



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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## GCE

### General Studies A

### Unit GSA6

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## Unit 6: Society, Politics and the Economy

### Section A

#### 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** Communicate clearly and accurately in a concise, logical and relevant way.
- AO3** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO4** Demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

All mark schemes will allocate a number or distribution of marks for some or all of these objectives for each question according to the nature of the question and what it is intended to test.

#### Note on AO2

In all instances where quality of written communication is being assessed this must take into account the following criteria:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- ensure text is legible and spelling, grammar and punctuation are accurate, so that meaning is clear.

#### Note on AO4

This is a new element in General Studies specifications. In the past, there has been a focus on the knowledge of facts, and the marshalling of evidence – on what might be called 'first-order' knowledge. This is still fundamental; but AO4 is about understanding what counts as knowledge; about how far knowledge is based upon facts and values; and about standards of proof.

By 'different types of knowledge' we mean *different ways of getting knowledge*. We might obtain knowledge by fine measurement, and calculation. This gives us a degree of certainty. We might obtain it by observation, and by experiment. This gives us a degree of probability. Or we might acquire it by examination of documents and material remains, or by introspection – that is, by canvassing our own experiences and feelings. This gives us a degree of possibility. In this sense, knowledge is a matter of degree.

Questions, or aspects of them, which are designed to test AO4 will therefore focus on such matters as:

- analysis and evaluation of the nature of the knowledge, evidence or arguments, for example, used in a text, set of data or other form of stimulus material;
- understanding of the crucial differences between such things as knowledge, belief or opinion, and objectivity and subjectivity in arguments;
- appreciation of what constitutes proof, cause and effect, truth, validity, justification, and the limits to these;
- recognition of the existence of personal values, value judgements, partiality and bias in given circumstances;
- awareness of the effects upon ourselves and others of different phenomena, such as the nature of physical, emotional and spiritual experiences, and the ability to draw upon and analyse first-hand knowledge and understanding of these.

## General mark scheme for Section A

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
Level 3	7-8-(9)	A good to comprehensive response demonstrating overall grasp of the range and nature of issues; knowledge and understanding of key principles and evidence; interprets and illustrates arguments coherently and convincingly with fluency and accuracy.
Level 2	4-5-6	A modest to reasonable attempt showing some competence and grasp of the issues; some understanding and realisation of key principles; moderate arguments and exemplification; reasonable clarity and accuracy of expression.
Level 1	1-2-3	A bare to limited response showing uncertain grasp, knowledge and understanding; lack of clarity of argument and little appropriate exemplification; weak expression.
Level 0	0	No valid response or relevance to the question.

## Distribution of marks across the questions and assessment objectives (Section A)

Question Number	1	2	3	4	AO marks for Section A
AO1	1	1	-	1	3
AO2	2	2	2	2	8
AO3	3	2	-	1	6
AO4	3	4	6	5	18
Total marks per question	9	9	8	9	35

**Note:** It is the questions themselves which are designed to elicit the range of response appropriate to the assessment objectives for each question. 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.

**Case Study summary of extracts*****Global Politics***

- A *World energy production, consumption and resources: charts of data with a commentary*  
The charts show that the world's energy resources are unevenly distributed and the geography of energy production and consumption is highly uneven with three countries, the USA, Russian Federation and China, dominating both the production and consumption of energy. Some countries, typically the oil-exporting states, such as Saudi Arabia, Nigeria, Venezuela, Mexico and Indonesia, produce much more than they consume, but many of the most advanced industrial economies, such as the USA, Central and Western Europe and Japan, consume vastly more energy than they produce. The USA is the largest single energy consumer, using over a quarter of the world's energy despite having only 5 per cent of its population. Nearly two thirds of proven oil reserves are concentrated in the Middle East, proven reserves of natural gas are dominated by the former Soviet Union and the Middle East, while coal reserves are more evenly distributed between the Asia-Pacific region, North America and the former Soviet Union. There are clear political, economic and environmental implications which emanate from this situation.
- B *Global business ethics: reasons for companies to act ethically rather than just seek profits*  
Are the notions and prime functions of business and ethics compatible?  
Pressures to behave ethically – law (within a country), publicity, inherent morality  
Problems with codes – too vague to apply in practical situations (e.g. different cultures)  
Problems in operating abroad – which standards should apply, corrupt practices, basic human rights  
Environment, ethical investment, employees' attitudes, small firms – all pose issues  
Practical reasons for behaving ethically.
- C *'Judas' of the eco-warriors: Greenpeace activist turns industry spokesman*  
Former activist now employed by timber industry denounces Greenpeace and other extremist groups  
Attacks green charities as emotive, irrational, scaremongering, anti-science, anti-business and doing more damage than good  
Claims environmental agenda is being addressed and better to work 'for' and 'with' than 'against'  
Counterclaims that he has sold his soul to industry; Moore insists it's renewable.
- D *The heart bleeds: the struggle to implement a 'greener' agenda in the EU*  
First Green MEPs feel original ideals of EU abandoned in favour of power and profit  
Sustainable development strategy stripped of all its positive proposals by ministers obedient to industry demands  
Little or no progress since 1991 on 11 out of 12 key environmental problems  
International trade and competitiveness dominate, supported by industry lobby  
Offensive free trade agenda with little concern for impact on the poor and environment  
EU can set controls on multinationals, competition, imports and exports, taxes, relocation  
Present deregulated, neo-liberal policies invite exclusion, marginalisation, alienation and animosity (e.g. 11 September events).
- E *Globalisation and a just world: a post September 11 view*  
Universal values for a better world to overcome terrorist threat  
Vision of inclusion, economic growth and good governance to tackle 'root causes'  
Need to increase trade, more open markets, greater interdependence to ensure stability  
Cuts to world trade barriers to aid developing countries  
List of desirable steps to take by WTO targeting developing countries  
Compromises required by EU and US, including environment and labour standards.

- F *The ill wind of trade: condemnation of Doha WTO agreements*  
Talks hailed as a breakthrough for poor countries are more like a disaster  
Agenda and negotiation tactics weighted entirely in favour of the rich North  
Pressure by powerful trading nations to withdraw debt relief, removal of markets  
Continued dumping of subsidised agricultural surpluses hinders development in poorer countries;  
likewise reductions in industrial tariffs  
Inequality, poverty and insecurity will continue to increase, as they have done in recent decades,  
despite increased trade with North and West.  
Who benefits?

## Section A

### 1 What do you consider to be the key features and implications of the data and information in Extract A in relation to the Case Study material as a whole?

9 marks

Points which may be made include:

*Features* (predominantly AO3)

- the charts show that the world's energy resources are unevenly distributed and the geography of energy production and consumption is highly uneven
- three countries, the USA, Russian Federation and China, dominate both the production and consumption of energy
- some countries, typically the oil-exporting states, such as Saudi Arabia, Nigeria, Venezuela, Mexico and Indonesia, produce much more than they consume, but many of the most advanced industrial economies, such as the USA, Central and Western Europe and Japan, consume vastly more energy than they produce
- the USA is the largest single energy consumer, using over a quarter of the world's energy despite having only 5 per cent of its population
- nearly two thirds of proven oil reserves are concentrated in the Middle East, proven reserves of natural gas are dominated by the former Soviet Union and the Middle East, while coal reserves are more evenly distributed between the Asia-Pacific region, North America and the former Soviet Union
- the world's consumption of primary energy is increasing all the time and supplies of oil and natural gas are finite and due to run out during the 21st century
- alternative renewable energy sources are relatively underexploited despite an increase in their use.

*Implications* (predominantly AO4)

- the high energy consumers contribute the most to environmental pollution and concerns about global warming, but are generally reluctant to place limits on growth for fear of damaging their economies
- they are also reliant on continuing imports and access to relatively cheap resources from other countries to supply their economies, which give rise to delicate political situations between rich and poor countries
- the energy exporting countries have a position of some power over both price and supply, but previous experience has shown that when these get out of balance, this can have an adverse effect on the global economy. OPEC, for example, attempts to regulate the world oil supply and price, and countries which receive natural gas through continental pipelines are vulnerable to changes in policy of their suppliers
- the rich countries use their economic and military power/threat to exert economic and political pressure on poorer countries to continue to supply their needs at a relatively cheap price
- alternative, renewable and more sustainable energy sources have to be developed.

Use the criteria in the General Mark Scheme above to allocate marks. An answer which contains a good number of key features from the data charts and some comments on implications would qualify for a Level 3 mark. A mark(s) may also be given for valid comments about the different nature of the sources (e.g. Extract A provides a 'quantitative' context for the issues). A response concentrating on features only should not receive more than a top Level 2 mark. Candidates may well introduce other points besides those mentioned above, and if examiners judge them to be relevant and valid, they should be given credit.

- 2 What reasons are given in the extracts for the resistance experienced by the advocates of ‘green’ policies? Discuss to what extent you think the resistance is justified.

9 marks

Points which may be made include:

*Reasons*

- often seen as unelected extremist, anarchist or ‘well-meaning’ liberal groups who are emotive, irrational, anti-science, anti-business and who do more harm than good
- industry and government regard them as opposition and a nuisance
- EU's sustainable development strategy ignored in favour of power and profit
- international trade and competitiveness dominate supported by industry lobby
- governments more concerned about their economies and keeping industry fit
- EU can set controls but current economic strategy allows industry and business a free rein.

*Justification*

- free trade and competition are argued to be the most effective means of eradicating poverty
- controls and limits are expensive and inhibit growth and competitiveness
- green groups policies are seen to be negative and counter-productive
- although the British Green MEPs' case is coherently argued it is written from a single perspective.

**OR**

- the resistance is not justified because industry and governments are shown to be concerned only to maintain their own self-interests, profit and power
- expediency tends to dominate the political agenda with the rich countries only acting when it suits their interests
- little has been done by the rich countries to address problems of poverty and the environment on a global level
- economic and social conditions in some developing countries have been shown to deteriorate in recent decades rather than improve.

Use the criteria in the General Mark Scheme above to allocate marks. An answer which contains a good number of reasons and some justifications would qualify for a Level 3 mark. A response concentrating on reasons with little or no justifications should only receive a Level 2 mark. Candidates may well introduce other points besides those mentioned above, and if examiners judge them to be relevant and valid, they should be given credit.

- 3 At the end of Extract B the author claims that companies may have to accept that "virtue is sometimes its own reward". What do you understand by this and what sense does "being virtuous" make in the context of international business and politics?

8 marks

Points which may be made include:

- sometimes you should do what you would judge to be the 'right' or 'proper' thing for its own sake and the reward will be that you have behaved ethically
- people do not always gain in a material sense from behaving morally, in fact the contrary may apply, but you may gain in a spiritual sense
- in a business context the passage argues that there are good practical reasons for companies to conduct themselves ethically, e.g. there may be legal penalties and a company's reputation may be damaged through bad publicity
- companies can gain from raising the education and health care standards of their work force and a connection has been established between ethical policies and profitability; employees who are treated well can be expected to work with more commitment
- similarly environmentally friendly policies have been shown to be less costly and not as harmful to profits as feared
- other people have argued that businesses are there to make a profit and it is up to governments to regulate what they are allowed to do
- there is no proof of a direct causal link between ethical behaviour and profits; what may be necessary and effective for large corporations is unlikely to be relevant or applicable to small companies
- governments on the other hand should concern themselves with ethical behaviour; it is part of their role in providing for the welfare of citizens and their regulatory function as lawmaker
- good relations with other countries rest logically on nations behaving ethically with each other, supporting and helping each other in times of need; conversely, animosity and poor relations follow from behaviour which ignores or exploits the plight of others.

Use the criteria in the General Mark Scheme above to allocate marks. An answer which contains a good number of explanations and developed arguments would qualify for a Level 3 mark. A response limited to a bare attempt to explain the quotation with little or no use of developed points from the passage would receive a Level 1 mark. Candidates may well introduce other points besides those mentioned above, and if examiners judge them to be relevant and valid, they should be given credit.

**4 What steps do you think should be taken by business and governments to create a fairer, more sustainable world?**

**9 marks**

A logical approach might be to make distinctions between fairness and sustainability and between business and governments, recognising that they have different but inter-related positions and roles.

*Fairer world*

- increased trade between the rich and the developing world; removal of tariffs on processed goods
- increased investment by rich countries in industry and services; rescheduling of foreign debts
- reform of agricultural policies and farm subsidies to aid developing countries; stop dumping of agricultural surpluses
- assistance to improve governance, education and healthcare in developing countries
- greater willingness on part of EU and USA to impose more rigorous standards and controls on multinational companies.

*More sustainable*

- greater investment in alternative, cleaner and renewable energy sources
- increased energy efficiency
- greater emphasis on recycling of products and reduction of packaging
- much higher levels of environmental controls and reduced pollution
- greater investment in technological solutions to energy and pollution problems.

*Businesses*

- operate fair and ethical practices
- pay economic price to commodity producers
- contribute to local infrastructure and educational standards.

*Governments*

- remove barriers to free trade
- greater controls on conservation and environmental pollution
- provide incentives to develop sustainable technologies.

Use the criteria in the General Mark Scheme above to allocate marks. An answer which contains a good number of points, covers both aspects of fairness and sustainability, and draws distinctions between business and governments would qualify for a Level 3 mark. More limited responses would score in the Level 2 or Level 1 range. Candidates may well introduce other points besides those mentioned above, and if examiners judge them to be relevant and valid, they should be given credit.



## Section B

The essay questions in General Studies A are designed to test the four assessment objectives (see *Introduction* above) as follows:

AO1 – 6 marks    AO2 – 5 marks    AO3 – 7 marks    AO4 – 7 marks    **Total – 25 marks**

Each answer should be awarded two separate marks, comprising a mark out of 20 for content (Assessment Objectives 1, 3 and 4) and a mark out of 5 for communication (Assessment Objective 2).

The mark for content should be awarded on the basis of the overall level of the candidate's response in relation to the following general criteria and descriptors for each level.

Level of response	Mark range	Criteria and descriptors for Assessment Objectives 1, 3 and 4: knowledge, understanding, argument and illustration, evaluation.
Level 4	16 – 20 (5)	<b>Good response to the demands of the question:</b> sound knowledge of material (AO1); clear understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); valid arguments and appropriate illustrations, coherent conclusion (AO3).
Level 3	11 – 15 (5)	<b>Competent attempt at answering the question:</b> relevant knowledge (AO1); reasonable understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); some fair arguments and illustrations, attempt at a conclusion (AO3).
Level 2	6 – 10 (5)	<b>Limited response to the demands of the question:</b> only basic knowledge (AO1); modest understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); limited argument and illustration, weak conclusion (AO3).
Level 1	1 – 5 (5)	<b>Inadequate attempt to deal with the question:</b> very limited knowledge (AO1); little understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); little or no justification or illustration, inadequate overall grasp (AO3).
Level 0	0	<b>No response or relevance to the question</b>

The mark for communication (AO2) should be awarded using the following scale and criteria.

5 marks	Clear and effective organisation and structure, fluent and accurate expression, spelling, punctuation and grammar.
4 marks	Clear attempt at organisation and structure, generally fluent and accurate expression, spelling, punctuation and grammar.
3 marks	Some organisation and structure evident, variable fluency, occasional errors in expression, punctuation and grammar.
2 marks	Limited organisation and structure, little fluency, a number of errors in expression, spelling, punctuation and grammar.
1 mark	Lacking organisation, structure and fluency, frequent errors in expression, spelling, punctuation and grammar.
0 marks	No response

**Note:** A totally irrelevant response (Level 0) should also receive 0 marks for communication. A brief and inadequate response (Level 1) should be awarded not more than 2 marks and a limited response (Level 2) normally not more than 3 marks for communication. Responses at Level 3 and 4 for content may be awarded up to 5 marks for communication.

**5 What right do other countries, or international organisations like NATO or the United Nations, have to intervene in the internal affairs of independent states? Can direct intervention ever provide a lasting solution? Refer in your answer to specific examples of such intervention.**

The question is clearly divided in two parts, both of which need to be addressed. A range of examples will also need to be provided for higher marks

With the first part, on the question of the right to intervene, hopefully candidates will see that there are many sides to the argument. Legitimate reasons for intervention can be based on breaches of International Law or individual treaties between countries or thirdly with the approval of the United Nations Security Council (e.g. Kuwait). Article 2.7 of the United Nations' Charter states specifically that UNO has no right to intervene in the domestic affairs of its members, all of which are sovereign states. The current Secretary General of the UN, Kofi Annan, has said with reference to both Milosevic and Mugabe that the removal of leaders, whatever their policies, was the concern of the countries themselves and not that of international organisations. The invasion of Afghanistan by the USA was an independent act (not UN, not NATO) in a 'war against terrorism' following the terrible attacks of September 11. It was deemed to be 'morally justified' on the basis of seeking out those responsible for the terrorist acts and who were being harboured by a 'pernicious undemocratic' regime. Intervention in Kosovo was undertaken by NATO acting as a 'peace-keeping force' to stem the tide of ethnic killing between the Serbs and Albanians. Intervention by the USA in Iraq would be highly controversial and opposed by many governments.

Critics of international intervention see such intervention as simply cover for the selfish motives of major powers, principally the USA with NATO and the UN in tow, and just the latest in the line of American interventions stretching back through Somalia, Haiti, and Iraq right back to Cambodia, Vietnam and Korea. It could also be pointed out that there is a good deal of inconsistency, not to say hypocrisy, attached to international intervention with action only ever being taken where western interests are threatened (e.g. Middle-East oil) with no move, for instance, contemplated in Chechnya or Tibet for fear of offending Russia and China. Relevant reference might also be made to the rights and wrongs of the continuing Arab-Israeli conflict in Palestine and American support for Israel.

On the other side of the coin there are those who argue that the UN Charter also states that the primary duty of the organisation is to protect future generations from the threat of war and as today that threat is mostly from internal rather than from international struggles, then intervention can be justified. Many would assert that the international community has a moral obligation to set standards with regard to civil liberties and human rights and, therefore, has a duty to interfere to prevent abuses of power such as promoting terrorism, developing weapons of mass destruction and ethnic cleansing, and to protect democracy and minority groups. Growing notions of globalisation and of the world community would tend to bolster the idea of world-wide standards in government and basic human rights that need to be maintained, if necessary by force.

The second part of the question asks candidates to speculate as to the effectiveness of international intervention drawing upon specific examples. Most candidates will probably reach the conclusion that in the short term such intervention can enjoy some success, but in the long run internal problems can only be solved by the countries themselves albeit with support from the international community. Comparisons might be made with foreign aid and social and economic problems, like starvation in Ethiopia or floods in Mozambique or Bangladesh, where only long-term policies to promote domestic stability and infrastructure can provide long-term solutions. International intervention is usually seen as crisis-management which can have disastrous longer-term consequences, such as the failures of the Americans in Vietnam and the Russians in Afghanistan. Few countries want to commit expensive military resources to sort out problems abroad, especially where those problems seem intractable, such as possibly in Afghanistan or Kosovo, or where in the case of the sanctions against Iraq, intervention actually becomes politically damaging to the powers involved, and may invite terrorist revenge attacks.

Better candidates will be able to demonstrate understanding of the issues and have accurate knowledge of a range of historical events. Weaker candidates may not be able to go beyond Afghanistan and may well be confused about key differences between NATO and the UN, or unsure of their facts in relation to specific examples.

**6 Pressure groups sometimes take ‘direct action’ in order to make their case known. To what lengths should protestors be prepared to go to ‘promote their cause’? Are illegal actions ever justified? Refer in your answer to the aims and methods of a range of activist groups.**

There are two basic questions here, but within these are issues about activities within and those outside the law, and the range of choices available to governments and the law enforcement agencies. The wording of the question implies balanced argument supported by evidence and a range of examples. Better candidates will recognise the dichotomy that can exist between the exercise of individual rights and freedoms and infringement upon the liberties of others.

The first question to be tackled is how legitimate is protest, which might be defended as a basic right and a necessary antidote to injustice and harmful actions. Behind this are other questions about the nature of the activity being attacked. Strongly held views can lead to what society at large considers to be extremism. How far can protest go before it becomes immoral or illegal? Better candidates will know what legal limits there are to different kinds of protest and be able to differentiate between legal and moral boundaries. ‘Unjust law’ is one thing; properly sanctioned and conducted activity is another. There are other subtle considerations also about the point where certain more extreme forms of action become counter-productive as they lose public sympathy. Examples will be needed to illustrate these points effectively and accounts of real events should be accurately exemplified and contain genuine discussion (and analysis) of motives.

More sophisticated responses may wish to include alternative processes for peaceful protest – persuasion, lobbying, petitioning, legal action – and perhaps display some understanding of frustrations felt by some groups in seeking to effect change by these means. They may seek to justify the morality of turning to ‘direct action’ in this light. Can the end justify the means? The more detailed the examination of particular examples, the more credit a candidate should receive.

The second part of the question poses a particular challenge and is difficult territory. The question says ‘governments’ and this may limit some candidates’ perceptions, but governments make the law and have a hand in directing the police, the armed forces and the secret service. We should be flexible here in assessing candidates’ discussion about how demonstrations, strikes and other forms of protest should be responded to. Active protest very soon reaches the point when illegal acts are committed and how the police choose to act is often crucial in whether such situations get out of hand. What should the police role be in large demonstrations, for example? Again there are plenty of examples for candidates to draw on and some may have personal experiences to relate. We should be looking for sophisticated discussion of the issues, and allow for a range of opinions about what are the appropriate responses in different circumstances, as long as these are justified by developed arguments and examples.

**7 The Government is introducing compulsory education in ‘citizenship’ into the school curriculum. How would you describe ‘a good citizen’? What in your view should a citizenship course contain? How might it best be taught and how beneficial do you think it will be?**

The question is in three parts, although the first is perhaps the most important, and the second two elements follow from it. The introduction is intended to give candidates a lead into the series of questions which follow and we should expect a reasonable response to develop notions of what is meant by civic and moral responsibility (as the essential qualities of ‘a good citizen’); merely repeating these points in the latter sections would not gain many extra marks.

The concept of ‘citizenship’ is central to the recent debate about the kind of ‘stakeholder society’ the Government has claimed it would like to build, and the role of individuals, organisations and the state in that process. It is also a response to concerns about the apathy of young people towards politics. A candidate who recognises this and is able to develop this theme should be given credit.

In attempting to describe ‘a good citizen’ we might expect candidates to mention the knowledge and understanding, and a range of skills and attitudes that would contribute to and help to promote membership and participation of all individuals in a variety of social and political processes throughout their active lives.

These might include:

- an understanding of the origins of power and authority in a democratic society, its use and abuse, the proper exercise of law and order
- a knowledge of the role of government and elected representatives at different levels, ways in which individuals can be involved in shaping policy and decision-making, and the skills needed to participate effectively in these processes
- an awareness of the mutual rights and obligations of individuals and groups in a complex, multicultural society, issues of social and political inclusion and exclusion, and ways in which wrongs and deficiencies can be addressed
- an understanding of the ways in which individuals and groups interact in day to day life, the needs of others with whom we come into contact, and how different priorities can be recognised and differences resolved
- an appreciation of the contribution which individuals and organisations can make to the health, wealth and well-being of society, a willingness to help and improve the position of others, perhaps less fortunate than ourselves.

and there may well be other valid points.

By definition this list could also be the content of a course on citizenship, but it is extremely unlikely that candidates will be able to reproduce such a comprehensive set, and we should be prepared to credit points made at a much simpler, more modest and perhaps personal level, to do with interest and active participation in a range of local organisations and communities.

In their responses to the second part of the question candidates might refer to the range covered in existing curricular and extra-curricular activities: Personal and Social Education (PSE), General Studies, Student Councils, Young Enterprise, Scouts and Guides, Voluntary Service, and so on; and how far these go in meeting the objectives which they have identified. Reference might also be made to the personal skills and attitudes which these activities are designed to promote:

- effective working in groups
- good communication and organisational skills
- self-confidence
- moral and ethical values
- social conscience, etc.

and there should be some comments on how successful such activities are perceived to be in achieving their purpose. We might expect candidates to recommend a range of talks, discussions, simulations, visits and other practical activities, as interesting and appropriate methods.

One problem which more perceptive and aware candidates might comment on is the extent to which the school curriculum is already over-crowded, and how time should be created for new priorities and additional activities. Although the question does not specifically ask for such comment, this issue certainly arises in the implementation of a coherent curriculum for citizenship, and credit should be given for recognising this.

**8 By the middle of the 21st century the world's population could well double while the amount of land for growing crops is likely to reduce or remain the same. Genetic modification of food has been hailed as a possible solution; increased birth control is another. Discuss the viability of these and other solutions and the issues which arise from them.**

Implicit in the question is the fact that a dramatic increase in the world population will exacerbate major difficulties like food shortages, starvation, unemployment and continuing or increasing poverty and disease. Essentially candidates are being asked to discuss strategies for survival and are offered some key areas of debate. Most candidates are likely to argue that the world population is too large in the light of finite resources and outline strategies for controlling the number of births (contraception, abortion, sterilisation) along with associated ethical, religious and cultural dilemmas.

We would hope, however, that candidates will also be able to point out that the growth of population lies essentially in the developing world, whose difficulties are made worse by the inordinate pressure put on the world's resources by the massive consumption of the developed world, which is leading to pollution, degradation of the environment and climate change. To what extent GM food can provide a solution is also a key scientific and ethical debate. Better candidates will be able to discuss the strategies advanced at various summit conferences for dealing with world population pressure, and the redistribution and conservation of resources for a sustainable future.

Better candidates will be able to go beyond the two issues given in the question either by discussing these and their implications in substantial detail and/or by widening the discussion to include other solutions.

#### **Distribution of Assessment Objective marks**

Question Number	Section A				Section B 5-8	AO marks per Unit
	1	2	3	4		
AO1	1	1	-	1	6	9
AO2	2	2	2	2	5	13
AO3	3	2	-	1	7	13
AO4	3	4	6	5	7	25
Total marks per question	9	9	8	9	25	60