



General Certificate of Education (A-level)
June 2011

General Studies B

GENB4

(Specification 2765)

Unit 4: Change

Final

Mark Scheme

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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 5) 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.**

Distribution of marks across the questions and assessment objectives for Unit 4

Question Numbers		Q1	Q2/3	Total marks
Assessment Objectives	1	10	10	20
	2	14	14	28
	3	8	8	16
	4	8	8	16
Total marks per Question		40	40	80

SECTION A

Read Text A and use this as your starting point to answer this question.

01 Economic growth has generally been measured in terms of output (Text A).

For what:

- **economic**
- **social**
- **environmental**

reasons might we, in Britain and in the world, have to learn to think differently about 'growth'? **(40 marks)**

Reasons why we might have to think about growth in other terms than output:

Economic:

- there will not be sufficient numbers of people of working age in Europe
- the American Dream is less attractive than it might once have been, and it is not one that can be a basis for economic well-being globally
- growth as output has been premised on the assumption of near-limitless supplies of raw materials.

Social:

- in Europe we value 'quality of life and the nurturing of community' above thrusting individualism
- we should no longer be seeing people merely as units of production, as factory-fodder, and as consumers
- the economic growth models of the past have consigned too many people to underdevelopment and poverty.

Environmental:

- growth as output has resulted in unacceptable levels of pollution
- natural resources are running low and are irreplaceable
- we need to take care to preserve biodiversity, forests, and fertile soils above all.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response showing clear awareness of the economic, social, and environmental implications of our definition of growth; text and task are clearly understood [AO1]
- There are specific examples of aspects of growth other than output, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of the three points of view, leading to well-based judgement; facts and opinions are weighed [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (25 – 32 marks)

- A good response showing awareness of the issues involved in what it might mean to define growth in other terms than output; text, including the table, and task are understood [AO1]
- One or more non-text examples of reasons why we may need to think again about growth are given, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of values that might be in play, and of how they might be weighed; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (17 – 24 marks)

- A competent, generalising response showing some awareness of the issues arising from re-thinking what we mean by growth; text and task are broadly understood [AO1]
- It is unlikely that there will be specific reasons given for replacing output as a measure of growth; there may be too much quotation, but there is some credible argument [AO2]
- There is reference to values; there may be no reference to development and to global issues, and little distinction between fact and opinion [AO3]
- There are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (9 – 16 marks)

- A limited response showing some misunderstanding of the text or the table, or of the thrust of the question [AO1]
- There may be too much quotation from the text, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of what values may be served or compromised by adhering to an output measure of growth, and of the distinction between fact and opinion [AO3]
- Errors of language begin to impair communication; there is little structure in the response and it may be brief [AO4].

Level 5 (1 – 8 marks)

- An inadequate response showing little understanding of the text or the table, or of the thrust of the question [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 values, and of what facts and opinions, may be in play [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

(40 marks)

SECTION B

Read the relevant texts and use them as your starting point to answer either Question 02 or Question 03.

EITHER

02 Mathematicians are excited by prime numbers that were once of academic interest only (Text B); and politicians and others worry that politics might have been presented ‘in a dull way’ in the past (Text C).

How optimistic can we be that the future will be exciting rather than dull?

(40 marks)

It is likely to be exciting:

- the findings of different branches of science are coming together
- we might acquire the language with which to understand the quantum world
- the Internet allows for an acceleration of the acquisition and sharing of knowledge – and, indeed, of human evolution itself
- there is scope, as never before, for public participation in political decision-making as well as in entertainment
- history tells us that we shall adapt to the challenges of change by developing new technologies.

It is likely to be dull:

- only a small minority of us is going to be interested in academic theorising, and be benefited by it
- even the industrial revolution passed by most people in the world, and the digital revolution will do the same
- politics is increasingly centrist, and most politicians adopt similar policy positions
- climate change will oblige us to rein in consumerism, and live simpler, duller lives
- population pressures are likely to be what will defeat our best efforts to ensure a good standard of living for all.

This is a very open question. Any valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response showing keen awareness of scientific, political, and other opportunities; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts provided of likely futures in a number of domains, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of the beliefs expressed, and of values that might be appealed to; facts and opinions are weighed [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (25 – 32 marks)

- A good response showing awareness of the grounds for optimism or pessimism; texts and tasks are understood [AO1]
- One or more non-text examples are given of contexts in which hope or despair might be justified, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the values that may underpin judgements in either direction; facts and opinions are distinguished [AO3]
- Communication is clear, and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (17 – 24 marks)

- A competent, generalising response showing some awareness of what would justify optimism or pessimism; texts and task are broadly understood [AO1]
- There is no reference to material from beyond the texts, but there is some credible argument [AO2]
- There is reference to why belief in this context might be well or ill-grounded; however, there is little distinction made between fact and opinion [AO3]
- There are errors in the language, but these do not impair communication; the response has some structure [AO4].

Level 4 (9 – 16 marks)

- A limited response showing little awareness of reasons why optimism or pessimism might be justified; there may be misunderstanding of the texts and task [AO1]
- No concrete examples are given of what might be considered grounds for excitement or otherwise; there is text-dependence and little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of the play of values in either direction, or of the distinction between fact and opinion [AO3]
- Errors of language begin to impair communication; there is little structure in the response and it may be brief [AO4].

Level 5 (1 – 8 marks)

- An inadequate response showing little understanding of the central issue or of texts and task [AO1]
- Assertions are given no support in examples; there is no clear line of argument and no conclusion [AO2]
- No understanding is shown of any principles underpinning the issue or of what facts and opinions may be in play [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

(40 marks)

OR

03 Social attitudes have changed in regard to ‘sexual orientation’ (Text D); and our perception of slavery has adapted itself to the ‘tastes, desires and needs’ of our own time (Text E).

In your view, are there values and ideals that we shall remain true to whatever happens? (40 marks)

Ideas and values that are likely to endure:

- discrimination in the context of housing, employment, and the provision of goods and services is likely to be unacceptable on any grounds
- we shall outlaw the provocation to violence or hatred towards any groups or belief systems
- exploitation, enslavement, coercion of others against their will, will not be tolerated
- it is likely that we shall increasingly demand respect for non-human animals, and for fragile ecosystems – and not merely in our own interest
- we shall value high aesthetic standards in the design of our built environment, and conservation of non-urban land
- freedom of belief, expression and assembly will be protected within reason.

Credit should be given for a well-argued, well-grounded case for there being no immutable ideals or values.

Level 1 (33 – 40 marks)

- A very good response showing keen awareness of ideals and values that do, and do not, endure; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts provided of actual ideals and values of different kinds, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of what might count as ideals and values that transcend time and space; facts and opinions are weighed [AO3]
- Communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (25 – 32 marks)

- A good response showing awareness of the problem of identifying enduring ideals and values; texts and task are understood [AO1]
- One or more non-text examples of such ideals and values are given, and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the possibilities and limitations of identifying such ideals and values; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, and the structure is reasonably logical [AO4].

Level 3 (17 – 24 marks)

- A competent, generalising response showing some awareness of what sort of ideals and values transcend time and space; texts and task are broadly understood [AO1]
- There is no reference to material from beyond the texts; but there is some credible argument [AO2]
- There is reference to relevant issues raised in the texts, but there may be little distinction of fact and opinion [AO3]
- There are some errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 4 (9 – 16 marks)

- A limited response showing little awareness of why certain values and ideals persist and others don't; there may be misunderstanding of texts and task [AO1]
- Examples of non-text ideals or values are ill-chosen or absent, and there is little sense of evidence being marshalled in an argument [AO2]
- Limited understanding is shown of what the relevant ideals or values might be, and of the distinction between fact and opinion [AO3]
- Errors of language begin to impair communication; there is little structure in the response and it may be brief [AO4].

Level 5 (1 – 8 marks)

- An inadequate response showing little understanding of the central issue and of texts and task [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 ideals and values are, and of what facts and opinions may be in play [AO3]
- Language is inaccurately used, and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

(40 marks)

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