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**General Certificate of Education  
June 2010**

**GENERAL STUDIES**

**GENB4**

**Unit 4      Change**

***Mark Scheme***

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 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
<b>Assessment Objectives</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>20</b>
	<b>2</b>	<b>14</b>	<b>14</b>	<b>28</b>
	<b>3</b>	<b>8</b>	<b>8</b>	<b>16</b>
	<b>4</b>	<b>8</b>	<b>8</b>	<b>16</b>
<b>Total marks per Question</b>		<b>40</b>	<b>40</b>	<b>80</b>

## SECTION A

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

**01 In Text A, three journalists predict a bleak economic future.**

**How far can we believe in the**

- **social**
- **political**
- **economic**

**vision of the future presented to us in the media, and how far should we believe in it?**  
**(40 marks)**

Among the views expressed may be that:

- Demographic trends are public knowledge and are corroborated; family size is likely to remain small, and marriage and childbirth are likely to be delayed; we can predict broad changes, but we cannot be sure which groups will be particularly affected (Social).
- We can be reasonably sure that the drift towards the political centre will continue, but we cannot know whether extremist groups will emerge from among the disadvantaged, and whether this will give rise to reaction (Political).
- We can believe in the media vision of a bleak short-term recession, and of the need for belt-tightening – and we know that resources are dwindling in the long term; but we do not know how adaptive we might prove to be (Economic).

A successful answer to the question 'how far should we believe in (the vision)' is likely to be that we should read, listen and watch from a position of informed scepticism.

Any other valid points should be credited.

### **Level 1 (33 – 40 marks)**

- a very good response showing keen awareness of the issues involved in predicting likely futures, and of the need to be cautious about interpreting one quarter's figures; text and task are understood [AO1]
- well-chosen examples are given of aspects of the future predicted by the media apart from those in the text, that support the argument and lead to a convincing conclusion [AO2]
- there is critical analysis of what it might mean to believe or not to believe in the vision; 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 data, and of the issues involved in looking ahead in these three dimensions; text and task are understood [AO1]
- one or more non-text examples are given of where a vision of the future might be credible or not, and there is argument that leads to a realistic conclusion [AO2]
- there is understanding of what shapes belief and unbelief and of how they might be assessed; 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 what is involved in predicting the future; text and task are broadly understood [AO1]
- it is unlikely that there will be other examples than those in the text; there may be too much quotation, but there is some credible argument [AO2]
- there is reference to what belief in the vision may entail, but there may be no view as to whether we should believe, 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 little understanding of the text or data, or of the thrust of the question [AO1]
- there may be too much quotation from the text, and there is little sense of evidence being marshalled in an argument [AO2]
- limited understanding is shown of what might inspire belief in or scepticism about the media vision, 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 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 what it might mean to believe or be sceptical, 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

**02 In Text B, residents of Kaliningrad commemorate the Bolshevik Revolution of 1917; in Text C, visitors to Fairfax House in York are given a taste of life in the 18<sup>th</sup> Century.**

**How far is it your view that we dwell too much on ideas and customs of the past?**

**(40 marks)**

Candidates might express the view that:

- Ideologies such as capitalism and socialism are indeed dead; but democratic and liberal ideas are not.
- It is good to commemorate certain significant events in the past; but it is unwise to overstate their likely relevance to the future.
- There is much to be said for preserving what is worthy of preservation from the past; but it may be unwise to 'live in the past' and be over-sentimental about it.
- Certain customs are fundamental to our well-being; but others may be an obstacle to reform.

Any other valid points should be credited.

### Level 1 (33 – 40 marks)

- a very good response showing keen awareness of the extent to which we do or do not 'live in the past'; texts and task are clearly understood [AO1]
- well-chosen examples are given from beyond the texts provided of ideas and customs that we remain faithful to, or have laid aside, that support the argument and that lead to a convincing conclusion [AO2]
- there is critical analysis of the values that underlie the retention or not of ideas and customs of the past, and facts and opinions are distinguished [AO3]
- communication is clear, accurate, and the argument is well structured [AO4].

### Level 2 (25 – 32 marks)

- a good response showing awareness of what it is to be respectful of, or to dwell overmuch on, ideas and customs of the past; texts and task are understood [AO1]
- one or more non-text examples are given of ideas and customs that we hold on to, or reject, and there is argument that leads to a realistic conclusion [AO2]
- there is understanding of the values that may inhere in our respect for, or rejection of, ideas and customs of the past; 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 our positive and negative attitude towards ideas and customs of the past; texts and task are broadly understood [AO1]
- there is no reference to material from beyond the texts, but there is some credible argument [AO2]
- there is reference to why it might be of value to uphold tradition; there is little distinction of 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 extent to which we respect ideas and customs of the past or not; there may be misunderstanding of texts and task [AO1]
- no concrete examples are given of such ideas or customs; there is text-dependence and little sense of evidence being marshalled in an argument [AO2]
- limited understanding is shown of what values might inhere in our respect for the past, or of what facts and opinions might be in play [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 principle 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**

**03 A scientist should be open about the negative as well as the positive results of an experiment, says Feynman (Text D); the report on ten years of Scottish devolution is certainly open about disappointments as well as successes (Text E).**

**How honest do you think we are about admitting to failure?**

**(40 marks)**

Candidates might aver that:

- We are forthright (as journalists and historians) about the failures of our politicians past and present; perhaps we are less honest about our own failures as citizens.
- We champion success in scientific fields, but we may not give enough credit to the patent failures on which that success often rests.
- Perhaps we ignore the limitations of our science and its negative side-effects.
- We blame bankers and hedge-fund managers for economic stagnation and a loss of confidence, but we too seldom admit to being in debt or to being mortgaged to the hilt.
- We know we are failing to 'live simply that others may simply live', yet we go on driving, and over-consuming, and wasting resources, in spite of the warnings of experts.

Any other valid points should be credited.

**Level 1 (33 – 40 marks)**

- a very good response showing keen awareness of the failures to which we do and do not own up; texts and task are clearly understood [AO1]
- well-chosen examples are given from beyond the texts provided of actual failures in more than one domain, that support the argument and lead to a convincing conclusion [AO2]
- there is critical analysis of what counts for honesty and why it might be considered a virtue; 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 what it means to be honest in this context; texts and task are understood [AO1]
- one or more non-text examples are given of honesty about failure shown in public or private life, and there is argument that leads to a realistic conclusion [AO2]
- there is understanding of the principle underlying an honest admission of failure; 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 what might count for honesty about failure in ourselves and others; texts and task are broadly understood [AO1]
- there is no reference to material from beyond the texts; but there is some credible argument [AO2]
- there is reference to the practical virtues of honesty, 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 it might be to be honest about our failures; there may be misunderstanding of texts and task [AO1]
- examples of such honesty are ill-chosen or absent, and there is little sense of evidence being marshalled in an argument [AO2]
- limited understanding is shown of what honesty might consist of in either or any domain, 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 why honesty may or may not be a ‘good thing’ 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)**