



**General Certificate of Education (A-level)  
January 2011**

**General Studies B**

**GENB1**

**(Specification 2765)**

**Unit 1: Conflict**

**Final**

***Mark Scheme***

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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
<b>Assessment Objectives</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
	<b>2</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>12</b>
	<b>4</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>
<b>Total marks per Question</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>90</b>

**(NB. Candidates answer 3 out of 5 questions)**

**01 A scientist is no longer seen as an elderly, white-haired man in a white coat; women now have careers as well as being housewives and mothers.**

**To what extent should we still be concerned about stereotyping?**

**You might consider:**

- **the ways in which people stereotype others**
- **the impact of stereotyping**
- **how stereotypes reflect the values of society.**

**(30 marks)**

Candidates might include the following:

- the fact that we recognise stereotypes shows that the images hold power
- stereotypes can be hurtful and emotionally damaging to individuals
- stereotyping affects the way people are treated and can restrict opportunities and progression
- stereotypes are not personal to individuals
- many stereotypes are positive and can provide a point of reference
- many people are unaffected by the stereotype applied to them and may disprove it.

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 stereotyping [AO1]
- Well-chosen examples are given of stereotypes, other than those in the stem, that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values embodied in stereotyping [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 stereotyping [AO1]
- Examples of stereotypes are given, other than those in the stem, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the values embodied in stereotyping [AO3]
- Communication is clear and mostly accurate and the argument is reasonably accurate [AO4].

**Level 3 (13 – 18 marks)**

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, other than those in the stem, but they are generalised; no specific stereotypes are referred to, but there is some credible argument [AO2]
- There is reference to the significance of stereotyping, although there may be no development of the values implicit in it [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 issues surrounding stereotyping [AO1]
- No examples of stereotypes are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the significance of stereotyping [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 significance of stereotyping [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

**(0)** No response or no relevant information.

**02 In 2008 Madonna was the highest paid female singer and earned £39 million; now many premiership footballers are paid more than £100 000 per week.**

**To what extent do you agree that such entertainers are worth the money?**

**You might consider:**

- **what we mean by entertainment**
- **the impact such entertainers might have**
- **how we might measure someone's worth.**

**(30 marks)**

Candidates might include the following:

- market forces dictate worth; fans, sponsors and broadcasters are prepared to pay large sums to support entertainers
- entertainment performs a social function and helps to keep our lives balanced
- if such entertainers bring enjoyment, then they have justified their worth
- fans are being exploited; they have little choice but to pay up
- entertainers perform no more than a superficial function in society
- no single individual can justify being paid such large sums.

Any other valid points should be credited.

**Level 1 (25 – 30 marks)**

- A very good response showing keen awareness of the potential tensions implicit in the sums paid to entertainers [AO1]
- Well-chosen examples, other than those in the stem, are given of one or more entertainers that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of a person's worth and the way their value might be measured [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

**Level 2 (19 – 24 marks)**

- A good response showing awareness of the tensions implicit in the sums paid to entertainers [AO1]
- Examples of entertainers, other than those in the stem, are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the significance of a person's worth and the way their value might be measured [AO3]
- Communication is clear and mostly accurate and the argument is reasonably accurate [AO4].

**Level 3 (13 – 18 marks)**

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no specific entertainers are referred to, but there is some credible argument [AO2]
- There is reference to the significance of a person's worth, although there may be no development of the way their value might be measured [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 the sums paid to entertainers might cause tension [AO1]
- No examples of entertainers are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the significance of a person's worth [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 significance of a person's worth [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

**(0)** No response or no relevant information.

**03 The government has announced that all pupils up to the age of 16 should experience five hours per week of drama, music and the arts.**

**Discuss the importance of these subjects in schools.**

**You might consider:**

- **the types of arts experiences offered in lessons and beyond the school day**
- **the skills that are developed through the arts**
- **the quality of the arts experience in schools.**

**(30 marks)**

Candidates might include the following:

- the arts develop the transferable skills of self-discipline, co-operation, communication and self-confidence
- the arts encourage creativity and provide opportunities for cultural experiences
- they provide a foundation for future appreciation of the arts
- some pupils do not take these subjects seriously; they are not considered as important as other subjects
- the curriculum places an emphasis on technical skill rather than creativity, especially in exam courses
- schools will not be able to find the time or resources in an already crowded and expensive curriculum and will pay lip-service to the arts.

Any other valid points should be credited.

**Level 1 (25 – 30 marks)**

- A very good response showing keen awareness of the tensions inherent in the role of the arts in schools [AO1]
- Well-chosen examples are given of one or more of the arts that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of what constitutes quality in the arts in schools and its impact on pupils' experience [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

**Level 2 (19 – 24 marks)**

- A good response showing awareness of the tensions inherent in the role of the arts in schools [AO1]
- Examples of one or more of the arts are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of what constitutes quality in the arts in schools and its impact on pupils' experience [AO3]
- Communication is clear and mostly accurate and the argument is reasonably accurate [AO4].



**Level 3 (13 – 18 marks)**

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no detail of the arts is referred to, but there is some credible argument [AO2]
- There is reference to the significance of quality in the arts, although there may be no development of its impact on pupils' experience [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 role of the arts in schools [AO1]
- No detailed examples of arts are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of quality in the arts [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 in the arts [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

**(0)** No response or no relevant information.

**04 ‘Labour, Conservative, Liberal Democrat – all the parties say the same things.’**

**Discuss whether having different political parties is worthwhile.**

**You might consider:**

- **the differences and similarities between the political parties**
- **why people decide to vote in the way they do**
- **the value people place on democracy.**

**(30 marks)**

Candidates might include the following:

- the parties are different and offer choice to voters
- opposition parties provide a check on the party in power
- different parties offer alternative direction to the way society might develop
- without one majority party in government, there could be stalemate in decision-making
- many voters do not understand party politics; they vote for the personality of the party leader/MP rather than the politics of the party
- the main parties tend to take the centre ground to increase their vote
- people who vote for minority parties can be disenfranchised because their chosen representatives are rarely elected.

Any other valid points should be credited.

**Level 1 (25 – 30 marks)**

- A very good response showing keen awareness of the tensions inherent in the party political system [AO1]
- Well-chosen examples are given from one or more political parties that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values inherent in the political system and its role in a democracy [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

**Level 2 (19 – 24 marks)**

- A good response showing awareness of the tensions inherent in the role of the party political system [AO1]
- Examples from one or more political parties are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the values inherent in the political system and its role in a democracy [AO3]
- Communication is clear and mostly accurate and the argument is reasonably accurate [AO4].

**Level 3 (13 – 18 marks)**

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no details about political parties are referred to, but there is some credible argument [AO2]
- There is reference to the significance of the political system, although there may be no development of its role in a democracy [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 role of the party political system [AO1]
- No detailed examples from political parties are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the political system [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 political system [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

**(0)** No response or no relevant information,

**5 ‘Whatever the situation, we should conduct ourselves as civilised human beings.’**

**How far can aggression towards others be justified?**

**You might consider:**

- **different kinds of aggression**
- **why people become aggressive towards others**
- **the beliefs that lead to aggressive behaviour.**

**(30 marks)**

Candidates might include the following:

- it is an expression of the survival instinct when there is a need to defend ourselves
- channelled aggression, such as sport, can be positive
- aggression suggests a lack of control and can lead to violence
- war need not be an inevitable consequence of disputes
- no one has the right to harm another human being
- it is sometimes necessary for the greater good.

Any other valid points should be credited.

**Level 1 (25 – 30 marks)**

- A very good response showing keen awareness of where aggression might be justified and how it might be controlled [AO1]
- Well-chosen examples are given of behaviours that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values inherent in aggressive behaviour and of the position of a variety of people in relation to it [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

**Level 2 (19 – 24 marks)**

- A good response showing awareness of the conflict between aggression and self-control [AO1]
- Examples of behaviours are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the values inherent in aggressive behaviour and of the position of people in relation to it [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; few behaviours are referred to, but there is some credible argument [AO2]
- There is reference to the significance of aggression, though there may be no development of the values inherent in it [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 aggression might be justified [AO1]
- No examples of behaviours are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the significance of aggression [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 significance of human aggression [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

**(0)** No response or no relevant information.