



**General Certificate of Education (A-level)  
June 2013**

**General Studies A**

**GENA1**

**(Specification 2760)**

**Unit 1: Culture and Society**

**Final**

***Mark Scheme***

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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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.*

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

**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	<p><b>No valid response or relevance to the question.</b></p>

**04 Using evidence from Source C and your own knowledge, argue the case for and against schools joining the Safer School Partnerships initiative and having their own police officer.**

**(13 marks)**

**Indicative content**

**Case for schools joining**

- almost 25% of schools have already joined the scheme **(S)**
- schools can be part of a cluster/partnership, thus costs may be saved **(S)**
- the increasing frequency of incidents within schools ...7300, rising to a possible 10 000 per year across the country **(S)**
- implied success within the USA where the scheme originated **(S)**
- school internal safety encouraged by the confiscation of knives or other weapons by the police whilst on patrol within the school **(S)**
- control of minority that may cause disruption, thus aiding the learning and behavioural environment within the school **(O)**
- promotes civic understanding and highlights possible consequences of illegal acts **(O)**
- promotes relationships between pupils and police aiding community development **(O)**
- helps reduce crime within the wider community **(O)**.

**Case against schools joining**

- may be viewed as a sign of collapsing discipline within schools and a loss of confidence by head teachers in their ability to cope **(S)**
- children's rights groups see the possibility of playground spats and pranks being criminalised **(S)**
- the role of the teacher in terms of disciplining students may be usurped by the presence of a police officer **(O)**
- school atmosphere may change from "collegial trust" to "control" **(O)**
- if the scheme is so good, why do 75% of schools remain outside of it? **(O)**
- who pays for the police support, especially with school budgets and police spending under such tight government control? **(O)**
- who decides how, what, where the police may be involved? **(O)**
- will the school's reputation be seen negatively? **(O)**.

*Candidates are required to respond in terms of both aspects of the question. Responses covering only one aspect should be limited to the top of Level 2. Students offering only own knowledge or only extracts from the source should be limited in a similar manner.*

Any other valid points should be credited.

**(S) = Source**  
**(O) = Own Knowledge**

**05 Using evidence from Source D and your own knowledge, discuss the extent to which the government should concentrate more on methods that prevent youth crime rather than those that focus on punishment.**

**(14 marks)**

Candidates are expected to address the “extent”, mentioned in the question, by offering some judgement or opinion.

**Indicative content**

**Focus: PREVENTION OF YOUTH CRIME**

- neuroscience evidence indicates that violent behaviour cannot be changed without sorting out the issues within a child’s mind **(S)**
- problems associated with negative issues associated with our first three years upbringing may undermine the concept of free will, which underpins all behaviour **(S)**
- CSJ believes that Government policies should concentrate on helping parents bond with their babies and raise them in ways that enable their brains to develop properly, thus developing a more “ideal citizen” **(S)**
- extend the powers of social services to intervene with a child safety order, where a child may be viewed as at risk of extended involvement within criminal activities, thus protecting the individual **(O)**
- continue to fund more CCTV provision within relevant areas, to act as a community deterrent **(O)**
- introduce zero tolerance/curfews etc within relevant areas, to control aspects of local youth crime **(O)**
- continue the expansion of a developed citizenship programme, thus developing community understanding **(O)**
- initiate schemes to increase employment, thus encouraging youngsters to finance their own lives appropriately **(O)**
- extend schemes to educate individuals thus developing their qualifications for employment **(O)**
- rigidly enforce the law that prohibits the sale of alcohol to minors, thus preventing continuation of alcohol-related crimes by juveniles **(O)**.

**Focus: PUNISHMENT OF THE CRIME**

- the criminal justice system is failing to either deter or reform teenagers who behave in a seriously bad way **(S)**
- force offenders to face up to their actions via reparation work or extended community service, making them perhaps less likely to re-offend **(O)**
- develop increased liaison between relevant bodies dealing with young offenders, thus developing a cohesive strategy aimed at helping young offenders **(O)**
- increase the severity of sentences passed on individuals, which may act as a significant deterrent **(O)**
- prosecute the parents as being responsible for their child's actions or encourage councils to evict problematic families from council-owned property, thus increasing the possibility of family responsibility **(O)**
- some may argue for restoration of corporal punishment within schools and the home environment, thus acting as an immediate punishment/deterrent **(O)**.

*Candidates are required to respond in terms of both aspects of the question, ie the extent to which the government should focus on prevention or punishment, with respect to youth crime. Responses covering only one aspect should be limited to the top of Level 2. Students offering only own knowledge or only extracts from the source should be limited in a similar manner.*

Any other valid points should be credited.

**(S)** = **Source**  
**(O)** = **Own Knowledge**