

GCE 2005
January Series



Mark Scheme

General Studies Specification A

Unit GSA6 – Society, Politics and the Economy

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Unit 6

(GSA6 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.

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 quite good 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.

Approximate distribution of marks across the questions and assessment objectives for Section A

Question Numbers	1	2	3	4	AO marks for Section A
Assessment Objectives AO1	1	1	1	1	4
AO2	1	1	1	1	4
AO3	4	2	2	3	11
AO4	3	5	4	4	16
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.

GSA UNIT 6 CASE STUDY SUMMARY OF EXTRACTS JANUARY 2005**THE COST OF THE NATION'S HEALTH****EXTRACT A** *Data on the UK population and expenditure on health and other benefits*

- Figure 1 UK population changes 1961-2026 by age and sex
- Figure 2 Dependent population 1971-2025 by age
- Figure 3 Life expectancy at birth 1972-1999 by social class and sex
- Figure 4 Expenditure on social protection benefits 1990-91 and 2000-01 by function
- Figure 5 Social security benefit expenditure 2001-02 by recipient group
- Figure 6 Health and personal social services staff 1981-2001

EXTRACT B *'Two nations' divide yawns for over-50s*

Predicts two classes of over-50s: one well-off consumer, able to retire early and enjoy leisure pursuits; the other low-paid compelled to continue working beyond pension age because of financial necessity.

Greater independence for women and increase in divorce rate has meant more people living alone, with greater likelihood of financial hardship and other knock-on effects connected with the care needs of ageing single relatives, particularly men.

The figures show the changing divorce rate and effects of living alone on men aged 50-59.

EXTRACT C *Why the middle classes look better*

Discusses extended life chances of middle classes compared with lower classes who suffer illness and the on-set of old age up to 15 years sooner. Predictions about increased longevity might be short-lived.

Considers implications for governments of increased demands on pensions and other social protection benefits. Looks at aspects of physical and mental health of different age groups related to social class and wealth. Majority of pensioners have fairly limited assets to draw upon.

EXTRACT D *An end to grey deference*

Starts off by challenging assumptions about the burdens that an ageing population will create. Spending is not going to rise inexorably and the trend may be sustainable. Pension and care costs will rise, as will the number of people aged over 85, but care costs of those under 16 will fall and provision for older people can be realigned. Many older people are likely to be healthier, it is claimed. The calculations and conclusions about future needs are not straightforward, however.

Generational changes work in different directions: unemployment, lack of job security, marriage break-ups, single living all have a bearing on future health and care costs, and the next generation of old people will most likely have higher expectations about the level of care they expect to receive.

Suggests that greater investment in ‘family policy’ and public health now would save spending in the future.

EXTRACT E *Nice people should know that IVF is a misuse of cash*

Considers the difficulty in deciding whether some NHS treatments, e.g. use of beta interferon for MS, are acceptable in terms of cost and how such decisions are reached (cost per quality-adjusted life year). Individuals, politicians and economists think differently and will have different priorities.

NHS budgets are not limitless and goes on to discuss whether very expensive IVF treatment for infertile couples should be pursued. NHS priorities for treatment should be alleviating pain and suffering rather than lifestyle enhancing, such as Viagra or cosmetic surgery.

Compares the number of abortions carried out annually with the shortage of babies for adoption and suggests that the economist’s view would be to find a way to match the demand and potential supply, however difficult that would be for the politician.

EXTRACT F *Teens face obesity and infertility*

BMA report highlights serious health issues amongst adolescents – smoking, binge drinking, drug taking, junk food, careless sex – are together creating a potential ‘public health time bomb’.

Children from all social classes are affected, but more commonly in poorer families, and too few take regular exercise (only 2 out of 5 boys and 3 out of 10 girls). The remedies cannot just be left to young people themselves. Special health services and promotion need to be better targeted at adolescents rather than concentrating on the young and old.

SECTION A**1 Briefly outline the key points and implications of the data given in Extract A.****9 marks**

Aware and well-prepared candidates should realise that the key Case Study issues are to do with the cost and the means of sustaining a future ageing population and better responses will focus on this in their selection of comments.

- The data on population change from Figures 1 and 2 show that the number and proportion of young people under 16 has been falling more or less steadily since 1961 whereas for older people over 65 they have been rising steadily. In 10 years' time the number over 65 is projected to exceed those under 16. The average age of the population is increasing and the so-called dependent population is increasing over those in work, mainly those over 21, who pay taxes to sustain them.
- Figure 3 shows that life expectancy has increased by almost 6 years for males during the period from 1972 to 1999 and 4.6 years for females, although on average females live 4.5 years longer than males. It also shows that higher earning and qualified groups live longer than lower paid, less skilled groups by a difference of 5-7 years at the extremes. These groups are better able to provide for their own health and expenditure needs.
- Figures 4 and 5 show how much social protection benefits have risen over the past 10 years with expenditure on old-age related benefits almost twice what it was in 1990 and on sickness and health care almost 50% higher. Over 75% of this expenditure is currently in these two categories and both can be expected to rise further in the future. The issue is how this projected increase is to be paid for.
- Along with these rises in expenditure Figure 6 points to the increase in supply (and demand) of trained healthcare staff which again can be expected to continue to rise, so there are educational and training implications as well.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment, consideration of the nature of the evidence or concepts (AO4). The number of ticks need not however equal the final mark awarded, which should reflect the overall grasp and quality of the candidate's response to the question, as reflected in the General Mark Scheme criteria. A genuine sense of overview and command of the detail, rather than just listing it, should be required for a Level 3 mark.

- 2 Considering the information and arguments in Extracts B, C and D, briefly explain why assumptions about increased life expectancy, future health needs and costs are ‘not straightforward’.**

9 marks

To a considerable extent the points and arguments in the extracts support the view that the ageing population and the public costs of supporting them will continue to increase substantially, but in places these assumptions are challenged. The patterns differ markedly according to wealth and social class; there are significant inequalities between the different income and social classes; between men and women; and the old people of the future will have gone through different life experiences. All of these factors may change future outcomes, as well as more general uncertainties connected with estimating future needs and costs. The structure of social protection benefits and health care provision are changing already and are likely to change further in the future, which will also affect future costs.

Points from the extracts include:

- Extract B examines the divide between wealthier, professional classes who are undoubtedly fitter, healthier and likely to live longer, and less well-off groups who are in the majority and likely to suffer increasing hardship which will affect their health and longevity. Life style and domestic arrangements have a profound effect on health and the dramatic increases in divorce and people living on their own are likely to produce negative effects, particularly for men. Caring for ageing single parents may well take its toll on those in their middle age.
- Similar points about inequalities are made in Extract C, which claims that the projected increases in longevity for many may be short-lived. The same points emerge about the potentially negative effects of lack of wealth and more people with less good health, small savings and higher public support needs, so that projections about living longer could be confounded, but care costs could still continue to rise.
- Extract D however starts off by challenging the predictions and the notion that the rises are inexorable and inevitable. In proportionate terms the increases are not as large as might be thought. The next older generation should be fitter and healthier (e.g. through reductions in smoking) and the structure of health care arrangements could change. But there are factors, like lack of job security, which work in the opposite direction. The same point is made as in B about the increased number of single people having higher support needs, and also about higher expectations increasing demand and costs.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment, consideration of the nature of the evidence or concepts (AO4). The number of ticks need not however equal the final mark awarded, which should reflect the overall grasp and quality of the candidate’s response to the question, as reflected in the General Mark Scheme criteria. The arguments are quite hard to unpick and candidates who are able to give a reasonable overview of the contradictory tendencies (as suggested in the first paragraph above) and uncertainty of the projections should be rewarded generously. Candidates could also make more general points about the use of averages and extrapolation in statistics which, if valid and relevant, should qualify for marks.

3 Briefly discuss the problems identified in Extracts E and F and give your views on the difficulties in addressing them.

8 marks

Candidates are freer to develop their own opinions in this question, but the first part of the question requires them to identify the issues and there are some pointers in the extracts to help them discuss possible solutions and explain the difficulties in these areas. A major issue would be one of personal freedoms (the right to harm yourself) and the extent of government control and responsibility over people's behaviour (the 'nanny state' issue).

- Extract E discusses what the prime purpose of the NHS is in the context of finite funds and increased demands and comes to the conclusion that it should be about alleviating pain and not improving lifestyles. Examples are given of how decisions have to be made about the economics of certain treatments for MS and how advancements have made other treatments possible, like keeping alive premature babies and hip replacements, but other treatments are more marginal, like prescribing Viagra and fat-reducing drugs. Ultimately the decisions are political and in the case of infertility the article points to the number of abortions carried out on unwanted foetuses as presenting an alternative possibility. But how palatable would the implied solution be and how could it be implemented?
- Extract F makes some dire predictions about teenage lifestyles and future health problems. Although the problems are more prevalent in poorer families, they are apparently common to all social classes. Specifically targeted and located health services and better education on smoking, alcohol, drugs, diets and sex are suggested, along with the need to improve family activity. The solutions proposed in the article appear rather vague and weak – what is meant by the final paragraph and how do you do other people's thinking for them? – but candidates may come forward with more specific observations and ideas. The comments in the article may also be deemed by some to be sensationalist and over-reaction.

The focus of the question is on the problems and difficulties (rather than the solutions) to reflect the inherent difficulty in dealing with such broad and intractable problems. The maximum number of marks for this question is 8.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment, consideration of the nature of the evidence or concepts (AO4). The number of ticks need not however equal the final mark awarded, which should reflect the overall grasp and quality of the candidate's response to the question, as reflected in the General Mark Scheme criteria.

4 Using the information and arguments in all the extracts, discuss what you think the government’s priorities should be for future health care and benefits provision in the United Kingdom.

9 marks

This is a summary question which requires candidates to pull together the main themes and problems discussed in the Case Study and to consider the apparent causes and what needs to be done to alleviate them. A profitable approach would be to draw on the extracts to identify the main causes of health and benefit problems and what solutions can be suggested which follow from these.

Possible causes of action:

- increases in NI contributions and taxes to raise revenue
- increased investment in health services, education and training of future staff
- increased benefits and saving schemes for old age
- more effective health promotion – dietary habits, recreation and physical fitness, banning smoking in public places
- more effective promotion of the family and family values
- improved efficiency and effectiveness in education and health services
- better targeting of treatments and services for key groups, e.g. young people and those more at risk
- more use of preventive medicine, e.g. health screening, and speedier treatment of identified problems.

Many of these solutions are being tried and none of them on their own will solve the range of problems. The problems need to be tackled on as many fronts as possible involving collaboration from many agencies and government departments. We should not expect too much of candidates in coming forward with comprehensive solutions to such complex and intractable problems in the time allowed for this question. Valid and relevant discussion which recognises the nature and difficulty of the problems, and some of the possible actions should be given reasonable credit, as should responses which show awareness of pension and health service reforms and the debates about private versus public provision.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment, consideration of the nature of the evidence or concepts (AO4). The number of ticks need not however equal the final mark awarded, which should reflect the overall grasp and quality of the candidate's response to the question, as reflected in the General Mark Scheme criteria.

GENERAL MARK SCHEME FOR A2 ESSAYS

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)	Good response to the demands of the question: 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)	Competent attempt at answering the question: 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)	Limited response to the demands of the question: 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)	Inadequate attempt to deal with the question: 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	No response or relevance to the question.

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.

SECTION B**5 Democratic states often pride themselves on the freedom they claim to give to their citizens.**

Briefly explain what you understand by democracy. How free do you think we are as citizens of the United Kingdom? What limits should there be to such freedoms?

This question is in three parts and for high marks candidates should address all three, though the amount of attention given to each part may depend on the viewpoint of the candidate.

The first part calls for a brief discussion of what democracy means to the candidate. This may simply be a brief statement but stronger candidates can be expected to provide some development to support it and appropriate credit should be given for such development.

Points that may be made include:

- Democracy is usually defined as government by the people. Liberal democracies usually grant two basic rights – the right to representative government (the right to vote in free elections with a choice of political parties, which make the government potentially accountable and removable) and the right to individual freedoms (see below) guaranteed by an independent judiciary and often supported by some sort of bill of rights. This is often underpinned by a separation of powers where the executive, legislature and judiciary are kept apart, thereby creating a system of checks and balances to ensure free and incorrupt government and guard against dictatorship. Democracy is perceived as an ideal form of government by many largely because it appears to suggest an active, just and egalitarian regime. In practice most of the world's richest nations would claim to be democracies; collectively they have a relatively good track record for stable government, and in general the protection of civil liberties, but weaknesses can be found as well.

The second part of the question is up to the candidate but a reasonable response might be expected to include some principles supported by examples where the candidate feels that we enjoy, or perhaps fail to enjoy, important democratic freedoms. Valid reasons should be given to support the claims for higher marks.

In principle the freedoms which we enjoy depend upon rights. Potentially these are many and may include the rights to:

- life; liberty; prohibition of slavery, forced labour and torture; security; a fair trial; no punishment without law; protection of self and property; marriage; respect for private and family life; freedom of thought, conscience and religion; information and expression; assembly and association; self-government and free elections; unfair discrimination and exclusion; education.

Some credit should be given for the range identified, but we should only expect candidates to cover a few of these in depth. In the context of how much freedom we enjoy, we might expect some discussion of the extent to which it can ever be absolute and is, or may have to be, limited in some way. There could be evidence of AO4 here.

Proper limits to freedoms should also be covered and these might be the responsibilities for meeting and safeguarding the rights discussed above. Here reference may be made to:

- acceptance of good government which is there to rule but also to serve; the recognition of just law for the protection of oneself and others; the need to be a good citizen, e.g. by exercising civic and moral duties and recognising the rights of others.

Again the commentary does not have to be comprehensive, but should be adequate enough to cover major principles and fit in coherently with the discussion that has preceded it.

6 To what extent do you consider the United Kingdom to be a genuinely multi-cultural society? Discuss the benefits and difficulties of trying to develop a multi-cultural society.

There are three clear parts to this question, plus a fourth if the need to define ‘genuinely multicultural’ is included. The first part requires candidates to develop a view on how ‘genuinely multi-cultural’ UK society is, but doesn’t clarify what that means. Stronger candidates may therefore legitimately question the concept and ought if they are to discuss this usefully to give some indication of what they understand by ‘multi-cultural’ and how this is reflected in UK society.

The phrase is common enough but the benefits about the value of better understanding of cultural differences, richness in variety and integrated communities living harmoniously together can sound rather clichéd. The ultimate benefits are greater political and economic stability, which would appear to be much needed in the face of wider global concerns about international terrorism, and these sound equally clichéd. However they should not be underestimated and candidates should be given credit for getting this far. They should receive more if they are able to recognise some of the real issues behind this, e.g. the reality that the ethnic communities are not evenly spread. The immigrants of the 1950s settled where the jobs were and where they could obtain housing. Consequently there are areas with very high percentages of ethnic minorities which to some extent have reformed themselves in terms of a sort of cultural protectionism. As a matter of local government policy they have been allowed, if not encouraged, to insulate themselves from the wider national culture in a kind of double standard. Ethnicity has been promoted in the family and in the community, but discouraged in the public spheres of school, work and politics.

The major problems to be tackled are those of poverty, racism and equal opportunities. Successive British governments have tried to deal with the latter through the Race Relations Act, the Commission for Racial Equality and better representation in local politics and other aspects of public life, but the aftermath of the Stephen Lawrence inquiry, the more recent riots in northern towns and the limited resurgence of the British National Party show that there are still many problems concerning the integration of ethnic groups. Poverty and unemployment are major problems. The unemployment rates for black and Asian ethnic groups are between 2 and 3 times higher than for whites, and are especially high for 16-25 year olds, reflecting in part poorer educational attainment and higher crime figures, particularly of boys.

On a local level the newer solutions proposed also sound banal: cross-cultural contact, inter-faith dialogue, twinning of schools, fostering understanding and respect. Economic regeneration is also important but hard to achieve. On a national level, a new Community Cohesion Task Force has been set up and the Home Secretary, David Blunkett, has initiated a 'national debate', by suggesting that immigrants take an oath of allegiance to the British state and adopt British norms. The debate is meant to clarify the rights and responsibilities of a British citizen, extra requirements on immigrants for English language skills, and the introduction of formal ceremonies for the granting of citizenship (the first of these took place in February 2004).

Other proposals appear to go against this integrated approach, such as faith schools, mainly to allow Muslim schools to be set up alongside Church of England, Roman Catholic and Jewish schools in major cities. Encouraging a Muslim identity in schools has been seen as likely to produce responsible, respectable citizens, but such schools have also been criticised for their potential to encourage separatism. Similarly, the question of Imams in prisons was seen as an effective way of bringing wayward Muslim youths back into the community; but since September 11 there has been concern about the potential for the indoctrination of anti-western values. There are more recent concerns too about the UK’s capacity to cope with increased numbers of asylum seekers and other economic migrants following the expansion of the EU in May 2004, although there are significant skills and labour shortages which it is said foreign workers are needed to fill.

The difficulties and tensions are immense and candidates could not be expected to cover all of these points convincingly. Credit must therefore be given for recognition of a range of relevant issues and general points made in a standard way which show sensitivity and understanding of the many tensions which exist in this area.

7 What do you understand by ‘social class’? To what extent does ‘class’ matter in the United Kingdom today?

The question is in two parts: the first calling for an expanded definition of social class; and the second, perhaps more substantial part of the question, requiring discussion of the extent to which class is still an issue in British society today. It is an open question as there is more than one way of defining class and some would maintain that class is a ‘dead’ or ‘out of date’ issue as we move towards a (more) classless society.

Identifying someone’s class is of course essentially labelling and stereotyping someone, a feature to be discouraged in general terms, and there is no doubt that previous distinctions are much more blurred than they were 50 years ago. It is open to make these points and candidates doing so would qualify for AO4 marks amongst others. Nevertheless some elements and uses of social classification still exist, e.g. the government is keen to increase participation levels of ‘lower/working class’ young people in higher education, and the Registrar General’s occupational classification 1 to 5 is still used in government statistics. Broad references to upper, middle and lower/working class are still made on a regular basis, as the word ‘underclass’. Reference may also be made back to Marx and Weber, so ownership, wealth and power, education, occupation, even accent may still come into the discussion. It is of course debatable how much such things matter and are a significant source of discrimination nowadays and this is the subject of the second part of the question.

It is now often claimed that class in the latter half of the 20th century is a less significant factor and that distinctions are much more blurred than they used to be with greater access to further and higher education, improved standards of living and health, greater disposable income and mobility, home ownership, changes in types of employment, equal opportunities. As the power and influence of the aristocracy has declined through political changes, and the cultural values of the mass media have become more widespread (creating a new aristocracy of pop, TV, film and sports stars?) perhaps wealth alone has become the greatest determinant of which social group people belong to.

However the current Case Study statistics show that those at the lower end of the socio-economic divide are more likely to have lower educational qualifications, more health problems and a lower life expectancy. Those educated at public school and Oxbridge still occupy many areas of public life in politics and the City, despite exercising less dominance than they used to. Who you know is still important it seems in securing some jobs and social status, but it is arguably easier to gain these through merit alone than it used to be.

Candidates are free to make of this question and the concepts what they will and, as always in General Studies, it is the quality of the case and the arguments presented that should determine the marks awarded.

8 Whilst people in the affluent West anticipate a significantly increased life span, there is growing concern that, with so much attention focused on the ‘war against global terrorism’, health and poverty in less economically developed countries will only get worse.

Discuss with reasons which of these two problems should have the higher priority and suggest ways in which it can best be addressed.

Candidates are required by the question to focus first on the two problems of ‘global terrorism’ and ‘global poverty’ and to discuss which of these should have the higher priority for the affluent West. It is set in the context of the ‘rich’ world growing richer and the ‘poor’ poorer, and what the affluent countries are prepared to do about it, as suggested by the initial prompt. Candidates are free to adopt whatever position they choose, including rejecting the concept of priority (a false dilemma?), and stronger candidates may in the process examine the potential links between the two problems. The development of a coherent position with supporting reasons is what will gain marks for this part of the question and we might expect arguments to be based on both ethical and practical/pragmatic grounds with appropriate references to recent and current world events.

After this candidates are free to pursue solutions to their chosen problem, although those who refuse to choose ought to say something on how both problems may be tackled, whether related or not in their view. If they do, they should be given appropriate credit for both.

Candidates may argue that sustained aid and support for LDCs depends on preserving global economic and political stability and that this must have priority, as the one can only flow from the other. The threat to economic and political stability has increased dramatically since September 11 and subsequent successful and failed attacks have meant that the West has had to respond in order to defend itself and its citizens. The Sept 11 attack led directly to the American invasion of Afghanistan and most likely the allied invasion of Iraq. Some commentators have argued that these attacks have an economic or political cause, others a religious basis, and others point to the continuing problems in Palestine as the root cause. The struggle for greater stability in Iraq has proved much greater than some anticipated, although it is not surprising that there should be retaliation to the continued occupation by foreign troops. However it is hardly a situation which can be abandoned in the short, or even medium term, and the cost is high.

On the other hand some would argue that the major issue and almost certainly the crux of the whole question are the international political will to bring about sufficient changes to make a difference in the poor world, and the increased prospect of international strife and global terrorism in their absence. If more of an effort is made to deal with global poverty and disadvantage, then the threat from international terrorism will reduce.

Measures to combat international terrorism which have been/are being put in place include:

- increased security surrounding high profile and obvious public targets
- tighter border controls and identification of citizens (ID cards)
- outlawing extremist groups and special powers to arrest and hold suspects
- tighter money control and measures to combat fraud and money laundering
- increasing the number of intelligence agents and improved international collaboration
- specific training of public service personnel, police and other emergency services
- tighter control over movement and sale of sensitive materials.

On the question of health and poverty in LDCs, millennium development goals, set by the World Bank and G7 countries for improving water and sanitation, child and maternal health, and primary

education for every child, will not be met unless the current annual amount of development aid of \$35bn is doubled. In sub-Saharan Africa, where AIDs is endemic, the numbers in absolute poverty are expected to rise and health and starvation will get worse. Trade and capital that integrate the global economy are severely disrupted by disease, environmental degradation, corrupt regimes, civil strife and criminal activity, but also significantly by self-interest and what some say are ‘bully tactics’ by wealthy nations at the periodic agreement talks organised by the WTO.

Practical measures which could be taken include:

- increased trade between the rich and the developing world; removal of barriers to free trade and tariffs on processed goods
- increased investment by rich countries in industry and services; rescheduling of foreign debts and aid programmes
- 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
- national and international strategies for sustainable development, towards reversing the current loss of environmental resources and damage
- greater willingness on part of EU, USA and other powerful governments or international agencies to impose more rigorous standards and controls on multinational companies to
 - operate fair and ethical practices
 - pay economic prices to commodity producers
 - contribute to local infrastructure, healthcare and educational standards.

For high marks candidates must cover both parts of the question, but we must be flexible about how we allow and reward candidates for doing this. A strict 50/50 split of the marks would not be appropriate for every possible answer.

Approximate distribution of marks across questions and assessment objectives for Unit 6

Question Numbers	Section A				Section B	AO marks for Unit	
	1	2	3	4	5-8		
Assessment Objectives	AO1	1	1	1	1	6	10
	AO2	1	1	1	1	5	9
	AO3	4	2	2	3	7	18
	AO4	3	5	4	4	7	23
Total marks per Question		9	9	8	9	25	60