



## **General Certificate of Education**

# **General Studies 5761**

## *Specification A*

**GA3W      Society, Politics and the Economy**

# **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.

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.

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## Unit 3 (GA3W 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.

### **NB**

It is the questions themselves which are designed to elicit the range of responses appropriate to the assessment objectives for each question. Examiners are required to assign each of the candidates' responses to the most appropriate level in Questions 2-5, according to the **overall quality**, then to allocate a single mark within the appropriate level, except in the instance shown in Question 5 where the level mark is accompanied by a separate mark for AO2. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.

Half-marks are **not** to be awarded.

A response which bears no relevance to the question should be awarded no marks.

**Q1 Read Source A. Using information from this source *only*, identify five points unveiled by Tony Blair as part of his plan to beat terrorism.**

**(5 marks)**

**Target: Comprehension of source and selection of relevant information**

**Mark Scheme**

- The essential requirement is that candidates need to use their ability to comprehend the source and to *identify* the five relevant points.
- No credit can be given for any points from outside the source.
- Candidates are **not** required to use their own words in answers to this question.

**The five points are:**

- Giving police a significant extension in the time they can hold people without trial. (line 4)
- Deporting foreigners who advocate/justify violence. (line 6)
- Making it easier to strip British citizenship from people. (line 7)
- Compiling a list of people who pose a threat to the country so they can be banned. (line 10)
- Asylum seekers will automatically be refused entry if they have any link with terrorist groups. (line 11).

There are no levels for this question. Award 1 mark for each correct answer based on the above points to a maximum of **5 marks**.

**AO1: 2 marks ; AO3: 3 marks**

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**Q2 Read Source B. Using both information from the source *and* your own knowledge, examine the case for and against the use of anti-social behaviour orders (ASBOs).**

**(10 marks)**

**Target: Ability to use own knowledge and understand and interpret information contained within the source.**

**Indicative content notes.**

Arguments that might be used in favour of ASBOs

- Help to tackle anti-social/loutish behaviour **(S)**.
- Might be particularly necessary in major urban areas **(S)**.
- Breach of an ASBO can lead to imprisonment thus removing some offenders from area where they have caused trouble **(S)**.
- Naming and shaming may act as a deterrent **(S)**.
- Gives authorities powers to deal with anti-social offenders “promptly and firmly” **(S)**.

Arguments that might be used against ASBOs

- Might wrongly include “innocent and vulnerable” **(S)**.
- Potential threat to human rights and civil liberties **(OK)**.
- Too many children locked up **(OK)**.
- Ineffective. In some areas of England, every Asbo is breached **(OK)**.
- Insufficient emphasis placed on prevention/dealing with causes of problems (e.g. social exclusion/deprivation) **(OK)**.
- Sometimes used for trivial offences **(OK)**.
- Example of political expediency/cosmetic **(OK)**.
- Lack of consistency in granting ASBOs **(OK)**.
- Difficult to enforce effectively **(OK)**.

**(S) = Source**  
**(OK) = Own knowledge**

**Mark Scheme:**

**Level I:** Simple answer with limited knowledge and understanding/use of evidence and/or relevance, perhaps relying heavily on largely unexplained words of source. Alternatively may have some clear points but very few in number and/or covering limited range. (1–3 marks)

**Level II:** Demonstrates some knowledge and understanding of source with ability to use source to produce some sometimes limited discussion. Demonstrates own knowledge but may be very limited at lower end of this level. Some points not clearly explained/developed. Mostly clearly structured and communicated. (Maximum of 6 marks for candidates who use only the source or only their own knowledge.) Possibly some evidence of working towards a conclusion. (4–7 marks)

**Level III:** Demonstrates clear and mostly sustained knowledge and understanding with use of evidence and own knowledge to promote and develop discussion based on arguments for/against ASBOs. Clearly structured and fluently communicated. Ability to produce a conclusion based on preceding discussion.

(8–10 marks)

**AO1 : 3 marks; AO2 : 2 marks; AO3 : 2 marks; AO4 : 3 marks**

**Q3 Read Source C. What are the strengths and weaknesses of this source in informing the reader about the issues affecting young people in modern society? (10 marks)**

**Target: Critical assessment of the potential strengths and weaknesses of a source dealing with issues affecting the lives of young people.**

**Indicative content notes.**

Possible strengths of source

- Recently written (bearing in mind that the paper is set 18 months before it is taken).
- Broadsheet writing not prone to sensationalism/exaggeration.
- Identifies some of the issues that are important to young people (exams, gangs, bullying, teenage pregnancy).
- Raises issue of freedom of dress.
- Provides evidence from those directly affected by the issues concerned.
- Provides some quantitative evidence (number of clubs planned, level of financial support provided by Nestlé).
- Indicates that young people can engage in sensible debate.

Possible weaknesses of source

- Style is insufficiently critical.
- Liberal *Guardian* bias / too one-sided.
- Little or no empirical evidence.
- Range of viewpoints too narrow.
- May not be representative.
- Excessively urbanised view.

**Mark Scheme:**

**Level I:** Little understanding of what constitutes strengths/weaknesses of a source in context. Tendency to write in whole or in part about issues raised in source rather than its strengths and weaknesses. Narrow range of examples (2-3) of strengths/weaknesses perhaps not clearly explained. (1-3 marks)

**Level II:** Some understanding of what constitutes the identification/explanation of strengths/weaknesses of source in context with some examples (at least 3). (Maximum of 6 marks if answer deals only with strengths or only with weaknesses.) Mostly clear communication and structure. Perhaps not always consistent/fully explained/exemplified and/or fairly limited in range. (4-7 marks)

**Level III:** Clear and sustained understanding of what constitutes strengths/weaknesses of a source in context. Range of explained and exemplified examples (at least 6) clearly structured and fluently communicated. (8-10 marks)

**AO1 : 2 marks; AO2 : 2 marks; AO3 : 3 marks; AO4 : 3 marks**



**Q4 Read Source D. Discuss the political, economic, social and moral issues arising from a ban on smoking in public places.**

**(10 marks)**

**Target: Using a source to demonstrate understanding of complexity of issues and different forms of knowledge.**

**Indicative content notes.**

- **Politically** the issue of banning smoking in all public places is highly sensitive with pressure groups like ASH (in favour of ban) and Forest (against) very active. After MPs voted overwhelmingly for a ban in February 2006, it was announced in December 2006, that smoking in *all enclosed public places* (e.g. pubs, clubs, and the workplace) will be banned in England from 1 July 2007 (slightly earlier in Wales and Northern Ireland). There will be no exceptions for private members' clubs or pubs that do not serve food and transgressors will be fined.
- **Economically** the government raises substantial amounts of money from tobacco duties but the government-funded NHS spends a lot on smoking-related diseases. Evidence from Scotland and Eire on the impact of a smoking ban on the pub trade is mixed. Trade has often increased in pubs where food is served but may have declined in non-food pubs. (Overall, pub trade in Scotland has decreased by 2% since the ban there.) The licensed trade associations have not protested vigorously, not least because staff will be able to work in a healthier environment.
- **Socially** change is considerable (described by *The Independent* as "one of the most far-reaching cultural changes in decades") although most pubs had non-smoking areas and some pubs were already non-smoking on a voluntary basis. Smoking is often associated with drinking (the 'pint and a fag' culture) and smokers will still be able to use outdoor areas. Opponents of smoking in public places argue that the legislation has curbed a decidedly anti-smoking habit and one which reduces the dangers of passive smoking.
- **Morally** the argument may centre on the freedom to (for smokers) and freedom from (for opponents of smoking). There is also the wider question of the role of government and the extent to which it is legitimately protecting peoples' interests or acting in a way that, for some, is another manifestation of the 'nanny state', threatening individual freedoms and imposing more restrictions.

**Mark Scheme:**

**Level I:** Simple, largely unexplained points indicating very little knowledge/understanding which rely on vague/very generalised comments/assertions with little real discussion or very narrow range of points/raising of issues. (1–3 marks)

**Level II:** Knowledge and understanding to develop and communicate a sometimes restricted range of points/arguments to form basis of discussion. Some references to a few political, economic, social and moral issues (not necessarily all four) with some reasoning that might be maintained. Some evidence at upper end of working towards a limited conclusion (4–7 marks)

**Level III:** More sustained knowledge and understanding with ability to present and communicate fluently a range of relevant arguments with clear references to political, economic, social and moral issues (at least three). (8–10 marks)

**AO1 : 2 marks; AO2 : 2 marks; AO3 : 2 marks; AO4 : 4 marks**

**Q5 Using examples from Source E, at least one other source, and your own knowledge discuss why 'respect' in society has become increasingly important both to politicians and to young people.**

**(15 marks)**

**Target: Use of own knowledge combined with extrapolation and exposition of arguments from a range of sources.**

**Indicative content notes.**

**Source A**

Least likely to be used but could legitimately mention the more literal view of 'respect' in terms of respecting British values, the rule of law and the recognition that rights entail responsibilities. It's a tenuous line of argument in this context.

**Source B**

Again a more literal use of 'respect' in terms of respecting the freedom from anti-social behaviour that most people seek and expect.

**Source C**

- A fruitful source because it deals with 'respect' in the sense that young people seek 'respect' from adults and their peers.
- What this means is rarely defined but it seems to imply a measure of inter-generational tolerance and recognition that young people have their own cultural norms and dress codes which are not necessarily anti-social or threatening.
- It may also reflect the feeling of many young people that their views should be listened to and that they should be less readily stereotyped/demonised not least by sections of the tabloid press.
- Uses a youth forum proposal to help dissemination of views of young people.

**Source E**

- Close involvement of Tony Blair indicates importance of 'respect' on political agenda.
- Politically, the anti-social behaviour of young people (frequently highlighted in the tabloid press) can cause considerable political damage and 'firm action' (e.g. wider use of ASBOs, bans by shopping centres of 'hoodies', firmer school discipline) is called for by the public. Generalising, stereotyping but a real and genuine concern in some communities.
- Recognition by politicians that many young people have a common word in their vocabulary – 'respect'. How can politicians tap into this? Compulsory Citizenship in schools is likely to have a very limited effect. Tokenism will be transparent to young people.
- Politicians have the legislative power and young people don't. Partly it's typical inter-generational conflict but young people today are often more aware and more assertive than in previous generations – perhaps as Source C seeks to reflect.

**Mark Scheme for CONTENT ONLY (AO1, AO3, AO4)**

- Level I:** Undeveloped/insufficiently relevant/very narrow/heavily opinionated comment from source(s)/own knowledge. Mostly very limited knowledge and understanding of why 'respect' is of importance to young people/politicians. (1-4 marks)
- Level II:** More developed comments from sources/own knowledge, mostly or wholly relevant and relating to an examination of the notion of 'respect' and its importance. Some recognisable and sometimes more sustained analysis. Some, probably limited, evidence of critical awareness. (Maximum of 6 marks for content to candidates who use *either* only sources *or* only their own knowledge.) (5-8 marks)
- Level III:** More detailed, sustained and clearly reasoned/argued analysis of the concept of 'respect' and its importance to politicians and young people using Source E, at least one other source, and own knowledge. Recognition of complexity of issues involved and approaches that use different forms of knowledge. Clear evidence of critical awareness and recognisable progress towards a fluent and logically argued conclusion. (9-11 marks)

**Mark Scheme for COMMUNICATION (AO2)**

- 4 marks:** Clear and assured organisation, structure and relevance; fluent with only minor, occasional errors in expression, spelling, punctuation and grammar. See (b) and (c) below.
- 3 marks:** Mostly clear organisation, structure and relevance; some fluency with relatively few errors in expression, spelling, punctuation and grammar. See (b) below.
- 2 marks:** Limited organisation and structure and/or little relevance; little fluency with some errors in expression, spelling, punctuation and grammar. Or see (a) below.
- 1 mark:** Lacking organisation, structure and fluency or written in bullet points. Frequent errors in expression, spelling, punctuation and grammar.
- 0 marks:** No response or response that is wholly irrelevant.
- (a) Responses at **Level I** for **content** should be awarded up to 2 marks for communication.
- (b) Responses at **Level II** for **content** should be awarded up to 3 marks for communication where content marks are between 5-7 but may be awarded 4 marks for communication if content mark is **8**.
- (c) Responses at **Level III** for **content** should be awarded up to 4 marks for communication.

- Note:**
- Examiners must show separate marks for content and communication, totalled up to make a final mark e.g. 6 + 3 = 9.
  - The mark for communication must not exceed the mark for content.

**AO1 : 4 marks; AO2 : 4 marks; AO3 : 3 marks; AO4 : 4 marks**

**Distribution of marks across the questions and Assessment Objectives  
for the Sources and Issues Analysis**

Question Numbers		Q1	Q2	Q3	Q4	Q5	AO marks per unit
<b>Assessment Objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>13</b>
	<b>2</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>10</b>
	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>13</b>
	<b>4</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>14</b>
<b>Total marks per Question</b>		<b>5</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>50</b>