

GCE 2004

June Series



Mark Scheme

General Studies B

Unit GSB1

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.

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General Studies

Specification B

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 Why are more tabloid newspapers read in this country than broadsheet newspapers?**(12 marks)**

- (a) people buy what they prefer e.g. segmentation of tabloid market
- (b) tabloids are smaller in size, and thus easily folded, carried and read in crowded places like buses or trains
- (c) tabloids have stories and articles which are brief and can be read quickly
- (d) tabloids contain main stories that often focus on celebrities e.g. the “gossip” factor
- (e) tabloids feature large photographic images on their front pages in order to catch the eye
- (f) tabloids use puns in their headlines in order to attract attention
- (g) tabloids are often very nationalistic e.g. sports events and times of war
- (h) they are usually cheaper than broadsheets
- (i) more television and other advertising promote tabloid newspapers
- (j) more competitions, bingo, cheap offers are linked to tabloid newspapers
- (k) populist campaigns e.g. Daily Mirror’s “Stop the War”
- (l) readability i.e. language levels
- (m) tabloids may sensationalise news
- (n) some broadsheets now produce tabloid versions.

A one sided response to this question can reach Band One.

2 Nowadays we can watch television programmes from all over the world.**To what extent will this help us to break down stereotypical attitudes to people and countries outside the UK?****(12 marks)****Will help:**

- (a) familiarity with other peoples will help us recognise that we are all very similar and that a stereotype is a vague generalisation e.g. Discovery Channels
- (b) greater access will lead to greater tolerance of national differences
- (c) variations in pastimes such as sport and music will lead us to accept pan-regional differences
- (d) the more we know about our neighbours, the more beneficial it will be
- (e) people are increasingly using television as the major form of leisure entertainment; greater exposure can thus alleviate stereotypical attitudes
- (f) the similarity to our own of many foreign television programmes would make people realise how similar we are e.g. quiz shows, news, documentaries etc.

Will not help:

- (n) much of the output is in a foreign language, which could reinforce stereotypical attitudes
- (o) many could be confirmed in their prejudices e.g. many television programmes over-exaggerate: not all Americans carry guns
- (p) much stereotyping is done by image; each country's television output will possibly accentuate that image
- (q) we already have stereotypical images of people inside the UK from television programmes e.g. Monarch of the Glen. Why should foreign television be different?
- (r) there are many niche channels which could reinforce stereotypes e.g. Asian networks
- (s) there are many stereotypes on television news e.g. starving in Africa, war in Balkans Iraq
- (t) most foreign programmes watched in the UK are broadcast in English and emanate from the USA
- (u) programmes are selected and edited to cater for the demands of a mass competitive market.

A balanced response is preferable, however, it is possible for a one sided answer to reach Band One.

3 Fewer family groupings are made up of husband, wife and children. Discuss the effects of this change on society.

(12 marks)

- (a) the state has taken over many of the functions of the family e.g. it provides childcare provision
- (b) a financial cost to society e.g. state is more likely to make payments to one-parent families, support agencies
- (c) many of the family groupings come about because of economic circumstances and mirror potential frictions inside society e.g. multi-generational families can occur because the older generation cannot cope
- (d) both advertisers and government agencies may need to re-think their attitudes i.e. is there a “preferred model” anymore?
- (e) this has been a gradual trend over several decades, hence the effects have been assimilated
- (f) it does not matter what the structure of the family unit is; it is what happens inside that unit which is of importance to society
- (g) with the acceptance of different family structures, there is no longer any great slur on family groupings being “different” e.g. gay parents, single parents
- (h) increased pressure for housing
- (i) anti-social behaviour e.g. in school, street crime etc.
- (j) increased number of women in labour market
- (k) increasing concern of people such as politicians, religious and community leaders.

Answers must focus on the effects beyond the family unit.

A one sided response to this question can reach Band One.

4 Performance tables show how organisations such as schools and hospitals perform in different areas e.g. GCSE and A level results; hospital waiting lists.

To what extent do these tables produce better schools and hospitals?

(12 marks)

Do produce better schools/hospitals:

- (a) allow consumers to choose ‘the best’ public sector organisation for their particular requirements
- (b) ensure competition between organisations which should improve performance
- (c) erode any form of complacency inside the organisation
- (d) they are part of the culture of accountability which is permeating society
- (e) they are a necessary tool for central government to be able to impose targets or know where to allocate extra resources i.e. it aids the whole strategic planning for public services
- (f) ensure value for money
- (g) enable the workforce to know how well they are performing.

Do not produce better schools/hospitals:

- (n) the vast majority of pupils or patients attend their nearest school/hospital whatever the performance table positions
- (o) the administration finance involved in the compilation of such tables could be better used elsewhere
- (p) tables can reinforce prejudices and simply become a self-fulfilling prophecy
- (q) as those at the top of the tables may obtain extra funds and financial assistance, this can exacerbate the situation
- (r) public services used to function efficiently in the days before performance tables. Why do we need them?
- (s) they could be viewed as part of governmental control
- (t) difficult for public to understand/interpret
- (u) they usually give raw rather than value-added data which makes real comparison between organisations impossible and can be misleading
- (v) increase stress and pressure to succeed.

A balanced response is preferable, however, it is possible for a one sided answer to reach Band One.

5 Pollution is the harmful effect of by-products of domestic, industrial and agricultural processes on the environment.

How far must advances in technology always mean more pollution?

(12 marks)

Do mean more pollution:

- (a) historically has been so e.g. all the problems associated with technological changes during the Industrial Revolution
- (b) domestic pollution e.g. waste is very prevalent especially in an era where technology provides packaging opportunities
- (c) industrial pollution is linked to modern technology e.g. the more that the manufacturing sector produces, the more unwanted by-products are also produced
- (d) dealing with the problems associated with nuclear waste has world-wide implications
- (e) the potential for disaster associated with the use of nuclear power stations
- (f) increased yields dependent upon increased agro chemicals have resulted in increased pollution
- (g) g.m. technology.

Do not mean more pollution:

- (n) air pollution can be reduced by controlling exhaust emissions from vehicles e.g. re-designed engines, catalytic converters. Also the use of “cleaner” fuels, fuel additives and alternative fuels (hydrogen)
- (o) the move away from coal-burning power stations
- (p) use of electrostatic precipitation to reduce pollutants entering the atmosphere from factory chimneys
- (q) domestic waste water can be artificially treated and purified before being discharged into the environment
- (r) land pollution can be disposed of by incineration; though the act of burning itself can create air pollution
- (s) renewable energy sources e.g. H.E.P., wind turbines, solar panels, etc.
- (t) use of technology in the home to improve heating e.g. insulation
- (u) use of technology to monitor pollution levels e.g. MOT tests exhaust emissions
- (v) re-cycling
- (w) g.m. technology.

A balanced response is preferable, however, it is possible for a one sided answer 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	