



General Certificate of Education

General Studies 5766

Specification B

GSB1 Conflict

Mark Scheme

2008 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.

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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:

Band One 11 – 15

- 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.

Band Two 6 – 10

- 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.

Band Three 1 – 5

- 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.

Band Four 0

No response, or no relevant information.

1 To what extent does improved weapons technology make war more likely?
(15 marks)

Candidates agreeing that improved weapons technology makes war more likely may argue:

- (a) improved weapons technology requires testing and the best testing for any weapon is in war
- (b) technological superiority may be temporary so 'carpe diem'
- (c) accuracy can lead to less collateral damage.

Candidates disagreeing that improved weapons technology makes war more likely may argue:

- (n) the threat of retaliation can act as a deterrent to any wishing to start war
- (o) technological advances can have defensive counters
- (p) other factors may prevent or cause war such as diplomacy or the personality of leaders.

Band One

Answers will:

- discuss whether improved technology makes war more likely
- use a range of arguments
- refer to examples of improved technology to back up their arguments.

Band Two

Answers will:

- refer to whether improved technology makes war more likely
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments.

Band Three

Answers will:

- make little reference to whether improved technology makes war more likely
- make few relevant points with little or no development
- make passing reference to examples to back up their arguments.

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

2 'More television channels must lead to lower quality.'

How far do you agree with this viewpoint?

(15 marks)

Candidates agreeing with the viewpoint may argue:

- (a) the amount of talent available is spread more thinly leading to mediocrity
- (b) ratings are all-important: more channels mean fewer viewers and hence resources
- (c) constant re-cycling of programmes indicates a lack of ideas.

Candidates disagreeing with the viewpoint may argue:

- (n) far more qualifications/training is now available for programme makers and directors who can maintain quality
- (o) digital technology has improved the technical quality of programmes
- (p) quality is in the eye of the beholder.

Band One

Answers will:

- discuss whether more television channels affects quality
- use a range of arguments
- refer to examples of television channels/quality to back up their arguments.

Band Two

Answers will:

- refer to whether more television channels affects quality
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments.

Band Three

Answers will:

- make little reference to whether more television channels affects quality
- make few relevant points with little or no development
- make passing reference to examples to back up their arguments.

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

3 'We are living longer; therefore, we should work until later in life.' Discuss. (15 marks)

Candidates agreeing with the statement may argue:

- (a) the decreased working population will need to financially support the larger retired section
- (b) working later in life would encourage a 'healthy body and healthy mind'
- (c) valuable skills and experience would remain in the workforce for longer.

Candidates disagreeing with the statement may argue:

- (n) it could cause increased stress and health problems to those who have to continue working
- (o) if there are older people holding senior positions inside companies there will be fewer promotion opportunities for younger people
- (p) it could lead to increased unemployment and the social problems which this can entail.

Band One

Answers will:

- discuss whether people should work later in life
- use a range of arguments
- refer to examples of employment to back up their arguments.

Band Two

Answers will:

- refer to whether people should work later in life
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments.

Band Three

Answers will:

- make little reference to whether people should work later in life
- make few relevant points with little or no development
- make passing reference to 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 How far is the family to blame for young people's problems?

(15 marks)

Candidates agreeing that the family is to blame for young people's problems may argue:

- (a) single parent families can mean there is less support and control being available for young people
- (b) ease of divorce means that many parental role models are "transient"
- (c) emphasis on career demands for both parents can lead to less focus on young people.

Candidates disagreeing that the family is to blame for young people's problems may argue:

- (n) other factors such as peer pressure and media influence can be blamed for young people's problems
- (o) many young people behave perfectly acceptably in a variety of supportive family contexts
- (p) rose-coloured spectacles give an image of nuclear families with well-behaved young people. Did this time ever exist?

Band One

Answers will:

- discuss whether the family is to blame for young people's problems
- use a range of arguments
- refer to examples to back up their arguments.

Band Two

Answers will:

- refer to whether the family is to blame for young people's problems
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments.

Band Three

Answers will:

- make little reference to whether the family is to blame for young people's problems
- make few relevant points with little or no development
- make passing reference to 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 'Stereotyping is inevitable.'

To what extent does this mean that we should do nothing about it?

(15 marks)

Candidates arguing that we should do nothing:

- (a) it allows people to feel that they have a 'general' idea about a person before they first meet
- (b) stereotypes refer to groups and are not personal or specific to any given individual
- (c) stereotyping is used by social scientists and market researchers.

Candidates arguing that we should do something:

- (n) any stereotype is a generalisation and can easily lead to misconceptions
- (o) can result in individuals being discriminated against
- (p) the negative effects on society such as prejudice.

Band One

Answers will:

- discuss whether anything should be done about stereotypes
- use a range of arguments
- refer to examples of stereotypes to back up their arguments.

Band Two

Answers will:

- refer to whether anything should be done about stereotypes
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments.

Band Three

Answers will:

- make little reference to whether anything should be done about stereotypes
- make few relevant points with little or no development
- make passing reference to examples to back up their arguments.

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

6 How important is it that the performance of public organisation, such as schools and hospitals, is measured in 'league tables'?

(15 marks)

Candidates agreeing may argue:

- (a) allows consumers to choose 'the best' public-sector organisations for their particular requirements
- (b) it ensures competition between organisations which should improve performance
- (c) they are part of a culture of accountability which has permeated society.

Candidates disagreeing may argue:

- (n) the vast majority of pupils or patients attend their nearest school/hospital whatever the performance-table positions
- (o) the money that the compilation of such tables involves could be better used elsewhere
- (p) tables can reinforce prejudices and simply become a self-fulfilling prophecy.

Band One

Answers will:

- discuss whether performance tables are a good idea
- use a range of arguments
- refer to examples of performance tables to back up their arguments.

Band Two

Answers will:

- refer to whether performance tables are a good idea
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments.

Band Three

Answers will:

- make little reference to whether performance tables are a good idea
- make few relevant points with little or no development
- make passing reference to examples to back up their arguments.

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 should answer 4 questions from 6