

A-LEVEL

GENERAL STUDIES A

Unit 4 A2 Science and Society (GENA4)

Mark Scheme

2760
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Version 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

Unit 4 (A2 Science and Society)

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	Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.
AO3	Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.
AO4	Communicate clearly and accurately in a concise, logical and relevant way.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- Mark schemes for individual questions worth more than just a few marks are usually based on **levels** (see further guidance below) which indicate different qualities that might be anticipated in the candidates' responses. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
- **Answers given in the mark scheme are not necessarily definitive. Other valid points must be credited, even if they do not appear in the mark scheme.**

Approximate distribution of marks across the questions and assessment objectives for this unit (**GENA4**)

Question Numbers	Q1	Q2	Q3	Q4	AO marks for Sec. A	AO marks for Sec. B	AO marks for A+B
Assessment Objectives AO1	3	3	2	2	10	8	18
AO2	5	4	4	5	18	7	25
AO3	2	2	3	2	9	5	14
AO4	2	2	2	2	8	5	13
Total marks per question	12	11	11	11	45	25	70

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see above) when there is any doubt as to the relevance of a student's response. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see AO grid above). For example, in Sections B essays, more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
4. Use your professional judgement to select the level that **best** describes a student's work; assign each of the responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. Levels of response mark schemes enable examiners to reward valid, high-ability responses which do not conform exactly to the requirements of a particular level. Length of response should not be confused with quality: a short answer which shows a high level of conceptual ability, for example, must be recognised and credited at that level.
5. **Credit good specialist knowledge when it is applied appropriately to the question, but be aware that the subject is General Studies and responses should be addressed to the general reader. Relevant points that are well developed and substantiated should be well rewarded, as should be arguments that are supported with examples, and not just asserted.**
6. **Answers should be assessed at the level that is appropriate to the expected knowledge and skills of a post-16 General Studies student. Avoid applying greater demands to responses on topics that are more closely related to your own specialist knowledge.**
7. Levels of response mark schemes include either examples of possible students' responses or material which students typically might use. *Indicative content* is provided only as a guide for examiners, as students will produce a wide range of responses to each question. The *indicative content* is not intended to be exhaustive and any other valid points must be credited. Equally, candidates do not have to cover all points mentioned to reach the highest level.

Assessment of Quality of Written Communication (QWC)

Quality of written communication will be assessed in all units where longer responses are required by means of **Assessment Objective 4**. If you are hesitating between two levels, however, QWC may help you to decide.

Marking methods

All examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself... 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the guidance on the previous page about **Levels of Response marking**, and constantly refer to the **specific Level Descriptors** in the mark scheme.
7. **Use the full range of marks.** Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved by your Team Leader, do **not** change your standard of marking.

Marking using QMS+ (red pen on script)

This unit will be marked on the actual script using a red pen. Scripts in your allocation will be posted to you from the school. The marks you award are recorded on the scripts and the marks for each question are entered into the QMS+ software.

1. Mark the full script in red pen.
2. **You must** annotate in the body of the response to acknowledge a creditworthy point.
3. At the end of the response **you must** indicate the level and mark and write a summative comment (see MMS).
NB. Schools/Colleges can request scripts back post results (via Access to Scripts); it is therefore **essential** that the annotation/comments are appropriate, relevant and relate to the mark scheme.
4. Enter the marks for each question in to the QMS+ software.
5. Your assessments will be monitored to ensure you are marking to a consistent standard.
6. Any blank pages in the answer book should be 'ticked' to indicate you have checked the whole booklet for a response.
7. Your administration and meeting deadlines will also be monitored.

Levels mark scheme for SECTION A

Level of response	Mark range	Criteria and descriptors for Assessment Objectives 1–4
LEVEL 3	10 – 11 (12)	<p>Good response to question</p> <p>Good to comprehensive knowledge and understanding demonstrating overall grasp of the range and nature of issues (AO1); capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification, focusing on the main points of the question (AO2); some understanding of different types of knowledge, with some appreciation of their limitation in seeking to reach a reasoned and logical conclusion (AO3); ability to communicate clearly and accurately in a fluent and organised manner (AO4).</p>
LEVEL 2	5 – 9	<p>Reasonable attempt to answer question</p> <p>Modest to quite good knowledge and understanding demonstrating some grasp of the nature of some key issues (AO1); moderate range of arguments, analysis and exemplification covering some of the main points of the question (AO2); limited understanding of different types of knowledge but some ability to work towards a conclusion (AO3); mostly clear and accurate communication and organisation (AO4).</p>
LEVEL 1	1 – 4	<p>Limited response to question</p> <p>Restricted / narrow knowledge and understanding of key issues (AO1); simple, perhaps mostly unexplained points – or very narrow range – with limited interpretation or analysis and exemplification (AO2); lacking in understanding of different types of knowledge with little or no evidence of ability to work towards a conclusion (AO3); variable levels of communication and organisation (AO4).</p>
LEVEL 0	0	<p>No valid response or relevance to the question</p>

Section A

0 1

Using the data and other information in **Source A (Figures 1–7)**, discuss the main causes and consequences of changing world food prices in the 21st century.
[12 marks]

There are seven separate figures in Source A, each providing data/images/information which might be used to answer the question.

- Level 1 answers may be very brief/narrow and/or have a tendency to re-write the data/information descriptively instead of using the data/information to offer a discussion of the **main causes and consequences** of changing world food prices.
- Level 2 answers are likely to cover at least half of the figures in Source A, perhaps with a combination of some descriptive writing and some discussion of the **main causes and consequences** of changing world food prices.
- Level 3 answers will use data/information from most of the figures in Source A with clear and relevant interpretation/discussion leading to a logically argued conclusion in the context of the **main causes and consequences** of changing world food prices.

Indicative content relating to the main causes of changing world food prices

- demand for commodities increasing as world population continues to grow (*Fig 1/ Fig 1 graph*)
- scarce natural resources in some regions and declining rates of yield for some commodities (*Fig 1*)
- stronger linkages between some commodities and energy markets (*Fig 1*) and increasing use of crops to produce biofuels (*Figs 4, 6*) with increase in world production of ethanol, especially in the US, until 2012 when production fell back slightly (*Fig 5*)
- increased frequency of “weather shocks” (*Figs 1–4*) / immediate impact of worst drought for decades in US, world’s biggest food producer (*Figs 2, 3*)
- trading in corn commodities futures may increase prices further (*Figs 1, 3, 4*)
- “Simple common denominator of (disequilibrium between) supply and demand has been the driving force of the latest (2012) grain price spike.” (*Fig 3*).

Indicative content relating to concerns about likely consequences

- fluctuating commodity prices bring uncertainty for all – producers, dealers, consumers, governments (*Fig 1*)
- potential impact of falling US corn exports and falling US corn stocks (*Fig 2 graphs and Fig 4 graph also for stocks*) on world supplies
- future consequences might be lessened if South American producers “respond to record prices by planting more corn” (*Fig 2*) / parallel rises in corn consumption and production since 2003 (*Fig 4 graph*)
- impact of high prices particularly severe in developing countries with “a record number of food-related crises” and where many people are already on the margins of existence with “nearly a billion...already too poor to feed themselves.” (*Fig 4*)
- do politicians take the issue of world food supplies/prices sufficiently seriously? (*Fig 6*)
- “Oxfam estimates that, with every 1% increase in the price of food, 16 million go hungry.” (*Fig 6*)
- “When the impacts of land clearance and the use of nitrogen fertilisers are taken into account, biofuels produce more greenhouse gases than fossil fuels do.” (*Fig 6*)
- consequences can be a matter of choice in terms of food demands of some in wealthier countries relative to the food needs of those in poorer countries (*Figs 6, 7*)
- consequences could be mitigated by more flexibility in the development of GM crops, more selective breeding, greater links between food production and science, reductions in food waste (“the 100 million tonnes of food we waste each year”) and changes in fisheries policy (*Fig 7*)
- pace of global population growth may be slackening and “our understanding of what makes food sustain us (is) deepening”. (*Fig 7*).

Students need to address both parts of the question (causes and consequences) to access Level 3. If only one issue is addressed then the MAXIMUM Mark should be no higher than 7 (level 2).

Candidates should be able to achieve marks in the highest level by using a selection of relevant points, not necessarily the complete range.

In Q1, only information contained in Source A should be credited.

Any other valid point from Source A not included in the indicative content should be credited.

0 2

Using information from Source B and Source C, examine the case for relaxing controls on the cultivation of Genetically Modified crops in Britain.

[11 marks]

- Candidates who make very few references to Source B and/or Source C and write in a very brief, or mainly descriptive (and/or general) way about relaxing the controls on GM crops in Britain are likely to be placed in Level 1.
- Those who demonstrate some ability to use Sources B and C in a more developed way to examine the case for relaxing controls will be placed in Level 2. (Candidates who use evidence **only** from Source B or **only** from Source C will be limited to 6 marks.)
- Those who demonstrate the capacity to use both Source B and Source C to produce a more detailed examination of the case for relaxing controls leading to a conclusion will be placed in Level 3.

Indicative content against relaxing GM controls

Sources B and C

- candidates might challenge the validity of the seemingly GM-supportive report in Source B paragraph 1 (*B see paragraph 7*)
- threat to the livelihoods of small farmers (*B paragraph 2*)
- belief that “GM foods” = “Frankenstein foods” (*B paragraph 3*)
- campaigners likely to interrupt GM trials (*B paragraphs 3 & 5 and C paragraph 7*) - link to lack of evidence for/against GM
- fear of effects of GM crops on surrounding area (*B paragraph 5 and C paragraph 7*)
- GM supporters “have repeatedly over-promised on the benefits...and underplayed the risks” of GM (*C paragraph 7*)
- environmentalists accuse scientists of using public fears about the effects of climate change to encourage more GM crop production (*B paragraph 7*)
- Kirtana Chandrasekaran’s claim that there is no scientific evidence that GM produces huge yields (*B paragraph 8*)
- “US farmers are battling superweeds and superpests...” (*C paragraph 8*).

Indicative content in favour of relaxing GM controls

- need for GM crops “to prevent a catastrophic food crisis by 2050” (*B paragraph 1*) and world food shortages (*B paragraph 4*) caused by population growth (*C paragraph 1*)
- changing political/civil service attitudes to GM in Britain (*B paragraph 2* and *C paragraphs 2 & 6*)
- GM crops grown widely outside Europe especially in North and South America (*B paragraph 6*)
- cost benefits of GM outlined by agriculture minister, Jim Paice (*C paragraph 2*)
- potential value of GM nitrogen-fixing wheat (*C paragraph 3*)
- need for UK to have more sovereign freedom to make decisions (*C paragraph 4*)
- supermarkets can help to change public opinion about GM food (*C paragraph 5*)
- farming leaders have called for more trials of GM crops (*C paragraph 7*).

Candidates should be able to achieve marks in the highest level by using a selection of relevant points from Sources B and C, not necessarily the complete range.

Any other relevant points not included in the indicative content should be credited.

0 3

Using evidence from Source D, and your own knowledge, consider how far British dairy farmers are justified in taking direct action to increase the price they receive for the milk produced on their farms.

[11 marks]

- Candidates who use either Source D or their own knowledge (or both), to write in a very brief, or mainly descriptive, and/or general manner about how far British dairy farmers are justified in taking direct action are likely to be placed in Level 1.
- Those who demonstrate the capacity to use Source D **and** their own knowledge in a more developed way to consider how far British dairy farmers are justified in taking direct action will be placed in Level 2. (Those who use only Source D or their own knowledge will be limited to 6 marks.)
- Those who demonstrate the capacity to use Source D **and** their own knowledge to provide a more detailed consideration, leading to a conclusion of how far British dairy farmers are justified in taking direct action will be placed in Level 3.

Indicative Content:

Source D and own knowledge (OK) pro farmers

- implications of falling numbers of dairy farmers and in milk production (*D graphs*)
- “No choice but to continue their actions” (*D paragraph 1*)
- “A lot of farmers are desperate.....we need to make our voices heard” (*D paragraph 2*)
- farmers have no say in contracts between them and milk processors. Farmers can be tied into contracts for 12 months (*D paragraph 3*)
- prices farmers receive for milk cut by 2p a litre and further cuts are proposed (*D paragraph 4*)
- prices farmers receive for milk are below cost of production (*D paragraph 5*)
- milk processors squeezing farm-gate prices so that they can reduce prices and secure more supermarket contracts (*D paragraph 5*)
- Government says it cannot intervene/ set prices (*D paragraphs 6 & 7*)
- the livelihood of a great many people (14 000 UK dairy farmers) is affected and agriculture is important to the UK economy (worth an annual £3.3bn) (*D paragraph 9*)
- reductions in the number of dairy farmers will mean more imports and less choice for consumers (*OK*)
- farmers have a right to use direct action if their protests are peaceful (*OK*)
- such protests help to get media/ public attention (*OK*).

Source D and own knowledge (OK) questioning actions of farmers

- farmers are under contract to supply the milk (*D paragraph 3*)
- processors argue they have no choice but to make reductions because of sharp fall of cream prices on commodities market (*D paragraph 4*)
- farming minister is convening meetings to bring different sides together (*D paragraph 7*)
- milk processors working towards a voluntary code (*D paragraph 8*)
- world market prices in dairy products are volatile and this will inevitably have consequences for British farmers. This is how supply and demand works (*D paragraph 8*)

- blockading milk plants will hit supplies and affect consumers adversely (*OK*)
- farmers are aiming at the wrong target. It is the supermarkets, anxious to sell milk as cheaply as possible – perhaps as a loss leader – who are trying to force down prices (*OK*)
- farmers should be no different from anybody else in a competitive market. The efficient ones will survive (*OK*).

Candidates should be able to achieve marks in the highest level by using a selection of relevant points from Source D and their own knowledge, not necessarily the complete range.

Any other valid point from Source D or own knowledge not included in the indicative content should be credited.

0 4 Using evidence from **Source E** and **Source F**, discuss the potential for the production and sale of organic food in Britain.

[11 marks]

- Candidates who make very few references to Source E and/or Source F, and write in a very brief, or mainly descriptive, and/or general manner about the potential for the production/sale of organic food in Britain are likely to be placed in Level 1.
- Those who demonstrate some ability to use Sources E and F to provide more developed discussion of the potential for the production/sale of organic food in Britain will be placed in Level 2. (Candidates who use evidence **only** from Source E or **only** from Source F will be limited to 6 marks.)
- Those who demonstrate the capacity to use both Sources E and F to provide a more detailed discussion of the potential for the production/sale of organic food in Britain, leading to a conclusion, will be placed in Level 3.

Indicative content:

Sources E & F: (pessimistic view of potential of organic food)

- “Dwindling interest from supermarkets” (*E paragraph 1*)
- “Land set aside for organic cultivation in the UK has fallen by over 60% since 2007” (*E paragraph 1*)
- significant reduction in area of land being prepared to go organic (*E paragraph 2*)
- falling demand for organic produce because of economic recession (*E paragraph 3*)
- families not spending as much on groceries because of recession (*E paragraph 4*)
- organic food is a sham designed largely to exploit the consumer and provide more profits for farmers and supermarkets (*E paragraph 6*)
- other than on price, it may be difficult to tell the difference between organic food and non-organic food (*E paragraph 7*)
- can consumers be certain that organic food is really organic (*E paragraph 7*)?

Sources E & F: (optimistic view of potential)

- farmers insist that moving to organic has cut their costs and switching to organic methods can be cost-effective for farmers (*E paragraph 5*)
- UK is exception to increase in global sales of organic products (*F paragraph 1*) including Europe, China, Brazil and the world's leading organic market, the US (*F paragraph 2*)
- need to tackle perceived causes of falling organic sales in the UK: more persuasive communications about the merits of organic products and higher level of investment in own-label organic ranges (*F paragraph 3*)
- some areas of growth in UK organic products including baby food, lamb and poultry (*F paragraph 4*)
- potential growth for organics in retail outlets such as box schemes, home delivery and mail order (*F paragraph 5, bullet point 1*) and the same might apply to local/direct sales of organic fruit and veg and supermarket sales of organic fruit (*F paragraph 5, bullet point 2*)
- potential growth for organics in areas such as restaurant and catering sector, schools and hospitals (*F paragraph 5, bullet point 3*)
- even though rate of conversion to organic land has slowed, fully organic land area has increased (*F paragraph 5, bullet point 4*)
- 80% of households bought organic products in 2011 (*F paragraph 5, bullet point 5*).

Candidates should be able to achieve the highest marks in the highest level by using a selection of the relevant points from Sources E and F, not necessarily the complete range.

Any other valid point from Sources E and F not included in the indicative content should be credited.

Levels mark scheme for SECTION B

Each essay should be awarded a single mark out of 25. In awarding the mark examiners should bear in mind the overall assessment objectives for General Studies which the essay questions are intended to test in the following proportions:-

AO1 – 8 marks AO2 – 7 marks AO3 – 5 marks AO4 – 5 marks

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication.
LEVEL 4	20 – 25 (6)	Good to very good treatment of the question Wide ranging and secure knowledge of topic (AO1); good range of convincing and valid arguments and supporting illustrations, effective overall grasp and logically argued conclusion (AO2); good understanding and appreciation of material, nature of knowledge involved and related issues (AO3); coherent structure and accuracy of expression (AO4).
LEVEL 3	13 – 19 (7)	Fair to good response to the demands of the question Reasonable knowledge of topic (AO1); a range of arguments with some validity, appropriate illustrations with reasonable conclusions (AO2); some understanding and appreciation of material, nature of knowledge involved and related issues (AO3); mostly coherent structure and accuracy of expression (AO4).
LEVEL 2	6 – 12 (7)	Limited to modest response to the demands of the question Limited/modest knowledge of topic (AO1); restricted range of arguments and illustrations but some awareness and attempt at conclusion (AO2); little understanding and appreciation of material, nature of knowledge involved and related issues (AO3); weak structure and variable quality/accuracy of expression (AO4).
LEVEL 1	1 – 5 (5)	Inadequate attempt to deal with the question Very limited knowledge of topic (AO1); little or no justification or illustration, no overall grasp or coherence (AO2); inadequate understanding and appreciation of material, nature of knowledge involved and related issues (AO3); little or no structure/frequent errors of expression (AO4).
LEVEL 0	0	No valid response or relevance to the question

Section B questions are set in two parts. Candidates need to answer both parts of the question well to gain access to a Level 4 mark. An unbalanced response with one part answered very well and the other answered significantly less well could only gain access to a maximum Level 3 mark.

Section B

0 5

‘Despite changes in the law in the last 40 years it still cannot be said that gender stereotyping has ended and that equality between males and females has been fully established.’

Discuss the factors which have made it difficult to reduce gender stereotyping and achieve full equality between the sexes.

Using specific examples, explain how successful females can be inspirational to others in any walk of life.

[25 marks]

Indicative content:

Discuss the factors which have made it difficult to reduce gender stereotyping ...

- gender stereotyping is essentially generalisation about the roles of males and females. Since each person is an individual, such stereotyping is usually inaccurate and simplistic
- despite this, many people make assumptions based, at least in part, on gender. This often starts in infancy (‘blue for boys; pink for girls’, choices of toys etc.) These become stereotypes when they are said to apply to all boys and girls and serve as a sort of ‘norm’
- stereotypes can be reinforced at different stages in life in terms of socialisation and in-built assumptions about characteristics, behaviour, choice of subjects at school and in HE, careers, domesticity, child rearing etc.
- stereotypes can be deeply ingrained and often reflect the beliefs and values of those who use stereotypes. Those seeking to challenge stereotypes may be viewed with suspicion or even hostility
- such stereotypes can often be strengthened by sections of the press and the cult of celebrity
- attitudes change over time and evolving approaches to education are important. Our gender is obviously part of what we are but, in an ideal world, should not define us as people
- legislation relating to gender equality is well-established in the UK and references might be made to the **Equal Pay Act (1970)**, the **Sex Discrimination Act (1975)** and **Maternity Leave Act (1975)**. More recent legislation includes **The Paternity Leave Act** and **Flexible Working Regulations (both 2003)**. Much earlier legislation was incorporated into **The Equality Act of 2010**. All are necessary in the battle for equality but the laws themselves are not sufficient to achieve it
- in 2007, **The Gender Equality Duty** introduced a legal duty on all public authorities to seek to eliminate unlawful discrimination and harassment on grounds of gender and to promote equality between men and women
- the **Equal Opportunities Commission** – an independent, non-departmental public body helps to set the gender-equality agenda, carrying out investigations, conducting research etc. Not widely publicised and operating on reduced budget after the recession

- a **Government Equalities Office** was created in 2007. However, the House of Commons contains only 20% female MPs despite the fact that females make up over 50% of the population
- the existence of legal safeguards is important but these are not necessarily always easy to enforce because of ignorance of the law, cost, fear of retaliation etc.
- there is more tangible evidence of gender inequalities in pay, and barriers relating to ‘child care breaks’ are difficult to break down. The gender gap in salaries in the UK is one of the worst in Europe. Women working full-time earn on average 17% less per hour than men working full-time
- it is believed by many that a ‘**glass ceiling**’ (a term coined in 1984 and which alludes to ‘hidden discrimination’) exists, restricting the career opportunities of females at the higher levels especially in areas such as business, finance and the senior judiciary
- suggestions that there should be more ‘positive discrimination’ in favour of females are often treated with suspicion because they suggest that females may not be able to compete successfully on their own merits.

Using specific examples, explain how successful females can be inspirational ...

- as the question indicates, candidates are free to choose examples of any successful females from any area of life:
 - aspirational role models who through behaviours/achievements demonstrate their successes
 - examples may be local or national; historical or contemporary
 - trailblazers – smashing the glass ceilings to allow others to follow
 - demonstrate a wider range of traits/qualities than typically seen.
- candidates are asked for ‘examples’ but a single developed example could be credited highly
- the use of the command word ‘explain’ is important. To gain access to the highest levels, candidates need to say **why** they have chosen their particular examples
- the other key word in the question is ‘inspirational’ – something explained in terms of achievements, personal qualities etc.

Candidates should be able to reach marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 6

‘The research evidence against smoking cigarettes is compelling and well-publicised. Despite this, and the measures taken by Parliament to deter smokers, many people continue to smoke.’

Explain the adverse medical effects that smoking is likely to have on the health of individuals.

Discuss the effectiveness, and the legitimacy, of measures taken by the state to discourage people from smoking cigarettes.

[25 marks]

Indicative content:

Explain the adverse medical effects that smoking ...

- smoking accounts for 25% of UK cancer deaths. Well-established links between smoking and a range of cancers (Sir Richard Doll discovered a correlation between smoking and lung cancer in the 1950s), particularly lung and oral cancers. Cigarettes and their smoke are associated with over 70 cancer-causing chemicals and a range of toxic substances as the tobacco is broken down. Tar is a particular danger. Every time a smoker inhales, chemicals are drawn into the body and interfere with cell function. The World Health Organisation says smoking is a greater cause of death and disability than any single disease
- smoking increases the risk of cardio-vascular disease: heart attacks, angina, strokes and poor circulation. Carbon monoxide reduces oxygen in the body and smoking accelerates the hardening and narrowing of the arteries (atherosclerosis). Smokers constitute 90% of heart-bypass patients
- smoking can lead to COPD (Chronic Obstructive Pulmonary Disease) – a collective term for conditions such as emphysema and chronic bronchitis that block airflow and make breathing more difficult. 80% of COPD cases are smoking-related. The decline of lung function is often much more pronounced in smokers
- nicotine, an ingredient of tobacco, is addictive. It quickly switches on nicotine receptors in the brain generating a craving that may last for the rest of a person’s life
- smoking raises blood pressure – a factor in heart attacks and strokes
- smoking worsens asthma and counteracts asthma medication
- heavy smokers are more prone to macular degeneration resulting in gradual loss of sight
- couples who smoke are more likely to have fertility problems than those who don’t smoke
- smoking stains teeth and gums and increases the risk of periodontal disease which causes swollen gums, bad breath and loose teeth
- smoking has adverse effects on the skin because it reduces the blood supply to the skin and lowers levels of Vitamin A
- women who smoke in pregnancy are twice as likely to have babies who are born prematurely/with a low birth-weight
- there is the impact of passive smoking on others who are non-smokers, especially if smoking takes place in the home.

Discuss the effectiveness ... of measures ...

- as the figures indicate, smoking has declined in the last 50 years. Nobody can be sure which of the measures listed below have contributed most to this trend but the role of education and the increasing evidence of the impact of smoking on health have clearly been significant
- many people are susceptible to advertising and tobacco companies have spent huge sums on trying to influence consumers. Cigarette ads on TV were banned in 1965 and restrictions were strengthened in the mid-1980s. In 2002, all tobacco advertising was banned and similar restrictions on sponsoring sporting events followed
- health warnings have appeared on cigarette packets since 1971. These were strengthened in 1991 and 2003 as a result of EU regulations. Much debate now surrounds whether all cigarettes should be sold in plain packets (as in Australia) which might reduce their appeal
- a major change took place in 2007 when restrictions were applied to smoking in public/work places
- age restrictions apply to the purchase of cigarettes. In 2007, the age limit for the purchase of cigarettes was raised from 16 to 18. Enforcement is likely to be problematic
- it could be argued that fiscal policy, though obviously a measure to raise government revenue, helps to discourage smoking by using duties which raise prices. However, this may mean that governments are reluctant to wipe out smoking if smokers contribute significantly to revenues and (to be harsh) die younger, reducing expenditure on health and pensions
- in March 2011, the Coalition Government published a White Paper, *Healthy Lives, Healthy People: A Tobacco Control Plan for England* setting out how tobacco control will be delivered over the next 5 years with the aim of reducing smoking and protecting children from the harm caused by smoking
- the 2009 Health Act contains a range of provisions including new tobacco control measures relating to the display of tobacco products in shops (2012 in larger shops and 2015 in smaller shops) and the sale of tobacco products from vending machines (2011).
- Students may consider the impact of the black market (counterfeit goods) on the efficiency of government measures and revenues.

Discuss the legitimacy of measures ...

- arguments could be built round issues related to what some see as an increase in the activities of the 'nanny state'
- others might argue that the state has a responsibility to protect its citizens (especially non-smokers) and to seek to control the amount of health spending that goes on the treatment of smoking-related illnesses
- apart from some of the restrictions outlined above, smoking cigarettes is still a legal activity. There is clearly an issue of individual rights and freedoms although counter-arguments might cover the responsibilities of the individual to society
- Forest, a pressure group that supports the rights of smokers, fights 'big government' and seeks to promote/defend the rights/freedoms of individuals who wish to smoke, not least through its 'Free Society' initiative. Counter arguments are made by Ash, an anti-smoking pressure group.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0	7
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'There is a north-south divide in Britain. The advantages and opportunities seem to be confined largely to London and the South East.'

Discuss the extent to which you would support this assertion.

Explain why it is difficult to reduce the north-south divide in Britain.

[25 marks]

Indicative content:

Discuss the extent to which you would support this assertion.

- the term 'north-south divide' refers to a range of differences between two parts of Britain, perhaps north and south of an imaginary (but not exact) line between the Severn and the Wash (with parts of the midlands disputed).
- although the north-south divide is contested, there is considerable research evidence indicating that areas of the north have (often significantly) poorer health levels, lower life expectancy and a much higher dependency on anti-depressants
- candidates offering an alternative north-south divide, eg Scotland–England, should be marked on the validity of their claims
- a Cambridge Econometrics report of 2006 found that there were differences between economic growth in the south and south east of England compared to areas of the north. Indicators of the more recent economic recession suggest that unemployment is higher in the north and job opportunities fewer. Earnings also tend to be higher in the south and London's experience of the recession is very different from that in many parts of the north. Boots is just one company to point to north-south variations in consumer activity
- public spending cuts have had a greater significance in the north where there often tended to be a higher proportion of people working in the public sector
- the legacy effect of the Olympics has yet to emerge but major regeneration is likely in the Olympic Park and Village
- Heathrow is the most likely location for airport expansion, if it happens anywhere
- major political and financial institutions are based in London
- consumption of damaging levels of alcohol and junk food seems to be higher in the north
- on the other hand, there has been a £650 million development on Salford Quays to establish Media City with the BBC shifting many of its operations from London in 2011 and 2012, and ITV following in 2013
- spending per head on health, for example, is higher for the north (and devolved areas such as Scotland) than in the south, despite higher direct and indirect taxation levied in London and the south-east.
- people on national pay scales (including minimum wage) benefit from living in areas where houses, goods and services are cheaper. A teacher living in Reading is paid the same as one living in Newcastle, where they would be able to afford a much bigger house, for example

- there are other ways in which equality of advantage and opportunity is defined and determined i.e. family background, race, gender, disability, rural/urban location etc.

Explain why it is difficult to reduce the north-south divide in Britain.

- the division between north and south is simplistic. There are parts of the north (notably in Cheshire and North Yorkshire) that are said to have a range of ‘southern characteristics’. There are also some very deprived areas in the south (often in inner London) and, in terms of per capita incomes, Cornwall is one of the poorest parts of Britain
- “Closing the north-south divide is more difficult than ever for government. Money is tight and the scope for significant transfers to more highly stressed regions is therefore limited.” (Katie Allen, ‘Recession puts the north-south divide back on the misery map’, The Guardian, 10 November 2011)
- many point to the historical origins of the divide, particularly the decline of heavy industries such as mining, iron & steel and shipbuilding
- regional development (often referred to as ‘re-vitalising’ the north) can be very costly and has achieved only limited success
- it would be very difficult to envisage real decentralisation in key areas such as the financial hub of the City of London or, at least as far as England is concerned, Parliament
- dismantling existing infra-structures would be prohibitively expensive and unrealistic
- housing is another problematic area. House prices/rents are significantly higher in many parts of the south and this represents a considerable barrier to labour mobility
- many people have a strong sense of regional identity and sense of loyalty (perhaps even in very adverse circumstances) to their area – to say nothing of family ties etc.
- Students may consider the potential impact of HS2.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.

0 8

‘As Britain and other countries reduce their role in Afghanistan, the overwhelming impression is that the recent years of intervention and conflict in Afghanistan have been tragic, costly and futile.’

Discuss the view that the involvement of British forces in the affairs of Afghanistan since 2001 has been ‘tragic, costly and futile’.

To what extent does the UK have the right to intervene in the internal affairs of other countries?

[25 marks]

Indicative content:

Discuss the view that the involvement of British forces ... has been ‘tragic, costly and futile’.

- unsuccessful, lengthy and bloody Russian intervention in Afghanistan, ending in 1989, might have suggested that any involvement in a country descending into civil war might be protracted and costly
- increasingly the Taliban – often keen to follow a radical Islamic agenda - were linked with Osama Bin Laden’s al-Qaida terrorist group – a group accused of bombing US embassies in Africa, leading to US missile retaliation attacks in 1998
- following 9/11 terrorist attacks on US in 2001, US-led bombing of Afghanistan began as part of the “global war on terror” which was having growing implications for western security
- “Special relationship” between UK and US. NATO led International Security Force entered Afghanistan and, by 2003 and with an interim government under Hamid Karzai in position, NATO took control of security in the Afghan capital, Kabul
- lengthy fighting has since ensued between NATO forces, the Taliban and terrorist groups. Afghanistan is a country with many tribal divisions and has the sort of terrain that makes warfare difficult
- part of the tragedy has been the extensive loss of life as troops have poured into Afghanistan – with the highest number of allied fatalities being troops from the US and UK (over 400 by 2013) and the death or displacement of many Afghan civilians. Taliban casualties have been very significantly higher
- the cost has been massive, both in loss of life, and in the cost of supplying troops, weapons and operational support. It has also had an adverse impact on the Afghan economy, much of which is based on opium production. However, the worst excesses of the Taliban have been contained and Osama bin Laden has been killed, with the power of his al-Qaida organisation (and to some extent the threats to western security) diminished
- history points to the futility of external involvement in Afghanistan since the defeat of British invading forces in 1842 to Russian forces in 1989. It is a bleak, mountainous and inhospitable landscape dominated by internal strife, powerful warlords and tribal disputes. Though often divided, many groups may unite against external invaders

- in recent years, NATO has been planning for the eventual ‘handover’ and the first parliamentary elections for 30 years took place in 2005 but subsequent elections have been plagued by Taliban violence
- in May 2012, NATO endorsed the plan to hand over combat duties to Afghan forces by mid-2013 with some 130,000 NATO-led combat troops leaving Afghanistan by the end of 2014. It remains to be seen how effective the exit strategy will be, whether the Afghan government will survive and what the Afghan army and police force can achieve
- a BBC “Panorama” report in 2013 claimed that the Afghan police were generally corrupt, selling their weapons and ammunition and molesting young boys in the area. This raises deep concerns about the ethical base, and stability, of any changes to control of Afghanistan.

To what extent does the UK have the right ...

- the key question is one of legitimacy in terms of the grounds (if any) for the intervention in the affairs of independent, sovereign states
- the role, legitimacy and power of the UN or NATO might be examined
- another issue may be consistency in the justification for the possible intervention in the affairs of another country. Often this may come in terms of denial of human rights and the malign exercise of despotic power. However, taken to its logical conclusion, a number of countries in the world might be vulnerable to invasion on these grounds
- the issue can sometimes be one of values, perhaps in terms of those of western liberal democracies – something very different, say, from the values of the Taliban and warlords of Afghanistan
- intervention must inevitably have consequences which may be manifested in terms of cost, loss of life, protracted conflict, retaliation (perhaps in terms of suicide/terrorist attacks) etc.
- “The interests of national security” have been quoted by politicians to justify intervention abroad but public opinion may have set against further militarism, whatever justification is alleged. The “weapons of mass destruction” claim has left a long shadow.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range.

Any other valid points not included in the indicative content should be credited.