



General Certificate of Education

General Studies 2766

Specification B

GENB4 Change

Mark Scheme

2010 examination - January 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.

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

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2010 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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 4, the ability to marshal evidence and draw conclusions [AO2] is the primary determinant of the level (1 to 5) to which a response is allocated.**
- Knowledge and understanding [AO1] will lend or withdraw support for the allocation.
- Whether fact and opinion are distinguished [AO3], and whether communication is clear and accurate [AO4] have equal weight, and 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 4

Question Numbers		Q1	Q2/3	Total marks
Assessment Objectives	1	10	10	20
	2	14	14	28
	3	8	8	16
	4	8	8	16
Total marks per Question		40	40	80

SECTION A

Read Text A and use this as your starting point to answer this question.

1 The gap between the life-chances of rich and poor in the UK seems to be as big as ever.

For what

- **social**
- **economic**
- **moral**

reasons should we try to close the gap, and how might we do it?

(40 marks)

Points that might be made:

social

- a society that is so divided cannot cohere as a community or as a nation; there will be little sense of identity or loyalty
- a modern society needs to be able to give equal opportunities to its citizens to do what it is in them to do.

economic

- where there are gross economic disparities between groups there cannot be market efficiency; purchasing power is constrained
- welfare payments, like tax credits and free school meals, are a drag on the economy.

moral

- poverty is a moral issue; we have a duty of care to those deprived of the basic necessities of life
- circumstances beyond our control – gender, ethnicity, disability, family background – ought not to determine our life-chances.

Measures that might be suggested:

- tax incentives for would-be philanthropists
- higher taxes for the mega-rich and/or legal constraints on bonuses
- diversion of educational resources to the most disadvantaged
- raising the minimum wage and training the unskilled
- assisting low-income families to escape the 'poverty trap'.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- a very good response showing keen awareness of the nature of the gap; life-chances are the focus, and reasons are given in all three dimensions; text and task are clearly understood [AO1]
- specific examples are given of why and how the gap might be closed apart from any in the text, that support the argument and lead to a convincing conclusion [AO2]
- there is critical analysis of the three different sorts of values on which good judgement might be based; facts and opinions are weighed [AO3]
- communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (25 – 32 marks)

- a good response showing understanding of the text, including the tables, and of the issues involved in improving the life-chances of the poor; text and task are understood [AO1]
- one or more non-text examples are given of what might be done to close the gap, and there is argument that leads to a realistic conclusion [AO2]
- there will be some engagement with the moral, as well as other dimensions and values and some appreciation of how they might be weighed; facts and opinions are distinguished [AO3]
- communication is clear and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (17 – 24 marks)

- a competent, generalising response showing some awareness of the problems associated with life-chance disparities; text and task are broadly understood [AO1]
- it is unlikely that there will be examples given from beyond the text; there may be too much quotation, but there is some credible argument [AO2]
- there is reference to social and other values, but there may be no explanation as to how they might be reconciled, and little distinction of fact and opinion [AO3]
- there are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (9 – 16 marks)

- a limited response showing some misunderstanding of the text or the tables or of the thrust of the question [AO1]
- there may be too much quotation from the source, and there is little sense of evidence being marshalled in an argument [AO2]
- limited understanding is shown of what values may drive a closing of the social-economic gap between rich and poor, and of the distinction between fact and opinion [AO3]
- errors of language begin to impair communication; there is little structure in the response and it may be brief [AO4].

Level 5 (1 – 8 marks)

- an inadequate response showing little understanding of the text or the question [AO1]
- assertions are given no support in examples, and there is no clear line of argument and no conclusion [AO2]
- no understanding is shown of values implicit in closing the gap and of what facts and opinions may be in play [AO3]
- language is inaccurately used and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

(40 marks)

SECTION B

Read the relevant texts and use them as your starting point to answer either Question 2 or Question 3.

EITHER

2 Read Texts B and C and answer the following question.

We may be discovering more about how our brains work (Text B); how much do changing fashions (Text C) tell us about how our *minds* work – about how we think? (40 marks)

Points that might be made:

- we are learning how resourceful our brains are; how resilient they are to damage and malfunction – and what this all says about us as humans
- fashion is one aspect of our cultural behaviour which tells us:
 - how changeable, how capricious we are
 - how, though things change, they stay the same
 - how important it is to us to look good, to acquire a mate and to win friends and influence people
 - how much we need to fit in, to be one of a crowd, to do what others do
 - how we combine a need for novelty with an essential conservatism.

A good, or very good response, will understand that fashion need not involve only clothes and give examples from other domains, such as food, cars, domestic appliances of all sorts, holidays, pastimes, and so on.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- a very good response showing keen awareness of the psychological dimension of changes in fashion – and not merely in the context of clothes; texts and task are clearly understood [AO1]
- well-chosen examples are given from beyond the texts provided of what changes in fashion tell us about ourselves, that support the argument and that lead to a convincing conclusion [AO2]
- there is critical analysis of the strengths and limitations of psychological understanding gained and of fashion values, and facts and opinions are weighed [AO3]
- communication is clear, accurate, and the argument is well-structured [AO4].

Level 2 (25 – 32 marks)

- a good response showing awareness of the significance of fashion of different sorts as a marker of the way we think; texts and task are understood [AO1]
- one or more non-text examples are given of a relationship between fashion and the way we think, and there is argument that leads to a realistic conclusion [AO2]
- there is understanding of the values that may underpin changing fashion, on the part of suppliers and consumers; facts and opinions are distinguished [AO3]
- communication is clear, and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (17 – 24 marks)

- a competent, generalising response showing some awareness of a relationship between fashion and psychology; texts and task are broadly understood [AO1]
- there is no reference to evidence from beyond the texts, but there is some credible argument [AO2]
- there is reference to the values implicit in promoting and following fashion; there is little distinction between fact and opinion [AO3]
- there are errors in the language, but these do not impair communication; the response has some structure [AO4].

Level 4 (9 – 16 marks)

- a limited response showing little awareness of the relevance of fashion to folk psychology; there may be misunderstanding of texts and task [AO1]
- no concrete examples are given of how fashion may give us understanding of ourselves; there is source-dependence and little sense of evidence being marshalled in an argument [AO2]
- limited understanding is shown of the play of values in this context, or of the distinction between fact and opinion [AO3]
- errors of language begin to impair communication; there is little structure in the response and it may be brief [AO4].

Level 5 (1 – 8 marks)

- an inadequate response showing little understanding of the central issue or of texts and task [AO1]
- assertions are given no support in examples; there is no clear line of argument and no conclusion [AO2]
- no understanding is shown of any principles underpinning the issue or of what facts and opinions may be in play [AO3]
- language is inaccurately used and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

(40 marks)

OR

3 Read Texts D and E and answer the following question.

‘We used to believe in hard work and heaven; now we believe in happiness and Hollywood.’

Might this mean, in your view, that we should re-define ‘economic growth’?

(40 marks)

Points that might be made:

- it only made sense to believe in economic growth when natural resources were plentiful, and we could trust that prosperity would ‘trickle down’ and be widely shared
- if this is the only life we have – as more of us believe – we must do our best to make it a happy one for the maximum number of people; our aim must be satisfaction of needs, not wasteful consumption of scarce resources
- it has been demonstrated time and again that to measure well-being in terms of income and assets is crude; health, education, social and cultural engagement should all be taken account of.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- a very good response showing keen awareness of why the meaning of economic growth might be contested; texts and task are clearly understood [AO1]
- well-chosen examples are given from beyond the texts provided of ways in which economic growth might be re-defined, that support the argument and lead to a convincing conclusion [AO2]
- there is critical analysis of the values that are in play in any definition of economic growth; facts and opinions are weighed [AO3]
- communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (25 – 32 marks)

- a good response showing awareness of the limitations of a purely financial measure of well-being; texts and task are understood [AO1]
- one or more non-text examples are given of why we need to re-define economic growth, and there is argument that leads to a realistic conclusion [AO2]
- there is understanding of the values that underlie economic and more holistic, more human measures of growth; facts and opinion are distinguished [AO3]
- communication is clear and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (17 – 24 marks)

- a competent, generalising response showing some awareness of conventional and other possible definitions of economic growth; texts and task are broadly understood [AO1]
- there is no reference to reasons for redefinition beyond the texts; but there is some credible argument [AO2]
- there is reference to values implicit in definitions, but there may be little distinction of fact and opinion [AO3]
- there are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (9 – 16 marks)

- a limited response showing little awareness of what a redefinition of economic growth might look like; there may be misunderstanding of texts and task [AO1]
- no specific reasons are given for redefining economic growth, and there is little sense of evidence being marshalled in an argument [AO2]
- limited understanding is shown of values that may underlie any definition or redefinition, and of the distinction between fact and opinion [AO3]
- errors of language begin to impair communication; there is little structure in the response and it may be brief [AO4].

Level 5 (1 – 8 marks)

- an inadequate response showing little understanding of the central issue and of texts and task [AO1]
- assertions are given no support in examples; and there is no clear line of argument, and no conclusion [AO2]
- no understanding is shown of what economic growth is or might be and of what facts and opinions might be in play [AO3]
- language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

(40 marks)