



General Certificate of Education

General Studies 5761

Specification A

GA3W Society, Politics and the Economy

Mark Scheme

2007 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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Set and published by the Assessment and Qualifications Alliance.

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 the source *only*, identify *five* ways in which the predicted £7 billion deficit in the NHS budget might be tackled.

(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* five ways in which the predicted deficit might be tackled.
- No credit can be given for any points from outside the source.
- Candidates are **not necessarily** required to use their own words in answers to this question but may do so if they wish.

Ways in which the projected deficit may be tackled

- Increase/radical reform to productivity (raise output per employee).
- Introduce local rationing of services (postcode lottery).
- Improve/better hospital management.
- Greater private sector/enterprise involvement in the NHS.
- Reduce the number of initiatives being introduced.
- Cut/tackle/reduce anticipated costs or make further savings.

There are no levels for answers to 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

Q2 Read Source B.

Using both information from the source and your own knowledge, discuss the arguments for and against students taking part-time paid work while they are at university.

(10 marks)

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

Indicative content notes.

Arguments that might be used for university students working part-time

- Students need the money (references might be made to new systems of student financial support due to operate from 2006). **(S/OK)**
- Need for students to minimise their level of debt. **(S)**
- Provides opportunities to widen experience beyond university. **(OK)**
- Enables students to experience a broader social/age mix. **(OK)**
- Source of enjoyment. **(S)**
- Learning financial independence and time-management skills. **(OK)**
- Allows students to undertake work experience perhaps related to their course or career. **(OK)**

Arguments that might be used against university students working part-time

- Neglect academic work (skipping lectures, handing in work late). **(S)**
- Potential for exploitation (concentrated in low paid jobs). **(S/OK)**
- May work excessively long hours (student quoted works 22-30 hours pw). **(S)**
- Potential dangers (going home in the early morning etc). **(S/OK)**
- Adverse effects on certain groups (research points to students from lower socio-economic groups and ethnic minorities). **(OK)**
- Might be involved in unsuitable/inappropriate work **(OK)**

(S) = Source

(OK) = Own knowledge

Candidates are not required to use all points mentioned to reach Level III

Mark Scheme levels for Question 2:

- Level I:** Simple answer with limited knowledge and understanding/use of evidence and/or relevance, perhaps relying heavily on largely unexplained/inadequately explained words of the source. Alternatively may have some clear points but very few in number and/or covering limited range. No evidence of seeking to reach a conclusion. May not be very effectively communicated/structured. (1–3 marks)
- Level II:** Demonstrates some knowledge and understanding of the source to produce sometimes limited discussion. Demonstrates own knowledge but may be very limited arguments at lower end of this level. Some points not clearly explained/developed. Mostly clearly structured and communicated. Possibly some evidence at upper end of the range of working towards a conclusion. (Maximum of 6 marks for candidates who use only the source or only their own knowledge.) (Maximum of 6 marks for candidates who only give one side of the argument.) (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 university students working part-time. Clearly structured and fluently communicated. Some ability to work towards a conclusion based on preceding discussion which may be tentative/contain a degree of uncertainty in line with note in Introduction to mark scheme. (AO4) (8–10 marks)
- AO1 : 3 marks; AO2 : 2 marks; AO3 : 2 marks; AO4 : 3 marks**

Q3 Read Source C.

What are the strengths of this source? Use examples to support your answer.

(10 marks)

Target: Critical assessment of the potential strengths of this source and to use examples from the source to illustrate arguments.

Indicative content notes:

Possible strengths of the source

- Recently written (2005 – bearing in mind that the paper is set 18 months before it is taken).
- Reputable source (*Financial Times*) – this example of broadsheet writing not prone to sensationalism/exaggeration.
- Broadly impartial/objective account largely free from subjectivity. (AO4)
- Uses figures to quantify changing nature of the problem of electricity generation (various examples).
- Clear, concise and accessible to the general/non-specialist reader in terms of outlining the problem.
- Makes effective use of rhetorical questions.
- Incorporates some longer term projections on electricity generation (mostly to 2020).
- Offers some analysis/explanation (e.g. antiquated nature of nuclear power stations/danger of depending on politically unstable parts of the world).
- Includes references to environmental issues (global warming, renewable resources/sustainability).
- Points to complexity/difficulties of dealing with the issue (nature of opposition/ reference to “myriad interest groups with strong opinions”). (AO4)
- Implies that opposition may be based on viewpoints/values rather than more rational reasons. (AO4)

This question only covers the *strengths* of the source.

References to the source’s *weaknesses* should not be credited.

Mark Scheme levels for Question 3:

- Level I:** Little knowledge/understanding of what constitutes strengths of a source in context. Tendency to write in whole or in part about *issues* raised in source rather than its *strengths*. Narrow range of strengths identified (2–3), perhaps with few, or no, examples. Perhaps not clearly explained. May not be effectively structured/communicated. (1–3 marks)
- Level II:** Some understanding of what constitutes the identification/explanation of strengths of a source in context. Identification of at least 3 strengths, mostly with examples. Mostly clear communication and structure. Perhaps not always consistent/fully explained/exemplified or fairly limited in range of points made. (4–7 marks)
- Level III:** Clear and sustained understanding of what constitutes the strength of a source in context. Range of explained (at least 5) distinct and mostly exemplified examples, 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 and moral issues arising from the policy of curbing Afghanistan's opium growing industry.

(10 marks)

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

Indicative content notes:

Political:

- The main issue is likely to be the political right of external forces to intervene in the affairs of a sovereign nation. (There might be more justification in Afghanistan than many countries where there is NATO involvement in a country that had a highly repressive regime under the Taliban, a reputation for training/harboursing terrorists and which is a major international supplier of narcotics. Having said that, a new parliament was elected for Afghanistan in Dec 2005 with a higher % of female members than in the UK but, in 2006, military conflict intensified.)
- It may be asked whether the Afghan government actually lacks the *will* or whether it genuinely lacks the means in a country with a decidedly undeveloped infrastructure to ensure that legally grown opium is not channelled onto the black market.

Economic:

- Afghanistan is a fairly barren country and poppy growing produces far better monetary rewards than any alternatives and accounts for 60% of the country's income.
- *Economically* poppy growing helps to reduce poverty in Afghanistan but *morally* other countries may claim that, to tackle the evil of illegal drugs trafficking, the supply of raw materials must be tackled at source in a country that apparently provides 87% of the world's illegal opium.
- The question may be asked *why* drug companies have resisted the production of cheap versions of their opium-based medicine (presumably to protect profits and the interests of shareholders).

Moral:

- To some extent this shades into the political arena and some candidates may see it in terms of larger MEDCs exerting power improperly over a small LEDC.
- The suggestion that Afghan poppy growers are being forced, through debt caused by the efforts of countries like Britain to eliminate the poppies that are being grown to produce opium, to sell their daughters to drug traffickers clearly raises a moral issue.
- View of an Afghan farmer that (on religious grounds) "the government is doing the right thing".

Mark Scheme levels for Question 4:

- Level I:** Simple, largely unexplained/descriptive points indicating quite limited knowledge/understanding which might rely on vague/very generalised/superficial comments/assertions with little real discussion. May not be effectively structured or communicated. Alternatively, a very narrow range of points/raising of issues. (1–3 marks)
- Level II:** Knowledge and understanding to produce some development of a sometimes restricted range of points/arguments to form the basis of a discussion. Some references to political, moral and economic issues (at least two) with some reasoning that might not always be maintained. Mostly clear communication and structure. Some evidence at upper end of working towards a limited conclusion. (4–7 marks)
- Level III:** More sustained knowledge and understanding and ability to select and analyse material and communicate it fluently in a range of relevant arguments with clear references to political, moral and economic issues (all three though, exceptionally, two in depth). Reasoned discussion leading to logical and clearly argued conclusion with overall indication of how different forms of knowledge might be applied. (8–10 marks)

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

Q5 Read Source E.

Using examples from Sources E and A, and your own knowledge, consider the extent to which it is both possible and desirable to run the National Health Service and Royal Mail in ways that keep costs under control.

(15 marks)

Target: Use of own knowledge combined with extrapolation and exposition of arguments from two sources.

Indicative content notes.

Source A (NHS)

- Crippling £7bn deficit forecast for NHS with budgets not covering key developments of the service therefore *desirable* to bring costs under control. Alternative would be post-code rationing, longer waiting lists and diminishing staff morale.
- *Desirable* to bring costs under control so that potentially important new initiatives aren't threatened.

Source E (Royal Mail)

- *Desirable* to bring costs under control so that the pension deficit doesn't increase and to safeguard future investment.
- Cost-reflective pricing (instead of national uniform charge) might be *desirable* but it would either threaten services (or make them more expensive) and therefore not be *possible*.
- *Desirable* because social mail should not necessarily be subsidised by higher prices for business customers.
- May not be *possible* because of regulatory system operated by Postcomm to protect consumers from sudden rapid rises in postal charges.

Own Knowledge

- *Desirable* to bring costs under control otherwise, to maintain services, taxes/government borrowing would have to rise.
- *Desirable* to bring costs under control otherwise service providers may feel that they can disregard budgets.
- Might not be *possible* to keep costs under control in NHS because of external factors (emergencies or unexpected events like terrorism, flu pandemic etc).
- Might not be *possible* to keep costs under control in NHS because system required to do so may not exist and a highly centralised system might be bureaucratic and be a barrier to local control and independence. Might replace clinical need by political expediency or economic imperatives.
- What is *possible* or *desirable* may need to be examined against the context of the tensions between commercial considerations and what might be seen to be the requirements of a public service.
- Inevitably, issues of what is *possible* and/or *desirable* will be influenced by personal feelings, values and political outlooks.

References to *privatisation* may be relevant if used in the context of the question but this is not a question designed to examine the pros and cons of that concept.

Mark Scheme levels for Question 5: CONTENT ONLY (AO1, AO3, AO4)

- Level I:** Undeveloped/insufficiently relevant/very narrow/heavily opinionated comment from the source(s)/own knowledge. Mostly very limited knowledge and understanding of what might be possible and/or desirable in the context of cost factors in the NHS and Royal Mail. (1–4 marks)
- Level II:** More developed comments based on source(s)/own knowledge, mostly or wholly relevant and relating to concepts of what might be possible and/or desirable in the context of controlling cost factors in the NHS and Royal Mail. Some recognisable and sometimes more sustained analysis. Some, probably limited, evidence of critical awareness and perhaps efforts to work towards a conclusion. (Maximum of 6 marks for **content** to candidates who use *either* only sources *or* only their own knowledge *or* only refer to one of the two organisations.) (5–8 marks)
- Level III:** More detailed, sustained and clearly reasoned/argued analysis relating to concepts of what might be possible and/or desirable in the context of controlling cost factors in the NHS and Royal Mail and using the two sources and own knowledge. Recognition of the 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 Question 5: 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. 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
Assessment Objectives	1	2	3	2	2	4	13
	2	-	2	2	2	4	10
	3	3	2	3	2	3	13
	4	-	3	3	4	4	14
Total marks per Question		5	10	10	10	15	50