



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

General Studies B

GENB1

(Specification 2765)

Unit 1: Conflict

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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)

Marking methods

In fairness to students, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question / stated target, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the information on the following page about levels of response mark schemes.
7. **Use the full range of marks.** Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved, do **not** change your standard of marking.

Marking using CMI+

AS General Studies B (Unit 1 and Unit 2) will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part-question. Each time you log on you will need to choose an item to mark.
2.
 - Short response questions in **Unit 2** will be *seeded*. Qualification items are presented at the beginning of each day and then further seeds will be part of your quota to ensure standards are maintained. If you are not you will be temporarily stopped from marking that item; you will need to speak to your Team Leader before you can continue marking in order to clarify the correct interpretation and application of the mark scheme.
 - Longer essay response questions will be *double marked*. Examiners' standard of marking is randomly monitored via double marking, which is a peer-to-peer comparison, with Senior Examiners adjudicating where differences are out of tolerance.
3. **You must** annotate items in the body of the response to acknowledge a creditworthy point, using the CMI+ tools, such as underlining, highlighting, inserting comments and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use.
4. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one paper to change the mark.
5. For the longer essay response questions, thumbnails to the right of the screen allow you to scroll through the response quickly. Read the whole response, then, **you must**, at the end of the response, use the 'add a comment' tool to indicate the level and write a summative comment (examples provided). Finally, enter the mark in the box at the bottom of the screen.

6. If a question has not received a response, i.e. no answer whatsoever, please use either the 'Not attempted' icon on the toolbar or enter a '-' (dash) as the mark. **Do not** give a '0 / zero'.
7. Enter a mark of '0 / zero' for an attempted answer which contains no creditable response (or use the 'Award zero marks' icon on the toolbar).
8. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
9. If your marking of a particular item is out of line, your Team Leader will contact you as soon as possible to explain where differences are occurring and how this can be addressed.

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Use your professional judgement to select the level that **best** describes a student's work. Levels of response mark schemes enable examiners to fully reward valid, high ability responses which do not conform exactly to the requirements of a particular level.
4. If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine General Studies skills**. A short answer which shows a high level of conceptual ability, for example, must be credited at that level.
5. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see the mark scheme) when there is any doubt as to the relevance of a student's response.
6. Levels of response mark schemes include either **examples** of possible students' responses or **material** which students might use. These are intended as a **guide** only as students will produce a wide range of responses to each question.

Assessment of Quality of Written Communication (QWC)

Quality of written communication will be assessed in all units where longer essay responses are required by means of Assessment Objective 4. If you are hesitating between two levels, however, QWC may help you to decide.

01 In some countries, such as Australia and Cyprus, it is compulsory for people to vote in elections.

How far do you agree that voting in elections should be compulsory in the UK?

You might consider:

- **why people decide to vote or not**
- **how effective compulsory voting might be**
- **how democratic such a move would be.**

(30 marks)

Candidates might include:

- people will vote when policy affects them
- compulsory voting might have an educative effect
- it is everyone's responsibility to vote to make sure that the government works effectively
- compulsory voting would hide the problem of voter disengagement rather than solve it
- compulsory voting places a limit on freedom; the right to vote includes the right not to vote
- compulsory voting might favour established parties over minor parties as people might vote for the best-known candidate
- compulsory voting is more likely to result in spoilt ballot papers/votes for maverick candidates.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the potential tensions inherent in compulsory voting [AO1]
- Well-chosen examples are given of one or more ways in which the public engages with politics that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the value of democracy and the way people engage with it [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 compulsory voting [AO1]
- Examples of the ways the public engages with politics are given, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the value of democracy and the way people engage with it [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [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 examples of how the public engages with politics are referred to, but there is some credible argument [AO2]
- There is reference to the significance of democracy, though there may be no development of the value of being part of 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 significance of compulsory voting [AO1]
- Few, if any, examples of the way the public engages with politics are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the value of democracy in the voting process [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 'The trouble with technology is that it lets you down.'

How far do you agree that technology has improved our lives?

You might consider:

- **the range of technologies available to us**
- **how technology might be a help or a hindrance**
- **how technology affects the quality of our lives.**

(30 marks)

Candidates might include:

- machines can take the strain from people and enable more complex operations
- medical technology saves lives
- gained time might be used for extra work
- technology is time-saving and labour-saving, leaving more time for other activities
- there can be over-dependence on technology with stressful consequences when it fails
- people may lose valuable, transferable skills
- leisure activities can be tailored to our schedules and needs.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the potential tensions inherent in using technology [AO1]
- Well-chosen examples are given of one or more technologies that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the way technology improves the quality of lives [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 using technology [AO1]
- Examples of technologies are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the way technology improves the quality of lives [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [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 technologies are referred to, but there is some credible argument [AO2]
- There is reference to the significance of technology, though there may be no development of the way it improves the quality of lives [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 using technology [AO1]
- Few, if any, examples of technologies are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the way technology has an impact on the quality of lives [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 ‘The growth of independent broadcasting companies, such as Sky and Virgin, means that public service broadcasting from the BBC no longer has a role.’

How important is it that the BBC continues to exist as a public service broadcaster?

You might consider:

- **the differences between independent and public service broadcasting**
- **why people might prefer one broadcasting service rather than another**
- **how choice might affect the quality of broadcasting.** (30 marks)

Candidates might include:

- the BBC is different from most other companies in its aim to inform, educate and entertain
- the BBC is an organisation, which must secure high ratings
- independent companies offer greater choice and specialist channels
- the BBC is expected to be impartial, but has been accused of bias on occasions
- programme content and genre of independent companies can be dictated by sponsors and advertisers
- independent broadcasting is often accused of “dumbing down” programmes, showing low-quality programmes and repeats
- the BBC will take risks in producing programmes that push boundaries.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the tensions between the BBC and commercial broadcasting companies [AO1]
- Well-chosen examples of broadcasting are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of what constitutes quality broadcasting [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 the BBC and commercial broadcasting companies [AO1]
- Examples of broadcasting are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the concept of quality broadcasting [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [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 examples of broadcasting are given, 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 broadcasting [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 BBC's purpose or success [AO1]
- Few, if any, examples of broadcasting are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of quality broadcasting [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.

04 When it took over Cadbury, Kraft was able to expand further into India and saw an increase in confectionery sales of nearly 15% from this new market.

Discuss the view that when one company takes over another, it is only the companies that benefit.

You might consider:

- **the benefits of a takeover to companies and to their customers**
- **how changes to a company might affect the service it offers**
- **the importance of company values.** **(30 marks)**

Candidates might include:

- take-overs can result in increased sales and revenue for the company and for shareholders
- economies of scale can result in companies using their resources more efficiently
- efficiency can be increased, resulting from corporate synergies and redundancies
- take-overs can result in reduced competition and choice for consumers
- it is often foreign companies that take over UK companies so investment and employment opportunities go abroad
- company values might conflict with those held by the acquiring company
- branding, ethos and values of both companies are often retained, resulting in continued diversity and choice for consumers.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the potential tensions inherent in take-overs [AO1]
- Well-chosen examples are given of one or more take-overs, other than that given in the stem, that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values embodied in different companies and the potential effect of take-overs on them [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 take-overs [AO1]
- Examples of take-overs are given, other than that given 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 different companies and the potential effect of take-overs on them [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [AO4].

Level 3 (9 – 18 marks)

- A generalising response showing some awareness of the issue [AO1]
- There may be examples beyond that mentioned in the stem, but they are generalised; no or very limited take-overs are referred to, but there is some credible argument [AO2]
- There is reference to the significance of take-overs, though there may be no development of the concept of company values [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 take-overs might cause tension [AO1]
- Few, if any, examples of take-overs are given, beyond that mentioned in the stem, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the concept of company values and the impact of take-overs on them [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 'UK citizens are lucky to live in a free society where there are few restrictions on their lives.'

How far do you agree that we are free to do whatever we wish?

You might consider:

- **what freedoms we enjoy in the UK**
- **why our freedom might sometimes be restricted**
- **the value we place on freedom.**

(30 marks)

Candidates might include:

- our actions must comply with the law, or else we can expect to be punished
- our basic human rights, such as freedom of speech, movement and belief, are protected by law and by established practice
- people have to operate within a social, business or ethical framework in their home, school or place of work
- our identities are documented on government and business databases
- our activities are under surveillance through mobile phone tracking and CCTV
- we can decide our own actions; ultimately we are answerable to ourselves and our conscience
- we have a responsibility to ensure that our actions and words are not detrimental to other citizens.

Any other valid points should be credited.

Level 1 (26 – 30 marks)

- A convincing response showing good awareness of the potential tensions inherent in living in a free society [AO1]
- Well-chosen examples of freedoms are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the concept of freedom [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 living in a free society [AO1]
- Examples of freedoms are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the concept of freedom [AO3]
- Communication is clear and mostly accurate and the argument is reasonably structured [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 freedoms are referred to, but there is some credible argument [AO2]
- There is reference to the significance of freedom, 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 how living in a free society might lead to tension [AO1]
- Few, if any, examples of freedoms are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the significance of freedom [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.