



General Certificate of Education (A-level)
June 2013

General Studies A

GENA3

(Specification 2760)

Unit 3: Culture and Society

Final

Mark Scheme

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Unit 3 Section A (A2 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 Sections B and C more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
- *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 the highest level.
- A response which bears no relevance to the question should be awarded no marks.

Distribution of marks across the questions and assessment objectives for this unit

Question Numbers	Section A		Section B	Section C	Total AO
	1	2	3	4	
Assessment Objectives 1	2	2	8	8	20
2	4	4	7	7	22
3	2	2	5	5	14
4	2	2	5	5	14
Total marks per Question	10	10	25	25	70

01 Compare the views expressed and the styles of writing in Sources A and B about Scottish independence.

(10 marks)

A good answer to this question will analyse the views of the writers and compare them as well as make reasoned comments about the different styles of their presentation. As always, the use of comparative terms (on the other hand, conversely, however etc) is useful in answering this type of question.

There will be some description of content, though the extent to which that is analysed rather than replicated will determine the level. Stylistically candidates should beware of being purely judgemental. Each extract is carefully crafted within its own stylistic milieu.

Assign each of the candidates' responses to the most appropriate level described below according to **its overall quality**, then allocate a single mark within that level. Credit should be given to candidates who support their points with appropriate examples and/or evidence.

A reminder that this question is now marked out of 10, not 12.

Levels	Marks	Descriptors
Level 3	8 – 10	Good to comprehensive evaluation of both extracts in terms of their viewpoint and style, showing an awareness of provenance and written with fluency and accuracy.
Level 2	4 – 7	Modest to quite good attempt to assess the range of comments, touching on elements of viewpoint and style, perhaps with some gaps in coverage; written with reasonable clarity and expression.
Level 1	1 – 3	Bare to limited response, with few points to offer and significant gaps in coverage; lacking in clarity and with significant errors in expression.
Level 0	0	No valid response to the question.

Points that might be made include:

Source A views

- There are good reasons for each community to wish to be rid of the other.
- The two populations are, however, no longer separate.
- The SNP will need to delay a referendum.
- There is a bigger difference between London and the rest of the country than between England and Scotland.
- Now is not the time.

Source B views

- Cameron's intervention may have had the opposite effect than he had intended.
- Scots seem to prefer devo-max – a form of financial independence.
- Scotland does well from England though its wealth of natural resources is substantial (not proved by a like-for-like calculation here).
- Scotland's welfare finances may not always be so secure under independence.
- Senior Scottish Westminster MPs argue against the separatists but discussion should continue.

Source A Style

- (bad) pun headline
- typical tabloid style
- short, staccato sentences
- use of stereotypes and slang
- appeals directly to the reader
- clear and effective communication
- little development of ideas or exemplification
- no direct exemplification or attribution of views
- generalisations without evidence.

Source B Style

- weighty (dull?)
- typical broadsheet style
- longer and more developed sentences, paragraphed
- includes some of the complexities of the situation
- takes the reader logically through
- reaches a conclusion supported by previous arguments
- contains a range of statistics
- sources attributed and used as evidence.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

02 How far do you support the view that the United Kingdom should be broken up?
(10 marks)

A constitutional question based on the ideas of Source A though independent of it. Evidence contained in it can be used in support, though it is to be hoped that the candidates' own views will be evident.

Assign each of the candidates' responses to the most appropriate level described below according to **its overall quality**, then allocate a single mark within that level. Credit should be given to candidates who support their points with appropriate examples and/or evidence.

A reminder that this question is now marked out of 10, not 8.

Levels	Marks	Descriptors
Level 3	8 – 10	Good to comprehensive response, able to state clear value judgements and opinions supported by justifications and appropriate references, written coherently and convincingly with fluency and accuracy.
Level 2	4 – 7	Modest to quite good attempt with some supporting opinions and reference to examples, written with reasonable clarity and expression.
Level 1	1 – 3	Bare to limited response, few points offered or developed; lacking in clarity of argument; weak expression with errors.
Level 0	0	No valid response to the question.

Points that might be made include

- the cases for and against
- the cases in relation to other areas of the UK
- the cases in relation to the regions of England
- problems and advantages of central (London) government
- problems and advantages of devolved government
- problems and advantages of independent government
- in particular issues of, for example, defence, tax, finance
- relationship with each other, the EU and the rest of the world
- practical issues of nationality of citizens and their personal views.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

GENERAL MARK SCHEME FOR SECTIONS B AND C

Each essay should be awarded a single mark out of 25. In awarding the mark examiners should bear in mind the overall assessment objectives for General Studies (see INTRODUCTION) which the essay questions are intended to test in the following proportions:

AO1 – 8 marks

AO2 – 7 marks

AO3 – 5 marks

AO4 – 5 marks

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
LEVEL 4	20 – 25 (6)	Good to very good treatment of the question Wide ranging and secure knowledge of topic (AO1); good range of convincing and valid arguments and supporting illustrations, effective overall grasp and logically argued conclusion (AO2); good understanding and appreciation of material, nature of knowledge involved and related issues (AO3); well structured, accurate and fluent expression (AO4).
LEVEL 3	13 – 19 (7)	Fair to good response to the demands of the question Reasonable knowledge of topic (AO1); a range of arguments with some validity, appropriate illustrations with reasonable conclusions (AO2); some understanding and appreciation of material, nature of knowledge involved and related issues (AO3); mostly coherent structure and accuracy of expression (AO4).
LEVEL 2	6 – 12 (7)	Limited to modest response to the demands of the question Limited/modest knowledge of topic (AO1); restricted range of arguments and illustrations but some awareness and attempt at conclusion (AO2); little understanding and appreciation of material, nature of knowledge involved and related issues (AO3); weak structure and variable quality/accuracy of expression (AO4).
LEVEL 1	1 – 5 (5)	Inadequate attempt to deal with the question Very limited knowledge of topic (AO1); little or no justification or illustration, no overall grasp or coherence (AO2); inadequate understanding and appreciation of material, nature of knowledge involved and related issues (AO3); little or no structure/frequent errors of expression (AO4).
LEVEL 0	0	No valid response or relevance to the question.

SECTION B

03 'It has long been suggested that the aim of the visual arts is to represent not the outward appearance of things, but their inner significance.'

Examine this view and say how far you believe it to be true.

There are two activities here – examining the statement (originally Aristotle's) and analysing to what extent it is the case. There may be candidates who progress down an historical route and give examples from a variety of times to determine whether the assertion is universal, though that is by no means essential.

It is important that they examine the validity of the view and it will be very difficult to achieve the higher levels without illustration.

The first area to look at is whether the **only** aim of art is as the quotation suggests. They can argue whichever way they please, so long as they argue with wisdom and illustration.

Which visual art forms should be chosen? The answer is any, but that the most profitable may be

- painting
- sculpture
- photography
- film.

Among the points that could be made are

- there are many aims of an artist and representation of form or outward appearance is only one of them
- the outward appearance automatically gives rise to inner meaning
- what is the purpose of creating an art work?
- what is wrong with simple representation?
- is it possible to represent inward significance non-representationally?
- much modern art could be discussed this way – from Picasso to Pollock to Emin.

There are many ways to answer this question and some interesting and stimulating answers are bound to appear. The wording of the question enables a contemporary approach or one using historical examples. A range of both would be welcome. We do need a full answer to the precise question for Level 4 and a well-argued value judgment is appropriate for the higher marks.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

04 **Broadcaster John Humphrys described reality shows as “Sheer vulgarity. This is not just bad television in the sense that it’s mediocre, pointless, puerile even. It’s bad because it is damaging.”**

Discuss how far you believe his assessment to be justified

We should expect good answers to this question. It will hopefully not be the obvious refuge of those with little knowledge, but one where the quotation and its provenance is deconstructed very fully and carefully.

John Humphrys has a reputation for seriousness and gravitas and is an experienced broadcaster not only on Radio 4’s *Today* programme but also on TV’s *Mastermind*. He can be regarded as an intelligent authority but is his view simply based on snobbery and prejudice?

A few questions worth pursuing

- What are reality shows?
- How far do they reflect reality?
- What is their purpose?
- Why are they popular?
- Is their popularity waning?

Humphrys’ views:

- **Vulgarity**
By definition ‘vulgaris’ – of the common people. Is this a value judgement?
- **Mediocre**
By definition neither good nor bad, but with pejorative overtones. Is this necessarily a valid condemnation? Isn’t it often good of its type?
- **Pointless**
Is *Mastermind* less pointless? If it entertains and possibly has sociological overtones or holds up a mirror to its audience or makes points about celebrity, doesn’t it have a point?
- **Puerile**
By definition ‘childlike’. In what way? Can’t it deal with adult themes?

But, according to Humphrys, although these are reasons enough for calling it bad television, the real crime of the show is that it is ‘damaging’.

This is the main point that he makes. It is worth examining:

- What does he mean?
- Who is being damaged?
- How and why?
- Impact on society.

We have asked that candidates examine his view and say how far it is justified. A conclusion explaining this aspect of the question is important and must be included, or seriously implied by the arguments and evidence used, if it is to access higher levels.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

05 “There is no heaven or afterlife...that is a fairy story for people afraid of the dark.”

Discuss how far you agree or disagree with Professor Stephen Hawking’s assertion.

This assertion came from an interview with *The Guardian* in May 2011. Professor Hawking’s views and circumstances are well known and it is no surprise that he is expressing them so directly.

The question is one exploring the nature of religious faith. Whatever faith the candidate does or doesn’t hold, this is an opportunity to examine both sides of a crucial and ultimately inconclusive argument.

Agreement could include:

- lack of physical proofs
- scientific proofs
- evidence from animal death
- psychological theory of thinkers such as Freud who saw religion as an expression of neuroses
- evolutionary psychology
- positive correlation between religion and psychiatric disorder.

Those who agree with Hawking similarly have a need to see and express why so many people (and the foundation of law in a country with a monarchy and an established church) would hold an alternative view.

All candidates should be able to examine Hawking’s quotation clearly and to offer a development of the ideas contained there – especially the reference to the dark.

Disagreement could include:

- religious experience
- religious upbringing
- faith
- ‘evidential’ stories such as near death experiences
- the comfort of a belief in an afterlife, especially for mourners.

Those who hold a scriptural basis for an afterlife should be able to quote it and also express an awareness of what the nature of faith is and why a belief in an afterlife is usually a part of it. It is less effective as an argument in this context to say simplistically ‘because scripture tells us so’ than to explore the nature of the doctrine and be prepared to discuss alternative viewpoints.

Similarly, those who are undecided/agnostic should be able to lay out alternative arguments and then to say where on a spectrum of beliefs and values they stand. As often, we have asked for a place on that spectrum in the question and candidates will hopefully declare their position.

There is some danger that answers will be brief and assertive/dismissive. Such answers will not attain higher levels of marks. We are looking for quality of argument, analysis and a wide view here.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

06 ‘The future of the cinema lies in Computer Generated Images and 3D movies.’

Examine this statement and say how far you believe it to be true.

The advertisements say: *See the new 3D Movies in an IMAX Movie Theater for the Best Movie Experience.*

Does the future of the cinema lie in CGI effects and 3D movies?

The terms needing particular examination are:

- future
- CGI
- 3D

Candidates will have awareness that film has been a popular medium for a century. It has been driven by technological change: sound, colour, cinemascope, advances in editing, blue screen, digital filming, and by sociological change: audience patterns, watching home TVs, video and DVD, multi-screen cinema complexes. There has been a rollercoaster of cinema visiting habits – will CGI and 3D ensure the future of the cinema?

CGI has been at the forefront of new movies – allowing fantastic scenes to achieve a ‘super reality’ – examples galore here but *Avatar* is one candidates are fond of using as an example. However, special effects have been achieved throughout the history of cinema.

3D is the latest technique to catch on though it too began as early as 1915 and was popular in the 1950s after the issue of a 3D copy of *Kiss me Kate*. *Avatar* again was a seminal influence on the sudden rise of 3D films from 2000. Imax cinemas helped. Nowadays many new films are also launched in a 3D edition. New digital TVs also use 3D technology and most films become available on TV soon after their general release. However, at the moment the industry is very dependent on wearing special glasses and if these are not worn the film cannot be viewed properly – yet.

How these develop is a matter of conjecture. There are plenty of old films still enjoyed without CGI and 3D – they are not a *sine qua non*. Many films are still popular without them. I don’t know how much CGI there is in *The Artist* but such films can still be popular. Horror movies (18), beloved of many A-level students, have long depended on special effects, however.

Hopefully, many candidates will be able to envisage a future for film which doesn’t rely entirely on spurious effects and give a strong indication of the kinds of genre which can still prosper without them.

Candidates are required to address these issues and to arrive at a reasoned conclusion.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

SECTION C

07 'At their best, human beings can be the noblest of all animals, but separated from law and justice they can be the worst.'

Discuss this view of humanity and say how far you believe it to be true.

Candidates are unlikely to realise that this quotation is also from Aristotle. To discuss its view of humanity it needs deconstructing and the more successful candidates will be expected to have given careful consideration to all its implications.

At their best humans are:

- highly sociable
- capable of intelligent reasoning
- intuitive
- capable of speech and artistic impulse
- capable of altruism
- take collective and individual responsibility
- generous
- dexterous
- empathetic
- have an imaginative understanding of the world around them
- capable of seeing a range of future consequences of a present action.

And at their worst:

- destructive
- cruel
- selfish
- greedy
- inventors and users of weapons
- careless of the environment.

It could be argued that these are all characteristics of human beings rather than animals.

Social responsibility:

- Given a free choice, how and why do individuals behave at their best?
- When does the worst behaviour come into play?

Candidates will need to consider how far the worst characteristics are a function of being separated from law and justice. Do human beings need law and justice to constrain their worst excesses? Why?

Good laws:

- make good citizens
- protect the world and individuals from having to make random behavioural choices
- offer a framework for a greater good
- are formulated to enable proper social interaction and remove deviant behaviour according to the logic of the society involved
- uphold moral behaviour.

Poor laws:

- undermine those positives
- cause injustice in a general moral sense
- affect all areas of life (examples include apartheid and anti-Semitism)
- are not widely accepted.

Justice:

- needs to be administered freely and fairly
- can easily be corrupted by those in power, judges and law makers
- upholds the framework of law
- does have areas generally considered to be absolute and inviolate.

Among interesting examples which could be used are:

- Golding's 'Lord of the Flies' and its descent into lawlessness and barbarity
- totalitarian regimes, especially those involved in genocide
- individuals with their own deviant notion of morality (eg Anders Behring Breivik)
- the behaviour of 'social animals', eg bees.

Answers should present an idea of whether (and if so, why) behaviour within a framework of 'law and order' is essential for the smooth running of society as a whole. Similarly they should consider whether (and why) a lack of such a framework might cause behaviour to be distinctly more unpleasant.

Candidates are asked to discuss how far the proposition is true. Answers will be on a spectrum, which, for upper levels, will touch on all aspects of the question.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

08 ‘Gambling, whether at the level of buying lottery tickets or high finance, is a major evil of our times.’

Discuss the benefits and dangers to our society of gambling and other forms of financial speculation.

This is a question about gambling in general, at whatever level, using your own (or other people’s) money for the chance of financial gain. The central point of the question is to discuss possible dangers and benefits. Hopefully candidates will attempt a definition of their own.

They are given a prompt which mentions a relatively innocuous (?) form of gambling – buying lottery tickets. They do not need to pursue this particular form of government sponsored gambling but they could make various levels of comment on the morality of the issue. The first government sponsored lottery is recorded in 1569, so it is not solely a modern activity and gambling in terms of a wager on horses or the outcome of other sporting activities has been a major activity for centuries.

What are the dangers of such gambling?

- the odds are heavily against winning (1 in 14 million on the simplest lottery ticket)
- spending more than you can afford
- addiction through incremental process
- shift of moral emphasis – family affected – relationships etc.

What are the benefits?

- winning small or huge (or colossal!) sums for little outlay
- promoting good and worthy causes – charities, arts and sports
- bringing excitement and anticipation into people’s lives
- state benefit in taxes
- some local employment.

Any aspect of a huge range of gambling – casinos, on-line gaming, card games, slot machines, football pools, horses, spot betting and others – may be examined. The morality of the increase in TV advertising of gambling could be a fruitful avenue.

The greater and more difficult form of gambling that is financial speculation is a harder issue because it is so deeply embedded in the financial markets and international economics. Any moral and ethical point of view can be argued here – mark it on the strength of the knowledge and discussion used.

Is such gambling a ‘major evil’?

Probably they will argue that it is on a spectrum from harmless flutter to highly irresponsible. It will be interesting to see how they tackle the issue of financial speculation. Positions must – as above – be marked according to the strength of argument.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

09 Discuss how far you believe that there are circumstances in which journalists may be justified in intercepting phone conversations, messages, emails and private papers of public figures and private individuals.

A set of interesting and perennially relevant issues. Obviously this is a much higher-profile area since the revelations surrounding the activities of the *News of the World* reporters and private detectives as well as the part played by the executives of News International. Details emerged daily during the Leveson Inquiry and many high-profile people received large damages for the invasion of their privacy. Senior figures have been brought to court. The probity of the police has also been called into question.

So it is likely that candidates will argue that there are few circumstances in which privacy can now be invaded in this way.

Are there, therefore, any circumstances in which public figures and private individuals can be placed under covert surveillance?

The answer is likely to be yes – though probably under conditions relating to state secrecy and terrorism and probably only by legally constituted bodies – the police or military following up suspicious behaviour.

Is it ever possible for journalists to do these things? Possibly in circumstances of

- national security when it is believed that the police will not act
- suspicion of public figures' behaviour
- corruption of politicians, officials or law enforcement bodies
- defending the freedom of the press.

It may be a lot more difficult in the future for the press to claim they are defending civil liberties. There is obviously a problem in demarcating between the various problems here and hopefully some lively argument about these issues will result. Those candidates who are undecided will be able to score highly if they argue a variety of viewpoints convincingly and with the support of relevant facts and illustrations.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

10 ‘With widening inequalities between the rich and the poor, the UK is on the verge of a class war.’

Examine this view and say how far you believe it to be true in 2013.

The factual basis behind this question is that the poverty gap in Britain is getting worse. The question is whether this contributes to a greater likelihood of conflict between different factions, especially those who feel they are at the bottom of the social and economic pile.

- the richest 10% now has 100 times more wealth than the lowest 10%.
- the poverty rate for working-age adults without dependent children rose both in 2009/10 and over the last decade. It now stands at 20%.
- the pensioner poverty rate, at 16%, is now around half the rate it was in 1997.
- by mid-2011, six million people were unemployed, lacking but wanting work or working part-time because no full-time job was available. Though no higher than the previous year, this was 2 million higher than in 2004.
- the proportion of households in fuel poverty has risen significantly in the last few years. Almost all households in the bottom tenth by income are in fuel poverty, as are half of households in the second bottom tenth.
- changes to the tax credit system mean that an additional 1.4m working households on low incomes now face marginal effective tax rates of over 70%.
- the number of households accepted as homeless in England rose in 2010/11 for the first time since 2003/04 and now stands at 65 000. The number of court orders for mortgage repossessions in England and Wales rose to 21 000 in the first half of 2011, the first significant rise for three years.

(Information from the Joseph Rowntree Foundation)

According to Oxfam:

- nearly 13 million people live in poverty in the UK
- 3.8 million children in the UK are living in poverty
- 2.2 million pensioners in the UK are living in poverty
- 7.2 million working age adults in the UK are living in poverty.

The gap between rich and poor is considered, according to BBC reports, to be greater than it was 40 years ago.

Importantly, inequality is not simply a financial matter. It impinges on many other aspects of life including:

- health
- education
- opportunities and life chances
- ethnicity
- gender
- life expectancy.

How could this begin a class war?

- disaffection
- issues of self-esteem
- frustration
- jealousy.

Is there evidence of greater tension? The 2011 summer ‘riots’ in various cities were seen as the frustration boiling over in the face of problems arising from a single incident. There was anger at the police actions, but many other factors also came into play – not least the opportunity to loot shops and to test or stretch boundaries.

Candidates may well have a variety of views on whether a class war is inevitable, or what it would achieve. The quality of argument will determine the level and the mark within that level.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.