



General Certificate of Education

General Studies 5766

Specification B

GSB1 Conflict

Mark Scheme

2007 examination - January 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.

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Set and published by the Assessment and Qualifications Alliance.

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 Discuss the advantages and disadvantages of turning books into films. (15 marks)

Candidates may discuss the following advantages:

- (a) film can depict emotions, scenery, context that a reader might not be able to supply
- (b) film can be more accessible
- (c) film can offer another interpretation of the text.

Candidates may discuss the following disadvantages:

- (n) films often distort or even change the story
- (o) readers' imagination becomes less important in film
- (p) some elements of a book are lost by its being condensed.

Band One

Answers will:

- discuss the advantages and disadvantages of turning books into films
- use a range of arguments
- refer to specific books and films.

Band Two

Answers will:

- refer to the advantages and disadvantages of turning books into films
- make a range of points, some of which may lack development
- refer to few book(s) and film(s) to back up their arguments.

Band Three

Answers will:

- make little reference to the advantages and/or disadvantages of turning books into films
- make few relevant points with little or no development
- make little or no reference to book(s) and/or film(s).

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

**2 Why is it no longer helpful to divide society into upper, middle and lower classes?
(15 marks)**

Candidates may argue:

- (a) social mobility allows movement and mixing, so the concept of class becomes irrelevant
- (b) wealth can decide position today and this can often be obtained through celebrity status, e.g. sports stars, entertainers
- (c) traditionally the upper class had power, much of this has drifted away from them
- (d) the greater access to education has opened up more opportunities for career enhancement.

Band One

Answers will:

- discuss why it is no longer helpful to divide society into classes
- use a range of arguments
- refer to specific examples to back up their arguments.

Band Two

Answers will:

- refer to the fact that it is no longer helpful to divide society into classes
- make a range of points, some of which may lack development
- refer to few examples to back up their arguments.

Band Three

Answers will:

- make little reference to the fact that it is no longer helpful to divide society into classes
- make few relevant points with little or no development
- make little or no use of examples to back up their arguments.

3 'As more countries obtain nuclear weapons, war is increasingly likely.'
How far do you agree with this view?

(15 marks)

Candidates agreeing that war is increasingly likely may argue:

- (a) the greater the proliferation of nuclear weapons, the more difficult it is to control usage
- (b) historically, every weapon advance has not had a deterrent value, once everyone has it
- (c) the use of nuclear weapons by state-sponsored terrorist groups could have dire consequences.

Candidates disagreeing that war is increasingly likely may argue:

- (n) there has been no use of nuclear weapons since 1945
- (o) countries with nuclear capacity jealously guard their secrets, so they view them as a deterrent
- (p) a fear of mass destruction is still a major factor to be considered in the event of war.

Band One

Answers will:

- discuss whether more countries having nuclear weapons makes war more likely
- use a range of arguments
- refer to specific examples to back up their arguments.

Band Two

Answers will:

- refer to the concept that more countries having nuclear weapons makes war more likely
- make a range of points, some of which may lack development
- refer to few examples to back up their arguments.

Band Three

Answers will:

- make little reference to the concept that more countries having nuclear weapons makes war more likely
- make few relevant points with little or no development
- make little or no use of examples to back up their arguments.

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

- 4 'Stereotyping is always unacceptable.'**
To what extent do you agree with this comment?

(15 marks)

Candidates agreeing with the comment may argue:

- (a) any stereotype is a generalisation
- (b) generalisations can easily lead to misconceptions and prejudices
- (c) stereotyping can result in individuals not being seen for what they are.

Candidates disagreeing with the comment may argue:

- (n) stereotyping can give a rapid baseline assessment
- (o) stereotyping is used by social scientists and market researchers
- (p) stereotyping allows people to feel that they have a 'general' idea about a person before they first meet.

Band One

Answers will:

- discuss whether stereotyping is always unacceptable
- use a range of arguments
- refer to specific examples of stereotyping to back up their arguments.

Band Two

Answers will:

- refer to the concept that stereotyping is always unacceptable
- make a range of points, some of which may lack development
- refer to few examples to back up their arguments.

Band Three

Answers will:

- make little reference to the concept that stereotyping is always unacceptable
- make few relevant points with little or no development
- make little or no use of examples to back up their arguments.

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

5 'Even as a member of society, I still have the freedom to do whatever I choose.'
How far do you agree with this assertion? (15 marks)

Candidates agreeing with the assertion may argue:

- (a) as long as people do not break the law they are free to do what they want
- (b) freedom of speech, freedom to roam are enshrined in the law of the land
- (c) whilst there is a pressure to conform within society, there have always been those who go against prevalent norms.

Candidates disagreeing with the assertion may argue:

- (n) as an increasingly integrated society, it is difficult for an individual's actions not to have an effect on others
- (o) the state has the right to interfere inside a person's home e.g. in cases of suspected child abuse
- (p) the increase in state surveillance suggests the view that this freedom is being reduced e.g. CCTV, identify cards.

Band One

Answers will:

- discuss whether total freedom of choice is an attainable assertion
- use a range of arguments
- refer to specific examples of freedoms and/or limits to freedoms to back up their arguments.

Band Two

Answers will:

- refer to the assertion that total freedom of choice is attainable
- make a range of points, some of which may lack development
- refer to few examples of freedoms and/or limits to freedoms to back up their arguments.

Band Three

Answers will:

- make little reference to the assertion that total freedom of choice is attainable
- make few relevant points with little or no development
- make little or no use of examples of freedoms and/or limits to freedoms to back their arguments.

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

6 'Every adult should work for their living.'
To what extent do you agree with this viewpoint?

(15 marks)

Candidates agreeing with this viewpoint may argue:

- (a) adults should not expect to be supported by the state
- (b) it is wasteful of the country's resources not to utilise all elements of the labour force
- (c) employment gives an individual a *raison d'être* and enhances self-esteem by utilisation of all talents.

Candidates disagreeing with this viewpoint may argue:

- (n) not all adults are capable of being employed e.g. physically, mentally ill, disabled, senior citizens etc.
- (o) if a parent or parents are employed, how is childcare provided for young children?
- (p) in a democracy, people should be able to decide for themselves whether they wish to be employed.

Band One

Answers will:

- discuss whether every adult should work for their living
- use a range of arguments
- refer to specific examples of why adults should/should not work for their living.

Band Two

Answers will:

- refer to the concept that every adult should work for their living
- make a range of points, some of which may lack development
- refer to few examples of why adults should/should not work for their living.

Band Three

Answers will:

- make little reference to the concept that every adult should work for their living
- make few relevant points with little or no development
- make little or no use of examples of why adults should/should not work for their living.

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 answer 4 questions from 6