

A-LEVEL

GENERAL STUDIES B

Unit 4 Change (GENB4)

Mark scheme

2765
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Version 1.0 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

Unit 4 (Change)

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 (**GENB4**)

Question numbers	Q1	Q2/3	Total marks
Assessment Objectives AO1	10	10	20
AO2	14	14	28
AO3	8	8	16
AO4	8	8	16
Total marks per Question	40	40	80

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, 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 QMS+ (red pen on script)

This unit will be marked on the actual script using a red pen. Scripts in your allocation will be posted to you from the school. The marks you award are recorded on the scripts and the marks for each question are entered into the QMS+ software.

1. Mark the full script in red pen.
2. **You must** annotate in the body of the response to acknowledge a creditworthy point.
3. At the end of the response **you must** indicate the level and mark and write a summative comment (see MMS).
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.
4. Enter the marks for each question in to the QMS+ software.
5. Your assessments will be monitored to ensure you are marking to a consistent standard.
6. Any blank pages in the answer book should be 'ticked' to indicate you have checked the whole booklet for a response.
7. Your administration and meeting deadlines will also be monitored.

Section A Level Mark Scheme for Question 01

Level 1 [40 – 31 marks]

A **very good to good** response

- Text and task are fully understood. All subject domains are covered (AO1)
- Selective critical use is made of information in text and data-set. Original examples are developed as evidence to support a well-made argument (AO2)
- Distinction is made between factual material and personal and others' views and values. Evidence is weighed and judgements are undogmatic (AO3)
- Communication is clear and accurate. There is a certain rhetorical flow to the argument (AO4).

Level 2 [30 – 21 marks]

A **good to fair** response

- Text and task are understood. A 'good' response will cover all, a 'fair' one two, of the subject domains (AO1)
- There is interpretation of relevant information in text and data-set. New material is developed to support claims, and there is a conclusion (AO2)
- Some allowance is made for an alternative point of view. There is appreciation of what counts as factual evidence, and what is opinion (AO3)
- Communication is clear and mostly accurate. The question has been effectively answered (AO4).

Level 3 [20 – 11 marks]

A **fair to weak** response

- There is broad understanding of text and/or task in fair responses; some misunderstanding in weak responses. The subject domains may only be referred to (AO1)
- There is some reference to text and/or data-set. There may be new material, but it is undeveloped and it may not contribute to a convincing argument (AO2)
- There may be little distinction made between factual matter and personal opinion. There is little or no sense of what values may be in play (AO3)
- There are errors in the language used but these do not impair communication. The response may be rather loosely structured (AO4).

Level 4 [10 – 1 marks]

A **weak to poor** response

- Text or task or both are largely misunderstood. There is little or no differentiation of subject domains (AO1)
- There is little or no interpretative reference to either text or data-set. No new material is introduced to support claims (AO2)
- No distinction is made between factual claims and opinions. The response is unengaged (AO3)
- Errors of language begin to impair communication. The response is disorganised and/or brief (AO4).

(0) No response or no relevant information

Section A

0 1 Read **Text A**

A young adult who borrows money from parents to pay a deposit to a landlord is in debt; a couple who borrow money from a building society to buy a house are in debt; a company that borrows money from a bank in order to expand is in debt.

Why might it be a good or bad thing, from:

- economic
- social
- ethical

points of view, that so many of us are in debt to each other?

[40 marks]

Refer to the **4 Level Mark Scheme for Qu 01** on page 6

Indicative content:

From an **economic** point of view:

- it's good because money is put into circulation that encourages business activity and investment in infrastructure – and, ultimately – economic growth
- it's bad because recent history shows that borrowing in a volatile market often outstrips an individual's or company's ability to earn and make repayments.

From a **social** point of view:

- it's good because few have the capital to fund their own higher education, or accommodation, without borrowing; lending and borrowing bring *mutual* individual and social benefits
- it's bad because it means that borrowers live with uncertainty, and, should they lose their jobs, they may lose their home as well.

From an **ethical** point of view:

- it's good because it's a form of exchange which makes capital available to those who need it; provided that proper safeguards are in place, all may benefit
- it's bad because lending at interest is, fundamentally, a mechanism for making those rich enough to have capital even richer, at the expense of those who are forced to borrow at sometimes unaffordable rates of interest.

Any other relevant points should be credited.

Section B **Level Mark Scheme for Questions 02 and 03**

Level 1 [40 – 31 marks]

A **very good to good** response

- Texts and task are fully understood. There is keen appreciation of the thrust of the question (AO1)
- Material in the texts is implicit in the response rather than explicit. The response is a well-made argument based on original examples (AO2)
- There is depth, there is analysis, and there is reasoning. The response is balanced, and judgement is well-based, or reserved (AO3)
- Communication is clear and accurate. There is a certain rhetorical flow to the argument (AO4).

Level 2 [30 – 21 marks]

A **good to fair** response

- Texts and task are understood. There is engagement with the thrust of the question (AO1)
- There is some reference to one or both texts, but there is new material. This is developed and there is a conclusion (AO2)
- An alternative viewpoint is taken into account. There is some appreciation of the limits of our knowledge (AO3)
- Communication is clear and mostly accurate. The question has been effectively answered (AO4).

Level 3 [20 – 11 marks]

A **fair to weak** response

- There is broad understanding of texts and/or task in fair responses; some misunderstanding in weak responses. Insight may be lacking into the thrust of the question (AO1)
- There is some, underdeveloped new material. In the main, the response draws on one or both texts for its ideas (AO2)
- The response may be opinionated, and opinions may be ill-supported. There is little depth or engagement with values (AO3)
- There are errors in the language used but these do not impair communication. The response may be rather loosely structured (AO4).

Level 4 [10 – 1 marks]

A **weak to poor** response

- Texts or task or both are misunderstood. There is little appreciation of the thrust of the question (AO1)
- The response leans exclusively on one or both of the texts. There is no new material (AO2)
- Opinions are expressed without thought of what might count as evidence. There is no engagement with values (AO3)
- Errors of language begin to impair communication. The response is disorganised and/or brief (AO4).

(0) No response or no relevant information.

Section B

- 0 2** Mobile text messaging enables us to make ‘frequent, easy, spontaneous’ conversation (**Text B**); and the Internet offers us the opportunity to make and post ‘cheap movies’ (**Text C**).

Consider whether or not the new media are changing our behaviour in significant ways.
[40 marks]

Refer to the **4 Level Mark Scheme for Qu 02** on page 8

Indicative content:

Changes are significant in that:

- we can express ourselves ‘live’ to others without having to do so face to face
- we can access information about others instantly and network information about ourselves to large numbers simultaneously
- we are subject to large amounts of unreliable, unedited gossip which may deceive
- there are those who download large chunks of Internet material, passing it off as their own
- we live in an image-rich environment, where phones double as cameras and our lives are tracked in still and moving images.

Changes are not significant in that:

- a large part of the information available to us is of little use; there is so much of it that it might as well not be there
- so many of our text messages, Facebook and Twitter comments are ephemeral and opportunistic
- importance is still attached in most serious contexts to the provenance of information and to the expertise of authors
- blog-posts, movies, images are so numerous as to be much stored, but relatively little retrieved.

Any other relevant points should be credited.

0 3 We have come to accept many scientific advances that were once controversial (Text D); and it seems that human evolution has shaped our moral values (Text E).

How far do scientific advances influence our moral attitudes?

[40 marks]

Refer to the **4 Level Mark Scheme for Qu 03** on page 8

Indicative content:

Scientific advances influence our moral attitudes in that:

- they challenge us to consider whether we should do all that we can do
- we are obliged to think about what is 'natural', and about our relationship with 'nature'
- scientific research is costly, so we have to ask what it is worth funding – what outcomes may be to our advantage and what may not
- technologies have had huge effect on the way we live to the extent that we have the leisure to inquire what life is for
- scientific advance may make for inequality; the distribution of well-being always has a moral component.

Scientific advances have little influence on moral attitudes in that:

- the values that are most foundational are to be found in all cultures, scientifically advanced or not
- certain moral principles are both universal and unchanging – these inform our attitudes
- scientific advances tend to be rapid; moral attitudes, on the other hand, are the product of millennia of social evolution
- scientists themselves are actuated by the same moral attitudes shared by us all.

Any other relevant points should be credited.