



General Certificate of Education

General Studies 6766

Specification B

GB4W Conflict – Resolution

Mark Scheme

2006 examination – June series

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.

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

Unit 4

(GB4W Conflict - Resolution)

Answers given in the mark scheme are not necessarily definitive. Other valid points will be credited, even if they do not appear in the mark scheme.

Study the source and answer the following three questions.

- 1 Using the source, analyse the nature of the problem and identify the underlying issues. (15 marks)**

- 2 Identify which parties you consider to be responsible for the problem and analyse the extent of their responsibility, explaining why some might be said to be more responsible than others. (15 marks)**

- 3 Explain what measures might be taken in the short-term and the long-term to resolve the problem and evaluate the likely success of these measures. (20 marks)**

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

General Descriptors**(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 Descriptors

- 1**
- (a) There is a possibility that food derived from cloned/genetically modified animals may be unsafe for human consumption.
 - (b) Even if this food is used for animal fodder only, it is still in the food chain, could contaminate food and may still affect humans.
 - (c) Data is limited and evidence relating to the safety of such food is inconclusive. Much available data is out-of-date and relates to a period when different techniques were used. Scientists still have work to do in trying to identify its effects.
 - (d) It is unproven whether food from GM/cloned animals would solve the problems of food supply globally – it is not necessarily the answer.
 - (e) There is a fear that GM animals could become an environmental problem by wiping out weaker animals e.g. GM salmon could contaminate wild salmon in rivers.
 - (f) There is disagreement between scientific groups as to the safety of such food. Evidence and interpretations vary greatly.
 - (g) Protest groups and the general public do not have confidence in food produced from GM/cloned animals.

(15 marks)

- 2**
- (a) The Government is responsible for ensuring that food from cloned animals is completely safe before it is used for human consumption.
 - (b) The Government is responsible for ensuring that appropriate controls/legislation are in place and that they are enforced.
 - (c) Scientists are responsible for producing accurate data and giving objective advice to government agencies and the public.
 - (d) Food production companies (e.g. BIO/Worcester Cloning Company) are responsible for ensuring their products are safe for human consumption and do not have a negative impact on the environment.
 - (e) Local authorities are responsible for environmental protection (e.g. of wild animals), but also for supporting central government policies.
 - (f) Protest groups have a responsibility to balance their challenge to government thinking and the desire to act as a voice for the people, with an awareness of the country's future food needs.
 - (g) The Government has a responsibility to consider all the food production options, to ensure its policies take account of advances in the food industry and to secure adequate food supplies for the future.

(15 marks)

3 Short-term – this case

- (a) No food from GM animals should be used, even for animal fodder, until sufficient research has taken place to enable a more informed decision.
- (b) More research should be carried out to provide a more accurate picture.
- (c) The public could boycott food linked to GM animals.

Long-term – similar cases

- (d) There should be legislation to control the sale of cloned meat/animals.
- (e) Farmers could clone only top-quality animals for breeding.
- (f) Labelling of food must be strictly enforced so public are aware of food products deriving from GM animals.
- (g) There should be an awareness-raising campaign to educate the public in developments/facts about food produced from GM animals.
- (h) Government/food industry should pursue alternative ways to address the global shortage of food.
- (i) Government and local authorities should protect the environment e.g. ensure there is no contamination of wild salmon.
- (j) Protest groups should be prepared to compromise. There is a food supply problem and food from GM animals is one solution.
- (k) The World Health Authority could develop a global policy.
- (l) The media should report fairly and objectively on GM/cloning issues.

(20 marks)

Distribution of Assessment Objective marks across Unit 4

Questions	((1) (2) (3))	(Comm)	
AO1	15		
AO2		10	
AO3	20		
AO4	15		
Total marks	50	10	60