

A-LEVEL

GENERAL STUDIES B

Unit 1 Conflict
Mark scheme

2765
June 2014

Version 0.1: Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from aqa.org.uk

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.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- Mark schemes for individual questions worth more than just a few marks are usually based on **levels** (see further guidance below) which indicate different qualities that might be anticipated in the candidates' responses. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
- **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.**

Approximate distribution of marks across the questions and assessment objectives for this unit (**GENB1**)

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

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. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see above) when there is any doubt as to the relevance of a student's response. When deciding upon a mark in a level, examiners should bear in mind the relative weightings of AOs (see AO grid above). For example, in all GENB1 questions more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
4. Use your professional judgement to select the level that **best** describes a student's work; assign each of the responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. Levels of response mark schemes enable examiners to reward valid, high-ability responses which do not conform exactly to the requirements of a particular level. Length of response should not be confused with quality: a short answer which shows a high level of conceptual ability, for example, must be recognised and credited at that level.
5. **Credit good specialist knowledge when it is applied appropriately to the question, but be aware that the subject is General Studies and responses should be addressed to the general reader. Relevant points that are well developed and substantiated should be well rewarded, as should be arguments that are supported with examples, and not just asserted.**
6. **Answers should be assessed at the level that is appropriate to the expected knowledge and skills of a post-16 General Studies student. Avoid applying greater demands to responses on topics that are more closely related to your own specialist knowledge.**
7. Levels of response mark schemes include either examples of possible students' responses or material which students typically might use. *Indicative content* is provided only as a guide for examiners, as students will produce a wide range of responses to each question. The *indicative content* is not intended to be exhaustive and any other valid points must be credited. Equally, candidates do not have to cover all points mentioned to reach the highest level.

Assessment of Quality of Written Communication (QWC)

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

Marking methods

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, 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 guidance on the previous page about **Levels of Response marking**, and constantly refer to the **specific Level Descriptors** in the mark scheme.
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 by your Team Leader, 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.
NB. Schools/Colleges can request scripts back post results (via Access to Scripts); it is therefore **essential** that the annotation/comments are appropriate, relevant and relate to the mark scheme.
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.

0 1 Top footballers can earn millions every year in sponsorship deals; sponsorship of the 2012 Olympic Games exceeded £1 billion.

How far does commercialism benefit sport?

You might consider:

- **the different ways in which sport is commercialised**
- **how commercialism affects different sports**
- **whether money affects sporting values.**

[30 marks]

Candidates might include:

- sponsorship and merchandise are important sources of revenue; without them sport would not be able to develop
- not all sport is commercialised; amateur sport and some minority sports remain focused on the sport itself
- commercialism detracts from the game/sport and can make the stars bigger than the sport itself
- despite the sponsorship, not all fans can afford the high prices charged; genuine fans may be excluded from the sport of their choice
- professional sport is big business; it is inevitable that it will become commercialised
- market forces dictate worth; fans are prepared to pay large sums to support sport
- commercial pressures can lead to a 'win-at-all-costs' mentality, which can result in cheating.

Any other valid points should be credited.

Level 1 (26–30 marks)

- A convincing response showing good awareness of the potential tensions inherent in commercialism in sport [AO1]
- Well-chosen examples, other than those in the stem, are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the significance of commercialism in sport and the ways it might or might not benefit sport [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19–25 marks)

- A good response showing awareness of the tensions implicit in commercialism in sport [AO1]
- Examples, other than those in the stem, are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the significance of commercialism in sport and the ways it might or might not benefit sport [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 problem at issue [AO1]
- There may be examples, but they are generalised; no or very limited specific examples are referred to, but there is some credible argument [AO2]
- There is reference to the significance of commercialism in sport, although there may be no development of the ways it might or might not benefit sport [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 commercialism in sport might cause tension [AO1]
- Few, if any, examples, other than those in the stem, are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the benefits or not of commercialism in sport [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.

0 2 In the UK, the press is free to criticise those in authority whether it is in the public interest or not.

To what extent should the press have this freedom to criticise?

You might consider:

- who those in authority are and how they are criticised by the press
- the impact that this sort of criticism might have
- the role of the press in a democratic society.

[30 marks]

Candidates might include:

- people in authority should be accountable for their actions; the public has a right to know if their actions deserve criticism
- the press can act as a catalyst for change
- the press can represent the public view
- reporting is not always accurate and can give a wrong impression of individuals or organisations
- much of the press is owned by individuals or corporations that are unelected, but have their own agenda
- without freedom of reporting, it is likely that society itself would be less free.

Any other valid points should be credited.

Level 1 (26–30 marks)

- A convincing response showing good awareness of the tensions between the press and those in authority [AO1]
- Well-chosen examples of criticisms are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the role of the press in a democratic 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 conflict between the press and those in authority [AO1]
- Examples of criticisms are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the role of the press in a democratic society [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 of criticisms, but they are generalised; there is some credible argument [AO2]
- There is reference to democracy, though there is little development of any argument about how this relates to the role of the press [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 role of the press in relation to those in authority [AO1]
- Few, if any, examples are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the role of the press in a democratic 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.

0 3

At the 2010 General Election, candidates stood for the Citizens for Undead Rights and Equality Party (CURE) and for the British National Party (BNP), as well as for the parties represented in Parliament.

Discuss the importance of having different political parties.

You might consider:

- **how political parties are different and how they are similar**
- **how people express their political views**
- **the role of political parties in a democratic society.**

[30 marks]

Candidates might include:

- there may be similarities, but political parties are all unique in some way and offer choice to voters
- consensus politics means there are fewer differences between the main political parties, especially on the big issues
- pressure groups offer people opportunities to express their political views in an alternative way
- many voters do not understand party politics; they vote on personality or tradition
- opposition parties provide a vital check on the political party in power
- a vote for a minority party is often seen as a wasted vote as it stands little chance of being elected
- joke parties can challenge the political establishment.

Any other valid points should be credited.

Level 1 (26–30 marks)

- A convincing response showing good awareness of the tensions inherent in the party-political system [AO1]
- Well-chosen examples are given from one or more political parties that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the role of party politics in a democratic society [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19–25 marks)

- A good response showing awareness of the tensions inherent in the party-political system [AO1]
- Examples of one or more political parties are given, and there is argument on either side that leads to a convincing conclusion [AO2]
- There is understanding of the role of party politics in a democratic society [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 problem at issue [AO1]
- There may be examples, but they are generalised; no or very limited detail of political parties is given, but there is some credible argument [AO2]
- There is reference to the significance of party politics, although there may be no development of their role 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 role of the party-political system [AO1]
- Few, if any, detailed examples of political parties are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of party politics [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.

0 4

The government requires people applying to become British citizens to take a test to show they understand about life in the UK and how to be good citizens.

Discuss how easy it is to be a good citizen.

You might consider:

- **what it means to be a “good citizen”**
- **the balance between our rights and responsibilities as citizens**
- **the value people place on citizenship.**

[30 marks]

Candidates might include:

- good citizenship is about putting the needs of the community and the needs of others above oneself
- a test does not necessarily indicate that an applicant would be a good citizen
- we have a responsibility to ensure that our actions and words are respectful to other citizens
- citizens have a responsibility to exercise their right to participate in the democratic process
- laws provide us with boundaries; our actions must comply with the law, or else we can expect to be punished
- people have to operate within a social, business or ethical framework in their home, school or place of work
- good citizenship is often assumed, but not well-considered or understood.

Any other valid points should be credited.

Level 1 (26–30 marks)

- A convincing response showing good awareness of the potential tensions inherent in being a good citizen [AO1]
- Well-chosen examples of citizenship are given that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the values inherent in good citizenship [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 being a good citizen [AO1]
- Examples of citizenship are given, and there is argument on either side that leads to a realistic conclusion [AO2]
- There is understanding of the values implicit in good citizenship [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 citizenship activities are referred to, but there is some credible argument [AO2]
- There is reference to the significance of good citizenship, 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 active citizenship might lead to tension [AO1]
- Few, if any, examples of citizenship are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in good citizenship [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.

0 5 Some people say we are born aggressive; others say we learn to be aggressive as we grow up.

How far would you say that aggressive behaviour is a natural instinct and how far would you say it is learned behaviour?

You might consider:

- **different types of aggressive behaviour**
- **in what situations people are aggressive**
- **whether aggressive behaviour can be managed.**

[30 marks]

Candidates might include:

- people respond differently to triggers, but are all capable of acting aggressively, even the most passive
- no one is aggressive all the time, therefore aggression can be controlled
- the “flight-or-fight” response is an expression of the survival instinct
- aggression is a biological response caused by increased testosterone levels
- living in an aggressive household is more likely to result in an acceptance of aggressive behaviour
- aggression management techniques can be taught to help people control their aggression
- aggression may be channelled into competitive sports.

Any other valid points should be credited.

Level 1 (26–30 marks)

- A convincing response showing good awareness of the tensions in determining instinctive and learned aggressive behaviours [AO1]
- Well-chosen examples are given of behaviours that support the argument and lead to a convincing conclusion [AO2]
- There is a clear appreciation of the concept of human aggression 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 (19–25 marks)

- A good response showing awareness of the tensions in determining instinctive and learned aggressive behaviours [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 concept of human aggression and of the position of people in relation to it [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; few or very limited behaviours are referred to, but there is some credible argument [AO2]
- There is reference to the significance of human aggression, though there may be no development of its significance [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 aggression might be caused [AO1]
- Few, if any, examples of behaviours are given, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the significance of human aggression [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.