



General Certificate of Education
Advanced Subsidiary Examination
June 2012

General Studies (Specification A)

GENA1

Unit 1 AS Culture and Society

Thursday 17 May 2012 1.30 pm to 3.00 pm

For this paper you must have:

- a Source Booklet for Section A and Section B (enclosed)
- an objective test answer sheet for Section A
- an 8-page answer book for Section B.

Time allowed

- 1 hour 30 minutes

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book for Section B. The **Examining Body** for this paper is AQA. The **Paper Reference** is GENA1.
- Answer **all** questions.
- Answer Section A (Questions 1.1 to 1.30) using the answer sheet provided and Section B (Questions 2, 3, 4 and 5) in your separate answer book.
- Do any rough work in your answer book.
- Hand in **both** your answer sheet **and** your answer book separately at the end of the examination.

Information

- The maximum mark for this paper is 65.
- This paper consists of two sections.
Section A contains 30 objective test questions based on **Source A**. There is 1 mark for each question.
Section B contains structured questions based on **Sources B, C and D**. Marks are shown after each question and total 35.

Section A**Answer Questions 1.1 - 1.30**

There is 1 mark for each question.

Read **Source A** entitled **Being British: Can you teach it?**, which is printed in the separate Source Booklet, and answer **Questions 1.1 to 1.30** by choosing the answer represented by the letter **A, B, C** or **D**, that you think best. Mark your responses on your objective test answer sheet.

1.1 John Major's view of the likely state of Britain 50 years on from 1993 is

- A** nostalgic.
- B** far-sighted.
- C** convincing.
- D** politicised.

1.2 John Lloyd argues that

- A** British values are unique.
- B** British values can be identified.
- C** some values have widespread application.
- D** all countries have the same values.

1.3 The purpose of the two introductory quotations is to provide

- A** a summary of the argument.
- B** contrasting positions.
- C** stereotypes.
- D** contemporary views.

1.4 The author's questions in paragraph 1 are

- 1** designed to stimulate thought.
- 2** impossible to answer.
- 3** intended to set the scene.
- 4** rhetorical.

Answer

- A** if **4** alone is correct.
- B** if **2** and **3** only are correct.
- C** if **1**, **3** and **4** only are correct.
- D** if all are correct.

- 1.5** According to the author in paragraph 2, Bhavin Tailor is ‘in an interesting position’ for each of the following reasons **except**
- A** his class is likely to be quite prejudiced in their attitudes to other cultures.
 - B** he is nervous about having to teach a citizenship unit about multicultural Britain.
 - C** he is an Asian teacher of Religious Education in a school where almost all the pupils are white.
 - D** his pupils have little understanding of cultures different from their own.
- 1.6** ‘preconceptions that...need some unpacking’ (paragraph 2) is a reference to the need to
- A** examine ideas that are already formed in people’s minds.
 - B** show an interest in multicultural education.
 - C** recognise the differences between ethnic groups.
 - D** form stereotypical views about people of different origins.
- 1.7** According to paragraphs 3 and 4, an understanding of ‘being British’ involves
- 1** speaking English and being white.
 - 2** agreeing that too many non-British people live in the UK.
 - 3** recognition of the rights of people to speak openly.
 - 4** developing a sense of historical perspective about immigration.
- Answer
- A** if **1** and **2** only are correct.
 - B** if **3** and **4** only are correct.
 - C** if **1**, **2** and **3** only are correct.
 - D** if all are correct.
- 1.8** In the context of paragraph 4, ‘ethnically homogenous’ means
- A** having a common origin.
 - B** consisting of mixed races.
 - C** impossible to separate.
 - D** biologically and culturally different.
- 1.9** In paragraph 5, the attitude of the students is suggested as being one of
- A** hostility.
 - B** empathy.
 - C** understanding.
 - D** disengagement.
- 1.10** An oath of allegiance (paragraph 6) is already sworn by the armed forces, the police and judges who promise to serve
- A** the Church of England.
 - B** each other.
 - C** the government.
 - D** the Queen.

Turn over ►

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- 1.11 In the context of paragraph 6, the meaning of ‘turbulent’ is closest to
- A upsetting.
 - B volatile.
 - C uneven.
 - D violent.
- 1.12 The ‘rebranding of Britain’ (paragraph 6) is likely to involve
- A a re-assessment of symbols and values.
 - B ensuring that all schools fly the Union flag.
 - C all British citizens swearing an oath of allegiance.
 - D redefining the geographical boundaries of Britain.
- 1.13 In paragraph 7, the reference to Britain as ‘the ruler’ is a reminder of
- A Britain’s victory in the Second World War.
 - B the development of the British Empire.
 - C British influence at the United Nations.
 - D British leadership of the EU.
- 1.14 Which of the following is a political party of the ‘extreme right’?
- A British National Party.
 - B Liberal Democrats.
 - C Conservative Party.
 - D Scottish National Party.
- 1.15 According to the author in paragraphs 7 to 9, it is important to tackle the issue of ‘Britishness’ for each of the following reasons **except**
- A to prevent it from being claimed by extremist groups.
 - B because many pupils are experiencing community-related problems.
 - C because many people are inclined to ignore it as too difficult to solve.
 - D because being British means being tolerant and self-deprecating.
- 1.16 In paragraph 9, Doug Smith’s examples of national character can be seen as
- A caricatures.
 - B trivial.
 - C stereotypes.
 - D definitive.
- 1.17 An example of ‘self-deprecation’ (paragraph 9) would be
- A ‘Being British is something of which to be proud.’
 - B ‘I am always disappointed that the weather is so bad.’
 - C ‘Britain ruled the world for centuries, but not any longer.’
 - D ‘It really was a piece of luck that I got ten A*s at GCSE.’

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- 1.18** In paragraph 9, 'trait' is closest in meaning to
- A** characteristic.
 - B** belief.
 - C** behaviour.
 - D** attitude.
- 1.19** Which of the following statements about Doug Smith (paragraph 9) is likely to be the most accurate?
- A** He is an advocate of single-sex education.
 - B** He feels that the concept of Britishness might be misused.
 - C** He does not treat the concept of Britishness seriously.
 - D** He is critical of the attitudes of the British.
- 1.20** According to paragraphs 10 and 11, which one of the following statements about Chris Waller is true?
- A** He believes that Britishness can be used to solve the problems of young people.
 - B** He can be regarded as an expert in teaching citizenship.
 - C** He has been involved in research work about the teaching of citizenship.
 - D** He is a strong supporter of nationalist movements in Britain.
- 1.21** The main argument in paragraph 11 is that
- A** young people may not have a single source of identity.
 - B** identity is best observed through support for a football team.
 - C** young people often change their identities.
 - D** being British involves being hostile to Scotland.
- 1.22** The author implies that 'Britain is no longer just the sum of its parts' (paragraph 12) because
- A** nobody was aware of the 300-year anniversary of the Act of Union.
 - B** Britain is now a very complex country with confused identities.
 - C** there are too many immigrants still settling in Britain.
 - D** parts of Britain have been granted independence.
- 1.23** The 'idea of a compromise' mentioned in paragraph 13 requires
- A** the recognition that tradition is the basis of Britishness.
 - B** an understanding of many different cultures.
 - C** the merging of different cultures.
 - D** an acceptance of different beliefs and values.

1.24 In paragraph 13, the students concluded that being British is about

- A** being superior to other countries.
- B** recognising differences.
- C** respecting tradition.
- D** political unity.

1.25 Kelly Barry's view of the concept of bravery (paragraph 14) is that it is

- A** an icon that appeals to certain pupils.
- B** applicable in a contemporary context.
- C** citizenship's most important concept.
- D** not enough to close divisions.

1.26 The implication of the final paragraph is that

- A** bravery is an old-fashioned concept with little contemporary relevance.
- B** the weather is a major factor affecting our attitude to other people.
- C** courage is needed to interact with other people in modern Britain.
- D** divisions in society will always remain a problem for the British.

Assertion / Reason questions

For Questions **1.27** to **1.28** you are given an assertion followed by a reason. Consider the assertion and decide whether, on its own, it is a true statement. If it is, consider the reason and decide if it is a true statement. If, and only if, you decide that *both* the assertion and the reason are true, consider whether the reason is a valid or true explanation of the assertion. Choose your answer (**A** to **D**) as follows and indicate your choice on the answer sheet.

	Assertion	Reason	Argument
A	True	True	Reason is a correct explanation of assertion
B	True	True	Reason is not a correct explanation of assertion
C	True	False	Not applicable
D	False	-	Not applicable

ASSERTION

REASON

- 1.27** Citizenship is taught in many schools because all schools have a diverse population.
- 1.28** Freedom of speech can be regarded as a British virtue because by speaking English you can always be understood.
- 1.29** Which of the following represents a valid statement in the article about a British national identity?
- 1** There has always been an element of cultural diversity in Britain.
 - 2** The government is keen to promote the idea but teachers are reluctant.
 - 3** The concept is complex and difficult but should not be avoided.
 - 4** It is better for people to belong to their own personal and cultural groups.

Answer

- A** if **4** alone is correct.
 - B** if **1** and **3** only are correct.
 - C** if **1**, **2** and **4** only are correct.
 - D** if all are correct.
- 1.30** The main message of the passage is that
- A** increasing ethnic diversity has led to a review of what might be meant by Britishness.
 - B** citizenship offers a way of re-establishing more traditional definitions of Britishness.
 - C** citizenship has not succeeded in teaching young people about ethnic diversity and Britishness.
 - D** those in ethnically diverse schools are less likely to understand the concept of Britishness.

END OF SECTION A

Turn over for Section B

Turn over ►

Section B

Study **Sources B to D** provided in the Source Booklet and then answer **all** the following questions.

Wherever possible, **use your own words** to show you understand the arguments.

You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

Read Source B

0	2
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 Give **three** reasons from **Source B** why TV soaps might be criticised. *(3 marks)*

0	3
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 Using your own knowledge, suggest **three** ways in which soaps do **not** reflect real life. *(5 marks)*

Read Source C

0	4
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 Using evidence from **Source C** and your own knowledge, explain why soaps continue to dominate the national TV audience ratings. *(13 marks)*

Read Source D

0	5
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 Using evidence from **Source D** and your own knowledge, discuss the extent to which the content of TV programmes should be censored. *(14 marks)*

END OF QUESTIONS