

General Certificate of Education
January 2004
Advanced Level Examination



GENERAL STUDIES (SPECIFICATION B)
Unit 6 Space-Time

GSB6

Tuesday 27 January 2004 Morning Session

In addition to this paper you will require:

- a 12-page answer book;
- Source Material (enclosed).

Time allowed: 1 hour 45 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is GSB6.
- Answer the question in **Section A** and **one** question in **Section B**.
- Do all rough work in your answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 80.
- Mark allocations are shown in brackets.

Advice

- You will be assessed according to your ability to:
 - 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;
 - ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

SECTION A

Answer this question.

1 Read **Source A** and answer the following questions:

The passage is about how much aid wealthy nations should give to countries in need. The bar-graph shows how much is given by fourteen donor nations.

For what:

- political
- economic
- social
- moral

reasons might donor nations give, or not give, such aid? Should we pass judgement on those countries that are less generous than others? (40 marks)

SECTION B

Answer **either** Question 2 **or** Question 3.

EITHER

2 Read **Sources B** and **C** and comment on whether there is room for *belief* as opposed to hard facts in science and technology, as there is in the arts. (40 marks)

OR

3 John Simpson can travel the world over and never be out of touch with ‘the office’ (**Source D**); and the more he travels, the more ‘abroad’ is just like home (**Source E**).

Is it likely that, though we attach importance to cultural diversity, we shall end up ‘all the same’? (40 marks)

END OF QUESTIONS

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SOURCE MATERIAL

This source material is to be read in conjunction with question unit GSB6.

SOURCE A

War of pledges gives hope to world's poor

George Bush will arrive in Monterrey, Mexico, tonight for this week's United Nations summit on tackling global poverty in an unusual position for a Republican president – locked in an argument with his European allies about whose plans to boost aid spending are the most generous.

Just days before the summit, Mr Bush announced a \$5bn (£3.6bn) package of help for the poorest countries spread over three years, while in Europe, finance ministers overcame opposition from the cash-strapped German government and pledged an increase in European aid of \$7bn a year by 2006.

With Mr Bush due to give a keynote speech to the conference tomorrow, the White House is now saying that the American aid package will be double the size of the original announcement. The confusion over the size of the US package was apparently due to an "internal mix-up" in the White House, prompting one aid campaigner to note ruefully yesterday: "These kinds of numbers are just spare change to them." Officials are now saying the US will gradually boost aid spending from 2004 to an extra \$5bn a year by 2006 and make the increase permanent.

Many development charities were preparing the usual press releases trashing the summit as yet another UN talk-fest. But with a multi-billion dollar pledge from the US, matched by a similar sized undertaking from the European Union, the UN can at least claim it has started to reverse rich-country indifference to poverty.

Two years ago at the UN's millennium summit, world leaders re-committed themselves to longstanding international goals of halving extreme poverty, getting every child in the developing world into primary school and reducing infant and maternal mortality by 2015. Meeting those goals would cost \$40-65bn extra in aid a year, says the World Bank - roughly double current spending.

But the combined American and EU announcements will add only about an extra \$12bn a year to aid spending by 2006.

The cost of western miserliness can be measured in children's lives, according to Oxfam. The UN predicts that by 2015, about 10 million children a year will be dying before their fifth birthday, compared with a target of 4.2 million.

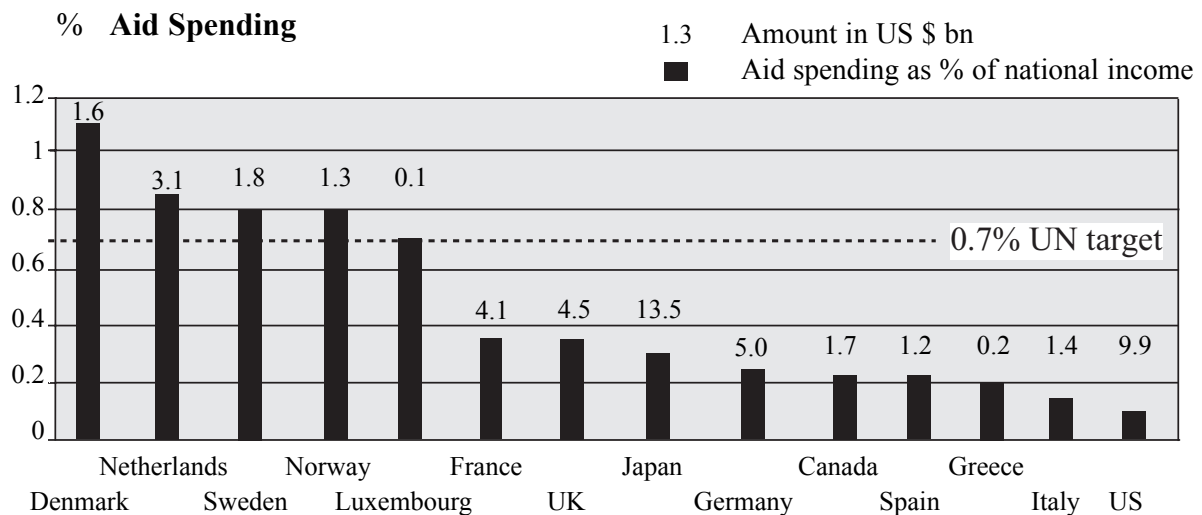
Campaigners point out that even assuming the US president manages to push his ambitious aid increases through Congress and that the EU succeeds in persuading aid laggards such as Italy and Greece to boost their budgets, the world's leading economies will still be spending far less on aid than the UN target of 0.7% of national income.

The US spends just 0.11% of national income on aid. The EU average is three times that, while Denmark spends 10 times as much as a proportion of national income.

Among the big donors, the US has the worst record for spending its aid budget on itself – 70% of its aid is spent on US goods and services. And more than half is spent in middle income countries in the Middle East. Only \$3bn a year goes to South Asia and sub-Saharan Africa.

The US intention to restrict the new money to countries which implement its preferred economic reforms is also alarming campaigners. "Do you judge countries on the basis of their success in reducing poverty or on what the US thinks is good for the world's poor?" asks Kevin Watkins, senior policy adviser at Oxfam.

Source: JULIAN BORGER AND CHARLOTTE DENNY *The Guardian*, March 21 2002



SOURCE B**The Age of the Earth**

It is generally believed that life began on the Earth itself, some time after the formation of the planets, perhaps around 3000 million years ago, but it has also been suggested that life was implanted from outer space, probably by passing comets. Whether or not this is true we do not know, neither have we definite proof that life exists elsewhere. The likelihood that a subcrustal water ocean exists on Jupiter's moon, Europa (and might provide a suitable environment for the development of some kind of life), and the discovery of bacteria-like particles within an Antarctic meteorite that many believe to have originated on Mars, are two recent discoveries which have relevance to this topic. The other planets in the Sun's family are unsuitable for the development of life in their various ways, but the Sun is only one of a hundred thousand million stars in our local Galaxy – and the Galaxy itself is one of many. It seems both illogical and conceited to assume that mankind is unique.

Many of the geological problems which seemed baffling not so very long ago have now been solved. We have a pretty good idea as to how our planet formed, and we can fix its age with a fair degree of accuracy; the record of the rocks can tell us much about its past history, both from the distribution and make-up of the strata themselves and from the fossils they contain. The whole of the Earth's surface has been mapped, sophisticated devices have been sent to chart the ocean deeps, and both instruments and humans have studied the Earth's atmosphere.

Source: PETER CATTERMOLE, 2000

SOURCE C**Changing Times**

The demand for modernity affected all arts equally: the art of each era had to be *different* from its predecessors, which, in an age which assumed continuous progress, seemed to suggest on the false analogy of science and technology that each new way of expressing the times was likely to be *superior* to what went before; which is patently not always the case. There was, of course, no consensus about what 'expressing the times' meant, or on how to express them. Even when artists agreed that the century was essentially a 'machine age' [...] most of the answers are trivial or rhetorical.

The numerous ways of expressing machine-modernity in painting or non-utilitarian constructions had absolutely nothing in common except the word 'machine' and possibly, though not always, a preference for straight lines over undulating ones. There was no compelling logic to the new forms of expression, which is why varying schools and styles could co-exist, none lasted, and the same artists could change styles like shirts. The 'modernity' lay in the changing times, not in the arts which tried to express them.

Source: ERIC HOBSBAWM, 1998

Turn over ►

SOURCE D and SOURCE E

The Source Material for Question 3 is not produced here due to third-party copyright constraints. The full copy of this paper can be obtained by ordering GSB6 from our publications section. Tel: 0161 953 1170.

END OF SOURCE MATERIAL