



A-LEVEL

General Studies B

Unit 3 (GENB3) Power

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

GENB3: POWER**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 (**GENB3**)

Question Numbers		Q1	Q2	Q3/4	Total marks
Assessment Objectives	AO1	5	5	10	20
	AO2	7	7	14	28
	AO3	4	4	8	16
	AO4	4	4	8	16
Total marks per Question		20	20	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.**

Assessment of Quality of Written Communication (QWC)

7. 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.

Determine a mark

8. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.
9. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.
10. Indicative content in the mark scheme is provided as a guide for examiners, as students will produce a wide range of responses to each question. It is not intended to be exhaustive and you must credit any other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.
11. An answer which contains nothing of relevance to the question must be awarded no marks.

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.

0 1 Read **Texts A** and **B**.

‘Our rights are ‘inalienable’ (Text A) and bring us equality.’

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:

- the Declaration of Human Rights enshrines this concept and is accepted by the vast majority of countries
- the law in most countries reinforces and protects our rights
- organisations such as the EU and the United Nations support the concepts
- free trade has been seen as a way to improve the living conditions and rights of developing countries
- the media allow for breaches to be identified and broadcast, in the case of social media almost instantly
- global trading creates jobs and income in LEDCs reducing the gap in inequality with MEDCs
- asylum in other countries is available for those who can be shown to have been persecuted and had their rights restricted.

Any other valid points should be credited.

Level 1 [17 – 20]

- A very good response showing a keen awareness of the idea of rights and how they are protected; both the task and the texts are clearly understood (AO1)
- Well-chosen examples are given, from beyond the texts provided, showing understanding of different rights and the ways in which they are inalienable (AO2)
- There is critical analysis of the ways in which rights are available to everyone (AO3)
- Communication is clear and accurate and the argument is well structured and comes to a convincing conclusion (AO4).

Level 2 [11 – 16]

- A good response showing specific awareness of the idea of our rights, and the ways in which they are protected; task and texts are understood (AO1)
- One or more non-text examples are given, indicating an understanding of our rights and how they are sustained (AO2)
- There is some analysis, especially at the upper end, of the ways in which rights are available to everyone (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]

- A generalising response, showing some awareness of the issues around our rights and their availability; text and task are broadly understood (AO1)
- There may be examples, probably general rather than specific, or taken directly from the texts, but with little or no interpretation; nevertheless 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 small rights are protected, 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]

- A limited response showing little understanding of the central issue and of the 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 our rights and how they might be inalienable, or of the facts that might support such a case (AO3)
- Language is inaccurately used and communication is seriously impaired; the response may be very brief (AO4).

[0] No response or no relevant information.

0 2 Read **Texts C** and **D**.

‘Where we are born and who our parents are determine our futures, not lists of rights or statements about equality.’

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:

- over 40% of students accepted by Oxford and Cambridge have a private school background
- the occupational background of the parents has a large impact on whether a child progresses to higher education, where they are likely to go and what they eventually do
- a high proportion of MPs, judges, barristers, doctors and other high-status professions come from the ‘top English institutions’
- access to high culture, such as art, may be restricted by where we live and what our parents know or understand
- art may be difficult, but access is possible for some through libraries and the internet, even if there are artists who state that we are incapable of understanding their work
- having a right to something does not mean that it is exercised
- events, such as disasters, wars and intolerance, in a number of countries highlight the significance of our place of birth as a factor in our life.

Any other valid points should be credited.

Level 1 [17 – 20]

- A very good response showing a keen awareness of the significance of our family background and environment; both the task and texts are clearly understood (AO1)
- Well-chosen examples are given, from beyond the texts provided, supporting the view that upbringing and lifestyle are the key elements in our achievements (AO2)
- There is critical analysis of the ways in which environment and upbringing matter and how this affects us (AO3)
- Communication is clear and accurate and the argument is well-structured and comes to a convincing conclusion (AO4).

Level 2 [11 – 16]

- A good response showing specific awareness of the ways in which background and environment work to the benefit of individuals; both the task and texts are clearly understood (AO1)
- One or more non-text examples are given, showing how upbringing and environment are beneficial (AO2)
- There is analysis, especially at the upper end, of the ways in which upbringing and environment operate and the impact of this (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]

- A generalising response showing some awareness of the ways in which upbringing and/or environment affect our lives; texts and task are broadly understood (AO1)
- There may be examples, probably general rather than specific, or taken directly from the texts, but with little or no interpretation; nevertheless, 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 our environment and/or our upbringing have an impact on our lives, 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]

- A limited response showing little understanding of the central issue and of the 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)
- No understanding is shown of the nature of the task or the facts that might support a case (AO3)
- Language is inaccurately used and communication is seriously impaired; the response may be very brief (AO4).

[0] No response or no relevant information.

0 3 'Art and the arts should be for everyone.'

To what extent is it true that the arts are accessible to everyone in the UK, regardless of gender, belief, age, education or background?

[40 marks]

Points that might be made:

- critics and even artists themselves can make work difficult to access
- education may not provide us with the cultural capital necessary to understand or appreciate the arts
- other beliefs, including religious beliefs, may affect our willingness or ability to embrace certain artistic productions
- we can only access the arts with development and experience; the very young may find it difficult to understand some aspects
- even if we do not understand something, we are not excluded from it
- technology makes the arts accessible to anyone anywhere, even if they cannot attend or see original productions
- many organisations exist to promote and encourage involvement in the arts and public art is accessible to all
- the arts are accessible, if we choose to access them, even if we all have different understandings, interpretations or explanations of what we consume.

Any other valid points should be credited.

Level 1 [33 – 40]

- A very good response showing keen awareness of the arts and the extent to which accessibility is dependent on a range of factors (AO1)
- Well-chosen examples are given from beyond the texts and use may be made of them, supporting and creating a balanced argument and leading to a convincing conclusion (AO2)
- There is critical analysis of a range of factors affecting accessibility to the arts (AO3)
- Communication is clear and accurate; the argument is well structured and comes to a conclusion (AO4).

Level 2 [21 – 32]

- A good response, showing specific awareness of a number of factors affecting access to the arts; 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 some balance in an argument that leads to a realistic conclusion (AO2)
- There is analysis of a number of factors affecting accessibility to the arts (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]

- A generalising response, showing some awareness the arts and how they are accessed; texts and task are broadly understood (AO1)
- There may be examples, possibly quite general or taken directly from the texts and 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 some recognition of a few factors affecting accessibility; there may be a failure to distinguish fully between fact and opinion (AO3)
- There may be errors in the language used, but these do 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]

- A limited response showing little understanding of the central issue and of the texts and task (AO1)
- Assertions are given no support in examples and there is no clear line of argument and probably no conclusion (AO2)
- No clear understanding is shown of factors that might affect accessibility or how these might be affected by some of the areas mentioned in the question (AO3)
- Language is inaccurately used and communication is seriously impaired (AO4).

[0] No response or no relevant information.

0 4 In the UK, we are encouraged to aim high, to gain qualifications and to improve our status.

To what extent do qualifications ensure that we all have access to positions of high status?

[40 marks]

Points that might be made:

- we have a right to education and this gives everyone the opportunity to develop and aim for their own goals
- legislation exists to prevent discrimination and encourage a meritocratic society
- we all have different levels of ability across a range of skills and education can help us to achieve in one area, even if others are better in other areas
- ‘high status’ may have different meanings for different people and within a community this might be achievable by many
- education and background, including the development of networks may give some an advantage that others cannot compete against
- the highest echelons of the most remunerative or most highly regarded professions are still dominated by white males from an elitist educational background
- we may regard celebrities across a range of sports and arts as being of high status, but real power rests elsewhere and ultimately power defines ‘high status’.

Any other valid points should be credited.

Level 1 [33 – 40]

- A very good response, showing keen awareness of status and how it is acquired; texts and task are clearly understood (AO1)
- Well-chosen examples are given from beyond the texts and use may be made of the texts, that support the argument and lead to a convincing conclusion (AO2)
- There is critical analysis of a number of types of status and the extent to which status is open to all (AO3)
- Communication is clear and accurate; the argument is well structured and comes to a conclusion (AO4).

Level 2 [21 – 32]

- A good response, showing specific awareness of status and the factors that affect access; texts and task are understood (AO1)
- One or more non-text examples are given of specific types of status and how they are acquired; use may be made of the texts that support an argument and lead to a realistic conclusion (AO2)
- There is understanding of status and how it affects people (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]

- A generalising response, showing some awareness of status and how it might be acquired; 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 the texts; there is some credible argument, especially at the upper end (AO2)
- There is recognition of different types of status and the ways in which they might be accessed, but the issues highlighted may not be convincingly resolved and there may be a failure to distinguish fully between fact and opinion (AO3)
- There may be errors in the language used, but these do 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]

- A limited response showing little understanding of the central issue and of the texts and task (AO1)
- Assertions are given no support in examples and there is no clear line of argument and probably no conclusion (AO2)
- Little understanding is shown of the various types of status and the ways in which they are acquired (AO3)
- Language is inaccurately used and communication is seriously impaired (AO4).

[0] No response or no relevant information.