

Final



**General Certificate of Education (A-level)
January 2013**

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 – 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
Assessment Objectives	1	10	10	10	10	10	30
	2	10	10	10	10	10	30
	3	4	4	4	4	4	12
	4	6	6	6	6	6	18
Total marks per Question		30	30	30	30	30	90

(NB. Candidates answer 3 out of 5 questions)

01 Medicine has been revolutionised by advances in technology.

Discuss whether medical technology is always beneficial.

You might consider:

- **how medical technology may or may not help**
- **whether we all have a right to treatment using the latest medical technology**
- **the impact of medical technology on the quality of life. (30 marks)**

Candidates might include the following:

- we have a moral duty to use technology to help save lives/make lives more comfortable
- medical technology may go wrong
- we should not interfere with nature or 'play God'
- medical technology can be expensive and time-consuming
- the treatment of self-inflicted illnesses using such technology presents a moral dilemma
- such technology might improve the quality of life or prolong the life of some people
- treatments may only prolong the inevitable and may cause more distress.

Any other valid points must be credited.

Level 1 (26 – 30 marks)

- A convincing response showing keen awareness of the potential tensions inherent in the use of medical technology [AO1]
- Well-chosen examples are given of one or more ways in which medical technology affects people's lives that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the moral perspective and the way medical technology contributes to the moral debate [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of the conflict inherent in the use of medical technology [AO1]
- Examples of the ways medical technology affects people's lives are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the moral perspective and the contribution of medical technology to the moral debate [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited specific medical technologies are referred to, but there is some credible argument [AO2]
- There is reference to the significance of medical technology, though there may be no development of the moral perspective [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 medical technology might cause conflict [AO1]
- Few, if any, examples of medical technologies are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the moral perspective [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.

02 Recently, the BBC has been criticised for being politically biased and for focusing on London and the South East.

Discuss whether we should expect BBC programmes to be free from bias.

You might consider:

- **what we mean by bias in programmes**
- **the consequences that biased broadcasting might have**
- **whether bias affects the quality of programmes.**

(30 marks)

Candidates might include the following:

- as a publicly-funded organisation, we should expect the BBC to be impartial
- partiality is a matter of opinion and cannot be conclusively determined
- controversy goes hand in hand with taking a stance and open debate
- the BBC has control over the contents of its programmes as it is not dependent on advertising revenue
- some have accused the BBC of being too easily influenced by the government.
- complaints about BBC programmes are relatively rare suggesting the public is satisfied or is unaware of any bias
- the BBC is an organisation that must secure high ratings, so its programmes must be acceptable to the majority.

Any other valid points must be credited.

Level 1 (26 – 30 marks)

- A convincing response showing keen awareness of the conflicts inherent in BBC broadcasting [AO1]
- Well-chosen examples of programmes are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of what constitutes quality programmes [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of the potential conflicts in BBC broadcasting [AO1]
- Examples of programmes are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the concept of quality programmes [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited specific programmes are referred to, but there is some credible argument [AO2]
- There is reference to quality, though there is little development of any argument about how this relates to programming [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 significance of bias in BBC programming [AO1]
- Few, if any, examples of programmes are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of quality programming [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.

03 Young people are often told to act in a mature and responsible way.

Discuss whether society expects young people to grow up too quickly.

You might consider:

- **how young people are expected to behave**
- **the challenges facing young people and the opportunities available to them**
- **whether young people share similar values to the rest of society.**

(30 marks)

Candidates might include the following:

- as the next generation of adults, they carry the burden of responsibility for the environment and the economy on a global scale
- in a demanding world, they need to adapt to rapid change and demonstrate a diverse set of skills
- young people face greater challenges in securing and sustaining employment
- they may face pressure from the media and from peers to behave and dress in certain ways
- young people often do not take on personal responsibilities until much later in life. They live with parents longer, buy houses, start careers, and have children later than previous generations
- there is more support from the state for young people than ever before
- young people have different life experiences from previous generations and have values that reflect those experiences.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing keen awareness of the tensions facing young people in the context of their place in society [AO1]
- Well-chosen examples are given of one or more areas of challenges and opportunities facing young people that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of the values of young people and of society [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of the potential conflicts between young people and society [AO1]
- Examples of challenges and opportunities facing young people are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the significance of the values of young people and of society [AO3]
- Communication is clear and mostly accurate and the argument is reasonably logical [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are generalised; no or very limited specific challenges or opportunities are referred to, but there is some credible argument [AO2]
- There is reference to the significance of values, though there may be no development of their impact on young people or 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 issues facing young people [AO1]
- Few, if any, examples of challenges or opportunities are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the significance of values and their impact on young people and society [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.

4 Topshop owner, Sir Philip Green, claims that he walks the shop floor every day to keep staff ‘on their toes’.

How important is it for the senior managers of large companies to take such a hands-on approach to their businesses?

You might consider:

- **the role of senior managers in a large company**
- **their relationship with the workforce**
- **the importance of company values and ethos.**

(30 marks)

Candidates might include the following:

- senior managers could gain insight into challenges facing the workforce, and use this knowledge to improve the business
- senior managers should take a strategic role rather than an operational one
- time constraints would mean that senior managers would struggle to do justice to every role in the company
- the workforce might feel intimidated by constant scrutiny and might perform their jobs less well
- the workforce would feel valued because of the time spent with them by senior managers
- senior managers could ensure that company values are understood and practised by the entire workforce.

Any other valid points must be credited.

Level 1 (26 – 30 marks)

- A convincing response showing keen awareness of the potential tensions between senior managers and their workforce [AO1]
- Well-chosen examples of situations in companies are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of what constitutes company values and ethos and of their significance for senior managers and for the workforce [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of the potential tensions between senior managers and their workforce [AO1]
- Examples of situations in companies are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of company values and ethos and of their significance for senior managers and for the workforce [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited specific situations in companies are referred to, but there is some credible argument [AO2]
- There is reference to company values and ethos, though there is little development of any argument about how this relates to senior managers or the workforce [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 significance of tensions between senior managers and their workforce [AO1]
- Few, if any, examples of situations in companies are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of company values and ethos [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.

05 The government’s idea of the ‘Big Society’ encourages people to volunteer to help in their community.

How far do you agree that people should volunteer to help their local communities?

You might consider:

- **how people can help**
- **the responsibilities of individuals and of society**
- **our freedom of choice to help or not.**

(30 marks)

Candidates might include the following:

- without support, some people would have a poorer quality of life
- society is based on the principle of cooperation for the greater good
- we have a moral obligation to help those who cannot help themselves.
- government has a responsibility to help weaker members of society
- people should take responsibility for themselves. If everyone looked after themselves, there would be no need for volunteers
- well-wishing amateur volunteers might not do as good a job as professionals
- volunteers might be better motivated to help than professionals.

Level 1 (26 – 30 marks)

- A convincing response showing keen awareness of potential tensions inherent in volunteering to help [AO1]
- Well-chosen examples are given of one or more areas of need, that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of freedom of choice [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19 – 25 marks)

- A good response showing awareness of potential tensions inherent in volunteering to help [AO1]
- Examples of areas of need are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the concept of freedom of choice [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the issue [AO1]
- There may be examples, but they are generalised; no or very limited specific areas of need are referred to, but there is some credible argument [AO2]
- There is reference to the significance of freedom of choice, though there may be no development of the concept [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 concept of helping others [AO1]
- Few, if any, examples of areas of need are given and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of freedom of choice [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

(0) No relevant information.

(–) No response.