



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

**General Studies B
(Specification 2765)**

GENB3

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 4) 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
Assessment Objectives 1	5	5	10	20
2	7	7	14	28
3	4	4	8	16
4	4	4	8	16
Total marks per Question	20	20	40	80

01 Read Texts A and B.

‘We must have rules and regulations in order to maintain a civilised society.’

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:

- rules are in place to control experimenters because of previous failures to recognise subjects’ rights
- rules and regulations are needed to protect the vulnerable
- history shows us that exploitation and abuse occur when rules and regulations are not in place
- we need rules and regulations so that companies do not ignore the well-being of others in the pursuit of profits
- when rules and regulations are not in place, TNCs are free to adopt different standards from when operating within defined boundaries
- rules and regulations allow transgressions to be clearly identified and penalties to be imposed.

Any other valid points should be credited.

Level 1 (17 – 20 marks)

- A very good response showing a keen awareness of the need for rules to limit the power of individuals and companies; both the task and the texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, showing understanding of the rules that need to be put in place [AO2]
- There is critical analysis of the ways in which civilisation is protected by the use of rules and regulations [AO3]
- Communication is clear and accurate and the argument is well-structured and comes to a convincing conclusion [AO4].

Level 2 (11 – 16 marks)

- A good response showing specific awareness of the need for rules to limit the power of individuals and companies; task and texts are understood [AO1]
- One or more non-text examples are given, indicating how civilisation benefits from rules and regulations [AO2]
- There is some analysis, especially at the upper end, of the ways in which civilisation is protected by rules and regulations [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical, there is probably an attempt at an overall conclusion [AO4].

Level 3 (5 – 10 marks)

- A generalising response, showing some awareness of the need to limit the power of individuals and companies; text and task are broadly understood [AO1]
- There may be examples, probably from similar areas, or taken directly from the texts, but with little or no interpretation; understanding of the task is shown and, particularly at the upper end, there is some credible argument [AO2]
- There is reference to the ways in which civilisation is protected by rules and regulations, 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; at the upper end, the response has some structure but probably lacks a considered conclusion [AO4].

Level 4 (1 – 4 marks)

- A limited response showing little understanding of the central issue and of texts and task. The task may be answered from the opposite perspective so that arguments are invalid [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- Little or no understanding is shown of how rules and regulations operate or of the facts that might support such a case [AO3]
- Language may be 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.

‘The arts and good manners are what make us a civilised society.’

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:

- the arts provide us with examples that inspire and inform us
- the arts encourage reflection and link us to the past
- the arts encourage understanding of other cultures and societies
- the manners of role models/politicians matter because of the example they provide for others
- good manners lead to positive interactions that promote civilisation
- good manners indicate not only respect for other people but also respect for the conventions of society.

Any other valid points should be credited.

Level 1 (17 – 20 marks)

- A very good response showing a keen awareness of the way in which arts and manners can encourage civilisation; both the task and texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, supporting the view that the arts and manners affect how civilised we are [AO2]
- There is critical analysis of the ways in which the arts and manners affect civilisation [AO3]
- Communication is clear and accurate and the argument is well-structured and comes to a convincing conclusion [AO4].

Level 2 (11 – 16 marks)

- A good response showing specific awareness of the way in which the arts and manners affect civilisation; both the task and texts are clearly understood [AO1]
- One or more non-text examples are given, showing how the arts and manners influence civilisation [AO2]
- There is some analysis, especially at the upper end, of the ways in which the arts and manners affect civilisation [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical, there is probably an attempt at an overall conclusion [AO4].

Level 3 (5 – 10 marks)

- A generalising response, showing some awareness of the ways in which the arts and manners influence civilisation; texts and task are broadly understood [AO1]
- There may be examples, possibly taken directly from the texts, but with little or no interpretation; understanding of the task is shown and, particularly at the upper end, there is some credible argument [AO2]
- There is reference to the ways in which arts and manners influence civilisation, 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; at the upper end, the response has some structure but probably lacks a considered conclusion [AO4].

Level 4 (1 – 4 marks)

- A limited response showing little understanding of the central issue and of texts and task; The task may be answered from the opposite perspective so that arguments are invalid [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- Little or no understanding is shown of the nature of the task or the facts that might support a case [AO3]
- Language may be inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

(0) No response or no relevant information.

03 The high living standards of some have been achieved by the exploitation of others.

Is it possible to achieve high living standards without such exploitation?

(40 marks)

Points that might be made:

- changing patterns of employment in countries with high living standards create jobs in LEDCs, but with low pay
- agricultural resources could be better used/wasted less to ensure greater availability for all
- people in MEDCs are increasingly conscious of how cheap goods are linked to the exploitation of workers and are protesting
- the current economic situation is complex and it would be difficult to achieve high living standards for all without MEDCs making sacrifices
- we all need to live more simply because high living standards for all could not be sustained
- energy is unequally distributed and those who use most are those who can pay for it
- the more human rights are secured the less exploitation there will be.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response showing keen awareness of how high living standards are achieved and alternatives; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts and use may be made of the texts, supporting the arguments and leading to a convincing conclusion [AO2]
- There is critical analysis of what constitute high living standards and how they can be achieved [AO3]
- Communication is clear and accurate; the argument is well-structured and comes to a conclusion [AO4].

Level 2 (21 – 32 marks)

- A good response, showing awareness of the ways in which high living standards are achieved and how these could be altered; texts and task are understood [AO1]
- One or more non-text examples are given and use may be 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 high living standards and how they are achieved; 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 (9 – 20 marks)

- A generalising response, showing some awareness of living standards and how they are achieved; texts and task are broadly understood [AO1]
- There may be examples, possibly quite general or 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, especially at the upper end [AO2]
- There is recognition of how high living standards might be achieved and their impact on others; there is a failure to distinguish fully between fact and opinion [AO3]
- There are likely to be errors in the language used, but these should not impair communication; the response has some structure but may lack a convincing conclusion, particularly at the lower end [AO4].

Level 4 (1 – 8 marks)

- A limited response showing little understanding of the central issue and of the texts or task [AO1]
- Assertions are given no support in examples and there is no clear line of argument and probably no conclusion [AO2]
- No understanding is shown of living standards and their impact [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.

04 The arts and the media have the ability to inform and influence us.

How important are the arts and the media in shaping who we are?

(40 marks)

Points that might be made:

- the media are all-pervasive; it is almost impossible to avoid them and they must therefore have some influence
- the arts reflect our history and beliefs and so affect those who consume them
- in an age of mass migration, the media and arts help to explain identity
- the internet and reality TV have enormous impact on many people
- we all have the ability to choose what we watch or which websites we visit
- access to some arts is dependent on money and this can limit their impact for some
- our environment, family, peer groups and education are all more influential than the arts or media
- the arts require some level of education in order to understand them and this is not acquired by everyone.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response, showing keen awareness of media and arts and their impact; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts and use may be made of the texts, supporting the arguments and leading to a convincing conclusion [AO2]
- There is critical analysis of the conflict between how arts and media do and do not influence us [AO3]
- Communication is clear and accurate; the argument is well-structured and comes to a conclusion [AO4].

Level 2 (21– 32 marks)

- A good response, showing awareness of arts and media and their impact; texts and task are understood [AO1]
- One or more non-text examples are given of arts/specific media and their effects; use may be made of the texts that support an argument and lead to a realistic conclusion [AO2]
- There is understanding of the tensions between how the arts and media do and do not influence us [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 (9 – 20 marks)

- A generalising response, showing some awareness of the arts and media and their impact; texts and task are broadly understood [AO1]
- There may be examples, possibly quite general or 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, especially at the upper end [AO2]
- There is recognition of the tension over the impact of the arts and media, but this tension may not be convincingly resolved and there is a failure to distinguish fully between fact and opinion [AO3]
- There are likely to be errors in the language used, but these should not really impair communication; the response has some structure but may lack a convincing conclusion, particularly at the lower end [AO4].

Level 4 (1 – 8 marks)

- A limited response showing little understanding of the central issue and of the texts or task [AO1]
- Assertions are given no support in examples and there is no clear line of argument and probably no conclusion [AO2]
- No understanding is shown of the media and its influences [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.