



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

General Studies A

Unit GA3W

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Unit 3

Society, Politics and the Economy

INTRODUCTION

The overall assessment objectives for General Studies are set out below:

- 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

In previous General Studies syllabuses, there has been a focus on the knowledge and understanding of facts (AO1), and the marshalling and evaluation of evidence (AO3) – on what might be called ‘first-order’ knowledge. AO4 is about understanding what *counts as knowledge*; about how far knowledge is based upon facts and values; and about standards of proof – what might be called ‘second-order’ knowledge.

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.

- Q1 Read Source A. Using information from the source, identify the advantages of the Fairtrade scheme.**
- (5 marks)**

Target: Comprehension of source

Candidates are required only to *identify* the advantages of the Fairtrade system, from the information *provided in the source*. Candidates are not required to explain them in their own words or to evaluate the source.

Indicative content notes:

- Helps producers to work together in community enterprises.
- Money goes direct to producers (who are often the farmers).
- Uses pre-payment to help farmers to avoid debt.
- More likely to provide producers with a fair minimum price.
- Ensures that cocoa and coffee must be bought from *democratic* farmers' organisations.
- Helps to stop small farmers being marginalised.
- Easier access to markets for farmers in remote areas.

Mark Scheme:

- Level I:** *Bare, undeveloped points e.g. "work together", "fair prices", "avoids debt" or up to 2 identified advantages of Fairtrade.* (1-2 marks)
- Level II:** *3 or 4 clearly identified advantages of Fairtrade.* (3-4 marks)
- Level III:** *Clear identification of 5 advantages of Fairtrade.* (5 marks)

(AO1: 3 marks AO3: 2 marks)

- Q2** Read Source B. Using your own knowledge and examples from the source, give three reasons explaining why it might be argued that this source is subjective. (5 marks)

Target: Evaluation of evidence from source.

Indicative content notes:

- Part of a Christmas appeal designed to emphasise moving plight and raise money.
- Language of report plays on human emotions e.g. “eating locusts”.
- Reporter Belinda Beresford adopted an orphan child – might make her judgement more subjective.
- The source is too biased offering points of view which are all similar.
- Terkins Machanganane works for the Family Aid Caring Trust and may be exaggerating the situation to increase its impact on readers.
- Title of article (‘Aids orphans who touched your hearts’) designed to highlight personal appeal to readers.
- Insufficient empirical research.

Any other valid point should be credited.

Mark Scheme:

- Level I:** *Simple, unexplained points such as ‘it’s biased’ or ‘too emotional’.* One explained example of subjectivity from the source. (1-2 marks)
- Level II:** *Two explained examples of subjectivity from the source.* (3-4 marks)
- Level III:** *Three explained examples of subjectivity from the source.* (5 marks)

(AO1: 2 marks; AO3: 2 marks; AO4: 1 mark)

- Q3 Read Source C. Identify and explain the strengths of this source in helping to inform the reader about child labour.** (10 marks)

Target: Critical assessment of the potential strengths of a source in helping to inform the reader about its subject.

Answers must focus on both the identification and *explanation* of the strengths of the source in helping to inform the reader about child labour.

Some examples of strengths that might be identified and explained

- Helps to quantify the problem (350 million child workers around the world).
- Identifies India as the biggest employer of child labour (14-30 million workers).
- Provides information on use/possible exploitation of child labour by multi-nationals (involving goods such as trainers, footballs and clothes).
- Offers a balanced approach, pointing out both dangers of child labour and the necessity of its contribution to the family income in LEDCs (large part of family income may come from child labour in countries like India).
- Identifies difficulties/points out complexities of the problem (e.g. attempts to ban all forms of child labour could be counter-productive).
- Takes clear moral stance on unacceptability of certain kinds of child labour (slavery, sex work, armed conflict and exposure to dangerous conditions).
- Provides information about pressure groups (ICFTU, War on Want, Save the Children) fighting for better child labour working conditions.
- Information is recent/up-to-date.
- Source is precise and clearly written.

Mark Scheme:

- Level I:** *Little understanding of the requirements of the question with very limited identification/explanation of source's strengths.* (1-3 marks)
- Level II:** *Some understanding of the requirements of the question. Some explanation and mostly clear communication of at least three strengths within recognisable context of child labour. Perhaps not always consistent and/or limited in range.* (4-7 marks)
- Level III:** *Clear and mostly sustained understanding of the requirements of the question. Mostly clear identification, explanation and communication of at least four strengths within clearly recognisable context of child labour.* (8-10 marks)

(AO1: 2 marks; AO2: 2 marks; AO3: 3 marks; AO4: 3 marks)

Q4 Read Source D. Examine the reasons why views on the acceptability of Genetically Modified food vary even when it is stated that a “food crisis threatens more than 14 million people in Southern Africa”. In your answer you may refer to ethical, social, economic, environmental and political reasons.

(15 marks)

Target: Using a source to demonstrate understanding of different types of knowledge.

The phrasing of the question is such that the source provides a framework of information which can be used in the answer but candidates are free to supplement that by using their own knowledge if it is relevant in the context of the question and source.

- There might be *a moral imperative* – with attendant *political advantages* – for a government to take almost any step to feed its hungry population especially if the crisis is as great as has been depicted. If no action is taken, it could lead to great human tragedy or political unrest.
- *Ethical dilemma* of possibilities of exploiting vulnerable LEDCs, perhaps in the interests of large-scale biotech corporations/dealers/US interests trying to dispose of surplus produce.
- Emergency relief in the form of maize is nearby but it is genetically modified and *opinion about crops produced by GM methods is divided* not least because both supporters and opponents lack conclusive evidence to establish their case fully.
- Fear of what might happen if farmers plant GM seed. Could have *adverse effects on other crops/health*.
- Some may believe that GM production can make a significant contribution to tackling an enduring problem of hunger and malnutrition – part of a *humane solution*. They cannot, though, *prove* their case.
- *Lack of reliable data* relating to scale of hunger problem and the extent to which GM food could relieve it.
- Scientists may themselves be divided about the impact of GM techniques especially over the longer term. *Existing research is not conclusive*.
- Might *have adverse impact on trade* if EU deems Zambian products to be contaminated.
- Widespread resistance among environmental groups in MEDCs because of fears about the *impact of GM production on health/environment*.
- *Vested interests* e.g. Those who control food supplies will be aware that the prices of their stocks will fall if GM food floods the market.
- Because of *poor communications/restricted educational opportunities* in parts of Africa, knowledge is likely to be limited and some among the indigenous population believe that GM food is likely to be ‘poisoned’. Bias within communication system might reinforce this view.
- Internal political dissent and personality clashes might *restrict more rational debate* and arguments.

Any other valid point should be credited. Candidates do not have to include all points/categories of reasons to reach Level III.

Mark Scheme:

- Level I:** *Undeveloped and superficial comments with some reference to the context but with often limited knowledge and understanding of the points.* (1-4 marks)
- Level II:** *Some explained and relevant comments using the source as a context with some clear examples of knowledge, understanding, and arguments but with limited awareness of why disagreement may take place in the circumstances identified.* (5-8 marks)
- Level III:** *Mostly consistently explained and relevant comments using the source as a context with more sustained knowledge, understanding, and development of arguments. A wider awareness of the different reasons which contribute to disagreement in the circumstances identified and recognition of different forms of knowledge.* (9-11 marks)

(AO1: 2 marks; AO2: 4 marks; AO3: 3 marks; AO4: 6 marks)

The 4 AO2 marks should be shown separately and awarded according to the following criteria:

4 marks	Clear organisation and structure, mostly fluent and with only minor errors in expression, spelling, punctuation and grammar. Meaning clear.
3 marks	Clear attempt at organisation and structure. Occasional errors in expression, spelling, punctuation and grammar. Meaning mostly clear.
2 marks	Limited organisation and structure. Little fluency, a number of errors in expression, spelling, punctuation and grammar. Meaning often unclear.
1 mark	Lacking organisation, structure and fluency. Frequent errors in expression, spelling, punctuation and grammar. Meaning unclear.
0 marks	No response

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

- Q5** Read Source E. Using examples from at least two of the sources, and your own knowledge, discuss the success of environmental and poverty-relieving pressure groups in allowing people to ‘look forward to a better future’.
- (15 marks)**

Target: Extrapolation and exposition of arguments from a range of sources.

Indicative notes:

Candidates need to show a critical awareness of what some pressure groups seek to achieve, the extent to which they might be seen to be successful and the difficulties of dealing with a global problem on a large scale and where international politics is important. Source E offers a framework for answers and there is relevant material in Sources A – D.

Source A:

The Fairtrade scheme has been in operation for some time and more organizations (especially the Co-op and Shared Earth) are involved in a move which has had some measure of success in helping producers to get fairer prices. (Interestingly, it appears that Oxfam began moving away from direct involvement early in 2003.)

Source B:

Reference is made to the successful work of groups like Family Aid Caring Trust and Action Aid among orphans in Zimbabwe whilst also reflecting the scale of the problem.

Source C:

Mentions War on Want, Save the Children and the International Confederation of Free Trade Unions and their work against child labour but also emphasises the size of the problem and disagreement about what should be done to regulate/prohibit certain forms of child labour in LEDCs.

Source D:

This draws attention to wider issues such as the GM controversy, business interests, trade policies, the ambivalent role of the UN and disagreement in international and internal politics. All of these might make the work of pressure groups more difficult.

Source E:

The Friends of the Earth pamphlet re-iterates the point about governments and powerful industrial interests. It also illustrates the importance of working for change through “persuasive argument, lobbying and the use of the law”.

Indicative points which might be drawn from own knowledge:

- Pressure groups have a major role in *raising public awareness* of world problems. Publications/adverts are often eye-catching and widely read.
- They can help *to make people less selfish/insular* and *more aware of longer term dangers*.
- They are an important source of *funding* for relief and new projects.
- They provide important *opportunities for participation* in a variety of ways.
- Pressure groups are often *internationally organised* and can exert considerable, co-ordinated influence.

- They lead campaigns for *changes in the law*.
- They can *influence supermarkets* in banning things like GM ingredients from their own brand products or persuade UK-based companies to withdraw from environmentally damaging activities overseas.
- Governments often call on *‘insider’ pressure groups* for information.
- Pressure groups champion *sustainable development* encouraging renewable technology, waste reduction and more re-cycling.

There is no doubt that *pressure groups play a very important role* but *their task is immense*. They *lack the power, influence and resources of governments and large corporations*. *Their work is not always co-ordinated* and, in the context of the scale of many of the problems – and their restricted financial resources – *the role of pressure groups will, inevitably, be limited*. In their conclusion, very good candidates may seek to say which people might look forward to a better future and may try to explore what is implied by that phrase.

Mark Scheme:

Level I: *Undeveloped comments from some sources/own knowledge on pressure groups but with little or no discussion and with very limited reference to their effectiveness.* (1-4 marks)

Level II: *Some explained comments and discussion from some sources/own knowledge relating to the effectiveness of pressure groups in the required context but discussion and range may be limited in places. There may be some evidence of trying to reach a conclusion. Candidates who use **either** some sources **or** their own knowledge should be restricted to a maximum of 6 marks for content.* (5-8 marks)

Level III: *More detailed, sustained and clearly explained discussion and arguments from both at least two sources and own knowledge relating to the effectiveness of pressure groups in the required context and covering a wider range of issues. Mostly clear and sustained evidence of critical awareness in items of achievements/limitations experienced by pressure groups. Recognisable progress towards a logically argued conclusion.* (9-11 marks)

(AO1: 4 marks; AO2: 4 marks; AO3: 3 marks; AO4: 4 marks)

The 4 AO2 marks should be shown separately and awarded according to the following criteria:

4 marks	Clear organisation and structure, mostly fluent and with only minor errors in expression, spelling, punctuation and grammar. Meaning clear.
3 marks	Clear attempt at organisation and structure. Occasional errors in expression, spelling, punctuation and grammar. Meaning mostly clear.
2 marks	Limited organisation and structure. Little fluency, a number of errors in expression, spelling, punctuation and grammar. Meaning often clear.
1 mark	Lacking organisation, structure and fluency. Frequent errors in expression, spelling, punctuation and grammar. Meaning unclear.
0 marks	No response.

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

Approximate distribution of marks across the questions and assessment objectives for the Sources and Issues Analysis

Question Numbers		1	2	3	4	5	AO marks per unit
Assessment Objectives	1	3	2	2	2	4	13
	2	-	-	2	4	4	10
	3	2	2	3	3	3	13
	4	-	1	3	6	4	14
Total marks per Question		5	5	10	15	15	50

AO1 (K & U) 13; AO2 (Com) 10; AO3 (A & E) 13; AO4 (U of K) 14 = 50

NB 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 to allocate a single mark within the appropriate level except in the instances shown in questions 4 and 5.

With *some* questions it might be feasible to think in terms of awarding 1 mark for each valid and coherent point made. It may also be appropriate, however, to award marks for depth and sophistication of comment, development of ideas, use of supporting illustrations etc, as well as the range covered. The number of ticks, therefore, need not equal the final mark awarded for each attempt, which should reflect the overall quality of the candidate's response as expressed in the Mark Scheme.

Half-marks are not to be awarded.

A response which bears no relevance to the question should be awarded no marks.