



**General Certificate of Education (A-level)  
January 2012**

**General Studies B**

**GENB1**

**(Specification 2765)**

**Unit 1: Conflict**

**Final**

***Mark Scheme***

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## INTRODUCTION

The nationally agreed assessment objectives in the Ofqual 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 – 4) 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** ‘Pressure groups such as People for the Ethical Treatment of Animals (PETA), the animal rights group, are no more than a showcase for extreme views.’

**How far do pressure groups represent the majority view of society?**

**You might consider:**

- the issues on which pressure groups campaign
- the methods they use to draw attention to their cause
- the role of pressure groups in a democratic society. **(30 marks)**

Candidates might include:

- they bring issues into the public eye and, therefore, might change the views of many
- few people have sufficient passion about a cause to make them join a pressure group
- they can be short-lived as the issue is resolved and loses its high profile
- their extreme tactics might alienate public opinion
- they can persuade the government to change laws
- the right to express opinion, whether it is the majority view or not, is fundamental to democracy.

Other valid points must be credited.

**Level 1 (25 – 30 marks)**

- A convincing response showing good awareness of the potential tensions between the views of pressure groups and those of the majority of society [AO1]
- Relevant examples are given of one or more pressure groups, other than that used in the stem, that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values embodied in pressure groups and of their possible position in a democratic society [AO3]
- Communication is clear, accurate and the argument is structured [AO4].

**Level 2 (17 – 24 marks)**

- A good response showing awareness of the conflict between pressure groups and others in society [AO1]
- Examples of pressure groups are given, other than that used in the stem, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the values implicit in pressure groups and of their possible position in a democratic society [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

**Level 3 (9 – 16 marks)**

- A reasonable response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited reference to specific pressure groups, but there is some credible argument [AO2]
- There is reference to the significance of pressure groups, though there may be little development of the values implicit in them, nor their possible position in a democratic society [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

**Level 4 (1 – 8 marks)**

- A limited response showing little awareness of the importance of pressure groups [AO1]
- Few, if any, examples of pressure groups are given, but there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in pressure groups [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

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

**02** 'If we are pushed far enough, we are all capable of acting aggressively, but we are not all equally aggressive.'

**Discuss what makes some people more aggressive than others.**

**You might consider:**

- **how different situations might lead to aggressive behaviour**
- **whether aggression is learned or is a natural instinct**
- **the values that underlie aggressive and non-aggressive behaviour.**

**(30 marks)**

Candidates might include the following:

- people respond differently to triggers, but are all capable of acting aggressively, even the most passive
- aggression is an expression of the survival instinct
- people learn to be aggressive or to control it as a result of their upbringing
- aggression management techniques can be taught to help people control their aggression
- aggression may be channelled into competitive sports
- aggression is sometimes necessary for the greater good
- aggression can be an uncontrolled response; non-aggression is more likely to be a rational choice based on beliefs.

Other valid points must be credited.

**Level 1 (25 – 30 marks)**

- A convincing response showing good awareness of how and why aggressive behaviour is manifested [AO1]
- Relevant examples are given of one or more 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 (17 – 24 marks)**

- A good response showing awareness of how and why aggressive behaviour is manifested [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 argument is reasonably structured [AO4].

**Level 3 (9 – 16 marks)**

- A reasonable response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited reference to specific behaviours, but there is some credible argument [AO2]
- There is reference to the significance of aggressive behaviour, though there may be little 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 (1 – 8 marks)**

- A limited response showing little awareness of how aggressive behaviour might be affected by situations [AO1]
- Few, if any, examples of behaviours are given, but there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in aggressive behaviour [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

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

**03 There is a saying, “Don’t judge a book by its cover.”**

**Discuss the extent to which judging people by their appearance leads to stereotyping.**

**You might consider:**

- **what we mean by stereotyping**
- **other influences that might lead to stereotyping**
- **whether stereotyping is always wrong.**

**(30 marks)**

Candidates might include the following:

- judging people without knowing them is likely to result in generalisations and, therefore, create stereotypes
- many stereotypes are rooted in real situations and real people
- stereotypes might be formed from media images, personal experiences, and the opinions of family and peers
- stereotypes can be positive or negative – either way they have an effect
- many people are unaffected by the stereotype applied to them and may disprove it
- if unchecked, stereotyping can lead to prejudice and discrimination.

Other valid points must be credited.

**Level 1 (25 – 30 marks)**

- A convincing response showing good awareness of the potential tensions inherent in stereotyping [AO1]
- Relevant examples are given of one or more stereotypes that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values inherent in stereotypes and of the position of a variety of people in relation to them [AO3]
- Communication is clear, accurate and the argument is structured [AO4].

**Level 2 (17 – 24 marks)**

- A good response showing awareness of conflict caused by stereotyping [AO1]
- Examples of stereotypes are given and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the values inherent in stereotypes and of the position of people in relation to them [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

**Level 3 (9 – 16 marks)**

- A reasonable response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited reference to specific stereotypes, but there is some credible argument [AO2]
- There is reference to the significance of stereotyping, though there may be little 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 (1 – 8 marks)**

- A limited response showing little awareness of the tensions inherent in stereotyping [AO1]
- Few, if any, examples of stereotypes are given, but there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in stereotyping [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

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

**04 “Artists have a say, and what they say can change the world as much as a politician can.” (Yoko Ono)**

**How far can the arts “change the world”?**

**You might consider:**

- **what people consider the arts to be**
- **the impact of the arts on people’s lives**
- **whether important values are expressed through the arts.** **(30 marks)**

Candidates might include the following:

- the arts range from high art to popular culture
- the arts offer a personal experience for everyone
- the arts push the boundaries of acceptability over time
- for many, the arts hold little interest or influence
- the arts might encourage people to view society from different perspectives
- the arts could be seen as a reflection of society and its values at the time.

Other valid points must be credited.

**Level 1 (25 – 30 marks)**

- A convincing response showing good awareness of the relationship between the arts and society [AO1]
- Relevant 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 the values embodied in the arts and of their possible position in society [AO3]
- Communication is clear, accurate and the argument is structured [AO4].

**Level 2 (17 – 24 marks)**

- A good response showing awareness of the relationship between the arts and society [AO1]
- Examples of the arts are given and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the values implicit in the arts and of their possible position in society [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

**Level 3 (9 – 16 marks)**

- A reasonable response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited reference to specific works of art or artists, but there is some credible argument [AO2]
- There is reference to the significance of the arts, though there may be little development of the values implicit in them, nor their possible position in society [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

**Level 4 (1 – 8 marks)**

- A limited response showing little awareness of the importance of the arts [AO1]
- Few, if any, examples of works of art or artists are given, but there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in the arts [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

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

**05 ‘My mobile is an iPhone, I wear Nike trainers and I only drink Coca Cola.’**

**How important are brand names to consumers?**

**You might consider:**

- **the techniques companies use to target consumers**
- **what influences consumer choices**
- **the values associated with brand names.**

**(30 marks)**

Candidates might include the following:

- a range of techniques, including promotions, strap-lines and advertising are used to persuade us to buy
- peer pressure influences conformity to consumer norms
- role models and celebrities are used to endorse products
- some consumers resist brand name marketing strategies
- many consumers assume that brand names offer the best products and service and, therefore, remain loyal to the brand
- many see brand names as a reflection of lifestyle choices.

Other valid points must be credited.

**Level 1 (25 – 30 marks)**

- A convincing response showing good awareness of the potential tensions inherent in competitive marketing [AO1]
- Relevant examples are given of one or more brand names, other than those used in the stem, that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values inherent in brand names and of the position of a variety of people in relation to them [AO3]
- Communication is clear, accurate and the argument is structured [AO4].

**Level 2 (17 – 24 marks)**

- A good response showing awareness of the potential conflicts inherent in competitive marketing [AO1]
- Examples of brand names are given, other than those used in the stem, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the values implicit in brand names and of the position of people in relation to them [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

**Level 3 (9 – 16 marks)**

- A reasonable response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited reference to specific brand names, other than those used in the stem, but there is some credible argument [AO2]
- There is reference to the significance of brand names, though there may be little development of the values inherent in them [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

**Level 4 (1 – 8 marks)**

- A limited response showing little awareness of the tensions inherent in competitive marketing [AO1]
- Few, if any, examples of brand names are given, other than those used in the stem, but there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in brand names [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

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

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