

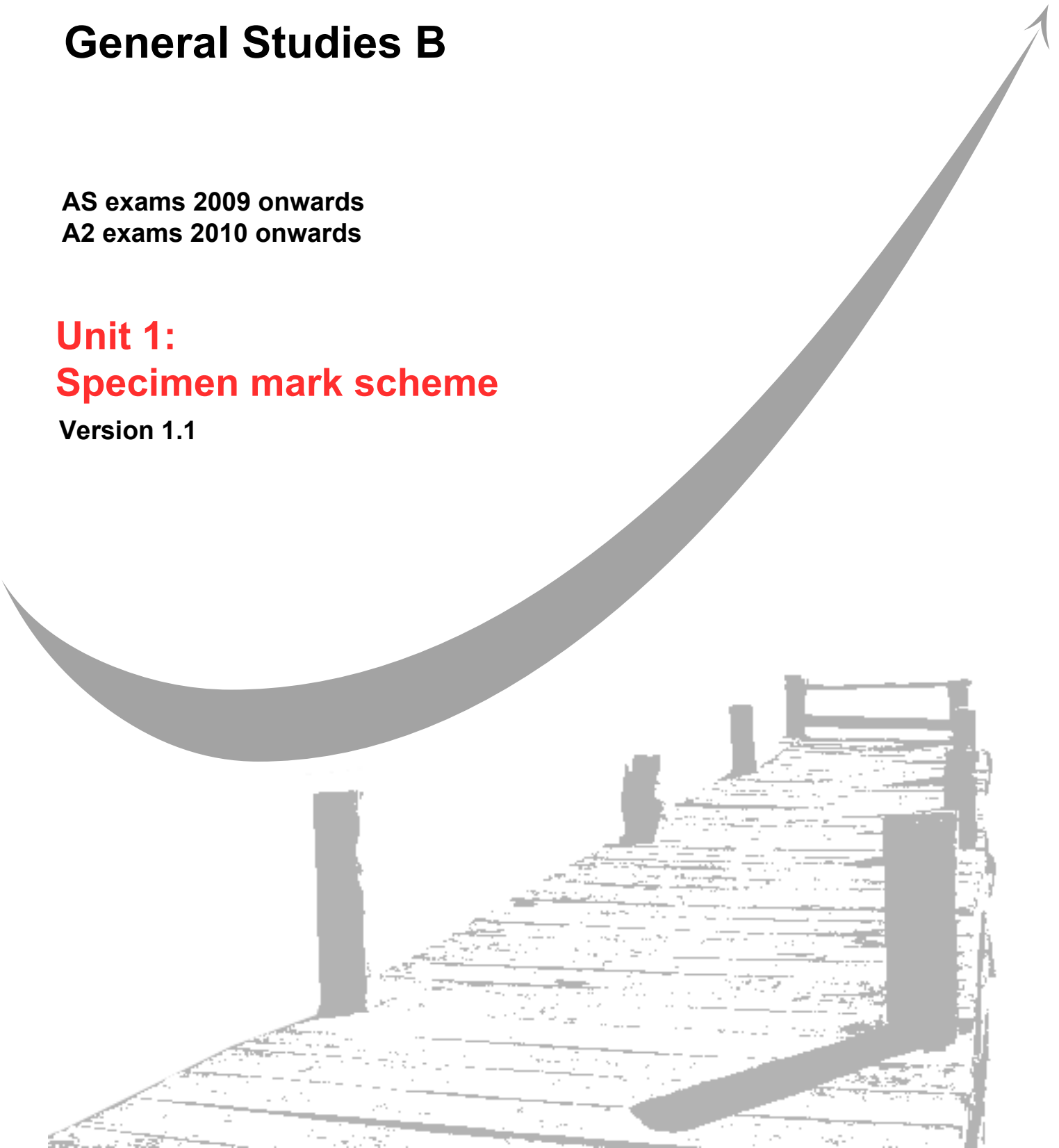
GCE
AS and A Level

General Studies B

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1: **Specimen mark scheme**

Version 1.1



The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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Set and published by the Assessment and Qualifications Alliance.

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 (1-5) 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 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 three questions only.

1 'The World Cup may bring out the worst in some football supporters, but it's a whole lot better than a world war.'

Is it your view that major sports competitions provide an outlet for aggression, or that they give rise to it?

You might consider:

- **violent behaviour on and off the field of play**
- **wearing of national colours and flag-waving**
- **the values represented in the rules of the sports competitions.**

(30 marks)

Sporting competitions might provide an outlet for aggression in that:

- (a) players vent aggressive feelings on behalf of the spectators
- (b) the expression of loyalty to players or clubs is ultimately harmless
- (c) aggression is restrained by shared acceptance of a code of sportsmanship.

They might give rise to aggression in that:

- (n) young fans may copy violent behaviour off the field of play
- (o) clan loyalties may lead to violence before and after a competition
- (p) the 'showbiz' element in sport has eroded the traditional code of sportsmanship.

Level 1 (25-30)

- A very good response showing keen awareness of how aggression is expressed and how it might be channelled [AO1]
- Well-chosen examples are given of actual behaviour in one or more sports competitions that support the argument and lead to a convincing conclusion [AO2]
- There is clear appreciation of the values embodied in the rules of the competition and the strains that they are put under [AO3]
- Communication is clear, accurate, and the argument is structured [AO4].

Level 2 (19-24)

- A good response showing awareness of the conflict between passionate commitment and self-control [AO1]
- Examples of aggression are given, and there is argument one way or the other that leads to a realistic conclusion [AO2]
- There is understanding of the values implicit in sport and of the practical realities that test them [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (13-18)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are of a generalising kind; no particular sports competitions are referred to, but there is some credible argument [AO2]
- There is reference to the significance of the rules, though there may be no development of the idea of values implicit in them [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7-12)

- A limited response showing little awareness of how sport might channel or give rise to aggression [AO1]
- No examples are given of particular behaviours in particular competitions, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in the rules of sports competitions [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are given no support in examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of the values represented in the rules [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response or no relevant information.

2 It is often thought to be a positive part of their development when young people are rebellious.

To what extent is it a positive thing when young people rebel against society in general?

You might consider:

- **what outlets there are for legitimate protest**
- **drug-taking and other illegal activities**
- **rejection of society's values.**

(30 marks)

Rebellion might be healthy in that:

- (a) 'kicking over the traces' has always been a part of growing up
- (b) protest is evidence of a capacity for questioning
- (c) opposition to the status quo is necessary for reform.

It might not be healthy in that:

- (n) drug-taking, violence, illegality may have lasting consequences
- (o) protest may dissipate creative energy
- (p) rebellion may lead to extremism and permanent disaffection.

Level 1 (25-30)

- A very good response showing keen awareness of the tension between legitimate, healthy rebelliousness and its opposite [AO1]
- Well-chosen examples are given of healthy/unhealthy acts of rebellion that support the argument and lead to a convincing conclusion [AO2]
- There is clear appreciation of the benefits/risks inherent in a rejection of particular, named social values [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (19-24)

- A good response showing awareness of the conflict between legitimate and illegitimate rebelliousness [AO1]
- Examples of healthy/unhealthy rebelliousness are given, and there is an argument one way or the other that leads to a realistic conclusion [AO2]
- There is understanding of the idea of social values, and of the problematic nature of the limits of legitimacy [AO3]
- Communication is clear and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (13-18)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are of a generalising kind; no particular rebellious acts are referred to beyond those in the cues, but there is some credible argument [AO2]
- There is reference to society's values though there may be no development of what rebellion against them might mean [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7-12)

- A limited response showing little awareness of where tipping-points might be between healthy and unhealthy acts of rebellion [AO1]
- No examples are given of particular acts or motives, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of what a society's values might be and of what it might mean to reject them [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are given no support in examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of what a society's values might be [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response or no relevant information.

3 First there was BBC television then there was ‘independent’ television.

How far is the BBC different from the channels with which it competes?

You might consider:

- **the licence fee that viewers have to pay**
- **what the BBC’s ‘public service’ role might be**
- **whether the BBC delivers quality programming.**

(30 marks)

It is different in that:

- (a) it bears Lord Reith’s legacy and charter responsibilities
- (b) its role is to hold up a mirror to the nation
- (c) it has an obligation to transmit educational and cultural programmes.

It is not different in that:

- (n) it is not alone in having such obligations
- (o) it is as concerned with ratings as any other channel
- (p) its programming is often frankly populist.

Level 1 (25-30)

- A very good response showing keen awareness of the historical distinctiveness of the BBC, and of current circumstances [AO1]
- Well-chosen examples are given of the BBC’s distinctiveness, or lack of it, that support the argument and lead to a convincing conclusion [AO2]
- There is clear appreciation of what might qualify as ‘quality programming’ [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (19-24)

- A good response showing awareness of the conflict between quality and quantity [AO1]
- Examples of programmes are given, and there is argument one way or the other that leads to a realistic conclusion [AO2]
- There is understanding of the ‘quality’ factor, and of the strains it is put under [AO3]
- Communication is clear and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (13-18)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are of a generalising kind; no particular programmes are referred to, but there is some credible argument [AO2]
- There is reference to quality, though there is no development of any argument about cultural implications [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7-12)

- A limited response showing little awareness of how the BBC's output might be distinguished from that of other channels [AO1]
- No examples are given of particular programmes on any channel, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the quality issue [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are given no support in examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of what might qualify as 'quality programming'[AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response or no relevant information.

4 ‘The bosses of big companies earn big salaries and bonuses, but the companies profit from their efforts, and know that they must pay them well if they are to keep them.’

Discuss whether or not it is fair for company bosses to earn so much more than the majority of company employees.

You might consider:

- **The importance to the economy of successful companies**
- **the responsibilities of company bosses**
- **whether a company can be run democratically.**

(30 marks)

It is fair in that:

- (a) their management can influence the value of company shares
- (b) their decisions affect the livelihoods of many
- (c) they consult with fellow managers, but must act decisively.

It is not fair in that:

- (n) a boss is a member of a team, all of whom make their contribution
- (o) a remote manager is not one who has the best interests of the company at heart
- (p) such a manager is taking out of a company more than s/he can possibly put in.

Level 1 (25-30)

- A very good response showing keen awareness of the reasons for and risks of managers earning inflated salaries [AO1]
- Well-chosen examples are given of an actual case or cases of fairly or over-remunerated bosses and their companies, that support the argument and lead to a convincing conclusion [AO2]
- There is clear appreciation of the potential and limits of employee participation in the management of companies, and of what would count as ‘industrial democracy’ [AO3]
- Communication is clear, and accurate, and the argument is well structured [AO4].

Level 2 (19-24)

- A good response showing awareness of the conflict between fairness/equity and the need for rewards and incentives [AO1]
- Examples of relevant situations are given, and there is argument one way or the other that leads to a realistic conclusion [AO2]
- There is understanding of the need for teamwork and for just ‘differentials’ [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (13-18)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are of a generalising kind; no particular situation is referred to, but there is some credible argument [AO2]
- There is reference to democracy in the workplace, though there may be no development of why it might be desirable or not [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7-12)

- A limited response showing little awareness of the problem of management remoteness from employees [AO1]
- No examples are given of particular situations in which inequity might be an issue, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the values implicit in the idea of democracy [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are given no support in examples; and there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of what might count as a democratically-run company [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response or no relevant information.

5 We are compelled to go to school; we have to work for a living, pay taxes, and obey thousands of laws.

How far do you agree that we live in a free country?

You might consider:

- **the fact that we have the vote**
- **the need to balance rights with duties**
- **our freedom of belief and expression.**

(30 marks)

We live in a free country in that:

- (a) we may criticise the government and stand for Parliament
- (b) the laws are decided upon democratically and are not onerous
- (c) we can believe what we like, and – within reason – express ourselves freely.

We do not live in a free country in that:

- (n) we do not have ready access to the levers of power
- (o) most people do not have the means to express themselves publicly
- (p) we are free only to the extent that we live conventional lives.

Level 1 (25-30)

- A very good response showing keen awareness of the extent of, and limits on our freedoms in an advanced democracy [AO1]
- Well-chosen examples are given of this extent and these limits that support the argument and lead to a convincing conclusion [AO2]
- There is clear appreciation of the significance of our rights to believe, and express ourselves freely [AO3]
- Communication is clear, and accurate, and the argument is structured [AO4].

Level 2 (19-24)

- A good response showing awareness of the conflict between the need for freedom and the corresponding need for constraint [AO1]
- Examples of these freedoms are given, and there is argument one way or the other that leads to a realistic conclusion [AO2]
- There is understanding of the need for codified rights and for self-control in the exercise of these rights [AO3]
- Communication is clear and mostly accurate and the structure is reasonably logical [AO4].

Level 3 (13-18)

- A competent response showing some awareness of the problem at issue [AO1]
- There may be examples, but they are of a generalising kind; no particular constraints are referred to beyond those in the question and the cues, but there is some credible argument [AO2]
- There is reference to rights that we enjoy, though there may be no development of the reasons for our attaching value to them [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (7-12)

- A limited response showing little awareness of the extent of and limits on our freedoms [AO1]
- No examples are given of particular freedoms or constraints, and there is little sense of evidence being marshalled [AO2]
- Limited understanding is shown of what it might mean to be free to believe and express ourselves [AO3]
- Errors of language begin to impair communication; there is little structure in the response, and it may be brief [AO4].

Level 5 (1-6)

- An inadequate response showing little understanding of the central issue [AO1]
- Assertions are given no support in examples and there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of what it might mean to be free to believe and express ourselves [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response or no relevant information.