

GCE General Studies A

GENA3 Exemplar Scripts

Contents	Page Number
Introduction	(ii)
Information about GENA3	(iii)
GENA3: Model Marked Scripts (1-5)	1
GENA3: Self Assessment Scripts (1-8)	18
GENA3: Commentaries on the exemplar scripts	42

GCE General Studies A

GENA3 A2 Culture and Society

Introduction

This booklet contains a number of marked responses to the January 2010 GENA3 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 GENA3 the presentation of the material is in three sections:

1. The first section contains 'model marked scripts', annotated by a senior examiner to indicate strengths, weaknesses and reasons for awarding a particular mark.
2. 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.
3. 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 self-assessment 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

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

The January 2010 GENA3 question papers and mark schemes should be available on AQA's website from October 2010 (see web page http://web.aqa.org.uk/admin/qp-ms_library.php).

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

Included in this material there are:

Model Marked Scripts

- MMS 1 – complete script (Qu 1, 2, 5 & 7)
- MMS 2 – Section A (Qu 1)
- MMS 3 – Section A (Qu 2)
- MMS 4 – Section B (Qu 4)
- MMS 5 – Section B (Qu 8)

Self-Assessment Scripts

- SA 1 – Section A (Qu 1)
- SA 2 – Section A (Qu 1)
- SA 3 – Section A (Qu 2)
- SA 4 – Section B (Qu 5)
- SA 5 – Section B (Qu 6)
- SA 6 – Section B (Qu 7)
- SA 7 – Section B (Qu 9)
- SA 8 – Section B (Qu 10)

Commentaries on all of the above

Any comments on this material?

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

Information about GENA3

This is an **A2 unit** and has three elements to it, Sections A, B and C based on **Culture and Society**.
Please refer to the Specification for full details relating to the Unit Content and the Assessment Objectives (AO's).

The format of the examination is as follows:

Section A is a source evaluation exercise. Candidates answer **two** compulsory structured writing questions which will assess their ability to evaluate strengths and weaknesses of at least one source and provide a personal opinion on the topic concerned.

Section B has four optional essay questions taken from the main *cultural themes* in the Unit 3 content. Candidates are required to answer **one** question only.

Section C has four optional essay questions taken from the main *social themes* in the Unit 3 content. Candidates are required to answer **one** question only.

Both Section B and C will assess candidates' abilities to analyse the question; conduct arguments and justify opinions with appropriate knowledge and illustrations; synthesise and communicate ideas; make overall judgements and draw valid conclusions.

Mark Scheme

Both Section A and Section B are assessed using a 'Levels Mark Scheme'. The full published mark scheme provides a description for each level and some examples of 'indicative content'.

How to arrive at a mark - Examiners will place a response in the middle of what seems to be the appropriate level, then move up within the level if there are signs of the level above, or down if there are signs of the level below. Brevity or an indifferent standard of written English may be factors that pull a response down within a level.

Section A is marked on a Level marking system for each question. In **January 2010** the levels were

Question 1 (max 12 marks)

Level 1: 1-4 marks
Level 2: 5-8 marks
Level 3: 9-12 marks

Question 2 (max 8 marks)

Level 1: 1-3 marks
Level 2: 4-6 marks
Level 3: 7-8 marks

Sections B and C are also marked using a Level marking scheme for the essay questions:

Level 1: 1-5 marks
Level 2: 6-12 marks
Level 3: 13-19 marks
Level 4: 20-25 marks

Question
number

1.	Extract A argues that there is prejudice in the music industry, that many bands, or views expressed by bands, whose members were privately educated, have a fear of the working classes. Many Much of the indie scene is divided up, all singing about different aspects and areas of life. However, this has caused tension to occur due to the different views and opinions expressed. Many more aristocratic bands may
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Leave
blank

Exp

AB12

Question
numberLeave
blank

feel the need to sing about their aspects of life yet The Enemy's singer Tom Clarke argues that those indie bands from working roots are able to write better songs that people can relate to. This ~~is true~~ to some may be true as they may feel more inclined to listen to the singer but logically, the background of a singer is irrelevant ~~this is~~ is it? There is no evidence to suggest that working class bands produce better songs as the song relates to their lyrics, the music itself and the way it makes the listener feel. Often, the listener does not take the background of the singer into account. Therefore a shortening of the extract?

Extract B however looks more carefully at the message sent across by the singers rather than the background of them and in more Not so depth looks at the politics of the music.

In the Jam, although Paul Weller was ~~is~~ pro-Tory as he ~~has~~ grown older and had kids, he sent them to private school, something misses the point to which he didn't agree with in the past. However, although some may argue that Weller is a hypocrite for his actions, perhaps he went against the message he once sent out because his music was a thing of the past and he has matured since then. Similarly, the stigma attached to private schools now is not as great as it once used to be in the early days of the Jam. Proof?

overall, the argument put forward in the

Question number

Leave blank

^{exp}
 debates looks into ~~the~~ behind the music in too much detail. often, singers may be listened to because of the message they portray but usually it is the actual music itself that draws ~~them~~ ⁱⁿ listeners in. music is there for enjoyment, ~~and~~ ^{and} a way for people to express themselves emotionally. learnable point

Some attempt to compare and evaluate but misses much.

2. Primarily, pop musicians can be an important voice in political debate as they are often ~~the~~ ^{an} influence ^{on} of many young people

L2 (6)

It is proved to have worked in places like America. Many famous musicians such as Kanye West, Beyonce + Katy Perry (she wore a dress with Obama's face on to present an awards ceremony) all supported Barack Obama and now his power is clear throughout the world.

Influence

non seq.

Musicians could be an asset to politics by informing young/ about the messages, not just in their music but in many other ways. Many young people feel they can relate to musicians and so with the support for politics perhaps their audiences will think it's important too.

Informing

role model

However, although pop can be ~~an~~ an important voice, it may also cause further debate within politics. Musicians have a lot of power and by influencing people in the wrong way it may cause further problems within politics. needs explaining

It also may be argued that ~~some~~ some pop musicians are not influencing people because of their interest in politics but as more of a

Question number

Leave blank

publicity ^{sp.} that.

I think pop musicians can be a voice within political debate yet the use of the word important may not be correct. It would have to be careful monitoring in order to ensure the influence of musicians is not the wrong one. Some areas outlined but without much authority

5. Many areas of the arts such as poetry; theatre + classical music are no longer relevant to young people. L2.

④

I believe that for young people, there is a lot of stigma attached to poetry, theatre and classical music meaning that they feel they can't relate to it or think it's 'boring'. The negative attitude to many areas of the arts means that young people don't want to associate with them yet they may be missing out as culturally it can improve the way they think and their knowledge. Largely assertion. Needs to be developed clearly. Generalization.

Poetry may be seen as old-fashioned and therefore many young people don't think it is relevant to them. However a lot of old poetry eg Wordsworth can not only improve our intellect but also can help us improve our historical background of how life used to be. This is relevant as one day our lives will be history. often it may be hard for young people to understand the language of a poem yet once 'translated', the meaning of the poem is understood much better and some may even be able to relate

Odd notion.

Question number

Leave blank

it to views we feel in every day lives. For example, Christina Rossetti's - Goblin Market and the theme of women's rights. Eg but how does it relate to Shakespeare's sonnets can teach young people new literary ways to write and Shakespeare's work is appealing much more to young people nowadays. The re-opening of the globe can help us to learn about England as it used to be and can help us to re-claim our culture. Modern adaptations of his works dramatised on the television help young perhaps relate to the stories much more, eg. two lovers in Romeo + Juliet and the modern adaptation of the film Romeo + Juliet with acclaimed actor, Leonardo DiCaprio appealed to many. The idea behind such as the setting on Verona Beach in America rather than Verona in Italy made it a lot more enjoyable for young audiences to watch. The emergence of many different genres of music has removed classical music from young people's ears. It is seen as an element of the past yet it does not mean it is not important. Young people may see it as irrelevant due to the lack of lyrics etc they therefore can't relate with but many studies have found that classical music is relevant in young peoples lives as it can help with learning as a revision aid. It is thought that while learning or revising, classical music is listened to, it can help young people remember information more easily. Similarly, when babies

but do they? then when?

relate to 'everyday' lives/views?

1996

why?

Question number

Leave blank

listened to the music when they are young, they are more likely to be more intellectual when they are older. Many younger artists are starting to emerge as classical artists, for example, Katherine Jenkins or Q4, a band that made it to second place on the X Factor. This may therefore appeal to more people.

I don't think that many of the arts are seen as relevant to young people but seen as boring and unrelatable. Perhaps if more appeal was given to these 'old-fashioned' arts young people would have much more of an incentive to relate themselves to them. Much of this is an assertion;

~~relatively articulate - L2 (11) - few really worthwhile~~ examples.

old notion.

assertion; examples.

7 Discuss the view that, in general, women will never achieve full equality with men in the workplace because of their role in child bearing + child rearing.

Much of the lack of full equality with men is not fully due to their role in child bearing and rearing, but a stereotype that dates back centuries where the men went out to do the work and the women cooked and cleaned and looked after the children. Often women are seen as inferior to men due to their strength etc although their intelligence may be just as high / higher.

PTO

over

Britain is not ~~too~~ bad due to equal rights they have in the workplace as well as the legality that both boys and girls have to attend both primary + secondary school until 16.

exp.

Question number

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An example -

Many countries such as Uganda still has high inequality between men and women with parents preferring to pay for sons to school. This is because women marry when they are young, 15, and ~~have care of the~~ as they receive a dowry which helps the parents. They stay at home and undertake the household chores whilst the men go to work yet this is because the nature of the work is labour intensive. Yet this ~~is~~ inequality is part of the culture of Uganda and so is often socially accepted. There are also much gender imbalances esp. within the Gulf States as in Kuwait in 2006 only 19% of the workforce were women [yet this is], due to religious beliefs.

Women's role in child-bearing (etc) ^{meaning?} is extremely important in order to continue our creation and society. This may cause problems to the work as taking ~~to~~ maternity leave for many months before the birth and perhaps up to a year after the birth means that replacements are needed and the success of the workplace could suffer. Therefore women may not be given higher jobs in the workplace due to the fact they may decide to have children and therefore there is inequality within the workplace. ^{is this legal? or covert?}

✓ but simplistic

Yet within our society, we are continually seeing women having children older and older and ^{✓ ok} putting their career before child bearing, so as to be financially stable when the child is born, yet also gain status within the workplace.

Model Marked Script 1 - GENA3, complete script

Question number

Leave blank

Often women are seen as house wives and stay at home to look after after the children. However, within our society, we are beginning to see more house husbands staying at home and child rearing ✓

example & reference.

However, psychologist ^{Bowlby} ~~Bower~~ argues that there is a critical period of the first two years of a child's life where if the child does not have enough social interaction with the mother, they will have maternal deprivation which may cause problems in later life. ^{This} was supported by his study of ~~the~~ Thieves, where [^] those who had maternal deprivation were more likely to be juvenile delinquents when they were older. Therefore the ^{age?} role of ~~mother~~ ~~for~~ women for child rearing seems to be important so as not to cause problems in the future - ^{for} nurture, not giving birth

It is ^{not} ~~likely~~ that eventually women will achieve full equality with men in the workplace, but I believe it will be in the ^{for} future ~~quite far away~~. We have already seen development and equality in UK workplaces yet child bearing and rearing is extremely important for our society, ~~it~~ and so will still need to happen yet perhaps it can be taken more into consideration. However, it is not only child bearing that has caused inequality but there have been many contributing factors such as the stereotype.

→ * Yet women are still seen as ~~the~~ the weaker sex and when in the workplace are not as respected

Question number

Leave blank

as men or by men and even sometimes leading to sexual violation. Many cases have emerged with women complaining of being violated and disrespected because of some men's sexist attitude that women should not be their boss. Needs a more concrete example but does make a point here.

This does not develop very far but is largely relevant and includes some evidence. Reasonable knowledge and fair illustration leads to low L3

15

Question number

Leave blank

1) Within Extract A and B, ~~two~~ different views had been expressed concerning politics and pop music. Within current music, politics views and ideas had been embedded within them.

A weak opening.

Extract A focuses on the divide of the class within the music culture, with a conflict between ^{music from} working and middle classes. As Tom Clarke said 'I think having working class roots does mean better songs as they are songs the majority can relate to'. Tom believes that the messages and emotions portrayed by working class musicians are more authentic, true and emotional ~~too~~ towards the general population.

Not specific enough

Some idea here.

I agree with this to the extent, as songs that is written with true emotion and ~~is~~ from the experience is often more empowering to for the audience. In addition, it is something you relate to, that a normal person can become a star. Which ~~is~~ are dreams that many people have and they feel more optimistic when they see this coming true. through shows like X-Factor.

relevance to question?

?

Furthermore, McMahon says that 'The indie pop scene is just posh people who don't get up in the morning... there is a massive amount of snobbery'. I believe this is a behaviour is not due to them ~~because~~ being middle, but the fact that they are famous. ~~is not~~ or ~~no~~ I believe if they choose to live in this, it is their choice, particularly if they have the money to afford to live in this lifestyle.

weakly argued

meaning unclear

However I understand that this results

Question number

Leave blank

to these people being possibly unemployed which is not good for the current economy and that they are not giving anything to the community.

Within Extract B, the emphasis is ~~the~~ about the use of political music within expressing political messages and opinions.

Vaguely

~~From~~ A strength of this method it allows young people to become more knowledgeable towards politics, particularly those whom rarely have much contact with politics in everyday life. However, the child audience may receive a deviant view of politics which many may see to be incorrect. Such as children listening to the 'pro-Iraq - voting Hazel Blears' song may begin to support this opinion, despite not knowing the full picture.

not the point.

More descriptive than analytical. No evaluation of the arguments and only the smallest amount of if vague analysis of Extract B

L1 - a limited response

4

2. Those who are seriously interested in political debate such as politicians, would not listen to a song as their first ~~choice~~ method of involvement. Instead, pop musicians are there to send out their message ~~and~~ through song and creativity to those that like precisely that; their music. People often listen to lyrics of songs and ~~only~~ then realise the true meaning behind it. However for those more naïve people, a song is a song and it's whether the song has a good beat, rhythm or tune that makes them like it. Pop musicians, overall, are not admired by everyone. It is wrong to group certain classes or people with certain political beliefs into a specific genre of music, such as pop. ~~For~~ This whether you are a 'toff' who likes punk or 'working class' who likes indie, the lyrics of a song aren't going to necessarily change your attitude. This is why I believe pop musicians aren't an important voice in political debate. They are there to provide entertainment to whoever chooses to enjoy their songs. Furthermore it is up to the individual whether they choose to interpret lyrics, let alone understand their political meaning (that's if there is any in the lyrics to begin with). Pop musicians are there to provide entertainment for the masses, not for those ~~people~~ who are intently concerned with politics, which unfortunately are the minority in today's society.

Doesn't offer an opposite/alternative view point. No depth; modest but enough for L2 (4)

is not an important voice

no but may still do so

Not the point of the question

Central viewpoint

Question number

4 The UK is vastly becoming a multicultural country, ~~not~~ with many architectural and fashion designs ^{begin} being largely influenced by foreign culture ^{from} overseas. In modern day Britain, we seem to be surrounded by art; sculptures ~~are~~ can be seen around every corner, paintings posted on walls, and the people themselves ^{are becoming part of an artist's} ~~are~~ manifestation. ~~of the network~~ ~~part~~

Leave blank

tangentially. only becomes important later.

Meaning? - How!

Art evokes questions.

Art is ~~widely~~ widely accessible for people of all capabilities in the UK. Modern artists now aim to evoke questions that can cause ~~any~~ any person to begin to answer, whether they are the general passer by or ^{intellectual} the philosopher. ~~Art is now~~ ^{As a plot to question} ~~being used~~ ^{challenge} to the public's thoughts on the cruel killings of sharks and seals, one artist preserved a dead shark in a tank and ~~placed~~ placed it in an art museum for anyone willing to see. At a first glance ^{of the viewer} would be expected to be horrified at the absence of the dead animal, however ~~with~~ when taking a little more time to ponder on the meaning of this piece of art, they realise that the shark itself is not horrifying it is the harsh nature of fishermen.

NO misrepresentation of artist's motives

Anyone can create a piece of art. At a local school, children have made flowers out of card and paper, and spray them with vibrant, pleasant colours. They were ^{pierced into} ~~placed~~ the grass outside the playground, ~~and~~ exposed to all weather conditions. Students and teachers alike were confused as to why the children did this when the artwork was going to become soiled and destroyed by the wind, rain and snow. After a couple of days more people ~~to~~ were beginning to understand that

rudimentary example, but relevant.

Question
numberLeave
blank

this is what the children wanted to capture to show ~~to~~ the most ~~app~~ aspects of global warming ~~to~~ and say just how real and how pressing the issue is.

art as
warning

The influx of a large community of Indian people into the UK has influenced fashion and the ~~most~~ media greatly. The designs ~~are~~ in major clothes stores such as River Island now include lots of diamonds and popular ^{women's} shoes are now similar in style to those worn in India. The increasing number of Norwegian and Swedish people in the UK has now also brought the pattern of fairies back into fashion in the winter months. This pattern is accessible to any age, gender, and social background, making this design widely popular in the UK.

this
is
so??

For a wide range of people, art is a hobby, whether ~~there~~ ^{their} art is in the form of a painting, a ~~photo~~ photograph, or a dance; and for it to be marvelled on by others is simply a bonus. Many people use art as a form of escape, to relieve the stress of our busy

How??

^{and relax to} ~~and change~~ schedules ~~and change~~ keep check of your mental health. Marie

^{Philippine dancer in the} Snyder is a ~~ballerina~~ ~~dancer~~ ^{guru of modern dance and ballet}; ~~she~~ ^{one} of her ~~most recent~~ ^{most recent} dances she choreographed was based on a painting, the same of many rivers meeting at a point. She took this painting as inspiration for her own work, ^{to represent} ~~as many~~ people of different cultures meeting ~~and~~ and their cultures collaborating in unison as if they had always been part of the same background. This directly relates to English culture, because although there are many people from different countries, backgrounds, and beliefs, we are still united and as a country and are working towards an equal society.

A Level 2 response with a narrow set of examples and rudimentary conclusion.
Little depth of argument

10

8. The statement, 'the rise of internet sites ^{like} ~~and~~ as Wikipedia will make non-fiction books unnecessary' is not wholly true. The statement does not appear to take into account ~~competition~~ ^{the freedom at which} such as the free encyclopedia can be altered and the lack of censorship and correctness of the site. The author of the statement has forgotten the view that "anything you read on Wikipedia should be double checked somewhere else."

Concentrates on Wiki problems

Wikipedia does has its strong points. It ~~is~~ contains a wide range of information from biography of celebrities to information for school projects. It is easy to search and navigate the site and it is much easier than with a traditional non-fiction book. All the information is given on one page whereas with books several may have to be used.

Still on Wikipedia rather than the question

However, despite ~~to~~ these useful abilities Wikipedia does have several draw backs. The quality of the information given varies greatly due to the nature in which it is obtained. Also the level at which it is given varies greatly. This makes it not a wholly reliable or useful source. This is due to information being at the incorrect level at which the user wants. It may also be due to the

?? How? Why?

Question
numberLeave
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fact that pages are not fully regulated and not all information is correct as anyone can supply or edit it, not just experts within the field, as with credited non-fiction books. *Real one!!*

Although one can argue that there are other sites than Wikipedia, they usually cost money which people are not willing to spend when they will use the site a few times. It is also true that money has to be spent on non-fiction books, but these can also be obtained from the library free of charge. Furthermore, people who do buy these books do so as they have a great interest in the subject or plan to continuously use it and so wish to spend the money. *Do they? Still Wiki!*

OK - people will buy NF

Furthermore, the issue of the quality of information is a problem for many internet sites. Due to the nature of the internet it is hard to find information you can trust with regards to several subjects. There has been many internet hours to deal with incorrect information, and many more will come with non-fiction books, creditations are usually given such as with biography the person who is the subject of the book usually approves it, text books are usually approved by examining bodies and have recommendations. *Returns to Wiki*

Therefore making these sources more trust worthy.

As well as the quality of the information there is the level of information which is an issue. If a student looks for information on a scientific process such as photosynthesis they would

OK

Question
numberLeave
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find varying levels of information and detail. In many cases results which are given to this search are far too detailed for what the student requires. Even on Wikipedia there is ~~too~~ no control on the detail received. The student would find it hard to decipher useful material and most of all be very confused and discouraged. Doesn't make the most of the points at the beginning of this paragraph.

This However this is not the case for non-fiction books. By selecting the books at which is at the correct educational level, the student can easily find relative data which is useful and replicable to his situation. Non-fiction books have search have an independent set standard of the detail given in them unlike Wikipedia. Some sites may do best are usually hard to find and not well known and may be too basic if at a lower level compared to other information available on the internet.

In conclusion, although internet sites such as Wikipedia are on the rise in terms of their use they are not likely to make non-fiction books obsolete unnecessary in the near future. These sites have many strong points and are extremely useful but still need to be as still in need of improvement. There is still a great amount of trust and use in non-fiction books such as text books and biographies and these are likely to continue to survive for years to come as internet sites correct their faults and improve. Some understanding but really

quite narrow. Very weak on the non-fiction aspects of the question. Unbalanced + repetitive L2 (8)

Question
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A1	<p>These Attitudes towards music are a reflection of attitudes towards politics and society. This seems to be the statement that the two extracts are debating. Whilst extract A would appear to be claiming that musical taste is indicative of a divide between the social classes of modern day society, extract B is stating that the in fact music has little to do with social class and can in some cases reflect give an impression</p>
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AB12

Self Assessment Script 1 - GENA3 Section A, Qu 1

Question
numberLeave
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that is the complete opposite of the reality.

In Extract A, the argument is clearly biased towards the working classes. ^{Two of} Both the quotations featured are from sources which are generally regarded as lower class and are strongly opposed to the ~~upper~~ perceived 'snobbery' of the upper classes. The other quotation is presumably from a higher class publication and has been chosen to emphasise the supposedly derisive views of the upper classes towards the working class. The extract argues that society is being split according to music taste ~~by~~ and that this divide in music taste ~~is due~~ depends on ~~the~~ the social class to which you belong. This is shown by the statement "the two sides are facing off across a sticky dancefloor over the issue of class." However this argument is using massive generalisations in order to prove its point. The extract also uses extreme exaggeration in order to express its view that poor people are being oppressed ~~due to the~~ by those who believe that they are superior simply because they are richer and better educated. This is shown effectively by James McMahon's quotation which implies that 'posh' people ~~have~~ ~~are~~ are shallow and self absorbed & which seems both stereotypical and ~~is~~ quite irrelevant. The extract also tries to argue that music has, in the past, been a major player in social change. The extract ~~also~~ states that the 'punk' era caused large scale intergration of the classes yet fails to relate this social change to anything other than music

Self Assessment Script 1: GENA3 Section A Qu 1

Question
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and so ignores any political or social changes at the time.

Extract B on the otherhand implies that music ~~has the opposite effect~~ the effect music has on society is an illusion, that ~~the~~ bands who were considered to be fighting for left wing politics were in fact ~~being~~ striving for a middle class lifestyle regardless of the music they were releasing.

The Extract gives various examples of the supposed hypocrisy in order to emphasise that music does not have to reflect the beliefs of the musician and nor does ~~it have to~~ the musicians have to have a strictly left or right wing view ~~of~~ on politics and life. The extract is clearly biased towards more right wing politics and so its arguments are weakened by this bias.

For example the extract implies ~~that~~ puts a negative view on Paul Wellers desire to live in a nice house and send his children to private school whilst performing 'leftwing' lyrics. However the extract then goes on to say that these songs are not actually ~~left wing~~ 'leftist tracks' and so ~~it~~ reduces the effectiveness of its ~~initial~~ argument.

Overall, ~~both~~ ^{the} extracts seem to have contrasting views and are biased accordingly. ~~and so~~ They are both weak in that they are mainly based on the author's opinion, with little factual evidence and ~~provid~~ neither article gives sufficient ~~infor~~ proof that there is any ^{real} social-unrest in the music industry.

Self Assessment Script 2: GENA3 Section A Qu 1

number

1	Extract A is an article focussing on a divide within the music industry. It tells us, first of all, about the wider issue of class within society, and the blame placed on the wealthy, or more specifically, the bankers. The article is trying to push the point that the divide between classes is now becoming more apparent. Having set the story like this, it proceeds to discuss the 'indie' music scene, as both a comparison to the overall view of society and as an individual story in its own right.
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Leave blank

Question
number

The second paragraph is focussed on the 'working-class' point of view. Tom Clarke, a musician/Admiral, makes a point about bands from poorer backgrounds having better songs because 'the majority can relate to them better'. The author does not yet give an opinion at this point, and runs onto paragraph three, where the case for the privately educated bands is put forward, in similar style, and with quotations from 'privately educated bands, that are just as unreasonable as Tom Clarke's point, and both seem petty arguments, perhaps raising the question: 'who cast the first stone?'. The paragraph concludes with more angry words from James McMahon, and his viewpoint continues into paragraph four, as an attack on the 'snobbish' bands, although it fails to mention the derogatory comments of Clarke, and others who hold the other side to the extreme. The author then

The author then concludes by mentioning the age of punk as a better marker for crossing the cultural divide.

Mark Bolton is fairly neutral in his article, outlining both sides, and leaving opinion mostly to the reader.

Martin D's letter (ex tract B) however, is far more heavily opinionated and critical, and takes a strong viewpoint against Carzon and 'Lyston'. However, he is also suggesting that John Harris' critical article is wrong on ~~some~~ many levels, and has not been looked at critically enough.

He makes his disdain clear by commenting on Paul Weller's 'pro-Tory views' and sending his children to private school. He further backs this up using Billy Bragg shaking the Queen's hand, before moving to his main points.

Question
numberLeave
blank

Now using 'The Smiths', he brings out aspects of the band that Cameron seems to value, 'whiterays' and 'Little-Englander' mentality, and once more is swift to correct Harris in his assumption that Morrissey had not possessed these qualities until the post-Smiths era.

Both extracts use music to make political points, and both involve a heavy amount of talk against privately educated bands. However, Bolton's article is more for comparison with the wider view of society, while Martin D's letter is a direct complaint of the snobbishness, and is a far less balanced account.

2. Care needs to be taken when reviewing the role of musicians on politics, for the simple fact that it is not officially their job to do so. Throughout times of changing music scenes, numerous musicians have made political statements. For example, our latest Christmas number 1, "killing in the name of", was originally written to voice ^{Rage Against the Machine's} their anti-establishment ideals, something which many people agreed with, and decided to act upon. ~~Artists~~ ~~to decide to~~ Artists have the power to voice

number

their own opinions in a political debate, and due to their ~~see~~ vast links to the media, know that this message will be easily voiced around the world. This can be extremely important, because it allows the political debate to be viewed by a completely different audience, an audience that could potentially ^{aid} help for a victory in a debate.

However, many people see the combination of musicians and politicians as one occupation unnecessarily stepping on the toes of another. Musicians can often be ridiculed for getting involved in political debates, and broadcasting their opinions so openly, simply because of the controversy it will cause. With any opinion of a political debate made so vividly in the public eye, people will disagree with it, and the upset this may cause could take ~~the~~ focus away from what is really important - the debate itself.

In conclusion, I think musicians can be an important voice in a political debate, because they can express opinions in a way that many people have not before seen, as well as bringing press coverage and raising awareness about it (an obvious example of musicians helping to raise awareness was Live Aid, a music event aiming to overcome world poverty). However, musicians need to be wary of ~~the~~ how this is done, because they may cause a rage, threatening to lose the debate itself ~~before~~ within the controversy they cause.

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5 There are several arguments and points of view regarding whether art forms, such as the theatre and listening to classical music are still relevant to young people.

Theatre for instance is an art that has developed and ~~more~~ adapted with the modern way of life. More recently, theatres have expanded the choice of productions that are put on. For example, productions such as 'Stomps' and musicals such as 'Cats' ~~can~~ ^{world} definitely not have been available to watch ~~in~~ around the time of the second World War or even later. Therefore theatre can be seen to ~~be~~ be relevant to young people as they can relate to more productions, inspiring them - whether it be to become a writer or actor and provides them with an alternate night out, more civilised than binge drinking. Other, more older theatre productions such as Shakespeare's ^{so} plays and the ballet, ~~provide~~ allow young people to ~~explore~~ better understand different cultures and history, whilst ~~also~~ also allowing stories to be told in more expressive forms, ^{thus} expanding their imaginations. However, theatre on the other hand is seen as ~~not~~ an activity for the more middle to upper social classes in this modern age. People still

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feel obliged to dress smartly to go to the theatre, with over 60% of attendants earnings over £30,000 a year. Mix this with the fact that 92% who visit the theatre are white, and the theatre can be seen as a stereotypically snobby evening out. With child poverty increasing in the UK that will in many cases, carry on to their teens, will the theatre realistically be at the top of young peoples 'to do' lists? Especially with ticket prices between £25 and £30 in London where the child poverty level is at 19%.

The more modern form of theatre is the cinema. It can be seen in many cases as the more relaxed and 'available for all' alternative to the theatre. With ticket prices being as low as £4 for a child, it is far more appealing to young people as a source of entertainment.

More edgier films are being made which specifically try to relate to young people, highlighting major political issues such as drugs and violence. With this art form available, more young people are moving away from such art forms as the theatre and classical music which are seen as old fashioned, perhaps because they lack the technology found more frequently in the present day, or perhaps because they are arts

Question
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which are stereotyped as middle class or upper class activities.

Poetry is also an art form that is rapidly dying out. Fairly few young people write or read poetry as one of their past times. With technology surrounding us, people are young people are beginning to read far less. By that I mean novels and poetry, not texts and Facebook. Poetry is an important art as it can allow young people to express their emotions, whatever they may be and by reading poetry, can relate to others.

Overall, I believe young people do see such arts forms like the theatre and poetry increasingly irrelevant as they see them as old fashioned, upper class hobbies that have no relevance anymore. However, these arts should adapt themselves to the 21st century in order to gain popularity from young people as they are relevant in the way of learning about different cultures and expanding widening their outlook on life.

Self Assessment Script 5: GENA3 Section B Qu 6

Question number

Q1. 6.	'All morality is relative.' 'Some moral issues remain exactly the same, across cultures & times.'
	<p>The statement that 'all morality is relative' suggests that according to our morals are dictated by our culture, and that that is where moral codes & systems originate from. Indeed, if there were any universal ethical system then there would be much less variation in the moral rules and law systems of all countries, and we would all be judged by the same standard. However, it is clear that this is not the case</p>

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Self Assessment Script 5: GENA3 Section B Qu 6

Question
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and we must conclude that, whether we believe it should be or not, morality is culturally relative.

Moral issues, such as euthanasia, criminality, relationships, sexual ethics and marriage are all treated differently in different cultures. For example, euthanasia in Holland is legalised, and in the case of Diane Pretty, she wanted to be allowed to die at a time of her choosing. The issue is no different overseas; nothing about the case would have changed, so why is it ~~important~~ ^{your location} ~~important~~ in the world at the time of voluntary assisted suicide important? The legal systems and progressiveness of particular countries certainly has a role in regulating morality, and what is or is not punishable.

This can be seen in countries in Africa, where certain tribes to this day perform female genital mutilation (FGM) on young girls. The procedure involves cutting off the girl's clitoris or ~~loss~~ ^{the} inner lips of her vagina, and severely damages if not obliterates her capacity for sexual pleasure in later life. Tribes such as this do this because they believe if they did not, the girl's clitoris would grow up inside her body and emerge from her forehead. I am sure that thousands of Western women would be more than happy to dispel this myth in order to prevent such practices, however it is unlikely that this will be changed easily. One has to wonder how far you would be willing to extend the phrase "each to their own." It may be the view of a cultural relativist that as outsiders and part of a separate culture, we do not have the authority or objective lack of bias that would enable us to judge the practices of another culture and deem it right or wrong.

It would appear that our internal moral

Self Assessment Script 5: GENA3 Section B Qu 6

Question
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compasses, drilled into us from childhood, come simply from the culture and place we are in at the time. That is a strange kind of cosmic pot luck: born ~~as~~ as a black man in 19th Century America? Bad luck. A serial killer is ^{today} ~~long~~ ^{long} Sorry, the worse for you. So much of our ethical conduct has changed, even over the past century, including ^{the} liberation of slaves, black people, ^{and} women makes me feel sure that in another hundred years may well be shocked at our ideas of wrong and right and lack of progressiveness.

Rarely has a moral issue stayed wrong over human history, given the changing attitudes of humans towards other humans with different moral conduct. However, the few that appear to maintain to be condemned are crimes such as murder, rape and bestiality. I have to admit that one letter is rather less obvious or grave, but considering the evolving attitudes of people towards sexual ethics, that is the only form of sexuality that seems to me to still be in need of definite abstinence. I can't see that changing in society and becoming acceptable or even fashionable, like smoking or homosexuality can be in certain societies. Crimes such as those of rape and murder have rarely ever been forgiven or gone without punishment & condemnation, and it could be that this is because humans have and will always have an appreciation of life and respect for it. Someone once said that every crime is a form of theft: murder is theft of a life, rape is theft of dignity or sexual freedom, and this could perhaps reflect the idea within humanity that respect for others is necessary. If an American ~~visited~~ ^{stopped} the African tribe who practice FGM, they would be stealing their right to ~~the~~ a cultural belief & tradition. So it must be considered what cultures have a right to in terms of other cultures.

Self Assessment Script 5: GENA3 Section B Qu 6

Question
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As a species who we are constantly evolving and changing, as even Bob Dylan claimed that he will never be the same person when he woke up as he was yesterday, it is only natural that morality will evolve too. As a human I only have one world view, and that is my own. It is impossible for me to know that anyone else is experiencing the world or seeing it in the same way as me. This is why, to an extent, I can not really understand what went through a murderer's head, or why a husband cheated on his wife, because I haven't been there. ~~For~~ Different people can arrive at decisions, ~~with~~ beliefs & behaviors in different ways; there can be no one "correct way" about it. Hence, all morality is relative, not just from country to country or culture to culture, but from one individual to another.

Admittedly, for purposes of societal structure and safety, most cultures agree in the "moralness" of crimes like murder which seem to stem from a common respect for life; however, even murder is acceptable in extreme circumstances. Therefore, morality can never be set; its nature is fluid, ~~not set~~ and changeable, as it varies depending on our home country's political situation, the period of time in history we were born in, and the beliefs of those around us.

7) It has been argued that women will never achieve full equality in the workplace because of their role in child bearing and child rearing. In part, I do agree with this statement. Women have an important role in child bearing in society as they alone have the ability to give birth. Essentially, this means that an important part of their life

Question
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will be in child bearing, for the majority of women, whilst men do not have this worry, which is to their advantage as they can focus more on their career. It can be argued that women lose out on some aspects of their career because of their role in child bearing and having to take time off from work. Whilst this was the case over the last few decades, I do not think that this is a valid argument today.

Women are taking off ~~less~~ less and less time from work, with some still working near the final stages of pregnancy. ~~with~~

~~with~~ I think that this shows the previous argument to be invalid as women are now only losing out on ~~some~~ a matter of weeks as a result of child bearing, so are not a really disadvantaged to men.

This challenges the view that women will never achieve full equality with men in the workplace as the numbers of women taking full maternity leave have dropped significantly.

In terms of child rearing, it has been argued that women suffer from ~~a~~ inequality because they have to raise children. I do not agree with this view because whilst women in the past did stop working after having a baby in order to raise it, the number of women going back to work after pregnancy has increased,

Question
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as well as the level of childcare and daycare facilities. This shows that women are actually going back to work after having a baby, with some women going back in ~~as~~ a matter of weeks. In light of this, I do not agree with the view that women face inequality as a result of child rearing, as the amount of time they take off work after pregnancy is ~~relatively~~ now relatively low.

Finally, it can be argued that women are now more equal to men in the workplace than they have ever been. The number of men now leaving their careers in order to raise their children has increased over the last decade, with more men than ever staying at home whilst women work. This challenges the view that women suffer from inequality in the workplace as a result of child bearing, because not only women are now responsible for child rearing. Whilst the numbers of men and women leaving their jobs to raise their children are nowhere near equal, this growing trend suggests that women are now more equal to men in the workplace than they have ever been and no longer suffer from such a great disadvantage.

9	<p>The monarchy is seen by many as to do ^{hold} very little ^{purpose} in our country. However, there are many problems that would occur through integrating the royal family into society. Furthermore, many would question the need to change a system that works for our country now.</p>
	<p>The main argument for removing the monarchy in favour of an elected president is modernity. Throughout the world, democratic countries are headed by elected presidents. For example, the United States of America and many of the European nations, Britain corresponds with it is also seen as undemocratic to have someone as Head of State who has inherited their position, and has not been elected by the people. The Labour governments since 1997 have introduced a number of reforms in order to make the British political system more democratic, including removing the majority of the hereditary peers from the House of Lords. The next step would logically be to remove the hereditary Head of State in favour of someone who is democratically elected.</p>
	<p>In addition, it could be argued that the monarchy should give way to an elected president because the monarch's prerogative powers have already been passed to the elected Prime Minister. The Prime Minister has the power to declare war and is the commander in chief of the Armed forces,</p>

Self Assessment Script 7: GENA3 Section B Qu 9

Question
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roles originally played by the monarch. The main role the monarch has in our political system is to give the Royal Assent to legislation that has been passed by the House of Commons and House of Lords: because the people's representatives in the House of Commons have already agreed to the legislation, by convention, the monarch will always give the Royal Assent. This shows the monarchy has no role in the political system and should therefore be replaced by an elected president.

The monarchy should be replaced by an elected president for financial reasons. Millions of pounds each year are spent maintaining the royal family's many residences and allowing them to live the highest quality of life. This happens despite 3.8 million children living in poverty and the level of unemployment being 2.67 million. The money now being spent on the monarch and royal family could be spent on improving the lives of ~~our~~ normal citizens and helping our country out of recession.

On the other hand, there are a number of arguments for retaining the monarchy and not replacing it with an elected president. The first reason is the monarchy is part of British history. The monarch is part of our tradition. As a country we have not been through a revolution whereby we could remove our monarch. The monarchy is something that ^{other countries identify} ~~identifies~~ with Britain and is something that ~~our~~ the people in our country are proud of.

Similarly, because the monarchy is so identifiable with Britain, it brings tourism into our country, thus providing revenue for the state. Because having a monarchy is so rare in the world in these modern times, thousands of tourists a year come to Britain to see royal residences and learn about the

Self Assessment Script 7: GENA3 Section B Qu 9

Question
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everyday lives of our royal family.

If the monarchy was to be removed in favour of an elected presidency, a question would need to be answered as to what would be done with the people who are members of the royal family now. They would not be killed but it would be difficult to integrate them into society where they would live ordinary lives like the rest of the population.

In addition, what would happen to the royal residences? If they were retained for tourism purposes, it would be very expensive, or perhaps as expensive as maintaining the properties now.

In conclusion, I do not think that after the reign of Queen Elizabeth II the monarchy should give way to an elected presidency. Although to have an unelected monarch may be seen as undemocratic, the monarch has no political influence. The monarchy is part of our country's history and should, therefore, be retained. In addition, after the monarchy had been replaced by an elected president it would be very difficult to find a way of integrating the royal family into normal society.

Self Assessment Script 8: GENA3 Section B Qu 10

Question
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Some difficult issues that adult must deal with are parenthood, money management and ~~participate~~ participating in the democratic process. These issues are both ~~complicated~~ and difficult and complex issues which are hard to prepare. To some ~~end~~ extent, I believe it is hard for the schools to prepare ~~for~~ all the issues that may rise when they become adults. In fact, it is impossible to teach everything. However, by providing the fundamental needs such as teaching english and maths, the school gives a opportunity for children to make use of it wisely and effectively.

The conclusion here is that, the school can't teach everything but ~~only~~ can only provide basic requirements for them to achieve other aspects of social responsibilities themselves. Those which are believed to be basic requirements would be decided by the government by ~~make~~ passing a law, saying certain subjects has to be compulsory. At the moment, it includes maths, English, science, religious studies and many more.

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① the government provides those basic teaching for young people, it is also important that the schools as ~~education~~ institutions are also important to teach ~~the~~ young people of social skills, such as communication skills ~~and~~ needed for the future. ~~Therefore~~.

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It is true, however, that the school do not provide the communication skills as a subject and therefore may be logically write to say the ~~the~~ school is not effective in teaching other skills apart from the subjects listed for exams. Furthermore, it can be argued that some schools only concentrate on pupils taking exams as to ~~more~~ ~~more~~ ~~more~~ their reputation as a 'good school'.

On the other hand, the school provides a place for interactions and communications for pupils where they can make mistakes and learn ~~over time~~ over time. In that sense, perhaps it is not right to believe that the school has to provide a physical help in order to prepare ~~the~~ young people to acknowledge the social responsibilities.

~~Therefore, in conclusion,~~ The conclusion here is that whilst there is no physical evidence of schools teaching necessary social skills, it may all be implied in the meaning of school, the place where young people meet different people and learn to interact. In fact, it may be ~~more~~ that the school decides to ~~we~~ have a counsellor within the school where pupils can come for guidance, as it is ~~also~~ already happening in some schools.

It is not to say, however, that schools are

Self Assessment Script 8: GENA3 Section B Qu 10

Question
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all faultless and ~~or~~ haven for all young people, especially ~~for~~ ^{the} private schools. It was found out that, in 2003, few private schools formed a cartel in order to raise the tuition fee ~~altogether~~. In this case, the vested interest was in receiving greater ~~for~~ money from the worried parents in the name of 'improving school'. Also, the schools may not facilitate in response to pupils ~~and~~ due to parental demand which could possibly take priority than the demand of pupils. ~~Therefore~~ Such case simply highlights the failure of the school as an institution for young people in preparing them for their future.

Overall, in my opinion, it is impossible for the school to prepare everything for students as ~~there are many issues~~ there are many issues to be dealt with. However, I believe that schools do provide necessary basic skills and provide a place where ~~children~~ young people can learn social skills and about how the society may be an. Therefore I do not agree with the statement that schools don't provide them of social responsibilities under assumption that schools fulfil their purpose and do not get distracted for ~~the~~ other potential vested interests.

Distant Learning Commentaries

The marks for Model Marked Scripts and the unmarked Self Assessment Scripts were agreed by a team of senior examiners.

Model Marked Script 1 – GENA3 (a complete script)

This exemplar illustrates the complete work of a candidate who answered questions 1, 2, 5 and 7. The script has been annotated throughout and summative comments are provided at the end of each question to justify the level and mark awarded.

The level and actual marks awarded were:

Qu 1 – Level 2	6 marks / 12	
Qu 2 – Level 2	4 marks / 8	
Qu 5 – Level 2	11 marks / 25	
Qu 7 – Level 3	15 marks / 25	Total for script = 36 / 70

Model Marked Scripts 2 – 5 are candidate's responses to individual questions. These have been annotated throughout and summative comments are provided at the end of each question to justify the level and mark awarded.

MMS 2	Qu 1 – Level 1	4 marks / 12
MMS 3	Qu 2 – Level 2	4 marks / 8
MMS 4	Qu 4 – Level 2	10 marks / 25
MMS 5	Qu 8 – Level 2	8 marks / 2

Self Assessment Script 1 – GENA3, Qu 1

Question 1

A strong start and the candidate demonstrates an analytical style from the outset with a general overview – though a little flawed in its understanding of the tone of the extracts.

The second paragraph recognises a bias and the provenance of the articles. Half way down the page are comments on the generalisations and exaggerations contained in the passages, though without recognising the importance of some of the detail.

Turning to extract B, we have a good overview and some recognition of the irony of the Paul Weller situation.

There is a strong sense of both evaluation and comparison here and the style of the answer is clear and authoritative – the candidate uses his/her own words well and paraphrases intelligently. A little more detail for the top mark, but a very good answer.

Level 3 11 marks / 12

Self Assessment Script 2 – GENA3, Qu 1

Question 1

A clear answer, aware of what the implications of the question are and offering quite a comprehensive range of points evaluating and comparing the major arguments in both extracts. It suggests that society is polarised and arguments are offered from a number of perspectives, but is aware of when the author begins to assert his opinion. The arguments are assessed accurately.

Similarly, there is analysis of the arguments in Extract 2 and there is focus and balance. This particular question was very challenging for candidates and this is a sufficiently intelligent, well-understood and fluent response to reach the top of level 3, though in fact there were (a few) better answers.

Level 3 12 marks / 12

Self Assessment Script 3 – GENA3, Qu 2

Question 2

Some subtlety in the opening section – a similar theme of argument to MMS 3 but with more depth. The candidate explores the power of music to carry a political message to new audiences who may have the power to change things.

The second paragraph looks at the dangers of the marriage between politics and pop and the conclusion sums up the earlier arguments neatly.

Some neat analysis, though generalised and lacking specific examples. It was felt worthy of level 3.

Level 3 **7 marks / 8**

Self Assessment Script 4 – GENA3, Qu 5

Question 5

It is a relatively articulate essay, clearly written and ‘looking’ good. However, it does not contain strong arguments or analysis and few points are developed with any confidence.

It deals with theatre, cinema and poetry. Relevance to young people is the focus of the question and there is little here which shows a real understanding of the question on anything other than a superficial level.

It begins with a standard introduction which takes us no further. Then theatre is looked at. The weak assertion of theatres expanding choice ‘more recently’ is compounded by the vagueness of chronology in ‘around the time of the second world war or even later’. Though ‘Stomp’ and ‘Cats’ are mentioned there is no flavour of why these may be relevant to young people. The reference to Shakespeare is little more than padding.

We then turn, as many candidates did, to the notion of class. Here the discussion does not develop beyond the stereotypical notion of having to dress smartly. Some figures are offered here, though without provenance and with the effect weakened by mistaking attendees for attendants. There is a thoughtful moment about ticket prices, though unaware of the many offers that are available for young people.

‘The more modern form of theatre is the cinema’, which introduces the second paragraph (we are already half way down page 2) is a statement which could do with some analysis, but is only presented as ‘the more relaxed and ‘available for all’ alternative to the theatre. The kind of film that might appeal to young people is described, though not exemplified even by title.

The poetry section is suggesting – in the face of contrary evidence – that young people are reading far less. Many candidates widen this to the appeal of rap, but this one doesn’t. The paragraph then becomes confused and cluttered.

In the course of the conclusion a new point arises – should these arts adapt to the 21st century. This point could well have been brought up earlier and might have formed a very useful argument.

This is only a level 2 essay. It is limited in its knowledge and restricted in its illustrations. It is not without merit and chooses some relevant ground for discussion. It does not make any effective use of the areas chosen.

Level 2 **9 marks / 25**

Self Assessment Script 5 – GENA3, Qu 6

Question 6

A strong opening, well-expressed, leads us to expect a superior attempt here and so it proves to be. As with many of the answers to this question, the structure is driven by the notions of time, place and circumstances and each is dealt with well. There are cases – Diane Pretty, genital mutilation, racism, murder, bestiality (curiously!) – and each is related to the demands of the question contrasting relative and fixed morality. The basic theme is that morality does in fact evolve along with society, though with some very neat touches about the right of one society to judge another.

It is wide-ranging with a range of convincing and valid arguments, if using some fairly odd illustrations from time to time. It has a well-argued conclusion and clear understanding and is well structured and fluent. These descriptors point straight to Level 4.

To reach 25 marks it could have had better exemplification and taken one or two points through to a clearer conclusion. It might well have alluded to some of the sociological theorists who have codified these views on morality and how it is derived.

Level 4 **22 marks / 25**

Self Assessment Script 6 – GENA3, Qu 7

Question 7

The first paragraph begins with a few truisms reflecting what the question says and the only development of the question is in the assertions that ‘women lose out on some aspects of their career’ (but ‘what aspects’ is never examined) and that ‘it is not valid today’. No structured evidence is offered for either assertion.

Having looked at child bearing, the candidate turns to the question of child rearing but again only offers assertions. At many points we can ask why?; how?; when?; what is your proof or illustration?; what is the effect in the workplace? The penultimate paragraph is too simplistic and ignores the role of men or partners and how women often have to juggle the various aspects of the equation.

The lengthy concluding paragraph could have offered something clear and definitive, but is actually vague and simplistic. It does introduce the idea that many men are now taking on a nurturing role.

To reach higher levels the answer should have offered much more evidence and been much less vague in its understanding of the situation. Much was missing here, not least the difference between the nature of work in different areas, and the attitude and responsibilities of employers.

Level 2 **8 marks / 25**

Self Assessment Script 7 – GENA3, Qu 9

Question 9

‘The monarchy would be difficult to change, so why change it?’ seems to be the opening salvo. Arguments for change would be

- Modernising
- Undemocratic
- Lack of constitutional power
- Cost

On the other hand:

- Tradition
- History
- Identity
- Tourism

The conclusion returns to the limp argument of the opening – what shall we do with the Royal Family when they are abolished – so keep the status quo ante.

There is understanding of the role of the monarchy but some fundamental lack of clarity about the concepts of the Monarchy and of the Royal Family. The full question is attempted and it is a competent response, logically argued. There is a lack of both depth and detail.

Level 3

17 marks / 25

Self Assessment Script 8 – GENA3, Qu 10

Question 10

Like question 5, this is an essay whose basic structure is offered to candidates in the form of prompts. The best essays often go beyond these prompts. The candidates are asked to examine the view that schools/colleges do not prepare young people for the future responsibilities they must shoulder. Most candidates, like this one, were unable to see clearly what those responsibilities might really entail.

A general introduction offers a reasonable context, though, as in the question 5 answer above, it does little more than paraphrase the question. The second paragraph says that schools will find it hard to teach these things as it is impossible to teach everything and only fundamental needs can be provided. There is a suggestion there that the fundamental needs could be enough but the notion is not developed. The next paragraph, in fact, repeats the same idea without developing it at all.

Social (communication) skills are referred to at the bottom of the page and a little follows which shows a basic understanding of the pressures of league tables (though poorly expressed). There is then another point that could be developed profitably – the school provides help to young people by a principle of osmosis – or these issues are taught by implication and/or guidance counselling.

Relevance disappears at the top of the last page and a kind of generalised conclusion follows which takes a stance against the provision of preparation for social responsibilities.

This is a limited attempt. It never discusses the purpose of teaching social responsibilities, or even what these may be. It settles for vague references to ‘social skills’. The question demands more than that.

Level 2

7 marks / 25