

General Certificate of Education
June 2003
Advanced Subsidiary Examination



**GENERAL STUDIES (SPECIFICATION A)
Unit 3 Society, Politics and the Economy**

GA3W

Wednesday 14 May 2003 Afternoon Session

In addition to this paper you will require:

- a loose insert for Questions 1 to 5 (enclosed);
- an 8 page answer book.

Time allowed: 1 hour 15 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is GA3W.
- Answer **all** Questions 1 to 5.
- Write your answers in continuous prose.
- Use your own words, rather than simply repeating those used in the sources, to show your understanding of the points being made.

Information

- The maximum mark for this paper is 50.
- This paper consists of **five** questions based on material provided as a separate insert.
- Mark allocations for Questions 1 to 5 are shown after each question.
- Part of the assessment will be based on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate.
- The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

Advice

- Where appropriate you may use your own knowledge and ideas to support and enhance your answers to the questions.

Read the **Sources A to E** on health and medical ethics and then answer the questions below.

Answer **all** of **Questions 1 to 5** using continuous prose.

1 Read **Source A**.

Using information from the source, identify the methods used by Médecins Sans Frontières to meet its aims. *(5 marks)*

2 Read **Source B**.

To what extent does the evidence in this source support the headteacher's view that critics of the school's smoking policy are making "a fuss over nothing"? *(10 marks)*

3 Read **Source C**.

What are the strengths and weaknesses of this source as a contribution to the debate on sex education? *(10 marks)*

4 Read **Source D**.

In what ways can different forms of knowledge (such as scientific, moral and religious) be used to question the view of Professor Anthony O'Hear that the creation of the designer baby is "surely a step too far"? *(10 marks)*

5 Read **Source E**.

Using information from **Sources B, C and D**, and your own knowledge, discuss the extent to which you think the government is likely to meet the Health Objectives and Sex Education Targets stated in **Source E**. *(15 marks)*

END OF QUESTIONS

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Insert

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Source booklet for use with **Questions 1 to 5.**

SOURCES FOR QUESTIONS 1 to 5

Read the **Sources A to E** on the subject of health and medical ethics and then answer **Questions 1 to 5**.

Source A

Médecins Sans Frontières (MSF) is campaigning to increase access to life-saving drugs in developing countries. It aims to provide medical relief to victims of war and disaster and to raise awareness of the people we help. It is bringing case-by-case solutions in its field projects to fight infectious diseases. Internationally, the campaign is also applying pressure to make politicians and communities take responsibility for public-health and find ways to save lives in the long term. MSF supports independent not-for-profit initiatives focusing on research into neglected diseases.

MSF also supports developing countries in their efforts to improve access to essential drugs. It encourages the production of cheaper, generic drugs when possible and urges patent holders to offer affordable prices in the developing world. Protecting lives must take priority over protecting patents. MSF is now operating in over 80 countries around the world, reacting to conflicts with an international team of medical staff and logistics experts.

Source: MEDECINS SANS FRONTIERES, Education pamphlet, 2002

Source B

4 million people die prematurely worldwide because of smoking-related illnesses. The figures vary widely but regular smoking may reduce a person's life from between five and ten years.

Many people found the idea that a school would let its pupils smoke shocking. Surely schools have a duty to prevent smoking, and what was happening at Greenhill School was a scandal that deserved to be exposed?

According to the headteacher it was a fuss over nothing. Students at the school have had this privilege (not a right) for at least 19 years and no previous inspection had highlighted it. Those wishing to smoke must have permission from home. It was also pointed out that the approach stopped students leaving the grounds or lighting up in places where others were exposed to their smoke.

The other key factor is that Greenhill is for students with behaviour problems. The policy helps the smooth running of the school by removing what could be a big source of conflict between staff and pupils. Greenhill is also lucky in having enough teachers to oversee the smokers in their 'centrally located' smoking spot. The school continues to teach about the dangers of tobacco and also celebrates the success of its sporty, non-smoking students.

The other big achievement at Greenhill could be its success in reducing the glamour associated with people's early experiences of smoking. There is nothing very thrilling about something you are allowed to do with adults nearby.

Source: JEROME MONAHAN, A novel approach to smoking in school, Guardian Education, 26 June 2001

Sources C, D and E are not reproduced here due to third-party copyright constraints.

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