



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

General Studies B

Unit GB4W

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Unit 4 (GB4W Conflict-Resolution)

Answers given in the mark scheme are not necessarily definitive. Other valid points must be credited.

Write an objective report for your editor, which communicates:

- (i) the nature of the problem outlined in these two articles; *(15 marks)*
- (ii) which parties you consider to be responsible for the problem and why; *(15 marks)*
- (iii) what measures might be taken to resolve the problem *(20 marks)*

A further ten marks will be awarded for communicating in a concise and logical way in a form appropriate to report writing. *(10 marks)*

General Grid**(i) Knowledge and Understanding (0-15 marks)**

In awarding marks in this section, examiners should be concerned with the candidate's knowledge of the situation, and understanding of the problem.

- 11-15 the focus is clear and well-chosen; knowledge is thorough and comprehensive; and the problem is evidently well understood.
- 6-10 the focus is less clear; knowledge is adequate for the task in hand; and the problem is quite well understood.
- 1-5 the focus is unclear; too little is known about the situation; and understanding of the problem is limited.
- 0 no relevant knowledge and understanding.

(ii) Critical Analysis (0-15 marks)

In awarding marks in this section, examiners should be concerned with the candidate's understanding of the different interests involved, and appreciation of the limits of each in terms of their knowledge, their beliefs and their interpretation of the facts.

- 11-15 there is thorough understanding of the relative positions of the interest groups and their impact on the situation. There is also clear appreciation of their knowledge, their beliefs, of their interpretation of the facts, and of the limits of their knowledge-base and impartiality.
- 6-10 there is appropriate understanding of the relative positions of the different interest groups and their impact on the situation. There is also some appreciation of their knowledge, their beliefs, of their interpretation of the facts, and of the limits of their knowledge-base and impartiality.
- 1-5 there is little apparent understanding of the relative positions of the different groups and their impact on the situation. There is also little appreciation of their knowledge, their beliefs, of their interpretation of the facts, and of the limits of their knowledge-base.
- 0 no critical analysis or judgement.

(iii) Evaluation and Interpretation (0-20 marks)

In awarding marks in this section, examiners should be concerned with the appropriateness and thoughtfulness of the steps chosen for resolving the problem in an interdisciplinary context.

- 16-20 marshalling of evidence is excellent, and conclusions drawn are highly appropriate; facts and values are well integrated in a very thoughtful resolution of the problem.
- 11-15 evidence is well marshalled, and appropriate conclusions are drawn; data, concepts, and opinions are quite well integrated; the resolution suggested is an appropriate one.
- 6-10 adequate evidence is marshalled, and conclusions are drawn; there is some confusion of factual matter and opinion; the resolution suggested is partly appropriate.
- 1-5 little evidence is presented, and conclusions are limited; evaluation is limited, and indistinguishable from factual matter; resolution of the problem is questionable or absent.
- 0 no relevant evaluation or conclusion.

(iv) Communication (0-10 marks)

In awarding marks in this section, examiners should be concerned with the clarity and accuracy of communication and with the logical progression of ideas.

- 8-10 the language used is in an appropriate register; ideas and information are organised in a well-structured, logical way; there are few errors, if any, of punctuation, spelling and grammar.
- 4 - 7 the language used is mostly appropriate and generally clear; links between ideas and information are for the most part clear and adequately structured; there are some errors of punctuation, spelling, and grammar, but these do not hinder communication.
- 1-3 the language used is mostly imprecise or inappropriate; links between ideas and information are not always clearly made though there is some structure; there are errors of punctuation, spelling, and grammar, some of which may obscure points made.
- 0 no relevant knowledge and understanding.

Specific Grid

- (i) (a) There are elements of the basic training in the army and fire service, which some women are physically less able to perform as well as men.
- (b) People are being injured as a result. Women in the army suffer more injuries than men during basic training. In the fire service, both sexes have been injured.
- (c) The rate of injuries for women in the army is increasing at a greater rate than for men. It is not only women who suffer injuries – men do too. This suggests that the basic training may be too intensive.
- (d) The inability to complete basic training may mean women cannot safely meet the requirements of the job. Therefore, they are effectively being denied access to an army/fire service career because of their physical build. This, in itself, is discriminatory and exactly what the law seeks to avoid.
- (e) The situation has highlighted a conflict between two pieces of legislation – equal opportunities and health and safety.
- (f) These two services were set up for men. Fewer women than men enter either the army or the fire service.
- (g) The overall problem is the mismatch between the requirements of legislation and the way it translates into practice. The law requires equality of opportunity but it is not working in the practices of basic training.
- (h) Inappropriate nature of equipment e.g. fire suits.
- (i) Discriminatory practices against women in operation. **(15 marks)**
- (ii) (a) The two services are responsible for implementing legislation, but they are also responsible for ensuring the health and safety of all their members.
- (b) Women and men have different physical strength capacities. The two services have a responsibility to be realistic in their expectations of the different genders.
- (c) Women have a responsibility to reach the same fitness levels/be able to handle the same equipment as men if they expect to do the same job. If they are paid equally, they should perform equally.
- (d) Individuals have a responsibility not to endanger themselves or others.
- (e) The Government is responsible for ensuring that laws complement each other (Health and Safety/Discrimination laws) rather than causing confusion. **(15 marks)**

- (iii) (a) Organisations should adopt a policy of positive discrimination e.g. allow women in the Army to adapt fire fighting equipment to suit women's stature/redesign equipment.
- (b) The services could be more flexible in their interpretation of discrimination laws; a common sense approach is needed.
- (c) The rules and regulations could be changed to make more allowance for physical differences e.g. specialist rôles.
- (d) Women might be failing the basic training but that does not necessarily mean they cannot do the job; the requirements for basic training should be changed.
- (e) Bad publicity needs to be counteracted to encourage more women to join these services e.g. recruitment campaigns; otherwise, the situation will never change.
- (f) Anomalies between different pieces of legislation should be rectified by the Government.
- (g) Encourage equality within the services e.g. team working, culture change.
- (20 marks)**

Approximate distribution of Assessment Objective marks across Unit 4

Question Numbers		(i)	(ii)	(iii)	(iv)	AO marks per unit
Assessment Objectives	AO1	3	7	2	4	16
	AO2	4	1	1	1	7
	AO3	3	4	5	10	22
	AO4	0	3	7	5	15
Total marks per Question		10	15	15	20	60