

GCE 2004

June Series



Mark Scheme

General Studies A

Unit GA3W

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Unit 3

(GA3W Society, Politics and the Economy)

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

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 only from the source, explain briefly what is meant by “the gender imbalance at Westminster” and identify three steps that might be taken to remedy it.

(5 marks)

Target: Comprehension of source

Explanation of “the gender imbalance at Westminster”

Candidates use own words to explain that females are significantly under-represented/there are far fewer women than men (1 mark) in the House of Commons/Parliament/government/cabinet/as MPs
(1 mark)

What might be done to address the imbalance

1 mark for identifying each of the following:

- Change in the law.
- Parties might use positive discrimination (e.g. all-woman shortlist).
- More pressure group activity.
- Labour Party intends to introduce special measures.

(AO1: 3 marks; AO3: 2 marks)

Q2 Read Source B. Using the source and your own knowledge, consider how far the evidence in this source proves its claim that “women’s and men’s working lives are still profoundly influenced by their sex”.

(10 marks)

Target: Evaluation of evidence.

Indicative notes

The source clearly contains evidence that gender is an important factor in jobs/working lives:

- Information from 2001 census points to greater concentrations of women in part-time, lower paid occupations. (Figures and examples in paragraph two of source may be used to support this.)
- Men work longer hours, often in better-paid jobs. (Figures and examples in paragraph three of source may be used to support this.)
- There is still a certain amount of job stereotyping, perhaps because the British education system does not challenge outdated ideas about male/female roles sufficiently.
- Credit may be given to any relevant examples from a candidate’s own knowledge.

Such evidence is important in pointing to the links between gender and career choice/opportunity, not least because its source is the 2001 Census, but it certainly does not *prove* the claim made in the source. The key to reaching level 3 is the ability of candidates to recognise the importance in the question of *consider how far* and *prove*.

Such candidates may, in challenging the claim on the basis of limited evidence, point to some of the following:

- There is greater equality of opportunity and the law does help to restrict sex discrimination.
- Wider social and economic factors will influence job choices/career routes.
- Qualifications (and the wider role of education) are important determinants of career choices.
- The source (press release by the Equal Opportunities Commission) is pursuing a particular, perhaps rather subjective, agenda.

Mark Scheme:

Level I: *Simple answer with limited evidence, uncritical and perhaps relying heavily on unexplained words from the source.* (1-3 marks)

Level II: *Demonstrates some ability to consider evidence from source, perhaps with own knowledge, but takes a largely uncritical view with broad agreement that the point is broadly proved by the evidence provided. Little or no evidence of trying to reach a conclusion.* (4-7 marks)

Level III: *Demonstrates ability to use a wider range of own knowledge/evidence to look more critically at the question. Clear attempt to reach a conclusion.* (8-10 marks)

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

- Q3 Read Source C. What are the strengths and weaknesses of Source C in the way it deals with the gap in educational achievement between boys and girls? (10 marks)**

Target: Assessing strengths and weaknesses of source.

Indicative notes

Possible strengths of source

- Published in *The Times*, a reputable broadsheet source.
- Based on research from a detailed Ofsted report *Boys' Achievements in Secondary Schools*.
- Clear use of statistical evidence on differences between boys and girls in GCSE results with a brief reference to girls moving ahead of boys in A level since 2000.
- Offers a comparative time span to allow the reader to see trends.
- Provides comment by an experienced educationist, David Bell, the Chief Inspector of Schools.
- Indicates that under-achievement among boys is more evident among those from white, working class backgrounds / identifies the role of social class in educational underachievement.
- Gives examples of how underachievement among boys might be tackled e.g. teaching qualities/strategies, tackling 'laddish' anti-learning culture.
- Up-to-date nature of its information.

Possible weaknesses of source

- Based only on a single report / would need wider range of evidence.
- Not enough to explain *why* girls do better than boys.
- Fails to recognise wider social/economic/cultural factors e.g. links between poverty and educational underachievement or underachievement among certain ethnic groups.
- Inference that educational success/failure is largely a matter of what can be measured by exams.
- Fails to include views of students, teachers, parents etc.

Mark Scheme:

- Level I:** *Mostly simple, unexplained points about strengths and/or weakness.* (1-3 marks)
- Level II:** *Some explained points with some examples and some ability to distinguish between fact and opinion. (Maximum of 5 marks if covering only strengths or weaknesses.)* (4-7 marks)
- Level III:** *Range of mostly explained, ordered points with examples and covering both strengths and weaknesses. Clear ability to distinguish between fact and opinion.* (8-10 marks)

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

Q4 Read Source D. Explain, using reasoned arguments, to what extent you support or oppose the claims of sexism made in this source.

(10 marks)

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

Indicative notes

Candidates are not required to consider the pros and cons of both sides of the sexism argument although some may conclude that there are arguments on both sides that they support and this approach is certainly legitimate. The emphasis, certainly if candidates are to reach Levels 3, must be on their ability to produce *reasoned arguments* rather than emotional outpourings.

While wider references to sexism might not be wholly inappropriate, close attention should be paid to the wording of the question which refers to “the claims of sexism made in this source”.

Possible arguments supporting claims of sexism made in the source

- It might be deemed particularly inappropriate that a government department, especially that of the Official Solicitor, should be the source of a provocative photograph when government policy is publicly critical of sexist imagery.
- The photograph was used on the front cover of the magazine *Hearsay* – a publication to *raise* the profile of feminist issues rather than undermine them.
- Such photographs are essentially exploitative of women.
- Photographs of this nature encourage stereotypical attitudes which make judgments about the looks of women rather than women as people.
- It is increasingly argued that “pin up” posters (such as the one featuring Britney Spears in a government office) are inappropriate and may give offence in a mixed-sex working environment.
- The role of women in sport is demeaned. Women’s football is one of the fastest growing sports in the country and people should be encouraged to take it seriously.

Possible counter-arguments

- The female civil servants in the 5-a-side photograph had presumably given their consent and their actions were based on personal choice/free will.
- The women were taking part in a charity event and thus the purpose of the activity and the photograph was to support a good cause.
- Judgments about what is, or is not, “politically correct” are notoriously difficult to make because of the presence of personal values and beliefs.
- It is possible to be over-sensitive about some photographs and posters. Questions might be raised about making *moral* judgments about something that is *legal*.
- Critics may have underestimated the irony of featuring the photograph on the front of the magazine concerned. In some respects, it might be an effective way of meeting the purpose of the magazine – raising feminist issues.
- It encourages partial judgments to be made on a specific gender issue instead of the wider issue of equality and equal rights between the sexes.

Mark Scheme:

- Level I:** *Simple, unexplained points, perhaps heavily value-laden and based on superficial awareness of ‘sexism’, the ‘politically incorrect’ or ‘harmless fun’.* (1-3 marks)
- Level II:** *Some ability to present a restricted range of arguments, mostly in the context of the source, with some reasoning which might not always be maintained, mostly clearly articulated or free from subjective judgments.* (4-7 marks)
- Level III:** *Mostly sustained ability to demonstrate a range of reasoned arguments in the context of the source. Clearly articulated and usually free from subjective judgments with the ability to reach a logically argued ‘to what extent’ conclusion.* (8-10 marks)

(AO2: 2 marks; AO3: 3 marks; AO4: 5 marks)

Q5 Read Source E. Using Source E, one of the other sources and your own knowledge, state the extent to which you agree with John Humphrys that, “we have to become dissidents” and that “most of the great battles (for equality) have been won”.

(15 marks)

Indicative notes

There are two points for candidates to consider:

(a) The extent to which we need dissidents

- They provide us with role models – perhaps our heroes and heroines.
- They are campaigners for change – the source gives the suffragettes as an example. Many others could be used.
- As the source suggests, dissidents have helped to promote democracy and improve rights (for workers or better education/health care).
- Dissidents are not just complainers – they fight for the values that many people share and believe in.
- Examples may be used from one other source and from the candidates’ own knowledge.
- Students may take an alternative view. Dissidents might be seen as troublemakers, perhaps people fighting for selfish causes, power seekers who seek to subvert democratic values, people for whom the fight is more important than the cause. Not everyone wants to become a dissident or welcomes periods of rapid and continuous change. Dissidents can be negative, always criticising ‘the system’ but never offering alternatives.

(b) The extent to which battles for equality have been won

Candidates are required to focus their answer on Source E (which offers political/female emancipation, workers’ rights, equality of opportunity through state education or state health care.)

They may use **one** of the sources as their main focus or to supplement a theme mentioned in Source E.

Source A - equal opportunities for women in the political process.

Source B - equal career/work opportunities.

Source C - equal opportunities through education.

Source D - sexism in society/equal rights.

The best candidates might indicate that equal opportunities do not always produce equal outcomes (for a variety of reasons) or (and it is a contentious point) so much progress has been made in the struggle for equality that the need for dissidents is less evident than it once was. Alternatively, it could be argued that there remains much to do in a particular area and that dissidents are as necessary today in a pluralist system as they ever were.

Mark Scheme:

Level I: *Mostly undeveloped comments with general observations about dissidents/battle for equality with no/superficial analysis.* (1-4 marks)

Level II: *Some explained comments and arguments using Source E and one other source and/or own knowledge about the extent to which there is a need for dissidents and/or the extent to which the battle for equality has been won. May tend towards description with some evidence of analysis and a few relevant examples in the chosen context(s).* (5-8 marks)

*Candidates who use **either** only sources **or** only own knowledge limited to maximum of 6 marks for content and 8 marks overall.*

Candidates who answer only one part of the question limited to maximum of 6 marks for content and 8 marks overall.

Level III: *A number of mostly clearly explained comments and arguments using own knowledge, Source E and one other source. Mainly analytical with mostly clear understanding of the issues relating to the chosen context of dissidents and equality. Some ability to bring the discussion to a logically argued conclusion.* (9-11 marks)

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

4 marks	Clear organisation and structure, fluent and with only minor errors in expression, spelling, punctuation and grammar.
3 marks	Clear attempt at organisation and structure. Mostly fluent with few errors in expression, spelling, punctuation and grammar.
2 marks	Limited organisation and structure. Some fluency and some 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 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.

(AO1: 5 marks; AO2: 4 marks; AO3: 3 marks; AO4 : 3 marks)

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	AO1	3	3	2	-	5	13
	AO2	-	2	2	2	4	10
	AO3	2	2	3	3	3	13
	AO4	-	3	3	5	3	14
Total marks per Question	5	10	10	10	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. Except in Question 1, 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. (In Question 5, the mark for AO2 [communication] should be shown separately.)

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.