



## General Certificate of Education

# General Studies 6761

## *Specification A*

*GSA6 Society, Politics and the Economy*

# Mark Scheme

*2005 examination - June series*

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.

## Unit 6 Question 2 (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**

<b>Level of response</b>	<b>Mark range</b>	<b>Criteria and descriptors:</b> 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**

<b>Question Numbers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>AO marks for Section A</b>
<b>Assessment Objectives AO1</b>	1	1	1	1	4
<b>AO2</b>	2	2	1	1	6
<b>AO3</b>	4	3	1	1	9
<b>AO4</b>	2	3	5	6	16
<b>Total marks per Question</b>	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 JUNE 2005**

### **CONSUMERISM AND CHOICE**

#### **EXTRACT A**            *Data on aspects of consumer expenditure and choices*

- Figure 1            Volume of retail sales 1991-2003
- Figure 2            Household expenditure in UK 1971-2002
- Figure 3            Non-cash transactions by method of payment 1991-2002
- Figure 4            Net borrowing by consumers in real terms 1987-2003
- Figure 5            Passenger transport by mode 1952-2002
- Figure 6            Goods moved by domestic freight transport by mode 1972-2002

#### **EXTRACT B**            *The cost of consumerism*

**Do consumers in the West need all the goods they buy? 30% of the world's population consume 80% of the world's resources. The differences in living standards and the current rate of consumption cannot be sustained without irreparable damage to the global environment.**

Attitudes to consumption and advertising to promote this need to change. The cycle of overproduction and overconsumption needs to be broken. Facts are given on CO<sub>2</sub> emissions, wastage of food and other products, built-in obsolescence, excessive consumption and overuse of resources, waste and recycling, dominance of global economy by the West.

#### **EXTRACT C**            *24-hour society*

The impact on society of longer opening and working hours in business and commerce is examined. Is there a limit to increased demands from consumers and those seeking to expand markets?

Factors responsible for the increasing demands: global competition and impact on working time, practices and location; computerisation of sales and telemarketing; increased consumer expectations.

Changing patterns noted: telephone usage; late night TV viewing; shop opening times; more flexible lifestyles by younger people.

Increased expectations: longer opening hours and access to services; greater 'customer focus'.

Negative effects: increased pressure and pace of life; effect on family and friendship networks; more complex management of time and resources by suppliers and consumers.

**EXTRACT D**                    *Save us from this 24-hour living hell*

Negative commentary from *The Daily Mail*. Is 24-hour society really a good thing? Text questions the notion that extra activity is always productive; challenges values that make us feel guilty about not working and our insistence upon instant gratification; argues that there are negative effects related to overstimulation.

Loss of genuine appreciation derived from anticipation, rarity value and special occasions.

**EXTRACT E**                    *Too much of a good thing*

*Prospect* article questions the ‘supremacy of individual choice’ in a democratic society. Discusses the political, as well as social and commercial impact and significance of choice and market forces.

Negative aspects of choice considered: expensive and time-consuming; stressful and not always right or beneficial in longer term; not as extensive as we may think and some people are denied opportunities available to others; impact of choice on quality.

Democracy not good at ‘big’ choices/changes – too many conditions need to be met; in reality choices are small, individual and limited, e.g. need to work, narrow choice of employment, education etc.

Develops example of reality of choice, or lack of it, in education and demonstrates potential gains and losses in selection. Some people do not have a choice in this scenario. Similarly in other aspects of welfare provision.

Key political choice of low or high spending state seems currently to have disappeared.

## SECTION A

- 1 Briefly summarise the key features of the data in Extract A and discuss what they show about changes in British society.**

**9 marks**

There are two parts to this question and well-prepared candidates should have little difficulty with the first part: summarising the key features of the data. Comprehensive comments on each of the figures should be sufficient to enable candidates to reach top Level 2 marks. The second part requires more sophistication and imagination and will most likely determine whether a candidate's mark reaches Level 3.

### **Points may include:**

- Figure 1 shows steady growth in the volume of retail sales over 12 years, indicating a growing economy and an overall wealthier society, or at least one which is spending more (see fifth bullet point below). The high peaks in the graph are explained by increased spending at Christmas.
- Figure 2 shows that household spending has more than doubled overall in the last 30 years and increased in all of the categories shown (except for alcohol and tobacco), with the largest increases occurring in recreation and culture, foreign travel and communication. These might be identified as less or non essential items.
- Considering these changes in selected categories in more detail gives an indication of how proportions have shifted from more (e.g. food and non-alcoholic drink) to less essential items (recreational goods and services), reflecting overall higher levels of disposable income and how people choose to spend it, and indicating higher standards of living and material well being, as well as changes in consumer preferences and the growth of choices available.
- The highest growth category is in electronic communication – items which are having a major impact on people's lives and the way in which the economy and society lives, works and plays.
- This growth is fuelled to a significant extent by increased use of non-cash transactions (Figure 3) facilitated by electronic banking systems. Automated payments are used increasingly for salaries and regular bills, debit cards for regular purchases (e.g. food supermarkets) and credit cards for more one-off, larger or less routine purchases. Cheques are used much less often, but in 10 years the overall number of individual transactions has grown enormously from approximately 4.5 to 8.5b.
- The growth is also fuelled by increasingly high levels of net borrowing (Figure 4) which has increased from a zero figure in 1992 to £6b in 2002. This reflects the extent to which people are prepared to incur debts and live beyond their means, and this can lead to serious money problems and bankruptcy.
- Figures 5 and 6 show another dimension to increased economic activity and growth in the form of an inexorable and dramatic increase in car use since the mid-1950s, compared with buses and trains, and in Figure 6 a virtual doubling of goods moved by road since 1972. The car has added greatly to changes in people's lives giving greater freedom of movement and choice of activities, but the combined effect of cars and lorries has also produced problems in terms of congestion, accidents, consumption of energy and damage to the environment.
- Marks may also be given for other valid points about resulting changes in society, including the argument that what we are given here is based on overall or average figures which do not mean greater wealth, choice or higher standards of living for everybody. This would be a good example of AO4.

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 evidence and its implications (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 points, should also point to a Level 3 mark.

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**2 What do you understand by ‘consumerism’? What are the costs and issues implied in Extract B?****9 marks**

In the first part of the question the candidate is asked to define or explain ‘consumerism’ in their own terms and should be allowed a certain amount of latitude in how they do this.

A neutral definition would be ‘a state of advanced industrial society in which a lot of goods are bought and sold’; or ‘an economy based on high/increasing levels of production and consumption; a less neutral one might suggest ‘when too much attention or dependency is given to buying and owning material things’.

It is suggested that up to two marks may be awarded for a definition which has two valid elements like ‘high levels of production and consumption, or ‘preoccupation with buying and selling of goods, or ‘high level of importance on the acquisition of material possessions’ but further advice will be given at the Standardising Meeting on how to treat this part of the question.

**The costs and major issues raised by the article are:**

- Do consumers in the West need all the goods they buy? By implication, no. 30% of the world’s population consume 80% of the world’s resources. The differences in living standards and the current rate of consumption cannot be sustained without irreparable damage to the global environment.
- Attitudes to consumption and advertising to promote this need to change. The cycle of overproduction and overconsumption needs to be broken. Amongst the related problems which need to be addressed are the level of CO<sub>2</sub> emissions from increasing energy consumption, wastage of food and other products, built-in obsolescence, excessive consumption and overuse of resources, the need for much more recycling, treatment and the reduction of waste, and the desirability of reducing the dominance of the global economy by the advanced western nations.

The overall point is that of Western society locked into an ultimately unsustainable model of economic growth and consumption of resources, to the detriment of the rest of the world, with insufficient inclination or knowledge of how to break out of the model. Candidates who are able to reach this conclusion should be rewarded highly, provided that appropriate points of detail such as those indicated above are also made.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point up to a total of 7 for this second part of the question, including other points not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment, consideration of the evidence and its implications (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.

**3 Using the ideas and arguments in Extracts C and D, discuss the extent to which the trend towards a 24-hour society is both inevitable and desirable.**

**8 marks**

The two key words in the question are ‘inevitable’ and ‘desirable’ and candidates must deal with both of these to qualify for Level 3 marks. They are free to give their own views, but in their answer they must deal with both the positive and negative sides of the 24-hour society as discussed in Extracts C and D.

Possible points from the extracts include

**‘Inevitable’?**

- Factors responsible for the increasing demands (Extract C): global competition and impact on working hours, practices and location; computerisation of sales and telemarketing; increased consumer expectations; more flexible life-styles of younger people. Changing patterns noted: increased telephone usage; late night TV viewing; extended shop opening hours.
- Is there a limit to increased demands from consumers and those seeking to expand markets? Practicality and economic forces (technology, demand and cost) will most likely determine how far the process will expand.

**‘Desirable’?**

- Positive view (Extract C): increased and more flexible access to services; response to increased customer expectations; greater choice and ‘customer focus’; greater competition leads to improved services.
- Negative effects (Extract C and D): increased pressure and pace of life; effect on family and friendship networks; more complex management of time and resources by suppliers and consumers.
- Extra activity not always productive; creates guilty feelings about not working; increases expectations of instant gratification; damaging effects of overstimulation.
- Loss of genuine appreciation derived from anticipation, rarity value and special occasions.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not mentioned 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 ideas from Extract E, discuss the argument that modern society presents us with too many choices.****9 marks**

Candidates are free to give their own opinions and evaluation of the points in the extract about the extent and nature of the choices available to individuals in modern society and marks should be awarded on the substance and coherence of the arguments presented. They may choose to reflect the arguments in the extract or develop their own case.

Points which may be drawn from or prompted by the extract are:

- The range of products for any market can be bewildering and there can be too many to choose from for a wholly considered and rational choice to be made. Some people enjoy the process but for others it can be expensive, time-consuming and stressful. Many adverts are designed to manipulate choice rather than aid it.
- Choosing not to do something can restrict choices in the future (as in the example given in the passage about learning to play a musical instrument). Sometimes the opportunities to choose have to be created through gaining qualifications or experience (e.g. in education or careers).
- We may have some choice over smaller and more immediate items, but not many major issues. Education is compulsory up to the age of sixteen. Most people cannot choose not to work, for example, unless they already have other independent means of support, or accept severe limitations over other choices that such a decision may bring about.
- Ability to choose can depend on a range of factors sometimes outside our immediate or individual control (e.g. you cannot travel by car unless you can afford to own and run one and have passed a test of competence). Wealth, status, personal abilities and limitations, qualifications, circumstances, sense of obligation all have some bearing on the amount and range of choices available to individuals.
- Choice for some people means less choice for others (illustrated by references in the text to private healthcare and selective schooling in the passage).
- Choosing the government policies you would like to see implemented may be difficult in the UK political system (again illustrated in the text).

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not mentioned 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 described in the General Mark Scheme criteria, perhaps reflected in a coherent conclusion for Level 3 marks.

## 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)	<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.

**SECTION B****5 Discuss the advantages and disadvantages of private as opposed to state provision of education and healthcare.**

This is a theme which is raised for discussion in Extract E of the Case Study and candidates can be expected to make use of some of the arguments put forward by the author of this passage (see disadvantages below). They should be given credit for this, particularly if they are able to demonstrate that the arguments and issues have been understood.

The question calls for advantages and disadvantages, so candidates are required to cover both and provide a balanced range of arguments regardless of their own opinions and experience, although they may of course illustrate and support their arguments from the latter. Mainly we can expect the discussion to focus on private versus state schooling, and private medical treatment/hospitals versus the NHS and the question is limited to these two specific areas.

**Advantages may include:**

- increases choice, competition, potential for innovation, specialisation
- provides alternatives to state provision, where approach can be different for those who wish to pay extra
- gives greater freedom and less bureaucracy to independent providers
- forces concentration on quality of service driven by rigours of the market.

**Disadvantages may include:**

- extra cost; those who opt for private schools/healthcare pay twice, if tax is included
- not everybody can afford to exercise choice and may limit the choices of those who can't afford to pay (e.g. NHS dentists)
- creates a two-tier service; increases inequalities and social divide
- private sector may choose to concentrate on 'profitable' or 'niche' end of the market (e.g. cosmetic surgery) leaving state to ensure more costly/essential provision.
- limits supply of trained staff available to state (or indeed either) sector, even though state may have trained them
- forces some to opt for private provision to meet their requirements, if state cannot as readily provide
- those who opt out no longer have a vested interest in the quality of the state service, which may deteriorate further as a result.

Credit should be given for these and any other valid arguments and illustrations.

**6 With marriage in decline, the divorce rate increasing and other pressures such as the ‘24-hour society’, what future do you foresee for the family in the United Kingdom?**

The prompts in the question imply that the ‘family’, however it is defined, is under threat and it will be up to candidates as to how they view this and choose to take up the challenge. Better candidates may examine what is meant by ‘family’ and challenge the assumption in the question that marriage means ‘family’. They may assert with some justification that families can and do exist without the formality of marriage. Candidates from culturally specific groups may also challenge the scenario presented and in this context examiners will need to be sensitive to different views as to the significance of the question.

Nevertheless a comprehensive discussion will probably need to acknowledge and deal with the hard facts that in the UK there are many more single people of all ages living alone, that fewer couples are getting married, that the divorce rate has continued to increase, that there are more single parents than there have been for the past 50 years and more, and that all of these factors have had an impact on the nature of family life. However, in spite of these changes approximately 75% of dependent children still live with a married or cohabiting couple, and although the combined total of marriages and remarriages has fallen since hitting a peak in the 1970s, the great majority of births are jointly registered and many who are divorced actively seek new partners. Really well informed candidates may be able to refer to similar supporting statistics. Others may have personal stories to relate and judgements to make about single parent families, step brothers and sisters, etc.

Many candidates are likely to fall back on the stereotypical view of working life dominating more and more (as Extract C suggests), of parents having less time to devote to their children, the increased use of child minders and nurseries, the role and impact of television and electronic games, the demise of the family meal and conversation round the table, and the adoption of much more individual and separate lives within the family. In this context there may be comment about the deteriorating quality of children’s upbringing, although there is contradictory evidence to suggest that in many families more time is devoted to family life than was ever previously the case.

The most likely concluding position is that, despite the pressures identified in the question, plus others they may identify for themselves, for which they should be given credit, candidates will see a continuing important role for the family, particularly in the context of raising children, and maybe also in the care of ageing parents, but that inevitably the nature and structure of family life and relationships are changing and need to be viewed more flexibly than before. As always examiners should be prepared to give credit to responses which are supported by argument, evidence and illustration, whatever case is being pursued.

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**7 Discuss the major problems affecting transport in the United Kingdom. Comment on the effectiveness of the government’s transport policies and suggest what measures should be taken to improve the situation.**

“A good transport system provides people with freedom of mobility, able to choose where they want to go when they need”.

There are three obvious dimensions to the question and responses which address all three in some detail should be worthy of marks in Levels 3 and 4 of the general mark scheme. The area which may be most lacking is knowledge of government policy and this may limit some otherwise good responses to Level 3 marks. The most straightforward area for candidates should be that of outlining the problems, but we should also expect to see a number of standard suggestions for solutions, even if these may be difficult (particularly for politicians) to implement.

**Problems may include:**

- congestion: loss of time, industrial efficiency and potential gridlock
- safety: 4500 deaths p.a. on roads = approx 50% of all accidental deaths
- environment: resource consumption and pollution, fossil fuel and CO<sub>2</sub> emissions, increased road building
- inadequate and poorly run public transport: under-investment, fragmented systems; even if improved cannot rival flexibility of motor car, although increasing congestion may take over.

**Government policy:**

- initially radical integrated transport policy via local transport plans and city/town centre management (see below for options); to some extent off-loads responsibility to local government/politicians
- increase cost of road use, increase fuel duty, make car less popular option, improve public transport; got ‘cold feet’ (fuel protests)
- abandoned original White Paper intentions and reverted to ‘throw money at everything’, including motorway and road widening, bypasses, airport expansion.

**Potential measures may include:**

- need to reduce reliance on/use of motor car (particularly school runs), safety campaigns, reduced speed limits
- implement genuinely integrated policy, including:
  - increased availability and improved quality of public transport, park and ride schemes etc together with
  - road pricing, fuel duty, congestion charge, parking tax, together with
  - land use planning, relocation of retail outlets nearer to residential areas
- new fuel technologies for private vehicles (may reduce pollution but won’t overcome congestion problems)
- reduce need to travel to and on behalf of work (e.g. meetings) through better communication systems.

**8 Consider the extent to which global economic development at current levels is unsustainable. Suggest ways in which changes could be brought about and what barriers hinder their implementation.**

**Unsustainable:**

- currently 30% of world consumes 80% of resources
- estimated that another 5 Earths needed to support current consumption in a sustainable way across whole planet
- world population still growing rapidly; could double in anything between 50-100 years
- increased energy production, waste and pollution levels threaten to overwhelm planet, particularly CO<sub>2</sub> emissions, leading to global warming
- limited supply and expense of fossil fuels (oil, gas, coal); limited attraction of alternative renewable energy; unsolved problems and dangers of nuclear energy
- limits to food production – crops (GM issues), oceans (fish), loss of rainforests (carbon sinks).

**Potential impact:**

- global temperature rises: sea level and sea temperature rises, desertification, extreme weather
- loss of animal and plant species, depletion of food stocks, potential ecological collapse.

**What could be done (and barriers):**

- convert to cleaner/renewable energy, e.g. hydro, wave, wind, geothermal, nuclear (more expensive, not all feasible, nuclear problematic)
- carbon capture and burial (cost, fossil fuels will run out)
- conservation of energy, reduce waste (recycling and composting – incentives/tax polluters?)
- conservation of global resources, e.g. forests, oceans (needs international agreements)
- reduce production/consumption levels, particularly in developed world (economic model not based on growth – how to get people to change?)
- more environmental education and awareness raising.

There are many other relevant points which could be made and credit should be given for additional factual information, e.g. Kyoto and Johannesburg Summits, USA policy, industrial development in LEDCs.

With the number of possible points to be made in a developed answer to this three part question, it should not be difficult for well informed candidates to score high marks. A range of points which contain elements of all three should comfortably secure marks at Level 3 for content.

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

Question Numbers		Section A				Section B	AO marks per Unit
		1	2	3	4	5-8	
Assessment Objectives	AO1	1	1	1	1	6	10
	AO2	2	2	1	1	5	11
	AO3	4	3	1	1	7	16
	AO4	2	3	5	6	7	23
<b>Total marks per Question</b>		9	9	8	9	25	60