



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

General Studies B

Unit GSB1

Copyright © 2003 AQA and its licensors. All rights reserved.

Unit 1

(GSB1 Conflict)

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.

Marks should be awarded in these bands:

9 - 12 (Band One)

- A good response showing knowledge and understanding of the topic and the issues covered.
- Clear and accurate expression used with no significant errors of style, spelling or grammar, ensuring a logical and relevant response.
- Evidence is well marshalled, ensuring interpretation and evaluation and thus allowing a valid and thoughtful conclusion to be reached.

5 - 8 (Band Two)

- A competent response showing some knowledge and understanding of the topic and the issues covered.
- Reasonably clear and accurate expression used with relatively few errors of style, spelling or grammar, ensuring a fairly logical and relevant response.
- Evidence is moderately well marshalled, ensuring some interpretation and evaluation and thus allowing a valid conclusion to be drawn, though there may be a lack of structure and balance.

1 - 4 (Band Three)

- A limited response showing little knowledge and understanding of the topic and the issues covered.
- Poor and inaccurate expression used with significant errors of style, spelling or grammar leading to a rather illogical and/or irrelevant response.
- Evidence is poorly marshalled, ensuring little interpretation and evaluation and thus leading to little or no valid conclusion, with a possibility of assertions being made from no hard evidence.

0 (Band Four)

- No response or no relevant points.

1. **Discuss the benefits of self-employment as opposed to being employed by someone else.**
(12 marks)

Benefits of self-employment:

- (a) low start-up costs of self-employment i.e. working from home
- (b) it is a more flexible means of employment i.e. one can decide if and when to work
- (c) growing service industries lend themselves to opportunities in this area
- (d) banks give help with start-up packages and special services
- (e) far more control can be exercised e.g. an enterprise stands or falls on the actions of the individual
- (f) Government schemes, giving advice, expertise, etc. can help in setting up in self-employment
- (g) a successful enterprise means that all the benefits are gained by the individual him/herself and his or her family, e.g. regular income.

Benefits of being employed by someone else:

- (n) less need to make crucial decisions
- (o) far less concern over how the business is progressing
- (p) a perception of more job security
- (q) more opportunity to specialise inside the business organisation
- (r) fringe benefits e.g. pensions, health schemes
- (s) less stress because of not having overall responsibility.

Candidates should discuss a range of points – the best considering both sides; a one-sided answer is unlikely to reach Band One.

2. **“The more advanced weapons technology becomes, the more likelihood there is of war”.**
Discuss.

(12 marks)

Does make war more likely:

- (a) has happened throughout history
- (b) increased technology can give delusions of power, including terrorism
- (c) military capability encourages aggressive nationalism in even the smallest and economically weakest of states
- (d) technological weapon superiority may be fleeting, seize the opportunity while it lasts
e.g. Germany 1914
- (e) military elite in many states, e.g. Iraq spent a disproportionate amount of wealth on weapons technology, and uses it for warlike ambition
- (f) advances e.g. smart weapons mean that the impact of their use can be high directed.

Does not make war more likely:

- (n) weapons are not a cause of war, indeed they are often developed in the course of a war
- (o) vastly increased nuclear capacity since 1945, yet no nuclear war
- (p) in many states, soldiers are intended to uphold peace – they need the capability to do this
- (q) the threat of retaliation can act as a deterrent to any wishing to start war
- (r) the fear of annihilation (mutual assured destruction)
- (s) warfare may not rely on technology, e.g. terrorism
- (t) every technological advance has its defensive counter, e.g. Star Wars
- (u) costs limit use
- (v) other factors may prevent war, such as diplomacy, personality of leaders.

Candidates should discuss a range of points – the best considering both sides; a one-sided answer is unlikely to reach Band One.

3. To what extent do we judge people by their social class membership?**(12 marks)****Do judge people by social class membership:**

- (a) the deference factor is still noticeable e.g. towards some members of the aristocracy
- (b) there is a condemnatory attitude if it is perceived that people from a higher social class have “fallen from grace” e.g. J. Aitken, the Hamiltons
- (c) occupation is a major criterion of social class i.e. Standard Occupational Classification
- (d) income can have a distinct bearing – is it inherited or obtained?
- (e) people are judged by the perceived value of their occupation e.g. professional occupations are valued more highly than unskilled occupations.

Do not judge people by social class membership:

- (n) talent is recognised and opens all doors e.g. entertainment/sports stars
- (o) judgement is made on what people wear, how they speak, etc.
- (p) judgement is made on impact on individuals’ lives e.g. teacher, television personality
- (q) media creates celebrities, and even grades them, mirroring social strata
- (r) wealth can be all-encompassing, and can buy power and influence
- (s) youth sub-cultures can cross social class boundaries
- (t) greater social mobility makes class less relevant, e.g. through educational expansion and changing occupational structure
- (u) other factors may be more significant – ethnicity, gender, religion.

Candidates should discuss a range of points – the best considering both sides; a one-sided answer is unlikely to reach Band One.

- 4. How far does the success of a piece of artwork depend upon those who view it?**
(12 marks)

Does depend upon those who view it:

- (a) if a person enjoys/values a piece of art, then it is valid in their eyes
- (b) art appreciation can be very personal – a piece is enjoyed because it captures a moment, rekindles memories, has a close association, etc. etc.
- (c) what is art changes throughout generations e.g. early 20th century abstract art had observers asking ‘what is it?’, as if it had to be anything
- (d) the winners of prestigious awards e.g. Turner, are not always supported/appreciated by many of the public
- (e) the role of critics in defining the quality of a piece of artwork.

Does not depend upon those who view it:

- (n) there are techniques which experts can explain which identify whether a piece of work is ‘good’
- (o) most people view artwork at exhibitions – hence it has already been graded
- (p) conducted tours of art galleries give a plethora of information which can guide opinion
- (q) knowledge of the history of art will help to explain how certain pieces of work came to be created
- (r) art critics can mould people’s opinions re. the validity of the treatment of the subject
- (s) media can generate support/opposition to new artworks
- (t) art increases in worth when the artist is dead/popular.

Candidates should discuss a range of points – the best considering both sides; a one-sided answer is unlikely to reach Band One.

5. Socialism is a belief that the interests of society should have priority over those of the individual”.

To what extent does socialism still have an influence in the UK today?

(12 marks)

Socialism does still have an influence:

- (a) UK tax system ensures that more affluent elements give more of their income to the state to be used for society’s benefit
- (b) all legislation approved by Parliament is for the benefit of society rather than each individual within it i.e. it is generic rather than specific
- (c) charitable organisations try to aid society’s problems
- (d) altruism has been a feature of UK ethics since the eighteenth century and still is evident today e.g. many contribute time and effort for the benefit of others
- (e) all political parties espouse the view that they are aiming to improve society
- (f) the present Government has been accused of being a “nanny state” i.e. over-protective and not allowing individualism
- (g) the economic decisions which permeate the National Health Service typify the best for all, rather than individual needs
- (h) the Co-operative movement does still exist by which a whole stratum of society benefited
- (i) ethical investments
- (j) the products of socialism of the last century still exist, e.g. the welfare state.

Socialism does not still have an influence:

- (n) society has “moved on” from the all-encompassing state control era e.g. removal of Clause Four by the Labour Party in mid 1990s
- (o) the UK is mirroring global society with the collapse of the centrally controlled socialist economies linked to USSR
- (p) many use private insurance etc. to overcome the deficiencies of the publicly run health service
- (q) moves towards lowering direct taxation by recent governments (until April 2002 Budget) has meant less reliance on society for “handouts” etc.
- (r) an ending of the economic philosophy of “baling out lame ducks” has led to more individualistic self-reliance
- (s) Society in general is far more fragmented and self-centred. People tend to look after themselves, not other people
- (t) the power of trade unions has receded since 1980s
- (u) wealth accumulation is seen as a self-evident good.

Candidates should discuss a range of points – the best considering both sides; a one-sided answer is unlikely to reach Band One.

Approximate distribution of Assessment Objective marks across Unit 1

Question Numbers		1	2	3	4	5	AO marks per unit
Assessment Objectives	AO1	7	7	7	7	7	35
	AO2	2	2	2	2	2	10
	AO3	3	3	3	3	3	15
Total marks per Question		12	12	12	12	12	60