



General Certificate of Education

General Studies 6761 *Specification A*

GSA6 **Society, Politics and the Economy**

Mark Scheme

2007 examination - January 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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2007 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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.

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	2	2	1	1	6
	AO3	3	2	2	2	9
	AO4	3	4	5	4	16
Total marks per Question		9	9	9	8	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 2007

RACE RELATIONS

EXTRACT A *Data on aspects of population and race*

Figure 1 GB unemployment rates by ethnic group and sex 2002-03

Figure 2 Regional distribution of the UK's non-white population 2001 census

Figure 3 Population of the UK by ethnic group 2001 census

Figure 4 International migration into and out of the UK 2004

EXTRACT B *Racism in sport*

Fewer white manifestations of race hate in British sport but no room for complacency (England v Turkey at Sunderland in 2003). Stereotypes still endure. Asian males and black coaches, managers and administrators rare in professional British football. Only 1% Premier League season-ticket holders are black.

Despite this, examples of racism in sport seem more common in other countries (abuse of black English footballers by Slovakian fans in 2002, black-white conflict in South African rugby, potentially understated racism in American tennis and golf).

Ultimately, though, racism is difficult to measure so it's difficult to be sure how much progress is or isn't being made in identifying and tackling racism in sport.

EXTRACT C *British way of life and definitions of multiculturalism*

Written by a child of Pakistani immigrants and stung by words 'go back home'. Extent to which people like him still identify with the original 'home country' is still quite strong and can lead to conflicts in identity. This can make it difficult to pass the (Lord Norman) *Tebbit Test* (in this case which country would you support if England played Pakistan in a cricket match?)

Being British need not mean blind obedience but should not involve violence (hence a degree of understandable ambivalence). Hypothesis that some dissident/violent young Muslims do not feel Britain is their home because British people are too reticent to celebrate what is good about the country (things that make Britain special) and that there is a confusion about what we might celebrate and what 'multiculturalism' actually means.

Criticises the idea that there is a singular way of life which all immigrants need to sign up to because this is something that is constantly evolving. Older definitions of 'multiculturalism' can encourage a retreat to outdated notions of Britishness but claims that "the country seems more at ease with the impact of multiculturalism than do some politicians and commentators".

Argues that the best strategy for future integration is for the government to encourage young Muslims to feel that Britain is their home – something that "demands maintenance and needs to be treated with respect". Young Muslims need to be convinced "that they have a part to play in the story of modern Britain, that their voice is part of the choir".

EXTRACT D ***Racism in Europe***

Report by European Monitoring Centre on Racism and Xenophobia highlighted lack of adequate record keeping of race-inspired crime in many European countries (with only France and Ireland having comparable systems to UK).

Consequences of this are serious and examples are given of minorities targeted in France, the Netherlands and Spain. Difficult to tackle racist violence if European governments are unaware of scale of problem so police in many countries need to change crime recording methods, ideally with a standardised approach across the EU. In many countries “this will require a revolution in official attitudes towards ethnic minorities” and their cooperation.

Main obstacle could be far right political parties across Europe who would resist such reforms but essential for EU to press ahead.

EXTRACT E ***Rising racist attacks in rural Britain***

Dramatic rise in racist behaviour between 2001-2005 according to *Observer* survey. Most pronounced in sparsely populated areas with isolated minority communities with Cumbria now statistically the most racist region in England and Wales. (By contrast, there was a decrease in such incidents in London.)

Both Trevor Phillips (Chairman of Commission for Racial Equality) and Ben Bowling (prominent academic) comment on significance of the issue. Praise for improved police approach to race-related crime since 1999 Macpherson report but growing concern “that little is being done to address the causes of racism itself”.

SECTION A**Q1 Examine briefly the usefulness and limitations of the data presented in Extract A (9 marks)**

Candidates who only *describe* the trends shown in the data without explicit references to usefulness and limitations are unlikely to receive a mark higher than the top of L1. Those who go beyond descriptions and focus explicitly on the usefulness and limitations of the stats and who use most or all of the four Figures should be comfortably into L2 or bottom of L3. A slightly more detailed/sophisticated/ comprehensive examination of the four Figures should receive a L3 mark. It is legitimate to look at usefulness/limitations of the methodology behind the data and the mark scheme reflects this.

Points may include:**Figure 1 (Unemployment rates by ethnic group and sex):**

- Uses figures (quantifies) to show that that unemployment rates for men and women from non-White ethnic groups were generally higher than those from White ethnic groups except among Indian and Chinese men **(S)** and/or that Bangladeshi men and those from mixed ethnic backgrounds had the highest unemployment rates. Among women, Pakistanis had the highest unemployment rates. **(S)**
- Does not explain why the differences exist (e.g. possible discrimination, differences in skills, linguistic problems, or limited job opportunities in certain geographical areas). **(W)**

Figure 2 (UK Regional distribution of non-White population in 2001):

- Indicates quantifiably/factually that Non-White ethnic groups are much more likely to live in England and are concentrated in large urban centres with 45% living in London. Relatively few non-White groups lived in the NE or SW of England. **(S)**
- Lacks more detailed geographical breakdown. **(W)**

Figure 3 (Population of UK by ethnic group in 2001):

- Indicates 92% of the UK population were White with 8% belonging to other ethnic groups. Indians were the largest of these groups with an informative breakdown of Non-White groups. **(S)**
- Pie-chart is helpful 'see-at-a-glance' form of presentation. **(S)**
- A crucial point is that no comparative figures are provided so the extent to which the situation is changing cannot be deduced. **(W)**

Figure 4 (International migration into and out of the UK):

- Quantifiable indication that the gap between population inflow and outflow has clearly widened since 1997-8. **(S)**
- A significant weakness is the lack of information on origins/destinations. **(W)**

Overall

- Fig 1 (stats.gov.uk), Fig 2 (2001 Census), Fig 3 (2001 Census and ONS) and Fig 4 (ONS) may all be seen as reliable sources. **(S)**
- Figures are dated/need updating. **(W)**
- Danger of relying exclusively on stats/lack of commentary/interpretation. **(W)**

(S) = Strength**(W) = Weakness**

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 and consideration of the evidence and its implications (AO4).

The number of ticks need not, however, equal the final mark awarded. This 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.

Q2 To what extent do the arguments in Extract B support the view that racism in sport is commonplace?

(9 marks)

Weaker answers are likely to provide a narrative which may offer a number of examples of racism in sport taken from the Extract. Stronger answers will take a more analytical view which takes into account the important 'to what extent' requirement. The best answers will combine the analysis with a conclusion based on the evidence provided.

Arguments may be based on the following points:

- There is clearly evidence of overt racist incidents (attitude of Slovakian fans to black England footballers in 2002 and abuse by English fans directed towards Turks at Sunderland football international in 2003, abuse of Arsenal footballers in Valencia, refusal of South African rugby player Geo Cronje to share a room with his black team-mate Quinton Davids). Race, religion, national identities, prejudice, ignorance and stereotyping can all be contributory factors.
- More subtle (though it is a moot point) examples might be the absence of Asian males from professional football and paucity of black coaches, managers and administrators in English football and managers/owners in American sport.
- Author's claim that the black American tennis stars, the Williams sisters "are sometimes treated like riff-raff crashing one of America's affluent gated communities" but does not really substantiate this.
- Author makes vital point that "measuring progress in the battle against racism in sport is always tricky" with people taking different viewpoints.
- Further claim by author that "progress (against racism in sport in the UK) has been real" and that "large-scale racist abuse, common in the past, has become rare". This certainly challenges the 'commonplace' view.
- It is most likely that there are variations in the incidence of racism in sport according to the sport and the country concerned. Inevitably, the evidence carried in any single article will be limited and it would be difficult to sustain the argument that "racism in sport is commonplace", certainly without recourse to other sources of information.
- Strong candidates might seek to argue that generalisations are unwise and that personal viewpoints might be biased, perhaps mentioning the need for empirical investigation and re-iterating the points about the difficulties of measuring racism in sport/extent to which the situation can change quickly.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including other points not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment and consideration of the evidence and its implications (AO4).

The number of ticks need not, however, equal the final mark. This should reflect the overall grasp and quality of the candidate's response to the question, as reflected in the General Mark Scheme criteria.

Q3 Using Extract C and any ideas of your own, assess the case for reconsidering the way we define and use terms like ‘multiculturalism’ and ‘being British’.

(9 marks)

There is no agreed definition of *multiculturalism* and good answers are likely to show an awareness of this. By definition, a multicultural community will include many, perhaps diverse, cultures. Sarfraz Manzoor probes the idea of ‘being British’ from the perspective of being the British-born son of Pakistani immigrants and of young Muslims in Britain.

To reach Level 3 answers, candidates must give broadly equal coverage to both ‘multiculturalism’ and ‘being British’.

- Manzoor claims that Tony Blair did not know what he meant when he used the term ‘multiculturalism’. (This may be true of many people who use the term as a sort of verbal shorthand.) **(Extract C)**
- Recent attacks on the word have made Manzoor uncomfortable, not because he disagrees that Muslims need to make more effort to integrate but because the criticisms might be interpreted as attacks on the idea of Britishness being a diverse and multicoloured society (Norman Tebbit’s ‘cricket test’ was seen by his opponents as an attack on multiculturalism from a right-wing perspective.) **(Extract C)**
- Manzoor quotes a 2005 BBC poll which indicated that 62% of respondents agreed that multiculturalism had made Britain a better place to live. **(Extract C)**
- Trevor Phillips, Chairman of the Commission for Racial Equality (and New Labour sympathiser), has been very critical of the way many have failed to define multiculturalism and what he claims is the high degree of segregation in supposedly multicultural communities.
- Manzoor captures the dilemma/ambivalence of many first generation British descendants of immigrants who are frequently in touch with the country of their parents’ birth. Where is ‘home?’ **(Extract C)**
- At a fairly simple level, ‘being British’ can be linked to elements of geography, history, language, religion, sport, habits, values and more directly political things like passing the Citizenship test or holding a UK passport.
- Clearly the issue of ‘being British’ has been heightened by the activities of British-born Muslim tube bombers and militant Muslim fundamentalists in the UK. **(Extract C)**
- Notion of ‘our way of life’ can be a cover for a stereotyping, prejudice and a yearning for the sort of pre-multicultural society of 50 years ago – sometimes the stuff of political parties of the far right.
- There may well be communities that are truly multicultural (in the sense of being diverse, mixed and integrated) but there are certainly those that are much more segregated in housing, schools and friendship patterns. Other communities contain few if any members of ethnic minorities. We need to be clear what we mean when we talk of multiculturalism in different contexts.
- As Manzoor makes clear, society is not fixed or frozen in time. It is more dynamic and it will contain individuals and groups with ‘dual identities’ leading to the need for much greater subtlety than the ‘Tebbit test’. **(Extract C)**

Q4 Using information and ideas from Extracts D and E, consider how far it is possible to argue that racism is tackled more effectively in the UK than in other European countries.

(8 marks)

Weaker answers are more likely to produce a mainly descriptive response involving information from the two extracts, probably agreeing with the statement with little or no qualification. Stronger answers will provide a more analytical approach perhaps using Extract D to compare favourably the British approach with those of some other EU countries while warning against complacency in view of the statistics on rural racism in Extract E. Such answers will reach at least Level 2, and Level 3 with a clearly argued conclusion.

Arguments may be based on the following points:

- **(Extract D)** European Monitoring Centre on Racism and Xenophobia Report identifies Britain, France and Ireland in the EU as having superior record-keeping systems of racially-motivated crimes.
- **(Extract D)** European governments cannot tackle racist violence effectively if they don't know the scale of the problem and it would be sensible to have a standardised EU approach to recording offences. An obstacle would be the number of right wing political parties across Europe.
- **(Extract E)** Emphasises the improvements since the 1999 Macpherson Report in police methods of recording racist crimes.
- **(Extract E)** Worrying increase between 2000-2004 in racist incidents reported to the police, especially marked in rural areas.
- **(Extract E)** "There is a growing concern that little is being done to address the causes of racism itself."
- Both extracts praise the ways in which racially-motivated crime is recorded in Britain and, according to **Extract D**, British methods are superior to those in many other EU countries. To that extent, the view expressed in the question.
- The crucial point is how to define 'tackling racism' and how to measure, comparatively, how effectively racist crime is being tackled. Superior recording methods are clearly advantageous but they need to be acted on and **Extract E** shows clearly that the number of incidents is rising in many parts of the UK.
- Ultimately, the question offers a relatively simple view of a complex issue and crime figures are a notoriously controversial area. The best conclusions are, therefore, likely to be tentative.

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. This 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	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	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	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	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).
	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 brief and inadequate response (Level 1 for content) must be awarded not more than 2 marks for communication.
 - A limited response (Level 2 for content) should normally not be awarded more than 3 marks for communication.
 - Responses at Levels 3 and 4 for content may be awarded up to 5 marks for communication.

SECTION B

Q5 Great efforts have been made to reduce discrimination against ethnic minorities, the disabled, women and older people.

Discuss the reasons for the successes and failures of anti-discriminatory measures in British society.

Overall approach:

- Candidates may look at, say, two groups in more depth or three or four groups in less detail. Either approach is valid.
- It is not expected that candidates will have *detailed* knowledge of anti-discriminatory legislation but they should have some awareness of legislation dating back to the 60s and 70s (e.g. Equal Pay Act 1970, Race Relations Act 1975, Sex Discrimination Act 1975) to challenge discrimination against women and ethnic minorities, more recent legislation such as the Disability Discrimination Act, and planned legislation to reduce ageism.

Reasons for successes may include:

- Challenge to a variety of stereotypes because of better education/awareness/social science research findings.
- Impact of legislation from 1960s although change in attitudes was probably slight.
- Much more difficult to discriminate in forms of employment, access to housing etc again at least partly as a result of legislation.
- Party policies helping to change attitudes, particularly Labour party in 1960s and 70s.
- Increasing condemnation/contribution of civil rights reformers (e.g. challenge to apartheid in South Africa and civil rights movement in USA) coupled with improved international communications.
- Role of school curriculum and experiences of younger generations, some of whom experienced multi-culturalism in their neighbourhoods.
- Contribution of media and greater level of understanding of ethnic cultures.
- Work of pressure groups such as campaign for Racial Equality.
- Contribution to variety of sports (especially football, cricket and athletics) by successful individuals from many nations.
- Adoption in UK of Universal Declaration of Human Rights.

Reasons for failures may include:

- Apparently enduring nature of 'institutionalised racism' in bodies like the police re-enforced by group cultures with norms that are difficult to break down.
- Difference between passing a law and ensuring its successful implementation/monitoring.
- Possible reasons (stereotypes, access etc) for the under-representation of groups mentioned in, say, key areas of life such as finance/upper management in industry and commerce/ parliament and government/ judiciary, civil service or other key areas of power.
- Possible reasons for continuing links between racism and sport.
- Media distortion especially by tabloids on an anti-immigration crusade.
- Enduring nature (and locally continuing success in areas where the indigenous population feel they are being 'swamped') of far-right political parties.

Contentious issues

These may be raised by many candidates but explored in more depth only by stronger ones:

- The difficulty of *proving* whether or not discrimination has taken place.
- The extent to which values can be changed and prejudices challenged.
- Another contentious issue might be increased 'stop and search' by the police. Some may argue that this is discriminatory because of the disproportionate number of non-white people involved. Others may claim it is necessary to protect national security.
- Reasons for the poorer performance of, in particular, Afro-Caribbean boys and/or disproportionate numbers of non-white people in prison.
- Extent to which political parties such as the BNP should be free to advocate what some see as racist policies.

An answer which only addresses one part of the question is unlikely to achieve a level 4 mark. As always, examiners should be prepared to give credit to responses which are supported by argument, evidence and illustration, whatever case is being pursued.

Q6 Discuss the extent to which the news media both inform the public about important political matters and distort the issues on which they report.

Introduction may include:

- Candidates should make some effort to define the phrase ‘news media’ ideally in a political context. Weaker answers may focus mainly or exclusively on newspapers. Stronger answers should cover newspapers, television online news and, possibly, the key medium of radio.
- Weaker answers may ignore the phrase ‘important political matters’. Stronger answers are likely to identify some current political priorities or newsworthy political issues at the time of writing or that might be associated with the current government.

Informing the public may include:

- Examples of ‘important political matters’ are likely to vary but can include some identification of priorities from social, economic or foreign policy.
- Most people now get most of their political information from TV especially with the impact of 24-hour programmes and the more ‘upbeat’ style of providers like Sky. TV news is constantly updated and can use modern graphics and ‘immediate’ pictures. Programmes like *Newsnight* and *Question Time* have their devotees but audience figures are not high.
- A distinction might be made about coverage of political news in redtop and compact/broadsheet newspapers. It might be argued that, at election time, newspapers take on a greater importance. Only strong candidates are likely to know that there are very few political periodicals of the *New Statesman* / *Spectator* variety.
- Strong candidates may point to the importance of the radio in making people more aware of political issues. Radio 4 has the main coverage with programmes like *Today* of some importance but the age profile of R4 listeners does not highlight young people.
- It could be argued that most people are not very interested in political issues unless they have a dramatic/immediate appeal (immigration and asylum seekers, crime terrorism, tax rises, European ‘interference’ in domestic affairs, involvement in Iraq).
- References to local political news media/affairs should certainly be rewarded.

Distortion

- Strong candidates might argue that some measure of distortion is inevitable because politics can arouse strong feelings and partisan thoughts. Despite the claims of *The Independent* objective reporting is relatively uncommon. At election time, it is expected that newspapers will declare for a particular political party.
- Most are likely to recognise the more obvious bias of the redtops and there should be some general awareness of the obligation of BBC and ITV (less so C4) to avoid political bias and to present a balanced, ‘all sides considered’ appraisal of political issues. (Detailed knowledge of regulatory bodies is not required.)
- Issues such as picture editing of world events, use of language and images, and editorial selection may all provide profitable areas of exploration.
- Perhaps listeners and viewers are interested primarily in an approach which reflects their own political thinking/panders to their particular prejudices and that newspapers in particular respond to this to gain maximum commercial advantage. Strong candidates might develop the complex issue of the extent to which the media gives the audience what it wants, or whether (for whatever reason) the main aim is to shape people’s tastes, perhaps dumbing down in the process.

An answer that only addresses one aspect of the question is unlikely to obtain a level 4 mark. Credit should be given for these and any other valid and relevant arguments and illustrations.

Q7 'For a variety of reasons, the low-paid are left both powerless and voiceless.'
Discuss the causes and consequences of low pay for certain groups of employed people.

Low-paid groups which may be identified:

- Many young people combine full-time work with education but, especially if they are not old enough to be covered by the Minimum Wage Act, their pay may be low.
- Employment law can be evaded and sweat shops are known to exist, especially in textiles, with a high proportion of immigrant workers.
- Those working in hotels, food preparation and care homes may feature frequently among the low paid.
- Those working illegally in the country have no protection.
- The 'gang system' has been much criticised and was highlighted when a number of Chinese workers drowned in Morecambe Bay. The system is most common in fruit and vegetable gathering and flower picking.
- Homeworkers can be among the most exploited.

Causes of low pay may include:

- Weaknesses of minimum wage system.
- Lack of adequate statutory protection (weak enforcement of legislation, fear of dismissal etc).
- Lack of organisation (isolationism/small groups/decline of trade unions/lack of tradition of organisation/poor language skills/move about frequently etc.)
- Basic working of supply and demand in the economy. People with few skills and/or where supply of labour exceeds demand will be paid less – the 'market rate' (which might be calculated in different ways).
- Nature of work, prevalence of part-time work etc.

Consequences of low pay may include:

- Major cause of poverty although strong candidates might argue that this has been ameliorated by policies like working family tax credits.
- Increases dependency culture.
- Potential links between low wages, poverty and crime.
- Marginalises certain groups (particularly minorities) who are open to exploitation by unscrupulous employers.
- Socially divisive in a consumer-based social culture.
- Lack of motivation/career progression. Demoralising impact creating psychological and economic pressures.

An answer that only addresses one part of the question is unlikely to obtain a level 4 mark. Credit should be given for these and any other valid and relevant arguments and illustrations.

Q8 Discuss the problems caused by international terrorism. Explain why it is so difficult to tackle.

Background/introductory information may include:

- Candidates have considerable scope and it is assumed that their answers will take on a world dimension.
- It is difficult to predict the most likely focus for answers. Fundamentalist terrorism seems unlikely to decline. 9/11 remains etched in the memory and the 7/7 strikes in London are unlikely to be forgotten. References to al-Qaeda (with its many spellings) are likely to be common if sometimes as vague as the 'organisation' itself.
- Terrorism in Iraq has been frequently and widely publicised. The Tamil Tigers in Sri Lanka, Chechen separatists in the old Soviet Union and ETA separatists in Spain might be mentioned. Irish terrorism is legitimate but recent examples are more limited and the IRA may have finally 'decommissioned' their weapons.

Problems caused by international terrorism may include:

- Economic impact caused, say, by cost of repairing terrorist damage, increased security costs or loss of income from tourism.
- Political instability on a world scale.
- Increases volatility of world energy/commodity prices, particularly oil.
- Psychological impact of uncertainty caused by unpredictable nature of terrorist threat.
- Emotional/financial costs of those who have had direct/family experience of terrorism.
- Likely to increase prejudice against, say, Muslim groups leading to racially-inspired abuse, violence, reduced toleration etc.

Reasons why world international terrorism is so difficult to tackle may include:

- Organisation of terrorist groups is often based on small cells operating in considerable secrecy.
- Extremely difficult for counter-terrorist agencies to counter strategy of suicide bombing.
- World nature of terrorism makes it difficult for any individual government to contain despite changes in extradition arrangements etc.
- Difficult for security services to infiltrate terrorist organisations and gather counter-terrorist information.
- Improved global communications allow terrorists to be more mobile.
- Technological developments (mobile phones, the internet, bomb making techniques) have given terrorists a greater range/versatility.
- Terrorism is sometimes supported by individual states/governments.

The issues are complex but the question is a clear two-parter. An answer that only addresses one aspect of the question is unlikely to achieve a level 4 mark. Credit should be given to any other valid arguments and illustrations.

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	3	2	2	2	7	16
	AO4	3	4	5	4	7	23
Total marks per Question		9	9	9	8	25	60