



## General Certificate of Education

# General Studies 5761

## *Specification A*

*GA3W Society, Politics and the Economy*

# Mark Scheme

*2006 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 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.

**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 Questions 1 and 2, examiners are required to assign each of the candidates' responses to the most appropriate level. (In Questions 4 and 5, the communication mark for AO2 must be shown separately.)

With *some* questions it might be feasible to think 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.

**Q1 Read Source A. Using only information from Source A, state five reasons why sales of eco-friendly cars are unlikely to make good progress.**

**(5 marks)**

**Target: Comprehension of source**

- Candidates are asked only to *state* five reasons so an explanation is not called for. They may use their own words and/or those which are relevant from the source.
- Candidates **must** confine their answers to **reasons given in the source**. No credit can be given for any material that does not feature in the source.

**Mark Scheme**

There are no ‘levels’ for answers to this question. 1 mark, up to a maximum of 5 in total, should be awarded for any of the following points:

- Their appearance is unattractive/off putting (1 mark).
- They lack power/aren’t capable of doing high speeds (1 mark).
- Their supply is limited/only a few produced mainly for promotional purposes (1 mark).
- Most car purchasers give little thought/priority to environmental factors (1 mark).
- They don’t have enough space/room for luggage/passengers (1 mark).
- The difference between highest and lowest excise duty rates is not large enough to make lower-emission cars more attractive to drivers (1 mark).

**AO1: 3 marks; AO3: 2 marks**

**Q2 Read Source B.**

**Using information from Source B and your own knowledge, explain briefly why it is difficult for the British government to tackle global warming successfully.**

**(5 marks)**

**Target: Application of reasoning combining own knowledge with source understanding and interpretation.**

- There are no ‘levels’ for answers to this question.
- Only brief explanations are necessary.
- Candidates must use both Source B and their own knowledge to gain 5 marks.

**Indicative content and application of mark scheme**

Five explanations are given in the source:

- The USA is responsible for a significant part of global environmental pollution (1 mark)
- The USA did not sign the Kyoto treaty (1 mark).
- People fear that their living standards will fall if there are more environmental controls (1 mark).
- Politicians/government worried that wider controls might increase taxes/industrial costs/unemployment (1 mark).
- Britain is not making sufficient use of renewable/less polluting forms of power (1 mark).

Candidates should also include explanations drawn from their own knowledge e.g.

- ‘Special relationship’ between USA and UK therefore UK government is reluctant to offend George Bush/American government (1 mark).
- Global warming is a world problem/major producers such as China and India also refused to sign up (1 mark).
- The scale of the problem makes it impossible to control/for one country to act alone (1 mark).
- Difficult to find an effective way of monitoring/enforcing environmental controls across a wide range of countries (1 mark).
- Examiners may accept any other valid extended explanation (1 mark).

**A01: 2 marks; AO3: 3 marks**

**Q3 Read Source C. What do you consider to be the strengths and weaknesses of Source C?  
Use examples from the source to support your answer.**

**(10 marks)**

**Target: Identifying and explaining strengths and weaknesses of a source.**

**Indicative content:**

It is essential that examiners give credit to answers which provide strengths and weaknesses of the *source* and stronger candidates will fall into this category with the best reaching Level III.

Credit should not be given to those that write about the strengths and weaknesses of Greenpeace or pressure groups generally and the weakest candidates may fall into this category.

**Possible strengths of the source:**

- Brief and relatively easy to understand.
- Provides some factual information about pollution and its impact (companies allegedly involved, nature of pollution, locations).
- Helps to increase public awareness of the issue of environmental pollution, perhaps encouraging more to participate.
- Gives insight/provides information into/about Greenpeace’s methods (putting questions to Shell’s directors at the AGM).
- Identifies geographical areas of environmental concern.
- Written by Greenpeace partly as propaganda and succeeds in its aim.

**Possible weaknesses of the source:**

- Emotive title (*Get your filthy hands off our future*) which might be seen to damn all industries.
- Very biased towards environmentalist cause – only gives one side of the argument.
- Might be seen as a typical piece of Greenpeace propaganda, perhaps principally to encourage donations/new members (“join us and be part of our ongoing work...”).
- Sometimes too generalised (e.g. about how the Royal Bank of Scotland uses its customers’ money). Claims that the Caspian Sea pipeline breaches “many environmental and human rights standards” but doesn’t give any examples.
- Lacks quantitative supporting evidence.

Credit should be given to any other valid strengths and weaknesses of the source.

**Mark Scheme:**

**Level I:** Relevant but very brief with only a very small number of strengths and weaknesses (AO1) perhaps not very effectively communicated (AO2). Mostly irrelevant, probably covering strengths and weaknesses of Greenpeace/pressure groups generally (AO1). Perhaps some limited identification of strengths and/or weaknesses but with little explanation/few exemplars (AO1).

**(1–3 marks)**

**Level II:** Main general focus is on strengths/weaknesses of the source. At least four examples of strengths/weaknesses of the source with some modest explanation and a few supporting examples (AO1) communicated with overall clarity and accuracy of communication (AO2). Some modest awareness of difference between fact and opinion (AO4) and some, perhaps limited, ability to select, interpret and analyse some types of information and evidence (AO3).

**NB Maximum of 5 marks for candidates who include only strengths or weaknesses of the source.**

(4–7 marks)

**Level III:** Clear and consistent focus on strengths and weaknesses of the source. At least five examples of strengths and weaknesses of the source with mostly clear explanation and use of supporting examples (AO1). Clear, effective and accurate communication establishing an overall sense of fluency (AO2). Awareness of the difference between fact and opinion (AO4) and clear ability to select, interpret and analyse relevant information (AO3) with what might constitute evidence based on different forms of knowledge (AO4).

(8–10 marks)

**AO1 : 3 marks; AO2 : 2 marks; AO3 : 2 marks; AO4 : 3 marks**

**Q4 Read Source D. Why do people differ in their views about threats to the environment? In your answer you should consider a range of social, industrial, economic, scientific and political viewpoints.**

**(15 marks)**

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

- The main focus of this question is on identifying and explaining the reasons why people may differ in their views about threats to the environment. The strongest candidates will provide analysis of this while weaker candidates are likely to offer narratives describing environmental threats with limited coverage of the reasons for disagreement.
- Another way of differentiating between the strongest and weakest candidates will be in their use of the framework of the question to show how different perspectives may depend on different forms of knowledge, different types of evidence and the bias/vested interests of those concerned.
- Strong candidates will use most/all the examples in the framework while weaker candidates may use few or none.

#### **Indicative Content**

- Certain scientific facts about threats to the environment are widely, even universally acknowledged so there is a wide measure of consensus although disagreements often surface over timing.
- Scientific facts do not always offer complete certainty and there is scope for differences of opinion based, say, on estimates of timing or degree of change.
- Media exposure (or lack it) may be important. It could be argued that this may, in part, be based on sensationalising claims about the nature/extent of the threats. ‘Bad’ news invariably gets more prominence than ‘good’ news.
- Allegations frequently surface about the extent to which research by the small minority is not wholly objective or tainted, perhaps because it has been funded by commercial enterprises with a vested interest in underplaying threats to the environment.
- Lobbying is widespread covering the whole spectrum of opinion. Some lobby groups may be more successful because of their status, funding and insider contacts. Others, with an equally valid claim may be outsider groups with limited resources.
- No matter how much human beings seek/claim to be objective we are all influenced, in some way, by our personal beliefs, values and moral codes.
- **Socially** concern about environmental dangers is widespread and there is considerable public awareness. The extent to which members of the public are prepared to make sacrifices and take positive action is much more problematic. Few people have a sense of immediacy and concern which may encourage them to make a range of sacrifices or to follow a wholly eco-friendly lifestyle.
- **Industrially** many companies now claim to take their wider social responsibilities seriously although there are clearly exceptions especially those based in Less Economically Developed Countries. Profit is the overriding goal of private enterprise and environmental safeguards may be costly.
- **Economically** industries must tread a fine line. Pollution controls add to their production costs and (this is often the American line) may make industries uncompetitive when faced by less scrupulous global rivals. This may mean bankruptcy, higher unemployment, lower living standards (and lost votes for politicians) etc. Companies in MEDCs which ignore anti-pollution laws may incur heavy fines or face legal action taken by employees.



- **Scientific** research is usually regarded as largely objective and it can provide us with much empirical data. There is already an abundance of evidence relating to temperatures and weather patterns, to name but two areas, that suggests a major threat to the global environment.
- **Politically** the environment is a very sensitive policy area but politicians largely depend on short term fixes for their success and they have an impossible job trying to balance all the countervailing viewpoints and pressures (e.g. widespread unpopularity of applying ‘green’ taxes to petrol). Whatever they may say, most people are more concerned about themselves and their family in the here and now. Making sacrifices for the future can be a painful and inconvenient experience – hence the limited success of Green parties.

### Mark Scheme for **CONTENT (AO1, AO3, AO4)**

- Level I:** Limited knowledge and understanding or relevance to question (AO1), perhaps superficial and mainly narrative comments about the environment (AO1). Few examples of ability to marshal and interpret evidence (AO3). Little or no understanding of basis on which viewpoints may differ (AO4). (1–4 marks)
- Level II:** Some knowledge and understanding and mostly/wholly relevant to question (AO1). Some explained comments and reasoning with, some (perhaps not always sustained) ability to marshal and interpret evidence and provide some limited analysis (AO3). Some awareness of basis on which viewpoints may differ with supporting reasoning, examples and some, perhaps limited grasp of different perspectives (AO4). (5–8 marks)
- Level III:** Secure and sustained knowledge and understanding which is relevant to the question (AO1). Clearly explained comments and reasoning with sustained ability to marshal and interpret evidence in an analytical manner (AO3). Awareness of basis on which viewpoints may differ with supporting reasoning, examples and different perspectives (AO4). **NB** Candidates may reach Level III for content without necessarily exploring all five of the perspectives mentioned in the question. (9–11 marks)

### Mark Scheme for **COMMUNICATION (AO2)**

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

- 4 marks Clear organisation and structure with paragraphs; fluent and virtually error free in expression, spelling, punctuation and grammar. Relevant communication with clear meaning. Responses at Level 3 for **content** may be awarded up to 4 marks for **communication**.
- 3 marks Mostly clear organisation and structure. Some sense of fluency with occasional errors in expression, spelling, punctuation and grammar. Mostly/wholly relevant communication with mostly clear meaning. Responses at Level 2 for **content** should **normally** be awarded up to 3 marks for **communication**.

- 2 marks Limited organisation and structure. Limited fluency, with a number of errors in expression, spelling, punctuation and grammar. Meaning may sometimes be unclear. **NB Maximum of 2 communication marks if writing is well structured but mostly irrelevant or for a very short (1 or 2 paragraph) answer.** Responses at Level 1 for **content** should be awarded up to 2 marks for **communication**.
- 1 mark Lacking organisation, structure and fluency. Frequent errors in expression, spelling, punctuation and grammar. Meaning may often be unclear. **NB Only 1 communication mark for bullet-point answers.**
- 0 marks No response or totally irrelevant response.

**AO1: 2 marks; AO2: 4 marks; AO3: 2 marks; AO4: 7 marks**

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**Q5 Read Source E. Using the information in Sources C and E, and your own knowledge, discuss why some environmental pressure groups are more successful than others.**

**(15 marks)**

- The focus of this question is **environmental** pressure groups and an **examination of factors** which may help or inhibit their success.
- Candidates are free to argue for or against the success of different environmental pressure groups although an answer which claims that such pressure groups are either totally successful or totally unsuccessful is unlikely to have the knowledge/critical awareness to reach LIII for content. (The best answers may conclude that success or failure is probably relative rather than absolute. The weakest answers may describe the work of pressure groups.)

### **Indicative content**

#### **Source C**

- Based on a Greenpeace recruiting pamphlet and gives some information on its methods (publicity pamphlets, attendance at Shell's AGM to question their directors, 'ongoing work').

#### **Source E**

- Contains quote from Friends of the Earth and some direct action by Greenpeace which got them some publicity, some arrests and had a certain symbolic significance.

#### **Factors which may contribute to the success of environmental pressure groups**

- Help to educate public and make them more aware of environmental issues.
- Groups like Greenpeace and Friends of the Earth have a high media profile and a lot of members/supporters.
- They take direct/interventionist action which can hit big companies financially or disrupt their plans.
- May be consulted by government departments/official bodies, often providing important information and influencing policy.
- Some political influence especially in Scandinavia/The Low Countries/Germany and European Parliament.
- Success can generate 'bandwagon effect' increasing volume of support.

#### **Factors which may contribute to the lack of success of environmental pressure groups**

- Lack resources to be very effective especially in comparison with multi-nationals.
- Dilemma over whether to accept 'insider' status (and be seen as 'compliant' by some supporters) or to be 'outsiders' (lots of noise and publicity but excluded from areas of real influence and dismissed as 'irresponsible'/'troublemakers' by opponents).
- Small players in a large game of international politics. Governments often pay lip service to 'green' policies but tend to be more pragmatic in policy terms and to favour short-term expediency.
- Difficult to make political breakthrough in GB because of FPTP electoral system. Only a relatively small number of councillors at local level.

### Mark Scheme for CONTENT (AO1, AO3, AO4)

- Level I:** Limited knowledge and understanding or relevance to the question (AO1), perhaps superficial and mainly narrative comments about pressure groups (AO1). Few relevant examples or ability to marshal and interpret evidence (AO3). Perhaps value laden with limited focus on successful/unsuccessful debate. (1–4 marks)
- Level II:** Some knowledge and understanding and mostly/wholly relevant to question (AO1). Some explained comments and construction of arguments with some (perhaps not always sustained) ability to marshal and interpret evidence and provide some limited analysis with some grasp of why environmental pressure groups may/may not be successful (AO3), possibly starting to look in more detail at different perspectives (AO4). (5–8 marks)
- Level III:** Secure and sustained knowledge and understanding which is relevant to the question (AO1). Clearly explained comments and arguments with sustained ability to marshal and interpret evidence in an analytical manner (AO3). Realistic and informed assessment of why environmental pressure groups may or may not be successful with awareness of different perspectives and their validity (AO4). (9–11 marks)

### Mark Scheme for COMMUNICATION (AO2)

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

- 4 marks Clear organisation and structure with paragraphs; fluent and virtually error-free in expression, spelling, punctuation and grammar. Relevant communication with clear meaning. Responses at Level 3 for **content** may be awarded up to 4 marks for **communication**.
- 3 marks Mostly clear organisation and structure. Some sense of fluency with occasional errors in expression, spelling, punctuation and grammar. Mostly/wholly relevant communication with mostly clear meaning. Responses at Level 2 for **content** should **normally** be awarded up to 3 marks for **communication**.
- 2 marks Limited organisation and structure. Little fluency, with a number of errors in expression, spelling, punctuation and grammar. Meaning may sometimes be unclear. **NB Maximum of 2 communication marks if writing is well-structured but mostly irrelevant or for a very short (1 or 2 paragraph) answer.** Responses at Level 1 for **content** should be awarded up to 2 marks for **communication**.
- 1 mark Lacking organisation, structure and fluency. Frequent errors in expression, spelling, punctuation and grammar. Meaning may often be unclear. **NB Only 1 communication mark for bullet-point answers.**
- 0 marks No response or totally irrelevant response.

**AO1: 3 marks; AO2: 4 marks; AO3: 4 marks; AO4: 4 marks**

**Distribution of marks across the questions and Assessment Objectives  
for the Sources and Issues Analysis**

Question Numbers		Q1	Q2	Q3	Q4	Q5	AO marks per unit
Assessment Objectives	1	3	2	3	2	3	13
	2	-	-	2	4	4	10
	3	2	3	2	2	4	13
	4	-	-	3	7	4	14
<b>Total marks per Question</b>		<b>5</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>50</b>

AO1	(Knowledge and Understanding)	13 marks
AO2	(Communication)	10 marks
AO3	(Evidence and Evaluation)	13 marks
AO4	(Understanding of Knowledge)	14 marks