



**General Certificate of Education (A-level)**  
**June 2011**

**General Studies A**

**GENA1**

**(Specification 2760)**

**Unit 1: Culture and Society (AS)**

**Final**

***Mark Scheme***

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## **Unit 1 Section A**

### **(GENA1 AS Culture and Society)**

*This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses.*

<b>1.1</b>	<b>D</b>	<b>1.16</b>	<b>C</b>
<b>1.2</b>	<b>A</b>	<b>1.17</b>	<b>A</b>
<b>1.3</b>	<b>C</b>	<b>1.18</b>	<b>B</b>
<b>1.4</b>	<b>C</b>	<b>1.19</b>	<b>A</b>
<b>1.5</b>	<b>D</b>	<b>1.20</b>	<b>A</b>
<b>1.6</b>	<b>A</b>	<b>1.21</b>	<b>B</b>
<b>1.7</b>	<b>A</b>	<b>1.22</b>	<b>C</b>
<b>1.8</b>	<b>D</b>	<b>1.23</b>	<b>D</b>
<b>1.9</b>	<b>B</b>	<b>1.24</b>	<b>A</b>
<b>1.10</b>	<b>A</b>	<b>1.25</b>	<b>D</b>
<b>1.11</b>	<b>A</b>	<b>1.26</b>	<b>D</b>
<b>1.12</b>	<b>C</b>	<b>1.27</b>	<b>A</b>
<b>1.13</b>	<b>C</b>	<b>1.28</b>	<b>D</b>
<b>1.14</b>	<b>B</b>	<b>1.29</b>	<b>C</b>
<b>1.15</b>	<b>D</b>	<b>1.30</b>	<b>B</b>

## Unit 1 Section B (AS Culture and Society)

### 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.
  - In most cases mark schemes for individual questions are based on *levels* 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.
  - Examiners are required to assign each of the candidates' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see below). For example, in question four more weight should be given to AOs 2 and 4 than to AO1, and AO1 should have more weight than AO3.
  - *Indicative content* is provided as a guide for examiners. It is not intended to be exhaustive and other valid points must be credited. Candidates do not have to cover all points mentioned to reach Level 3.
  - A response which bears no relevance to the question should be awarded no marks.

### Distribution of marks across questions and assessment objectives for Unit 1, Section B

Question Numbers		Q2	Q3	Q4	Q5	Total marks for Section B
Assessment Objectives	AO1	–	3	3	4	10
	AO2	3	–	4	3	10
	AO3	–	–	2	3	5
	AO4	–	2	4	4	10
Total marks per question		3	5	13	14	35

**01 Question 1 is an objective test section marked separately by AQA.**

**Read Source B**

**02 Give *three* reasons from Source B why the number of people who vote at general elections in Britain is so low.**

**(3 marks)**

As there are no communication marks for this question we will accept bullet points as long as **the meaning is clear** and the reasons given **come from the source**.

**Indicative content**

**Reasons for low turn-out**

- too many safe seats
- voters think their votes do not count
- voters are disillusioned by broken promises
- people are too busy to vote
- voters were appalled by the expenses scandal
- supporters of smaller parties feel their views are ignored.

Award 1 mark for each of the above to a maximum of 3 marks. Ideas **MUST** be drawn from the source.

**03 Using your own knowledge, suggest three measures which could be taken to increase the number of people who vote in general elections.**

**(5 marks)**

**Indicative content**

**Measures to increase turn-out**

- reform electoral system e.g. introduce proportional representation
- employment of technology e.g. on-line voting
- make voting compulsory by law
- lower voting age to 16
- educate voters (benefits of citizenship lessons long term)
- improve image of politicians
- positive discrimination to produce a greater variety of candidates.

Award 1 mark for each of the above, or for any other valid point drawn from own knowledge, to a maximum of 3 marks plus up to 2 marks for accurate communication. Communication mark cannot exceed mark for content.

**Questions 4 and 5: Level mark scheme for all assessment objectives.**

<b>Level of response</b>	<b>Mark range</b>	<b>Criteria and descriptors for Assessment Objectives 1–4</b>
LEVEL 3	11 – 13 (14)	<p><b>Good response to question</b></p> <p>Good to comprehensive knowledge and understanding and approach demonstrating overall grasp of the range and nature of issues (AO1).</p> <p>Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification, focusing on the main points of the question (AO2).</p> <p>Some understanding of different types of knowledge, with some appreciation of their limitation in seeking to reach a reasoned and logical conclusion (AO3).</p> <p>Ability to communicate clearly and accurately in a fluent and organised manner (AO4).</p>
LEVEL 2	6 – 10	<p><b>Reasonable response to the question</b></p> <p>Modest to quite good knowledge and understanding demonstrating some grasp of the nature of some key issues (AO1).</p> <p>Moderate range of arguments, analysis and exemplification covering some of the main points of the question (AO2).</p> <p>Limited understanding of different types of knowledge but some ability to work towards, or achieve, a conclusion (AO3).</p> <p>Mostly clear and accurate communication and organisation (AO4).</p>
LEVEL 1	1 – 5	<p><b>Limited response to the question</b></p> <p>Restricted / narrow knowledge and understanding of key issues (AO1).</p> <p>Simple, perhaps mostly unexplained points – or very narrow range – with limited interpretation or analysis and exemplification (AO2).</p> <p>Lacking in understanding of different types of knowledge with little or no evidence of ability to work towards a conclusion (AO3).</p> <p>Variable levels of communication and organisation (AO4).</p>
LEVEL 0	0	<b>No valid response or relevance to the question.</b>

## Questions 04 and 05

*Both questions require candidates to use both the source and their own knowledge. When using their own knowledge, candidates might choose to expand points from the source, adding examples and additional information, or might make entirely new points. Credit should be given for either approach. Candidates who fail to use **both** the source and their own knowledge cannot access Level 3.*

### 04 Read Source C

**Using evidence from Source C and your own knowledge, explain why the government was anxious to review the issue of citizenship.**

**(13 marks)**

#### Indicative content

##### Reasons for review

- concern over lack of social cohesion **(S)**
- worries about alienation and isolation of some ethnic minority groups **(S)**
- radicalisation of young Muslims and fear of terrorism **(S-OK)**
- growth of anti-social behaviour – vandalism, gangs, binge-drinking **(S)**
- breakdown of communities – no-go areas **(S)**
- growth of unconnected under-class **(OK)**
- lack of respect for authority **(OK)**
- lack of shared values **(OK)**

Any other valid points should be credited.

Full credit can only be given for answers written predominantly and accurately in a candidate's own words.

Both source and own knowledge should be used for candidates to access Level 3.

*Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.*

**(S) = Source**

**(OK) = Own Knowledge**

## 05 Read Source D

Using evidence from *Source D* and your own knowledge, discuss how far you agree with the view that 'patriotism towards a single country would appear increasingly out-dated and narrow.'

(14 marks)

### Indicative content

#### For the quotation

- migration means people have loyalties and ties to countries of origin **(S)**
- a multi-cultural society creates loyalties to family, community and religion which might clash with patriotism **(S)**
- Individuals focus on their own rather than on national interests **(S)**
- educational failure **(S)**
- globalisation (e.g. business and employment) makes people think in international terms **(S)**
- membership of international organisations EU, UNO, NATO sometimes takes precedence over national interests **(S)**
- increased travel and migration creates global citizens **(OK)**
- technology like the Internet promotes internationalism **(OK)**
- greater connectedness and thinking in global terms are needed to deal with issues like global recession, environmental degradation and international terrorism **(OK)**

Any other valid points should be credited.

#### Against the quotation

- people are still proud of national achievements and distinct identity – note reference in source to England, Scotland and Wales **(S)**
- people are conscious and proud of their country's history **(OK)**
- continued importance of distinctive culture and traditions **(OK)**
- national identities are capable of change and absorb new influences **(OK)**
- patriotism is encouraged by on-going international rivalry particularly in sport **(OK)**
- on-going resistance to cultural imperialism (Americanisation) and cultural uniformity **(OK)**
- patriotism still thrives in the face of the real or perceived external danger or threat of foreign domination e.g. Tibet or Israel or in the case of disputed territory like Palestine, Kashmir or the Falkland Islands **(OK)**

Any other valid points should be credited.



*Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid point not included here should be credited.*

**(S) = Source**

**(OK) = Own Knowledge**

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