



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

General Studies B

GENB4

(Specification 2765)

Unit 4: Change

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 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.

01 In Text A, Satish Kumar sets out values that he would like us all to live by.

For what:

- economic
- cultural
- political

reasons might it be difficult to live by these values and pass them on?

(40 marks)

Responses might include:

Economic:

- what Kumar calls 'consumerism' is what creates jobs; economic activity; the money with which to enjoy leisure pursuits
- our high standard of living does not create poverty; it is what can lift people out of poverty.

Cultural:

- we cannot profit from our technology and expect other countries and cultures to forgo its benefits
- is a life tilling the soil, hand-crafting chairs, and creating art-works really conceivable for all of us?

Political:

- no party would be elected that promised negative growth, lower aspirations, smaller houses and the like
- politics is about power; 'inner well-being' does not sit easily with power.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response showing keen awareness of the difficulties involved in living more simply, in all three dimensions, and in promoting the values of simplicity; text and task are understood [AO1]
- Well-chosen examples are given of consumerism and 'complicated' behaviour, apart from those in the text, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of what simplicity and the transmission of Kumar's values would involve ; 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 difficulties involved in moderating consumerism; text and task are understood [AO1]
- One or more non-text examples are given of the problem as Kumar sees it, and of the difficulties, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of how the values of simplicity, sustainability, and 'meaning' might play out; 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 difficulties there might be in living more simply; text and task are broadly understood [AO1]
- It is unlikely that there will be other examples than those in the text and table; there may be too much quotation, but there is some credible argument [AO2]
- There is reference to the difficulties involved, but there may be no coverage of the issue of transmission, 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 the difficulties that might be entailed in an espousal of Kumar's values, 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 live simply and to pass on such values, 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 02 or Question 03.

EITHER

02 Text B focuses on the pure science of astronomy, whilst Text C is about the applied science of food production.

How much scientific knowledge do we all need to be ready for an uncertain future?

(40 marks)

Candidates might express the view that:

- we need to have a basic understanding of statistics so as not to make elementary mistakes in the interpretation of data
- we need to understand something about the processes involved in producing the food that we eat – we might indeed be involved in producing it ourselves
- we should understand what effects our energy use has on the environment, and what the consequences will be of our consumption of resources
- we should understand what it is to live and eat healthily so as not to put ourselves and others at risk
- we need to understand the fundamental scientific principles that underpin sustainability if we are not to leave things in a worse state than we found them.

Any other valid points should be credited, including that there are practical limits to what we all need to know.

Level 1 (33 – 40 marks)

- A very good response showing keen awareness of what scientific knowledge might be of most worth; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts provided of why this or that item of knowledge would have use value, that support the argument and that lead to a convincing conclusion [AO2]
- There is critical analysis of the values that underlie a diffusion of scientific knowledge, 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 benefits might accrue from public understanding of science; texts and task are understood [AO1]
- One or more non-text examples are given of what scientific knowledge and understanding would be of value, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the underlying principle that knowledge is a public good; 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 usefulness of public understanding of science: 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 valuable for there to be a level of scientific literacy; 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 why scientific knowledge might bring benefits; there may be misunderstanding of texts and task [AO1]
- No concrete examples are given of what the knowledge might be; there is text-dependence and little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of why knowledge is to be preferred to ignorance, or of what facts and opinion 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 Learning opportunities for the over 25s are said to be restricted (Text D); and the days of free online news may be coming to an end (Text E).

Discuss whether we might suffer from too much knowledge and information in the future, or from too little.

(40 marks)

Why there may be too much knowledge and information:

- we are bombarded by 'news', 24 hours per day, much of it merely the equivalent of village gossip
- knowledge is expanding at an exponential speed so that it is impossible to keep up with all that it might be in our interests to know
- there are more channels than we can watch on TV, more tracks than we can listen to on our iPods, more websites on the internet than we can access, and more printed matter than we can possibly read.

Why there may be too little:

- education stops for many at 18 (if not before), and opportunities for further formal learning may be restricted
- it may be that we shall have to pay for access to news websites that we have become accustomed to accessing free of charge
- publishing is subject to commercial pressures: we may face a future where there are fewer independent publishers of non-fiction books, news and information.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response showing keen awareness of the nature of the knowledge and information that is available to us, or not; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts provided of actual sources of information and of actual benefits that it may or may not confer, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of what information might be of most value and what of least; facts and opinion 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 opportunities that are available for informing ourselves; texts and task are understood [AO1]
- One or more non-text examples are given of benefits and/or drawbacks of our living in an information-rich society, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the principle underlying freedom of information; 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 the implication of too much or too little information; 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 values that might underlie access to information, 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 over-loaded or under-supplied with information; there may be misunderstanding of texts and task [AO1]
- Examples of benefits and drawbacks are ill-chosen or absent, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of what values might be at stake, 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 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 the implications of too much or too little knowledge 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)