 marks

0 marks

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#### **GENA1 Self Assessment Commentaries**

#### Script 3

#### Question 2(a)

There is an element of repetition here which means the candidate only makes two clear points: one is that England alone does not have its own elected parliament; the other is the fact that non-English MPs can exercise undue influence on matters which do not directly affect them. The last sentence is only amplification of this last idea. The answer is direct and clearly communicated. 3 marks

Question 2(b)

A concise and thoughtful response, although the first two points (about the influence of England as the most powerful part of the UK and possible doubts about the status of the UK parliament at Westminster) are not clearly explained, unlike the last point on the unity of the UK. In the light of some vagueness 3 was seen as a fair mark.

3 marks

#### Question 3

Well-written and clearly organised, this answer offers a nice blend of reference to the source and some personal comment. The candidate draws useful comparisons between recent elections and those of the 1950s and uses the source with obvious understanding. There is an input of personal knowledge with comments on how similar political parties are today, the growth of personality politics and the extent of complacency within the current electorate. Some points, like the references to broken promises and issues that could affect voters at a personal level, cry out for proper illustration, but this only detracts marginally from what is a sound response, which is well-communicated. A Level 3 answer.

12 marks

#### **Question 4**

This answer is clearly arranged and is written with evident understanding of conflicting arguments. The first paragraph is devoted to pro-monarchy arguments drawn both from the source (tradition, longevity, heritage) and from the candidate's own knowledge (tourism, reference to Buckingham Palace etc). The Queen is praised for her performance as head of state but, sadly, no evidence is offered in support. The second paragraph turns to the case against the monarchy and demonstrates a clear grasp of the pro-meritocracy, pro-democracy and accountability arguments contained in the source. The third paragraph includes some thoughtful observations as to Britain's old-fashioned image and the need for change, and indicates a wide knowledge. The candidate is aware (unlike many) that Britain is not unique in retaining its monarchy. The reference to the French monarchy was well made and, at this stage, provides some useful balance. The final paragraph adds three further pro-republic arguments which need to be developed but the reference to the class system enables the candidate to end on a balanced note. Concise and perceptive, this was seen as a Level 3 response.

12 marks

#### Total mark = 30

