



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

**General Studies B**

**GENB3**

**(Specification 2765)**

**Unit 3: Power**

**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 3, 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 3

Question Numbers	Q1	Q2	Q3/4	Total marks
<b>Assessment Objectives</b> 1	5	5	10	20
2	7	7	14	28
3	4	4	8	16
4	4	4	8	16
<b>Total marks per Question</b>	20	20	40	80

**01 Read Texts A and B.**

**‘We can all live our lives as we choose.’**

**Argue in favour of the above statement, using examples of your own as well as those in Texts A and B. (20 marks)**

Points that might be made:

- we can maintain our health by controlling our eating habits
- expert advice is available to guide us
- when we make decisions for ourselves, we also take responsibility for the consequences
- Human Rights empower us to live as we choose
- we do not have to answer to or show deference towards others
- we have free will and can behave as we wish.

Any other valid points should be credited.

**Level 1 (17 – 20 marks)**

- A very good response showing a keen awareness of how we are free to act as we wish; both the task and the texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, considering how we are able to make our own, independent decisions [AO2]
- There is critical analysis of the ways in which we have the power to act in our own interests [AO3]
- Communication is clear and accurate and the argument is well structured and comes to a convincing conclusion [AO4].

**Level 2 (13– 16 marks)**

- A good response showing awareness of the ways in which we are able to act freely; task and texts are understood [AO1]
- One or more non-text examples are given, indicating how we are able to be independent of others in our decisions [AO2]
- There is analysis of the ways in which we have the power to behave as we wish [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical with an attempt at an overall conclusion [AO4].

**Level 3 (9 – 12 marks)**

- A competent, generalising response, showing some awareness of the ways in which we are free to act; text and task are broadly understood [AO1]
- There may be examples, probably from similar areas or personal experience, or taken directly from the texts, but with little or no interpretation; nevertheless the task is understood and there is some credible argument [AO2]
- There is reference to the ways in which we can behave independently, but there may be little distinction between fact and opinion over the issue [AO3]
- There are likely to be errors in the language used, but these should not impair communication; the response has some structure but probably lacks a considered conclusion [AO4].

**Level 4 (5 – 8 marks)**

- A limited response showing little awareness of our ability to act freely; there may be misunderstanding of texts and the task may be challenged [AO1]
- Examples from beyond the text are absent or poorly chosen and there is little evidence of any argument or structure [AO2]
- Limited understanding is shown of the task or of the issue of independent action and there is little or no distinction between fact and opinion [AO3]
- Errors of language may begin to impair communication; there is little structure and the response may be brief [AO4].

**Level 5 (1 – 4 marks)**

- An inadequate response showing little understanding of the central issue and of texts and task [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- No understanding is shown of the exercise of power or of the facts that might support such a case [AO3]
- Language is inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

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

**02 Read Texts C and D**

**'We are members of society and cannot live without reference to others.'**

**Argue in favour of the above statement, using examples of your own as well as those in Texts C and D. (20 marks)**

Points that might be made:

- we are all subject to the law
- society may discriminate in our favour or against us, measuring us against others
- it is difficult to avoid contact with one or more social institutions
- disaster can engulf us all, making us dependent on others for help and support
- countries interact economically and in other ways which have direct effects on everyone
- society and individuals function more effectively when working together, sharing expertise and skills
- individuals are, for the most part, social animals.

Any other valid points should be credited.

**Level 1 (17 – 20 marks)**

- A very good response showing a keen awareness of the nature of societies and how it is hard to remain outside; both the task and texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, revealing how we are bound up in society whatever we may wish [AO2]
- There is critical analysis of the nature of modern living and how we fit into society [AO3]
- Communication is clear and accurate and the argument is well-structured and comes to a convincing conclusion [AO4].

**Level 2 (13 – 16 marks)**

- A good response showing awareness of the ways in which societies work; both the task and texts are clearly understood [AO1]
- One or more non-text examples are given, showing how we rely on co-operation [AO2]
- There is analysis of the way in which humans interact and need to co-operate [AO3]
- Communication is mostly clear and accurate and structure is reasonably logical, with an attempt at an overall conclusion [AO4].

**Level 3 (9 – 12 marks)**

- A competent and generalising response showing awareness of societies and how they work; texts and task are broadly understood [AO1]
- There may be examples, possibly taken directly from the texts, but with little or no interpretation; nevertheless, the task is understood and there is some credible argument [AO2]
- There is reference to human interaction, but there may be little distinction between fact and opinion over this issue [AO3]
- There are likely to be errors in the language used, but these should not impair communication; the response has some structure but probably lacks a considered conclusion [AO4].

**Level 4 (5 – 8 marks)**

- A limited response showing little awareness of the operation of societies and how they operate; there may be misunderstanding of texts and task [AO1]
- Examples from beyond the text are absent or poorly chosen and there is little evidence of any argument or structure [AO2]
- Limited understanding is shown of how people interact even in reference to the texts and there is little or no distinction between fact and opinion [AO3]
- Errors of language may begin to impair communication; there is little structure and the response may be brief [AO4].

**Level 5 (1 – 4 marks)**

- An inadequate response showing little understanding of the central issue and of the texts and task [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- No understanding is shown of the nature of the task or the facts that might support a case [AO3]
- Language is inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

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

**03 Everyone should have the same opportunities irrespective of wealth, status, gender or ethnicity.**

**To what extent is there true equality of opportunity in the modern world?**

**(40 marks)**

Points that might be made:

- laws are in place to protect individuals against some forms of discrimination, though not all
- wealth is power and still plays a part in access to opportunities in the UK and beyond
- local conditions, weather, geography, resources, can affect opportunities
- positive discrimination/affirmative action is recognised as necessary to level out traditional inequalities
- modern technology has opened up access to information, but it is not always available to everyone
- society often insists on qualifications for entry to certain occupations and these may be discriminatory in themselves
- despite laws and regulations, individuals are excluded because of the attitudes and beliefs of others.

Any other valid points should be credited.

**Level 1 (33 – 40 marks)**

- A very good response, showing keen awareness of issues surrounding access to opportunity and how they affect individuals; texts and task are clearly understood [AO1]
- Well chosen examples are given from beyond the sources and use is made of the texts, supporting the argument and leading to a convincing conclusion [AO2]
- There is critical analysis of how opportunities arise and the circumstances that might affect equality [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

**Level 2 (25 – 32 marks)**

- A good response, showing awareness of equality of opportunity and the impact this might have on individuals; texts and task are understood [AO1]
- One or more non-text examples are given and use is made of one or more of the texts; these are analysed and there is argument that leads to a realistic conclusion [AO2]
- There is analysis of equality and opportunities and how these affect individuals; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].



**Level 3 (17 – 24 marks)**

- A competent, generalising response, showing some awareness of equality of opportunity and how people might be affected; texts and task are broadly understood [AO1]
- There may be examples, possibly taken directly from the texts with limited interpretation; there may be an over-reliance on these text-led examples, but there is some credible argument [AO2]
- There is recognition of the way in which equality of opportunity may operate for individuals; there is a failure to distinguish fully between fact and opinion [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure but may lack a convincing conclusion [AO4].

**Level 4 (9 – 16 marks)**

- A limited response, showing little awareness of the concept of opportunity and whether access is equal; there may be misunderstanding of the texts or task [AO1]
- Examples may be poorly chosen or absent, and there may be an over-reliance on the texts; there is little sense of an argument being constructed [AO2]
- Limited understanding is shown and there is probably little distinction between fact and opinion on the importance of equality of opportunity [AO3]
- Errors of language begin to impair communication; there is little structure and the response may be brief [AO4].

**Level 5 (1 – 8 marks)**

- An inadequate response showing little understanding of the central issue and of the 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 is meant by equality of opportunity [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

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

**04 Some scientific studies have shown that mind-body factors, such as an independent attitude and a positive outlook, influence health and longevity more than anything else.**

**How far can individuals take responsibility for their own health? (40 marks)**

Points that might be made:

- many of us can choose to live a more healthy life-style
- access to health-care varies across the country and more so across the world
- many factors affecting our physical and mental health are beyond our control
- we are urged to be positive in the face of ill-health, but that alone is unlikely to cure more serious complaints
- medicine and knowledge are progressing, making it possible to address illnesses that were previously terminal
- availability of clean water and adequate nutrition may depend on socio-economic status
- not all infections are obvious in their early stages and we can be infected without realising it
- recent scares about pandemics with previously unknown causes suggest that our power to prevent is affected by nature's ability to mutate.

Any other valid points should be credited.

**Level 1 (33 – 40 marks)**

- A very good response, showing keen awareness of the nature of ill-health and how it may be combated; texts and task are clearly understood [AO1]
- Well chosen examples are given from beyond the sources and use is made of the texts, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of the tensions between identifying and preventing ill-health in a variety of situations [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

**Level 2 (25 – 32 marks)**

- A good response, showing awareness of the essential problem of ill-health and the circumstances in which it might be prevented; texts and task are understood [AO1]
- One or more non-text examples are given of how people are subject to disease and ill-health and what power they have to combat it [AO2]
- There is understanding of the tension between the ability to identify and the ability to combat diseases [AO3]
- Communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].

**Level 3 (17 – 24 marks)**

- a competent, generalising response, showing some awareness of the problem of ill-health; texts and task are broadly understood [AO1]
- there may be examples, probably taken directly from the texts with limited interpretation, there may be an over-reliance on the texts; there is some credible argument [AO2]
- there is recognition of the tension between identifying and dealing with ill-health, but this tension may not be convincingly resolved and there is a failure to distinguish fully between fact and opinion [AO3]
- there are errors in the language used, but these do not impair communication; the response has some structure but may lack a convincing conclusion [AO4].

**Level 4 (9 – 16 marks)**

- A limited response showing little awareness of the issues of prevention and cure; there may be misunderstanding of the texts or task [AO1]
- Examples may be poorly chosen or absent, and there may be an over-reliance on the texts; there is little sense of an argument being constructed [AO2]
- Limited understanding is shown and there is probably little distinction between fact and opinion [AO3]
- Errors of language begin to impair communication; there is little structure and the response may be brief [AO4].

**Level 5 (1 – 8 marks)**

- An inadequate response showing little understanding of the central issue and of the 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 how different people are able to act in the face of threats to their health [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

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

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