



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

General Studies A

Unit GSA6

Copyright © 2004 AQA and its licensors. All rights reserved.

Unit 6

Society, Politics and the Economy

INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Communicate clearly and accurately in a concise, logical and relevant way.
- AO3** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO4** Demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

All mark schemes will allocate a number or distribution of marks for some or all of these objectives for each question according to the nature of the question and what it is intended to test.

Note on AO2

In all instances where quality of written communication is being assessed this must take into account the following criteria:

select and use a form and style of writing appropriate to purpose and complex subject matter;
organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
and
ensure text is legible and spelling, grammar and punctuation are accurate, so that meaning is clear.

Note on AO4

In previous General Studies syllabuses, there has been a focus on the knowledge and understanding of facts (AO1), and the marshalling and evaluation of evidence (AO3) – on what might be called ‘first-order’ knowledge. AO4 is about understanding what *counts as knowledge*; about how far knowledge is based upon facts and values; and about standards of proof – what might be called ‘second-order’ knowledge.

By ‘different types of knowledge’ we mean *different ways of getting knowledge*. We might obtain knowledge by fine measurement, and calculation. This gives us a degree of certainty. We might obtain it by observation, and by experiment. This gives us a degree of probability. Or we might acquire it by examination of documents and material remains, or by introspection – that is, by canvassing our own experiences and feelings. This gives us a degree of possibility. In this sense, knowledge is a matter of degree.

Questions, or aspects of them, which are designed to test AO4 will therefore focus on such matters as:

- analysis and evaluation of the nature of the knowledge, evidence or arguments, for example, used in a text, set of data or other form of stimulus material;
- understanding of the crucial differences between such things as knowledge, belief or opinion, and objectivity and subjectivity in arguments;
- appreciation of what constitutes proof, cause and effect, truth, validity, justification, and the limits to these;
- recognition of the existence of personal values, value judgements, partiality and bias in given circumstances;
- awareness of the effects upon ourselves and others of different phenomena, such as the nature of physical, emotional and spiritual experiences, and the ability to draw upon and analyse first-hand knowledge and understanding of these.

GENERAL MARK SCHEME FOR SECTION A

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
LEVEL 3	7-8 (-9)	A good to comprehensive response demonstrating overall grasp of the range and nature of issues; knowledge and understanding of key principles and evidence; interprets and illustrates arguments coherently and convincingly with fluency and accuracy.
LEVEL 2	4-5-6	A modest to quite good attempt showing some competence and grasp of the issues; some understanding and realisation of key principles; moderate arguments and exemplification; reasonable clarity and accuracy of expression.
LEVEL 1	1-2-3	A bare to limited response showing uncertain grasp, knowledge and understanding; lack of clarity of argument and little appropriate exemplification; weak expression.
LEVEL 0	0	No valid response or relevance to the question.

Approximate distribution of marks across the questions and assessment objectives for Section A

Question Numbers	1	2	3	4	AO marks FOR Section A
Assessment Objectives AO1	1	1	1	1	4
AO2	1	1	1	1	4
AO3	3	-	3	3	9
AO4	4	6	4	4	18
Total marks per Question	9	8	9	9	35

Note: It is the questions themselves which are designed to elicit the range of response appropriate to the assessment objectives for each question. Examiners are required to assign each of the candidates' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level.

A2 UNIT 6 CASE STUDY SUMMARY OF EXTRACTS JUNE 2003**A** *Selected Statistics***Table 1**

Unemployment rates by ethnic group and age in 2000-01 show that the groups which suffer most from unemployment are the young aged 16-24 and throughout the age ranges Black and Pakistani/Bangladeshi groups.

Table 2

Gross earnings and by gender and employment status show the consistent disparity between the level of earnings of males and females and little, if any, coming together of rates over time.

Table 3

The difference between the highest and lowest paid occupations is more than 5 times and typically the lower paid jobs are performed by women. Many senior executives and show business personalities, footballers etc earn far in excess of the average figures show here.

Table 4

The uneven distribution of wealth shows that the most wealthy 1% own nearly a quarter of the nation's wealth (more than a third, if the value of dwellings is taken out) and the least wealthy 50% only 6% (3% minus dwellings).

Table 5

The effects of marital separations on household income are felt much more severely by women than men.

Table 6

The range of items considered necessary for children's 'well-being' and the impact of poverty on the ability of parents to provide these.

B *Perks that go too far*

What is the rationale for all the 'extras' paid to senior executives in addition to their high salaries? The justification is that everyone else seems to get the benefits and that large companies need to attract the highest 'star' talent. If the financial return to the company is high, then the extras are worth it.

C *The wealth of the nation?*

Government initiatives have targeted low incomes whilst those on benefits have fallen further behind in comparison with average earnings.

The uneven distribution of the nation's wealth is highlighted as shown in Table 4.

Average wealth has risen since the 1980s and overall inequality has decreased.

Reasons given include increased home, private pensions and share ownership.

Average figures can be misleading; they do not tell us what is happening at the extremes and this is where inequalities have increased.

There are significant local and regional differences in average incomes between north and south. Living in a poor area can lead to other forms of financial and social exclusion, such as increased insurance premiums and more limited access to finance.

The rise in average incomes owes much more to the rising wealth of the richest, but the median figure is low at only £750 in liquid savings.

The number of households with no savings at all has risen from 6% in 1978 to 10% in 1996. These are predominantly in the 20-34 age group, lone parents and long-term unemployed people.

This exposes a weakness in Government policy of encouraging individuals to save for their own future financial security.

D *Child Poverty in Britain*

By 1996 there were three times more children living in poverty than in 1968, representing a rise from 1 in 10 to 1 in 3 of all children.

Reasons given for this include unemployment (of one or both parents), lone parents, and increased differences between families with and without children.

Children brought up in poor families are more likely to experience problems in education, in getting employment and with the law and to be lower wage earners themselves. A cycle of disadvantage sets in.

E *Poverty and education*

The reasons why poverty affects educational attainment are explored and include: sub-standard accommodation, limited access to resources, absence due to illness, poor nourishment.

Positive steps which can be taken include a more determined commitment to reduce poverty, Education Action Zones, out-of-school activities, homework clubs, summer schools, access to modern library and internet technology services.

F *Our unequal society*

Despite Government attempts to boost the income of poor families, inequalities are still growing. Measures introduced have included working families and children's tax credits, minimum income guarantee for pensioners, increased child benefit, income support, cuts in national insurance for the lower paid and national minimum wage.

Earnings of those with higher skills have outstripped these gains.

The momentum for private provision in health care, education and pensions is encouraged by this and in turn is likely to have an adverse effect on state provision in these areas.

None of the political parties appears to have policies which will address the issues.

SECTION A**1 What issues are raised by the data in *Extract A* and how do these relate to the Case Study as a whole?****9 marks**

The overall theme of the Case Study is the continuing uneven distribution of wealth and poverty in the United Kingdom. Although on average families are better off than they were 15 - 20 years ago, disparities between rich and poor have grown at the extremes, affecting particularly the unemployed and those on benefits and causing the number of children who live in relative poverty to increase. The tables highlight the range of disadvantage.

Table 1 shows that the groups which suffer most from unemployment are the young aged 16-24 and throughout the age ranges Black and Pakistani/Bangladeshi groups. Racial issues are not discussed in the other extracts however.

Table 2 shows the consistent disparity between the level of earnings of males and females and little, if any, coming together of rates over time. This is partly affected by the types of work traditionally chosen by women.

Table 3 shows that the difference between the highest and lowest paid occupations is more than 5 times and typically the lower paid jobs are those performed predominantly by women. These are figures for average rates of pay and many senior executives and show business personalities, footballers etc earn far in excess of those shown here.

Table 4 shows that the most wealthy 1% own nearly a quarter of the nation's wealth (more than a third, if the value of dwellings is taken out) and the least wealthy 50% only 6% (3% minus dwellings).

Table 5 shows that the effects of marital separations on household income are felt much more severely by women than men.

Table 6 indicates the range of items considered necessary for children's all-round 'well-being' and the impact of poverty on the ability of parents to provide these. It could be regarded in part as an indicator of deprivation and disadvantage caused by poverty.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment, consideration of the nature of the evidence or concepts (AO4). The number of ticks need not however equal the final mark awarded, which should reflect the overall grasp and quality of the candidate's response to the question, as reflected in the General Mark Scheme criteria.

2 Use *Extract C* and any other material to explain why national statistics on earnings and wealth distribution based on averages may not represent 'the whole picture'.

8 marks

Essentially the question is about the extent to which averages may hide other factors, but it leaves candidates a certain amount of flexibility of interpretation in deciding for themselves what ‘the whole picture’ should be in this context. In both these senses it is targeting AO4 knowledge and understanding. Most of the relevant arguments can be found in *Extract C* and with well developed points it should be possible to reach full marks by drawing on arguments solely from this extract. There are however relevant points in other extracts and candidates may also draw to some extent on their own knowledge and ideas.

Points which may be made from *Extract C* include:

- Average wealth has risen since the 1980s and some overall inequality has decreased, i.e. more people are ‘better-off’ BUT
- Average figures can be misleading; they do not tell us about the range of differences and what is happening at the extremes
- Inequalities have increased at the extremes and the rise in average incomes is due substantially to the rising wealth of the rich; by comparison the median figure of £750 in liquid savings is very low and the number of households with no savings at all has risen from 6% in 1978 to 10% in 1996
- There are significant regional differences between north and south and also between socio-economic groups; those in the 20-34 age group, lone parents and the unemployed have been significantly disadvantaged
- Being poor/living in a poor area can lead to other forms of financial and social exclusion, such as limited access to finance, higher debt repayments, increased insurance premiums.

Points from other extracts and elsewhere may include:

- A rise in income does not necessarily take into account a rise in costs/inflation
- In *Extract D* it is argued that there were 3 times more children ‘living in poverty’ in 1996 than in 1968
- Due to the cycle of disadvantage such children are more likely to experience problems in education, employment, and with the law
- Despite attempts to boost the income of poor families, earnings of those with higher skills in employment have outstripped these
- The momentum for private provision in health care, education and pensions is likely to have an adverse effect on state provision so that they receive a lower standard of service.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment, consideration of the nature of the evidence or concepts (AO4). The number of ticks need not however equal the final mark awarded, which should reflect the overall grasp and quality of the candidate's response to the question, as reflected in the General Mark Scheme criteria.

3 Briefly state what you understand by poverty.

Using arguments from the extracts and any ideas of your own, discuss the effects of poverty on people's life chances in the United Kingdom.

9 marks

The first part of the question requires candidates to define poverty. They may be able to draw on a number of official definitions (see below) and at least some indicators suggested in the extracts. Chart 6 of Extract A for example contains some items considered necessary for children's well-being and development. Extract E refers to more crucial factors affecting children's educational attainment, such as sub-standard accommodation, poor nourishment, inadequate clothing and less than a minimum income to provide these, as well as limited access to other basic services like health and childcare and other necessary social and educational support.

Official UK definitions of poverty include income below 50% (or 60%) of average or median family income (adjusted for family size after household costs) and restricted access to a 'basket of goods and services' deemed to represent basic necessities. The latter are referenced to economic and social norms and expectations however and are therefore relative, as in Chart 6. Other UK indicators might include the numbers deemed to be in need of some form of state benefit, other than pensions or child benefit, e.g. unemployment, disability or housing benefit, income support. The UN definition of 'absolute poverty' lists shortage of food, safe drinking water, sanitation facilities, health, shelter, education and information. A candidate who refers to such issues as the difficulty and relativity of definition would be providing evidence of AO4.

For the second part of their answer candidates may be expected to draw upon points which are developed in Extracts D and E where reference is made to the adverse effects of poverty on

- general health and well-being
- educational progress and success
- securing employment
- social and financial inclusion
- problems with the law.

Weaker candidates are likely to be purely descriptive of factors such as the living conditions and life style of the poor. Some candidates may point out that the cost of living 'above the poverty line' and quality of life may vary significantly from one area of the country to another. Love, care and attention to emotional and spiritual needs are just as important as material provision. Such discussion would again be meeting the AO4 dimensions of the question.

Stronger candidates may argue that being born into poverty will limit access to a life-style that is deemed acceptable to most people which will result in shorter life expectancy, poorer health social exclusion in a range of areas that may be passed on from generation to generation.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment, consideration of the nature of the evidence or concepts (AO4). The number of ticks need not however equal the final mark awarded, which should reflect the overall grasp and quality of the candidate's response to the question, as reflected in the General Mark Scheme criteria.

4 What reasons exist for different levels of pay?**To what extent do you think they are justified?****9 marks**

There are two questions here and both must receive treatment in a comprehensive response.

Reasons for different levels of pay may include:

- supply of and demand for labour
- market price and profitability of product/industry; ‘marginal revenue product’ of employee
- employee characteristics, e.g. education, training, experience, expertise, ability (age, sex, ethnic background may also enter into equation)
- employer characteristics, e.g. public (state), private, self (trade unions); ‘monopsonist’/monopoly supplier
- employment characteristics, e.g. responsibility, risk, (un)pleasant/(un)popular work, security, geographical position
- determination to preserve differentials and status.

The first part of the question lends itself to economic theory as expressed in the first two bullet points and then amplified in the remainder. Candidates may well argue that these details in themselves offer adequate justification as they obey ‘natural’ economic laws and the differences reflect the value of an employee to an employer, for example. On the other hand we may also expect candidates to pick up the insinuations of Extract B and to discuss the fairness and implications of the need for such differentials and whether the scale of them can be justified in ethical terms, independent of economic theory. Some candidates may adopt a Marxist line and argue that all jobs are functionally important and all workers should be rewarded equally. It is likely that the best candidates will adopt a balanced position recognising more than one side to the argument and the theoretical and practical difficulties in reconciling all the issues in an ‘imperfect labour market’.

It may be feasible to think in terms of awarding 1 mark for each valid and coherent point, including others not covered above, as well as for good development of ideas, use of argument or illustration, depth of comment, consideration of the nature of the evidence or concepts (AO4). The number of ticks need not however equal the final mark awarded, which should reflect the overall grasp and quality of the candidate's response to the question, as reflected in the General Mark Scheme criteria.

GENERAL MARK SCHEME FOR A2 ESSAYS

The essay questions in General Studies A are designed to test the four assessment objectives (see INTRODUCTION above) as follows:

AO1 – 6 marks AO2 – 5 marks AO3 – 7 marks AO4 – 7 marks **Total – 25 marks**

Each answer should be awarded two separate marks, comprising a mark out of 20 for content (Assessment Objectives 1, 3 and 4) and a mark out of 5 for communication (Assessment Objective 2).

The mark for content should be awarded on the basis of the overall level of the candidate's response in relation to the following general criteria and descriptors for each level.

Level of response	Mark range	Criteria and descriptors for Assessment Objectives 1, 3 and 4: knowledge, understanding, argument and illustration, evaluation.
LEVEL 4	16 – 20 (5)	Good response to the demands of the question: sound knowledge of material (AO1); clear understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); valid arguments and appropriate illustrations, coherent conclusion (AO3).
LEVEL 3	11 – 15 (5)	Competent attempt at answering the question: relevant knowledge (AO1); reasonable understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); some fair arguments and illustrations, attempt at a conclusion (AO3).
LEVEL 2	6 – 10 (5)	Limited response to the demands of the question: only basic knowledge (AO1); modest understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); limited argument and illustration, weak conclusion (AO3).
LEVEL 1	1 – 5 (5)	Inadequate attempt to deal with the question: very limited knowledge (AO1); little understanding and appreciation of topic, nature of knowledge involved and related issues (AO4); little or no justification or illustration, inadequate overall grasp (AO3).
LEVEL 0	0	No response or relevance to the question

The mark for communication (AO2) should be awarded using the following scale and criteria.

5 marks	Clear and effective organisation and structure, fluent and accurate expression, spelling, punctuation and grammar.
4 marks	Clear attempt at organisation and structure, generally fluent and accurate expression, spelling, punctuation and grammar.
3 marks	Some organisation and structure evident, variable fluency, occasional errors in expression, punctuation and grammar.
2 marks	Limited organisation and structure, little fluency, a number of errors in expression, spelling, punctuation and grammar.
1 mark	Lacking organisation, structure and fluency, frequent errors in expression, spelling, punctuation and grammar.
0 marks	No response

Note: A totally irrelevant response (Level 0) should also receive 0 marks for communication. A brief and inadequate response (Level 1) should be awarded not more than 2 marks and a limited response (Level 2) normally not more than 3 marks for communication. Responses at Level 3 and 4 for content may be awarded up to 5 marks for communication.

SECTION B**5 How successful do you think Equal Opportunities legislation and targets have been in addressing issues of ethnicity, gender, disability and class?**

Choose two or more of these areas and discuss to what extent ‘positive discrimination’ should be used to help address these problems in education, the workplace and public life?

The first question requires awareness of EO issues and is designed to enable candidates to range widely, showing knowledge of what has been attempted and achieved through legislation and targets across the areas of ethnicity, gender, disability and class. Stronger candidates may also explore the question on a more philosophical level and discuss the extent to which using legislation and setting targets can act as an effective agent of social change. This might well provide evidence of AO4. The second question has a more specific focus on the appropriateness and effectiveness of positive discrimination as a means of addressing inequalities.

Candidates are free to develop each of these areas and give examples of their view of progress or lack of it in implementing social change and improving conditions for disadvantaged and minority groups, but we should not require blanket coverage of all of them for a good answer. Well-developed discussion on two or three areas showing some discrimination between them should be regarded as qualifying for the top mark band.

Knowledgeable candidates will most likely refer to legislation passed in the 1960s, 70s and subsequently, e.g. Equal Pay, Maternity Rights, Discrimination, and the use and effectiveness of targets used in government departments and elsewhere for seeking to achieve better representation of minority groups and for monitoring progress. Perhaps more will be seen as having been achieved on some fronts than others, e.g. gender or disability rather than ethnicity? Also various high profile cases or incidents might be seen to distort or undermine what has been achieved.

There may be much negative comment on the failure of UK society to change attitudes and deliver EOs in the required measure to disadvantaged groups; e.g. the weaknesses highlighted by the Stephen Lawrence enquiry or the more recent racial disturbances in Northern towns and cities. On the other hand candidates may argue that, despite these setbacks, improvements have been made on a broader front in education, awareness of rights, representation in employment and the media and cultural or pressure groups, as a result of the attention paid to specific EOs.

On the second question stronger candidates will show clear understanding of what ‘positive discrimination’ means, and be able to discuss its strengths and weaknesses as a measure for social change and the issues which arise from implementing such a policy.

6 How appropriate, fair and effective do you consider the United Kingdom’s policies to be on immigration?

What changes, if any, would you like to see? Give reasons for your arguments.

To answer the question successfully, candidates can be expected to show accurate and detailed knowledge of the laws governing immigration into the UK and to recognise essential differences between asylum seekers and other forms of migrants. Having demonstrated this, candidates are then required to comment on whether they are appropriate (relevant, necessary), fair (legitimate, just) and effective (successful). Candidates may then propose appropriate changes. Reasons and explanations should be given throughout. How many marks should be given to this final part will depend on the coherence and thoroughness of the previous discussion and candidates should not be penalised for saying that they are not needed, if they have demonstrated convincingly that the laws and their application are satisfactory.

Immigration law is about how and why people from countries outside the UK are allowed to come to the UK and how long they can stay. It is also about what they are allowed to do when they are in the UK, for example, whether they can work, whether relatives can come to join them, and whether they can use the NHS or claim benefits. It is very complicated because it overlaps with nationality law, i.e. the rights of different types of British and EU citizens. They affect all visitors, students, au pairs, those coming on ‘working holidays’, the issue of work permits, whether or not spouses and family members are admitted, and those seeking asylum. We should not expect candidates to have detailed knowledge, except perhaps in relation to particular cases, but they should show enough to demonstrate why immigration is an issue.

They might be expected to be aware however that major changes were introduced in the Nationality, Immigration and Asylum Act of November 2002, which were designed in part to control/reduce the flow of those seeking right of abode in the UK, which has grown significantly over the last decade as a result of problems in the Balkans and Middle East and increased access via the EU. Where to locate and how to provide for asylum seekers whilst their cases are being considered has proved to be difficult for local authorities like Dover, where the concentration of groups has been particularly high and placed considerable strain on local infrastructure and relations. Some of the provisions are controversial, such as the segregation of refugees in disused army camps and the speeding up of appeals processes (to stop them being integrated/disappearing into local communities), or the more stringent tests for citizenship involving tests in English language and an understanding of constitutional processes. The admission of 10 new ‘accession states’ to the EU from central and eastern Europe means that they are considered safe and democratic, so no-one coming from them is expected to be a genuine refugee.

The question itself suggests that people will have different reasons for wanting to come to the UK and on this basis might be entitled to different provisions. Labour shortages in the UK might also be considered as legitimate reasons for admitting some but not others. Arranged marriages may be another. Examiners should recognise that there are difficult issues both of principle and practice in this question and not expect candidates to be able to provide ready answers. What we are looking for is awareness of and sensitivity to the broader issues which recognise a range of difficulties inherent in this area of debate involving ethnicity and national culture.

7 ‘If there were no poverty, there would be no crime.’

How valid do you consider this statement to be? How do you think these associated problems should be addressed?

Candidates are first of all required to consider and discuss the proposition that if poverty were eradicated there would be no crime. They are free to adopt whatever position they wish, but it is unlikely that many will find poverty to be the sole cause of crime. We might expect a range of causes to be discussed alongside their relationship with poverty in an informed response. More sophisticated responses to the proposition are likely to be meeting requirements of AO4 in addition to the other AOs. The second question is designed to maintain the links between crime and poverty and invites candidates to put forward ways of addressing the problems in connection with each other.

The strongest and most consistent evidence is that economic forces shape patterns of crime, despite whatever politicians might say about the effectiveness of particular initiatives to reduce crime. In good economic times when per capita consumption rises with higher employment, property crime falls. Theft and burglary rise as soon as consumption falls when the economy dips and people on the margins fall out of work. However when people have more money, they go out more, consumption of alcohol rises and personal violence figures rise. There is also a strong correlation between recognised areas of economic and social deprivation, in mostly large urban centres, and high rates of crime.

Other causes which may be given include:

- drug addiction is a major cause in as much as half of all property crime is committed by drug addicts and the increase in female crime is almost all drug-related, as is most of the rise in crime involving guns and other weapons
- a quarter of those in prison are former children placed in care
- most prisoners have low levels of literacy and numeracy which make it difficult for them to obtain and keep themselves in work
- adolescence itself is a factor with 60% of all crime being committed by males between the ages of 16 and 24
- most crime is committed by those who have been arrested before and the rate of offending by those who have been in prison is high
- opportunity comes into the equation as well with the recent accepted 28% increase in street robbery (2001-02) attributable to young people and mobile phones
- personality disorders and mental illness can also be causes, as can straightforward(?) ‘old-fashioned’ badness.

The recognition of these causes should point to some potential remedies, although realising what needs to be done and putting remedies into practice are clearly different. Increasing wealth is clearly not the only factor, although many other aspects of social deprivation and disadvantage are related to poverty.

Other measures may include:

- better parenting and childcare
- improved levels of education
- increased employment opportunities and training
- decriminalising drugs (controversial)
- more effective sentencing and better after-care of prisoners.

8 To what extent should British people be concerned about world poverty?

Discuss ways in which world poverty can realistically and effectively be tackled.

The first part of the question ('To what extent . . .') has political, economic and ethical dimensions which should provide opportunities for AO4 and second part of the question requires discussion of how world poverty should and can be tackled as an international issue in practical terms, and how effective various measures can be.

The UN definition of 'absolute poverty' lists shortage of food, safe drinking water, sanitation, medical treatment and poor health, shelter, education and information as vital elements to be addressed if poverty is to be overcome. The World Bank criterion for extreme poverty is 'living on less than \$1 per day' (referenced to 1993 and adjusted to take account of differences in purchasing power across countries). The proportion of the developing world's population living in extreme poverty has fallen from 28% in 1987 to 23% in 1998, but 70% of these are women. Between 1990 and 1999 the average growth in per capita consumption has been 2.4%, but the population of the developing world has grown rapidly from 2.9bn in 1970 to 5.1bn in 1999. Other indicators concerning poverty and how successfully it is being tackled include improvements in infant mortality rates, life expectancy, food production over growth in population, primary school enrolment, adult literacy. Averages mask more extreme problems in different regions and individual countries, e.g. Sub-Saharan Africa, where AIDS is endemic, and South East Asia.

Major reasons for concern should be related to the increasingly global economy and its political implications as well as broader ethical issues. Better candidates can be expected to explore the inevitability of these themes and issues. The extreme disparities in wealth and consumption of resources between the 'rich North' and the 'poor South' and the uneven progress of economic development are major problems. Trade and capital that integrate the global economy are also severely disrupted by disease, environmental degradation, corrupt regimes, civil strife and criminal activity, but also significantly by self-interest and what some say are 'bully tactics' by wealthy nations at the periodic agreement talks organised by the WTO.

Practical measures which can be taken include:

- increased trade between the rich and the developing world; removal of barriers to free trade and tariffs on processed goods
- increased investment by rich countries in industry and services; rescheduling of foreign debts and aid programmes
- reform of agricultural policies and farm subsidies to aid developing countries; stop dumping of agricultural surpluses
- assistance to improve governance, education and healthcare in developing countries
- national and international strategies for sustainable development, towards reversing the current loss of environmental resources and damage.
- greater willingness on part of EU, USA and other powerful governments or international agencies to impose more rigorous standards and controls on multinational companies to
 - operate fair and ethical practices
 - pay economic prices to commodity producers
 - contribute to local infrastructure and educational standards.

Major issues and almost certainly the crux of the question are of course the international political will to bring about sufficient of these measures and changes to make a difference, and the increased prospects of international strife, global terrorism in their absence.

Approximate distribution of marks across the questions and assessment objectives

Question Numbers		Section A				Section B	AO marks per Unit
		1	2	3	4	5-8	
Assessment Objectives	AO1	1	1	1	1	6	10
	AO2	1	1	1	1	5	9
	AO3	3	-	3	3	7	16
	AO4	4	6	4	4	7	25
Total marks per Question		9	8	9	9	25	60