



A-LEVEL

General Studies B

Unit 4 (GENB4) Change
Mark Scheme

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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

GENB4: 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.

- 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 4, 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.**

Approximate distribution of marks across the questions and assessment objectives for Unit 4 (**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.**

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.

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 table. Original detailed 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' response, perhaps, two, of the subject domains (AO1)
- There is interpretation of relevant information in text and table. New material is developed – in some detail in a good response – 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 table. 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 table. 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.

Read **Text A** ...

0	1
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We know a lot about how our physical bodies work and much of the National Health Service (NHS) budget is spent on the prevention and treatment of physical illness. There is less agreement about how much we know about mental health and how to meet the needs of mental-health patients.

How important is it, for:

- scientific
- social
- economic

reasons that we find out more about, and pay more attention to, promoting our psychological well-being?

[40 marks]

Indicative content:**Scientific**

We know that our health is both physical and mental, in combination; to be 'well' is to be well in mind and body. Therefore, we should pay more attention to the psychological well-being of patients.

The challenge for human biology is to find out more about the workings of the brain, and its role in our behaviour and pathology.

Social

We owe it to those who suffer from depression or other forms of mental illness of all kinds to assist them to play a fuller part in society.

If we paid more attention to people's psychological well-being, we might get to the bottom of deep-seated social problems that are the real cause of illness.

Economic

Mental ill-health is responsible for the loss of many working days every year at high cost to the economy.

Economists and politicians are more aware that 'well-being' (or 'happiness') is a more informative index of social health than mere GDP.

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 detailed 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 – in some detail in a good response – 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 largely 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.

0	2
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Text B is about buildings that ‘throw open their doors’ annually; **Text C** is about a campaign to close our borders to unwelcome ideas.

Discuss whether we should be as open to controversial ideas as ‘Heritage Open Days’ would like us to be to cultural experiences.

[40 marks]

Indicative content:

We **should** be open to ideas:

- we should not learn anything new if we closed our minds to controversial ideas any more than we would if we ignored our heritage
- to refuse to listen to such ideas is to set limits to freedom of speech
- we are inherently conservative: new ideas may appear to be controversial merely because they threaten the status quo
- to be closed to new ideas is, effectively, to claim that we are right – that we know all that we need to know, and that we know best.

We **should not** be too open:

- we should not give ‘the oxygen of publicity’ to ideas that are inimical to social well-being
- it is illegal to express ideas that incite to hatred of, or aggression towards, vulnerable groups in society
- to listen to controversial views is the first step to their being rendered acceptable, and to being acted upon
- it should not be expected that everyone is going to be interested in viewing old buildings and collections any more than we expect everybody to watch sports.

Any other relevant points should be credited.

0	3
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It is claimed in **Text D** that student-engineers might learn from reading science fiction. It is acknowledged in **Text E** that what is learnt at school may or may not meet future needs.

Consider what schools do, and what they should do, to prepare students for future employment.

[40 marks]

Indicative content:

- schools might release students for work-experience earlier, and for longer periods
- employers might have a bigger say in what is taught in schools
- curriculum content might be reviewed more frequently, and redundant elements be pruned
- specialization might be delayed; it is too soon to be limiting options at 14 and 16
- quantitative subjects should be presented less forbiddingly, and be seen to have a more practical application
- ‘soft skills’ involving social interaction should be given as much prominence as cognitive subjects
- schools cannot be expected to be able to predict what skills future technologies will call for
- it should be accepted that schools cannot foresee what jobs students might do.

Any other relevant points should be credited.