



General Certificate of Education

General Studies 6761

Specification A

GSA6 Society, Politics and the Economy

Mark Scheme

2006 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.

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 6 (GSA6 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.

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	5	3	-	3	11
AO4	2	4	6	4	16
Total marks per Question	9	9	8	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.

GSA UNIT 6 CASE STUDY SUMMARY OF EXTRACTS JANUARY 2006

FAMILIES AND WORK

EXTRACT A *Data on Households and work*

- Figure 1 Trends in marriages and divorces 1950-2001
- Figure 2 Non-married people cohabiting: by sex and age 2000/2001
- Figure 3 People in households: by type of household and family 1971-2003
- Figure 4 % of dependent children living in different family types 2003
- Figure 5 % of males and females in work 1971-2001
- Figure 6 % of working women with dependent children 1991-2001
- Figure 7 Employees with flexible working patterns 2003

EXTRACT B *Let's get married*

Discusses the American experience but the content and issues relate closely to the United Kingdom data and situation as well. Marriage is felt to be important for a stable family life but the majority of children will live in either a single-parent or step-parent household at some point during their childhood. High rates of family break-up, where approaching 50% of marriages are likely to end in divorce and rates of cohabitation, single parents and father absence are increasing, are felt to cause damage to children's progress through life.

Causes are both economic and cultural. Economic factors are low income, less job security and changes in nature, type of work available and career patterns, and pressures brought on by poverty, unemployment and related effects. Culturally, marriage is no longer regarded as a sacred commitment and families no longer stay together out of duty or economic necessity.

Consensus that marriage is the best arrangement for raising children, but how best to support the institution is the issue. Suggestion that people should be taught 'marriage skills' and that governments should actively promote marriage, but how they do this is a problem. Legislation and passing judgement are not appropriate, but supporting marriage on the one hand and single parents on the other are not easy to reconcile.

EXTRACT C *Sex at 14? Blame it on her parents*

Challenges the claim that divorce automatically leads to damaged behaviour and the validity of the research conclusion about underage sex. Argues that other conditions rather lead to disruption, and subsequently divorce and some of its consequences, e.g. poverty. Doesn't deny that divorce can be damaging, although suggests this is more likely short-term.

Regards diverse family patterns as inevitable and asks what the role of government might be in supporting these socially and economically. Makes the point that economic demands may run in the opposite direction from those which lead to a good quality family life and may well contribute to the family problems people are seeking to overcome. Scare stories and compulsion however are not the answer.

EXTRACT D *Working mums guilty (again)*

Institute of Education report suggesting that, provided it does not start too soon (until after 1st birthday), childcare can be beneficial is apparently contradicted by US findings that children are “harmed by (mothers’) work”. Article argues that vested interests tend to oversimplify and distort the conclusions. Both government and the press seek to interpret research findings to suit their objectives or prejudices.

In reality the US report’s findings only examined children up to the age of three, were neutral on the principle of working motherhood and focused more on the quality of the childcare and the nature of the bond between mother and child as a determinant of whether a mother might regard childcare as beneficial or decide to use it more.

Author is critical of government’s apparent determination to make young mothers go out to work. Evidence of harm or benefit is inconclusive and even if it were incontrovertible, it would not necessarily change opinions or preferences. Most people do not have a choice and may not be in a position to heed whatever research findings suggest, as in the case of divorce and absent fathers.

EXTRACT E *Brown woos parents with 10-year plan*

Sets out the government’s 10-year strategy for childcare seeking to support a better balance for work and family life. The focuses are on extensive and affordable pre-school education in response to the increased number of working mothers, extended and more flexible leave and pay for new parents, more flexible working hours for carers.

Children's centres will be established in the poorest areas providing a range of childcare and support services. Out-of-school provision will be guaranteed from 8am to 6pm for 48 weeks of the year. Local authorities will have statutory responsibilities to meet childcare needs, the quality of childcare education and training will be improved and there will be more financial help with childcare costs.

The plans are very long term and it is not clear how some will be implemented and funded, e.g. extended parental leave and more flexible working hours.

SECTION A

1 What conclusions can be drawn about families and work in the United Kingdom from an analysis of the data in Extract A?

(9 marks)

Figure 1 Since reaching a peak in the early 1970s the number of marriages has fallen steadily (from 480,000 to less than 300,000 in 2001), within that the number of first marriages has followed an almost identical pattern (peaking at just under 400,000 in 1970 and falling to around 170,000 in 2001), the number of divorces has risen, more or less levelled off and started to fall, and the number of remarriages also rose and then has started to fall.

Figure 2 Shows that the percentage of non-married couples living together represents around 40% of, and is highest amongst, the 25-29 and 30-34 age groups. The data also suggests that men stay single for longer until around their mid 30s. In the youngest groups females are more likely to cohabit, whereas in the oldest group it is the men.

Figure 3 Shows the effects of the above on the composition of households. The percentage (and number) of people living alone has more than doubled in the 30 years since 1971, and the percentage/number of lone parents has tripled. Childless couples have increased and the percentage/number of families with children has reduced by a quarter from over half in 1971 to less than 40% in 2003.

Figure 4 Shows a trend towards smaller families of 1 or 2 children and mirrors the increase in lone parents in Fig.3. It also shows that the lone parent is much more likely to be the mother.

Figure 5 Shows a steady increase in working women from less than 60% in 1971 to 70% in 2001 accompanied by a small decline in the percentage of working men.

Figure 6 Shows how this increase has come most significantly from women with dependent children during the period from 1991 to 2001. Not surprisingly the percentage rises as children grow older, but the increase is fairly consistent across all age groups.

Figure 7 Approximately 20% of full-time workers and 25% of part-time workers enjoy some (family-friendly) flexibility in their working arrangements with the proportions of females higher than males. How flexible is not clear in the case of 'flexible' and 'annualised' working hours, term-time only relates primarily to those working in education establishments and the amount of job sharing is very low.

A candidate who makes a coherent comment on each of the figures should be eligible for Level 3 marks (at the rate of 1 mark for each developed point) and a reasonable range of points, but not necessarily comprehensive discussion, should still qualify for Level 2 marks. Candidates who attempt some synthesis and seek to relate the tables of data to each other and to the theme of the Case Study should also be rewarded for such comments.

2 Using Extract B and your own knowledge, discuss the reasons behind the changes in family and working patterns during the last 30 years.

(9 marks)

Extract B gives the clearest indication of possible reasons and describes some as economic and others as cultural, although it also makes the point that they may be related in causal terms, leading to increasing disruption to marriages and family stability.

Economic reasons may be:

- changes in the job market and availability of certain types of work (B)
- greater need for women to work to maximise family income and living standards (B)
- fewer jobs and less security, particularly in male dominated employment (B), high levels of unemployment in 1980s (O)
- more education and career opportunities for women, extending their financial and social independence (O)
- increased competition within jobs and industries leading to higher demands, longer working hours, greater mobility and geographical separation (O)
- greater financial independence of women, enabling easier decisions about separation and divorce (O)
- introduction of more childcare and flexible working arrangements for families, particularly lone parents (O) (Which comes first?)

Cultural reasons:

- changing view about the importance of marriage in the first place (B)
- greater social acceptability of divorce and changes in divorce laws in 1970s (B/O)
- lessening of religious and moral authority (O)
- greater incidence/acceptability of cohabitation before or instead of marriage (O)
- introduction of more reliable birth control through contraceptive pill for women, leading to greater independence for women, smaller families (also related to economic pressure) (O).

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.

A candidate who generates a fair number of reasons drawn mainly from the extracts should qualify for Level 2 marks, whereas a good number of reasons including some from the candidates' own knowledge ought to be sufficient for Level 3 marks.

3 Discuss the social science evidence and the ways in which it is used in Extracts C and D.

(8 marks)

This question is about the nature and use of social science research and conclusions which may be drawn from it and the main assessment objective is AO4. Candidates who rely on describing the content of the extracts or who rely mainly on summary will not meet this particular assessment objective.

Both **Extracts C & D** discuss the problem of interpreting research findings.

- Data can indicate trends to show us what has happened but precise causal factors and effects are elusive. Hypotheses are rarely fully proved one way or the other.
- Causal factors are also prone to distortion as people are disposed to see what they wish to see. They may be influenced by their own beliefs and values or they may wish to predict or lean towards a particular outcome.
- Research findings which should be tentative on the basis of the data/evidence, may be interpreted as more definite than the evidence suggests.

Extract C

- Highlights the issue of what conclusions may be reached by different groups from limited statistical data (e.g. divorce leads to underage sex – Family Matters Institute), illustrating that oversimplification based on limited research methods is a danger.
- Questions reliability of questionnaire-based evidence used by FMI (2000 young people).
- Offers an alternative conclusion based on the more balanced findings of the Joseph Rowntree Foundation which reviewed 200 reports produced over several decades.
- In the second part of the extract there is a focus on the pressures of working life on different family patterns leading to more diversity. It emphasises the complexity of such change and argues for more sensitive judgments than the FMI alarmism.

Extract D

- Offers a similar approach by illustrating how two different pieces of research about the role of working mothers offer different conclusions. (IOE reassured them that this was not harming their children and the NICHD suggested that they might be doing irreparable damage to them.)
- It shows how both sets of findings have been distorted by the media to suit political priorities or to match existing prejudices.
- Like Extract C it illustrates how arguments about causes and effects can be turned on their heads (perhaps by politicians) to produce a different outcome but develops the point to suggest that even if evidence were incontrovertible (which both sides want), it would be unlikely to lead to significant changes in behaviour unless people wanted it and were able to exercise genuine choice.

It may be possible to award marks for this question on the basis of up to 3 marks for some developed analysis and comments on each extract and a further 2 marks for the evidence of synthesis. Further advice on the approach to be adopted was given at the standardising meeting.

4 To what extent do you consider the government's 10 year plan in Extract E to be realistic and the right approach to improving family and working life in the United Kingdom?**(9 marks)**

There are two parts to this question and candidates are free to give their own opinions on both how realistic and appropriate the Labour government's plans for improving work and family responsibilities are. Candidates may argue for or against each position or provide a balanced discussion. A Level 3 answer will cover a reasonable range of comments on both elements.

Realistic:

- Bold and ambitious, but long-term and to be phased in over 10 years
- Follows example of Scandinavian countries
- 2 500 centres should provide good coverage and access to services
- Extension of nursery and school hours will ease problems during normal working hours
- Underpinned by commitments to funding, training and improved care services.

Not realistic:

- Too ambitious and long-term – will the commitments ever be completed?
- Who will fund and guarantee employers' commitment to extended parental leave and more flexible working hours?

Right approach:

- Recognises and seeks to find solutions or easement to existing problems
- Attempts to tackle known difficulties of working families and childcare, particularly for those on low incomes, working mothers, lone parents
- Improvements to childcare and education will benefit everyone, parents and children.

Not right approach:

- May reduce commitment to and importance of the family even further and lead to greater instability and impermanence.

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 What do you understand by ‘marriage skills’? To what extent do you think they could or should be taught or learnt in order to sustain long-term relationships?**

There are three dimensions to the question and areas for discussion: what is meant by the term ‘marriage skills’, whether they can be taught and how (practical issues), and whether they should in order to sustain (married) relationships (social or moral issues). The concept is introduced in Extract B and, although the discussion is vague, there are some clues as to what it might be appropriate to discuss.

A simple definition might be along the lines of how best to sustain a married relationship for the benefit of all those likely to be involved, couples and children. It might therefore include other like terms such as ‘relationship’, ‘family’ and ‘parenting’ skills and the concept of ‘relationships’ is likely to be at the heart of the discussion.

A thoughtful candidate might ask the question what is marriage for and what are its intended benefits. Some of these might be listed, e.g. a natural function for people to seek the company of a partner and make a ‘home’ for themselves; marriage cements this relationship (makes it permanent in the eyes of God and society), creates a committed and stable relationship particularly for the raising of children; marriage vows point to the purpose and value of marriage and families in terms of support through difficult times, ill-health or other adversities.

On the practical side of ‘marriage skills’, it might be useful to consider why and how marriages/relationships break up; what factors/pressures appear to contribute to this, which then might point to how they could otherwise be sustained. Recognising the value of partnership and sharing, as opposed to individual and selfish behaviour, learning how to live with differences, realising that relationships change over time, giving as opposed to taking, might be mentioned as key attributes.

All these are easier said than done of course and it is extremely doubtful that they can be taught or learnt in the way that school subjects are. Most Western marriages are voluntary unions based on falling in love in the first instance, but this is not the basis in other cultures. Recognising and accepting commitment and responsibility are however central to either form and the will to make something work and not giving up in the face of difficulty are important. Whether these are ‘skills’ as such is debatable.

Whether they should be taught is also debatable. Where and how, come into this question. The responsibilities of the education system are probably limited, although there are points to be learned and advice to be gained from all kinds of sources. Couples seeking to preserve a marriage may benefit from formal counselling, or advice and support from friends, but success depends on a willingness to succeed in the first place.

Candidates who tackle this question may have some insights from personal experience and we should accept these at face value. Overall we should most likely accept that there are no easy solutions to the complexities and inconsistencies of human behaviour beyond some very basic ‘home-spun’ common sense values that are relatively easy to identify but difficult to apply to all situations, particularly in pluralist societies with less defined norms of social behaviour.

6 Discuss the issues that have arisen from the conduct and outcome of the last general election in the United Kingdom.

The question is designed to give candidates a fairly free hand to introduce into the discussion whatever points they think were important about the 2005 general election. The wording requires them to cover both the **conduct** and the **outcome** of the election but it does not specify whose conduct, which could involve therefore that of contesting politicians, party leaders and their advisers, journalists and media pundits, voters or the electoral process and system itself.

Conduct

- policies and electoral promises of the main political parties (strategies, similarities and differences, relevance, effectiveness and impact)
- party campaigns (treatment of issues, e.g. immigration, race, crime etc)
- performance/image of leading politicians (effectiveness and impact, relevance to outcome)
- media coverage (importance and relationship to outcome)
- impact of opinion polls (effect on voting patterns and results)
- introduction of postal voting (any effect on outcome, fraud)

Outcome

- result(s) (third consecutive win for labour/loss for Conservatives, despite damaging impact of Iraq)
- voter turnout (still almost 40% of electorate did not vote, particularly young people)
- effect of UK electoral system (first-past-the post system; number of votes v. seats gained, wasted votes etc)
- longer-term effects (e.g. resignation of Howard and search for new Conservative leader; Blair-Brown handover)

A reasonable number of points, coherently discussed, should secure marks for content at Level 3 and above.

7 Some people argue that the United Kingdom should withdraw from membership of the European Union. Discuss the arguments for and against the UK's continued membership of the enlarged EU.

Standard general arguments about advantages and disadvantages of UK membership of the EU should be given credit but the question also requires candidates to focus on the context of the enlarged EU and to be able to show genuine knowledge and awareness of the detail and specific issues following from enlargement that are likely to affect the UK.

Points that may be made include:

For membership

Arguments for membership of enlarged EU

- increased political, economic and military stability/greater voice in the global economy
- Single Market will be expanded considerably (total population close to 500m)
- new members are relatively poor but with potential for increases in economic growth.

Standard arguments for continued membership of EU

- size of potential market for growth in business, trade and employment
- potential for trade expansion without barriers (EU is UK's major trade partner)
- can stimulate increased investment from other overseas countries seeking to gain access to the market
- after 30 years withdrawal is not a serious option.

Against membership

Arguments against membership of enlarged EU

- increased costs and expenditure (average per capita GDP of the 10 new members is < half the current EU average) – transfer of payments from older to newer countries
- greater competition of UK firms with potential unemployment as firms migrate east to take advantage of cheaper prices, labour etc
- more competition in UK labour markets as migrant workers seek better paid jobs, much greater complexity, bureaucracy and cost of running 25-member organization.

Standard arguments against membership of the EU

- countries can still be prosperous through developing trading links outside the EU
- UK is a net contributor to the EU budget (because of policies like CAP)
- the principle of 'partnership' is a myth as most countries act according to self-interest
- too much intervention in economic & social policy / loss of control and flexibility due to the operation of Single Currency in 12 EU countries
- loss of national sovereignty and threat to 'the British way of life'.

Credit should be given for any other valid points.

As is always the case with economic and political change, no-one knows with any certainty what is going to happen. The judgments of most people may be more subjective than objective and many commentators genuinely disagree about the likely effects of EU membership or withdrawal. Credit for AO4 should be given to candidates who make these or similar points.

8 To what extent do you think that the remarkable response to the Asian tsunami disaster served to highlight the inconsistency of people's and governments' attitudes towards international aid? How might more effective aid policies be developed and implemented by the more affluent nations?

In the main the second question is the key question for candidates to answer and to some extent presupposes a response to the first question that western aid policies are inconsistent or inadequate. However candidates are free to comment in whatever way they wish about how people and governments responded to the tsunami disaster. Better candidates should show some knowledge and awareness here and develop some points about the amount of giving to the point where agencies were overwhelmed and in a sense received more than they could usefully distribute, certainly in the short term. It could still be said that this is the first and only time that charities have had all they need to carry out necessary aid work.

Candidates might also be expected to make a comparison between the response to the tsunami and the way that other natural or man-made disasters, some of which are more extensive and pervasive, fail to generate media coverage and impinge sufficiently on public awareness. The tsunami response doesn't scratch the surface of real international aid issues. In some respects it could be argued to be a 'one-off' and therefore almost irrelevant to the main question.

Good candidates will be aware of at least some of these other disasters and should make reference to them, e.g.

- AIDS kills as many people in Southern Africa every two weeks as the Asian tsunami – cheaper drugs and medicines are needed to combat this and other endemic diseases
- malnutrition/hunger – 1 in 6 people in the world do not have enough to eat, yet there is enough food in the world to feed everyone
- poverty – food and trade protection and subsidies keep millions locked in poverty. People in poor countries need the chance to work their way out of poverty or they will always be aid-dependent
- debt – some countries can be paying in excess of 50% GDP towards debt repayment and because of interest may have to repay borrowed values several times over
- civil war and ethnic cleansing – western governments have been selective in their willingness to get involved in some problems, e.g. Angola, Sudan, but have been prepared to spend billions on others, such as Afghanistan and Iraq.

In terms of more consistent aid giving, candidates may make reference to other initiatives which have raised large sums, such as Band Aid, Live Aid, Comic Relief, but the real question to be asked is whether enough is being or can be done to address the problems listed above.

- Public visibility is certainly a factor – is enough done to educate, make people more aware of these problems?
- Cost – how do we get people to give more regularly to charity, accept higher taxes to increase % of GDP given to aid, pay higher food prices?
- Multinational effort – there needs to be more cooperation in WTO and World Bank/IMF operations, greater commitment to summit agreements
- Individual contributions – encourage people and corporations to work in LEDCs on education, health and construction schemes, etc.

Distribution of marks across questions and assessment objectives for Unit 6

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	5	3	-	3	7	18
	AO4	2	4	6	4	7	23
Total marks per Question		9	9	8	9	25	60