



General Certificate of Education

General Studies 1766

Specification B

GENB1 Conflict

Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

2009 examination - June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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INTRODUCTION

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

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

- Candidates will often perform at a uniform level across the four Assessment Objectives. Sometimes, though, their performance will be uneven across the AOs.
- The mark awarded for a response should reflect the relative weightings of AOs for the unit (see below).
- **Thus, for Unit 1, knowledge and understanding [AO1] and marshalling evidence and drawing conclusions [AO2] have equal weight. These should determine the level (1 – 5) to which the response is allocated.**
- Whether communication is clear and accurate [AO4] – and, to a lesser extent, whether fact and opinion are distinguished [AO3] – should determine the mark within the level.
- **Answers given in the mark scheme are not necessarily definitive. Other valid points must be credited, even if they do not appear in the mark scheme.**

Distribution of marks across the questions and assessment objectives for Unit 1

| Question Numbers | | Q1 | Q2 | Q3 | Q4 | Q5 | Total marks |
|---------------------------------|----------|-----------|-----------|-----------|-----------|-----------|-------------|
| Assessment Objectives | 1 | 10 | 10 | 10 | 10 | 10 | 30 |
| | 2 | 10 | 10 | 10 | 10 | 10 | 30 |
| | 3 | 4 | 4 | 4 | 4 | 4 | 12 |
| | 4 | 6 | 6 | 6 | 6 | 6 | 18 |
| Total marks per Question | | 30 | 30 | 30 | 30 | 30 | 90 |

(n.b. candidates answer 3 out of 5 questions)

01 Procter and Gamble, a large American corporation, took over Gillette in 2005; Nestlé has taken over several small food companies to expand its 'healthy food' business.

Discuss whether the public benefits when one company takes over another.

You might consider:

- **the responsibilities of companies to their customers**
- **how the size of a company might affect the service it offers**
- **the importance of company values and ethos.**

(30 marks)

Candidates might include the following:

- The large companies created by take-overs can result in a more comprehensive service for customers
- Take-overs mean that companies can use their assets and resources more efficiently due to economies of scale
- Branding, ethos and values of both companies are often retained, resulting in continued choice and diversity for the customer
- Companies can become too big and dominate the market
- It is directors and shareholders, rather than the public and the workforce that are often the biggest financial winners
- Company values might conflict or become diluted in a large organisation
- It is often foreign companies that take over UK companies.

Any other valid points should be credited.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the potential tensions inherent in take-overs [AO1]
- Well-chosen examples are given of one or more take-overs that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values embodied in different companies and the potential effect of take-overs on them [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 24 marks)

- A good response showing awareness of the conflict inherent in take-overs [AO1]
- Examples of take-overs are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the values implicit in different companies and the potential effect of take-overs on them [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the issue [AO1]
- There may be examples beyond those mentioned in the stem, but they are generalised; no take-overs are referred to, but there is some credible argument [AO2]
- There is reference to the significance of take-overs, though there may be no development of the concept of company values [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7 – 12 marks)

- A limited response showing little awareness of how take-overs might cause tension [AO1]
- No examples of take-overs are given, beyond those mentioned in the stem and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of company values and the affect of take-overs on them [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1 – 6 marks)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are not supported with examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of the values held by companies [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

02 The BBC's charter states that its purpose is 'to enrich the life of every person in the UK with programmes that inform, educate and entertain.'

Discuss the extent to which the BBC is successful in achieving this purpose.

You might consider:

- **whether BBC programmes appeal to the public**
- **the range of programmes broadcast by the BBC**
- **the quality of BBC programmes.**

(30 marks)

Candidates might include the following:

- The BBC broadcasts a variety of programmes that appeal to many different tastes
- The range of programmes is designed to serve the BBC's purpose – to inform, educate and entertain
- The continued existence and popularity of the BBC suggests it delivers what the public wants
- The BBC is not dependent on advertising revenue and so has control over the quality of its programmes
- The BBC is a business, which must secure high ratings, so its programmes must appeal to the majority
- Many people choose not to watch BBC programmes or listen to BBC radio. They prefer commercial channels
- The quality of some programmes has led to accusations of dumbing-down.

Any other valid points should be credited.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the tensions between the BBC's purpose and its success [AO1]
- Well-chosen examples of programmes are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of what constitutes quality programmes [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 24 marks)

- A good response showing awareness of the potential conflict between the BBC's purpose and success [AO1]
- Examples of programmes are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the concept of quality programmes [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no specific programmes are referred to, but there is some credible argument [AO2]
- There is reference to quality, though there is little development of any argument about how this relates to programming [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7 – 12 marks)

- A limited response showing little awareness of the BBC's purpose or success [AO1]
- No examples of programmes are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of quality programming [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1 – 6 marks)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are not supported with examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of the concept of quality programming [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

03 Nowadays many people don't know their immediate neighbours, let alone other people in their street. As society has become more complex, so the sense of community has broken down.'

Discuss how we might improve relationships within local communities.

You might consider:

- **what we mean by 'community'**
- **whether community activities take place**
- **the value people place on being part of a community.**

(30 marks)

Candidates might include the following:

- Communities help people to work together to improve the facilities or culture of their area
- Communities help people to see things from others' viewpoints and encourage tolerance and understanding
- No-one can exist in isolation; people need support from each other, especially at times of crisis
- Modern lifestyles do not readily lend themselves to community life; entertainment is home-centred, housing styles isolate us
- People commute further, work away from home and socialise with groups away from their community as a result.

Any other valid points should be credited.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the potential tensions inherent in community living [AO1]
- Well-chosen examples are given of one or more communities or activities that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values inherent in community living [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 24 marks)

- A good response showing awareness of the conflict inherent in community living [AO1]
- Examples of communities or activities are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the values implicit in community living [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no specific communities or activities are referred to, but there is some credible argument [AO2]
- There is reference to the significance of community living, though there may be no development of the concept [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7 – 12 marks)

- A limited response showing little awareness of the how community living might lead to tension [AO1]
- No examples of communities or activities are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in community living [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1 – 6 marks)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are not supported with examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of the values of community living [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

04 Scientists are now able to produce ‘saviour siblings’ by selecting an embryo that could provide stem cells that are a genetic match, to help brothers or sisters suffering from conditions such as leukaemia.

Discuss whether scientists should carry out such procedures.

You might consider:

- **the circumstances leading to such procedures**
- **the consequences for individuals and for society**
- **whether such procedures are the right thing to do.**

(30 marks)

Candidates might include the following:

- Such procedures might improve the quality of life / prolong life for some people
- Procedures are new and may go wrong
- The rights of the ‘saviour sibling’ may not be considered
- There is an element of ‘playing God’, of interfering with nature
- Procedures are open to abuse and might be used for other than medical purposes
- Procedures can be expensive and time-consuming.

Any other valid points should be credited.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the potential tensions inherent in scientific procedures [AO1]
- Well-chosen examples are given of one or more ways in which science affects people’s lives that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the moral perspective and the way science contributes to the moral debate [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 24 marks)

- A good response showing awareness of the conflict inherent in scientific procedures [AO1]
- Examples of the ways science affects people’s lives are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the moral perspective and the contribution of science to the moral debate [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no specific procedures are referred to beyond that in the stem, but there is some credible argument [AO2]
- There is reference to the significance of the moral perspective, though there may be no development [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7 – 12 marks)

- A limited response showing little awareness of how scientific procedures may cause conflict [AO1]
- No examples of specific procedures beyond that in the stem are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the moral perspective [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1 – 6 marks)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are not supported with examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of the moral perspective [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

05 The Diana Award recognises young people who care for family members or those unable to care for themselves in society.

How far do you agree that we all have a duty to help those less fortunate than ourselves?

You might consider:

- **the issues with which people need help**
- **the balance between individual rights and collective responsibilities**
- **our freedom of choice to help or not.**

(30 marks)

Candidates might include the following:

- Without support, some people would have a poorer quality of life
- Society is based on the principle of cooperation and working together for the greater good
- We have an individual moral obligation to help those who cannot help themselves
- The government has responsibility for helping weaker members of society
- It is in the nature of societies that there are inequalities between its members
- People should take responsibility for themselves
- Those in need have a right to support without having to feel grateful.

Any other valid points should be credited.

Level 1 (25 – 30 marks)

- A very good response showing keen awareness of the potential tensions inherent in helping others [AO1]
- Well-chosen examples are given of one or more areas of need that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of freedom of choice [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 24 marks)

- A good response showing awareness of the conflict inherent in helping others [AO1]
- Examples of areas of need are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the concept of freedom of choice [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (13 – 18 marks)

- A competent response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised and refer to little beyond the stem; no specific areas of need are referred to, but there is some credible argument [AO2]
- There is reference to the significance of freedom of choice, though there may be no development of the concept [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7 – 12 marks)

- A limited response showing little awareness of the concept of helping others [AO1]
- No examples of areas of need are given beyond the stem, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of freedom of choice [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1 – 6 marks)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are not supported with examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of freedom of choice [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response, or no relevant information.