AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

General Studies 5766
Specification B

GSB1 Conflict

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.

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:

11 - 15 (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.

6 -10   (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 - 5   (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   **The more we stereotype groups of people, both nationally and internationally, the less likely we are to understand them.**

How far do you agree with this idea?

(15 marks)

Agree:

(a)   any stereotype is an amalgam, and generalisations can easily lead to prejudices

(b)   the engendering of a patronising attitude by one area of a country to another e.g. prevalent attitudes in England towards the Welsh

(c)   this attitude can also be found in the attitudes of one country towards another e.g. all African states are poor and backward

(d)   regional accents are used to indicate social class/abilities e.g. Liverpudlian accent

(e)   there is more to celebrities than what we read on the front and back pages

(f)   images which we individually hold may perpetuate stereotypes e.g. dumb blonde/asylum seekers.

Disagree:

(n)   it can give a rapid base line assessment and is used by social scientists and market researchers

(o)   allows people to feel that they have a "general" idea about a person before they first meet

(p)   allows people to use elements of the stereotype to "open doors" and begin acquaintances

(q)   there is little evidence that understanding is a major criterion e.g. our attitude to some European countries

(r)   there is a wide knowledge of cultures in areas of the UK e.g. Northern Ireland, but stereotypes still occur

(s)   even though groups are stereotyped, it need not carry through to individuals, e.g. Welsh attitudes to English rugby supporters generically may not carry through on an individual basis.

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

2 **There are both advantages and disadvantages of being self-employed. Discuss.**

(15 marks)

Advantages:

(a) low start up costs of self-employment i.e. working from home

(b) it is a more flexible means of employment: one can decide if and when to work

(c) growing service industries lend themselves to opportunities in this area, e.g. franchises

(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/her family e.g. larger income

(h) some self-employed contractors earn higher hourly wages, e.g. IT industry.

Disadvantages:

(n) all crucial decisions need to be made by the individual

(o) there needs to be total focus on how the business is progressing

(p) there is less job security

(q) pensions, tax payments need to be organised by the individual

(r) overall control can lead to far more stress etc.

(s) slow payments from large customers can lead to the business folding

(t) demands by customers can mean that flexibility of when/how to work becomes a mirage

(u) being self-employed is a high risk business. A high percentage of small businesses go bankrupt every year.

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

3   **The BBC should go on being funded by viewers through the licence fee.**

How far do you agree with this assertion?

(15 marks)

Should go on being funded by the licence fee:

(a)   this makes the BBC independent of business and commerce

(b)   as a national system, with local bases, and overall control of policy set by board of trustees

(c)   economic freedom makes it easier to produce 'experimental programmes' which might not attract large audiences

(d)   it emphasises its role as a public service broadcaster

(e)   there is now a ten year licence guarantee

(f)   allows it to provide creative radio unlike some commercial stations which use pre-packaged or formulaic programmes

(g)   allows it to campaign on single and diverse issues, e.g. Comic Relief, Restoration etc.

Should not continue to receive a licence fee:

(n)   the volume of alternative stations available means that statistically a smaller percentage is watching the BBC

(o)   the BBC is now as ratings driven as the commercial stations e.g. soap rivalries

(p)   there is little to choose any more, between the output of the BBC and ITV

(q)   specialist television channels are taking the place of the 'experimental programmes' currently made by the BBC

(r)   it is anachronistic to have such governmental control in this day and age

(s)   morally, why should the population pay for something that it does not want?

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

4   Marriage links a man and a woman together for life.

How realistic is this idea in today's society?

(15 marks)

Is realistic:

(a)   a large proportion of couples actually do stay together for a considerable period of time, if not for life

(b)   the legal system in the UK certainly encourages this

(c)   there is pressure on some couples to ensure that marriage is for life, e.g. some faith groups such as Roman Catholics

(d)   those couples of a religious nature will take their wedding vows very seriously

(e)   expensive and acrimonious divorce settlements can deter some

(f)   couples are more likely to take their relationship seriously than if just cohabiting

(g)   children complicate matters, i.e. make divorce more difficult.

Is not realistic:

(n)   far fewer acknowledge the religious significance of marriage: hence the vows have less relevance

(o)   social mores no longer expect this e.g. there is no stigma re. divorce

(p)   stresses of modern society e.g. both partners working, can lead to pressures on marriages leading to splits

(q)   monogamy is viewed as anachronistic by many

(r)   the view of sexual excitement is propagated by the media, leading many to feel unfulfilled

(s)   pre-nuptial agreements are more common, thus recognising that the marriage may not last

(t)   we live much longer, thus marriages are less likely to survive all the changes.

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

5 **The use of Anti-Social Behaviour Orders (ASBOs) suggests that society is becoming more aggressive.**

To what extent do you agree with this view?

(15 marks)

Agree:

(a)   the "have nots" of society internally and internationally are becoming increasingly aggressive, e.g. there is evidence of more violent crime

(b)   dissatisfaction with the current mores of affluent western society, e.g. 9/11

(c)   civilisation is a veneer in the UK and there are many incidents of aggression e.g. racial violence in North West; gun crime in cities

(d)   globalisation and education have merely opened many peoples eyes to their own deficiencies − hence causing aggression

(e)   the pressures and stresses of modern society can contribute to aggressive outbursts e.g. the use of stress management techniques by employers to combat this

(f)   through choice, socialisation or nature, some people do not restrain their aggression

(g)   media influence

(h)   ASBOs not needed in the past so this must indicate more violence

(i)   today's role models may show more aggression − footballers, rap artists etc.

Disagree:

(n)   advances in science and technology mean we are better fed, housed and educated than at any other time in our history. This can only occur if we are less aggressive

(o)   much previous aggression was related to ignorance. Global communication, travel and education, have to a large extent eradicated this

(p)   sporting occasions e.g. the World Cup has been a way of channelling international aggression

(q)   the more satisfied we become, the less likely we are to revolt, become aggressive etc.

(r)   increased education e.g. citizenship, gives information re. rights and responsibilities − hence the system can deal with it and aggression is not required

(s)   economic interests and democracy may inhibit aggression

(t)   agencies of social control may limit human aggression e.g. school, police, CCTV

(u)   people have always been aggressive. ASBOs are just another control measure

(v)   most major cities were more violent in the past than they are today.

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

6 **How far must improvements in technology always mean more pollution?**

(15 marks)

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) increased cancer clusters in some areas where modern technology is utilised.

Does 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 efficiency, e.g. insulation

(u) use of technology to monitor pollution levels e.g. MOT tests exhaust emissions

(v) re-cycling.

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

Distribution of Assessment Objective marks across Unit 1

Question Numbers		1	2	3	4	5	6	AO marks per unit
Assessment Objectives	AO1	9	9	9	9	9	9	36
	AO2	2	2	2	2	2	2	8
	AO3	4	4	4	4	4	4	16
Total marks per Question		15	15	15	15	15	15	60

Candidates attempt 4 questions out of 6