



## **General Certificate of Education**

# **General Studies 6761**

*Specification A*

**GSA6**      **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.

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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2007 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

## Unit 6 (GSA6 Society, Politics and the Economy)

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**

<b>Level of response</b>	<b>Mark range</b>	<b>Criteria and descriptors:</b> 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**

<b>Question Numbers</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>AO marks for Section A</b>
<b>Assessment Objectives</b>	<b>AO1</b>	1	1	1	1	4
	<b>AO2</b>	2	2	1	1	6
	<b>AO3</b>	3	2	1	3	9
	<b>AO4</b>	3	4	5	4	16
<b>Total marks per Question</b>		<b>9</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>35</b>

**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 JUNE 2007**

### **APPROACHES TO SOLVING WORLD PROBLEMS**

#### **EXTRACT A      *Data on population, poverty and disease***

- Figure 1      Poverty facts and statistics
- Figure 2      Age structure of population in selected countries, estimates 2005–2006
- Figure 3      Population development of selected countries 1950–2050
- Figure 4      Causes of death among the world's children under 5, 2000–2003
- Figure 5      Numbers of orphaned children in sub-Saharan Africa and Asia
- Figure 6      Infant mortality figures in selected countries

#### **EXTRACT B      **Tackling famine in Niger****

Niger suffers serious food shortages and famines caused by drought and locust infestations. The United Nations World Food Programme seeks to help but farmers in Niger lack funds to develop food supplies and are frequently in debt.

Niger is one of 18 poor countries scheduled for debt write off by the G8 countries but there is no longer term strategy to tackle food shortages and local schemes have been unsuccessful. Both Niger's government and the WFP underestimated the extent of food shortages and there is uncertainty whether to pursue an aid policy of targeted or blanket food distribution.

It has become increasingly difficult, because of 'donor fatigue' caused by the number of humanitarian catastrophes in the world. Surrounding countries face similar food shortages at a time when the US is spending large sums in the Saharan region for military purposes. Increasingly the country slides, fatalistically, into greater poverty.

#### **EXTRACT C      **Development and significance of GM rice****

Johnjoe McFadden, a professor of molecular genetics, outlines the dependence of millions of people on rice and the need for rice production to increase. There are two ways of boosting food production – increasing the amount of land under cultivation or increasing yields.

Bringing more land under cultivation can threaten the environment but, since the 1960s it has been possible to increase crop yields through seed improvements and technological inputs (the "green revolution"). Over time, however, yield increases are getting smaller and more scientists have begun to support increasing yields, especially in more marginal land, through genetically engineered crops.

Trials of insect-resistant GM crops in China have been impressive and a complete genome sequence of rice is now available and this offers massive potential for farmers throughout the

world. Already there are collaborative efforts involving a number of countries although there is opposition from some aid organisations/green campaigners.

McFadden sees the rice genome as a further example of what technology can achieve to help reduce world food shortages and that genetic engineering can generate new varieties of crops which have the massive benefit of being resistant to many diseases, pests and unpredictable climate change and therefore should be warmly embraced.

### **EXTRACT D            Global epidemic: HIV/Aids**

There has been a massive global increase in the numbers suffering from HIV infection although rates have declined in a few countries, such as Kenya, as a result of changes in behaviour. Sub-Saharan Africa is the worst hit area but there is 'guarded optimism' in the second worst area, the Caribbean.

Gains, though, are fragile and researchers have found that most of the gain came from higher death rates with HIV spreading so far within the community that victims were dying faster than new ones could become infected. In addition, falls in infection rates might lead to greater complacency and less guarded sexual practices.

Despite efforts by organisations like UNAIDS the Aids epidemic continues to outstrip efforts to contain it with the steepest increase in HIV infections in eastern Europe and central Asia often via injecting drug users and sex workers.

A key factor in tackling infection is the availability of treatment with anti-retroviral drugs but the WHO has failed to meet its target for the number of people taking these drugs, possibly because the target was too ambitious. Without continued and sustained investment in prevention and treatment the epidemic will not be halted and there are calls for governments to contribute more to the Global Fund for HIV/Aids.

### **EXTRACT E            Grant withdrawal hits Burmese Aids fight**

Burma is a poor, isolated and inaccessible (both geographically and politically) country where few Aids sufferers have access to the sort of anti-retroviral drugs distributed by Médecins Sans Frontières which runs the country's biggest treatment programme. The situation in Burma has been made even worse following the withdrawal of the Global Fund for HIV/Aids, Tuberculosis and Malaria's £57 million health grant to a country with a poor record on human rights/freedom of travel and where it is difficult for any organisation to provide effective humanitarian aid.

In addition there had been pressure from US critics opposed to the Burmese military government which, for years, has played down the extent of the Aids crisis in the country. Despite this, other funds to tackle Aids (dwarfing money provided by the Burmese government) have been made available to the Burmese government and 18 international non-governmental organisations like MSF are working in Burma on Aids relief. Aids awareness has increased, condoms are more widely used and there is limited testing and treatment for sexually transmitted infections. Unfortunately, the combined efforts, particularly since the withdrawal of the Global Fund money, fall far short of what is needed.

## SECTION A

**1 Briefly outline the key points and issues that arise from the data given in Extract A. (9 marks)**

- Figure 1** There are 10 separate points but, in summary, the key points are: massive disparities in wealth between richer and poorer countries; excessive consumption by certain countries; large-scale illiteracy but this could be tackled by diverting 1% of annual weapons expenditure
- Issues:** Should/how can greater efforts be made to redistribute/equalise wealth between the world's richest and poorest countries?
- Figure 2** Could be linked with Fig 3. China currently dwarfs other countries in terms of population but India has more 0–14 year olds even though the overall Chinese population is 200 million above that of India. The USA has a higher proportion of their population aged 65+.
- Issues:** How does India cope with such a large proportion of young people – levels of spending on them and levels of child labour?
- Figure 3** The two most populous countries in the world, India and China, have populations which are predicted (if such things are reliable) to rise dramatically, with India overtaking China in 2035.
- Issues:** How effectively can the countries concerned cope with this rise – increased GDP will depend on raising industrial output and that is already having considerable environmental implications. Does the projected population rise raise global issues (demand for resources/pollution)?
- Figure 4** The three main causes of death among children aged under 5 in the world are neonatal, pneumonia and diarrhoea. It is stated that undernutrition is an underlying cause of 53% of deaths among children under five years of age.
- Issues:** Better health provision of a fairly basic kind would have a very dramatic impact on child mortality rates. How best to provide it?
- Figure 5** The number of orphans, including those who have lost parents to Aids, is rising significantly in sub-Saharan Africa. In Asia, although the total number of orphans is higher, numbers have been falling.
- Issues:** The figures are very high in both of these areas. Who cares for these orphans? Strain on family structure? How best to tackle the growing impact of Aids in sub-Saharan Africa? Pressures on international agencies?
-



**Figure 6** Infant mortality figures across the world vary significantly and are particularly high in Afghanistan and the two African countries (Rwanda and Niger) and very low in Europe. Generally rates have fallen quite sharply since 1960 but Iraq, Zimbabwe and Rwanda have rising trends. Cuba is an unusual example of a LEDC with a very low infant mortality rate.

**Issues:** Potential impact of war/political instability on country's infrastructure and welfare provision? How best to help LEDCS to reduce infant mortality.

A candidate who makes a coherent comment on most of the figures, with some references to issues, should be eligible for level 3 marks (at the rate of 1 mark for each developed point). Where there is a reasonable range of points, but not necessarily comprehensive discussion or much on issues, Level 2 marks are likely to be appropriate. 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, identify and examine the main difficulties of relieving poverty in the world's least developed countries like Niger. (9 marks)**

The main difficulties are likely to include:

- repeated occurrence (O) of drought (E)
- locust infestations of crops (E)
- shortages in nearby countries (E)
- cash flow difficulties of farmers (E)
- lack of long term strategies to deal with food shortages (E)
- inadequacy of international aid programmes and poor co-ordination/limited action by international relief agencies (O)
- because Niger is the world's least developed country it is least able to help itself (O)
- donor aid fatigue caused by repeated appeals following other catastrophes (O/E)
- uncertainty of whether to target aid on the most needy or offer more limited aid across the whole country (E)
- priorities of many MEDCs based more on their own consumption/military spending (O/E)
- particular difficulties associated with any other named countries (O)

(O) = Own Knowledge

(E) = Extract

Other valid points from a candidate's own knowledge should be rewarded appropriately. (Although the source material concerns Niger, the question has been left slightly open so that candidates may use their own knowledge of other countries in which poverty may be particularly acute in 2007.)

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 identifies and examines a fair number of difficulties drawn from the extract and his/her own knowledge should qualify for Level 2 marks, whereas the examination and analysis of a good number of difficulties ought to be sufficient for Level 3 marks.

**3 To what extent does, and should, the author of Extract C offer an objective and balanced view of the role of new developments in Genetically Modified (GM) rice in helping to save people from famine?**

**(8 marks)**

Much depends on the ability of candidates to understand what is meant by 'an objective and balanced view' (AO4), to recognise the difference between 'does' and 'should' (AO4) and to focus their answers on these key elements of the question using supporting examples from the extract.

- Johnjoe McFadden, the author, is a professor of molecular genetics and, as such, is less likely to offer an impartial view because of this connection. (AO4)
- Objectivity is a difficult concept to define with complete clarity. Given that most people have their own thoughts and values might pure objectivity be impossible? (AO4)
- There is a heavy emphasis in the article on changing food technology, increasing crop yields and collaborative science. Relatively little attention is paid to alternatives.
- The emphasis is on the (undoubted) potential advantages of GM techniques in producing insect-resistant varieties of rice, reducing pesticides and increasing yields.
- Barely a paragraph is devoted to critics of GM techniques and potential disadvantages of this form of farming. A more balanced approach would provide a more detailed analysis of the opposing case.
- There is an unsubstantiated assertion that many aid organisations are 'often heavily influenced by western green campaigns'. No examples are provided.
- The article is insufficiently critical. GM techniques are almost eulogised and that genetic engineering is the only way of revolutionizing world food production.
- Need a writer in a newspaper necessarily offer an impartial and balanced account? There is no obligation to do this in the way that there would be, say, for a BBC news broadcast. (AO4)
- The author genuinely believes in the importance of developing GM rice to help alleviate problems of world food shortages and quotes scientific evidence in support. He does not have to give equal space to those who are less convinced and who perhaps have less scientific knowledge of the main issues. (AO4)

In conclusion it would be very difficult to see this as 'an objective and balanced view' but there is no reason why it should be. The author is writing a newspaper article and is obviously a keen advocate of GM rice developments. He takes every opportunity to express what he genuinely believes (and which in many ways may be correct) that such developments could do much to tackle world food shortages.

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 and examination of what constitutes 'an objective and balanced view'.

A candidate who provides some analysis but who says little about what constitutes 'an objective and balanced view' and/or fails to provide some form of 'to what extent' conclusion should qualify for Level 2 marks, whereas a candidate who combines reasonable analysis with an examination of the concept and provides evidence of leading towards a conclusion should reach Level 3.

**4 Using your own knowledge, and information from Extracts D and E, discuss whether we should be wholly pessimistic about achieving success in tackling the world problem of HIV and AIDS.**

**(9 marks)**

It would be easy to adopt a wholly fatalistic approach towards HIV/Aids given the number of cases involved and the difficulties in gathering the sort of resources necessary, and to use them effectively in educational programmes to change behaviour. That might represent too much of a generalised approach which neglects what is being achieved in the struggle against HIV/Aids.

**Extract D**

- Opening sentence of Extract D is damning – ‘the global number of people living with HIV has doubled in a decade to exceed 40 million for the first time’.
- Later, Extract D reports that ‘the reality is that the Aids epidemic continues to outstrip global and national efforts to contain it’.
- Extract D also reports that the WHO failed to meet its target to have more people on anti-retroviral drugs by 2005 – yet many deaths have been avoided by the fact that more of these drugs are available and more people are taking them.
- The world’s worst-hit region, sub-Saharan Africa is the one in which there are many desperately poor countries where people lack the knowledge or resources (or political stability) to tackle the scale of the problem successfully.
- HIV/Aids is increasing rapidly in Asia – a worrying problem given the predicted population growth of China and India.
- In global terms, insufficient aid is available to allow LEDCs to tackle HIV/Aids effectively.
- Extract D also has better news – declining HIV infection rates in a few African countries and ‘guarded optimism’ about the Caribbean (the area with the second highest HIV prevalence in the world).
- World education programmes (encouraging safer sex) are having an impact on HIV/Aids figures and groups like World Vision and Médecins sans Frontières are just two examples of those who work tirelessly to combat HIV/Aids.
- MEDCs have the resources in terms of increasing medical knowledge, affluence and public education programmes to contain what many people, a decade ago, predicted would be an ‘epidemic’ even in the developed world.

**Extract E**

- Few Burmese Aids/HIV sufferers have access to life-saving medications.
- Burma has just lost its £57m Global Fund health grant.
- Conclusion that ‘the combined efforts (of relief agencies) fall far short of what is needed to contain the spread of the disease’.
- Conversely some progress has been made: Aids awareness has increased, condoms are more widely used and there is voluntary Aids testing and treatment.

## General

- Optimism and pessimism are not precise terms. Any progress can be seen as grounds for optimism by some yet its incrementalism and perhaps fragile nature might be viewed with pessimism by others. (AO4)
- Progress can be measured in both relative and absolute terms and both can be justified in answering this question. (AO4)
- Predictably, MEDCS can be more optimistic about what they have achieved where the scale of the problem, for a variety of reasons, is far greater.

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 and examination of what might be implied by the word 'pessimism' or how progress can be measured (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 Level 3 answer is likely to include a good range of points with some brief discussion of terms/definitions and evidence of moving towards a conclusion (which on the balance of evidence is likely to be pessimistic). A Level 2 answer might have a fair range of points but with more limited arguments and consideration of terms.

## 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.

<b>Level of response</b>	<b>Mark range</b>	<b>Criteria and descriptors for Assessment Objectives 1, 3 and 4:</b> knowledge, understanding, argument and illustration, evaluation.
LEVEL 4	16 – 20	<b>Good response to the demands of the question:</b> 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	<b>Competent attempt at answering the question:</b> 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	<b>Limited response to the demands of the question:</b> 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	<b>Inadequate attempt to deal with the question:</b> 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).
	0	<b>No response or relevance to the question.</b>

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 brief and inadequate response (Level 1 for content) must be awarded not more than 2 marks for communication.
  - A limited response (Level 2 for content) should normally not be awarded more than 3 marks for communication.
  - Responses at Levels 3 and 4 for content may be awarded up to 5 marks for communication.

---

## SECTION B

### 5 Explain what you understand by the term ‘good citizen.’

**Discuss the extent to which the compulsory study of citizenship in schools is likely to increase the number of good citizens.**

No commonly agreed definition of what constitutes a ‘good’ citizen is readily available so candidates need to explain why they are identifying certain characteristics and/or seek to offer some form of definition of a good citizen in the terms that they understand. (Thoughtful candidates may point to sub-cultural variations or differences based on age, gender, background etc.) The following may be among those chosen and there are clearly opportunities to make links with the Case Study though other valid points should be credited.

- Participating in the electoral process / aspects of the democratic system.
- Recognising that rights are usually accompanied by responsibilities.
- Obeying the law (in broad terms).
- Helping others (in a local, national or international context) perhaps through fund raising, giving to ‘good’ causes etc.
- Being an ‘active’ rather than a ‘passive’ citizen.
- Recognising that ‘different’ doesn’t necessarily mean inferior or wrong (in terms of language, religion, sexual orientation, ethnicity etc). Disregarding stereotypes.
- Showing respect.
- Avoiding discriminatory actions/prejudice.
- Being environmentally aware.
- Following a defined moral code (e.g. trying to recognise the difference between ‘right’ and ‘wrong’).

Answers to the second part of the question may well depend on the experiences of individual candidates and these could colour their judgments. Other valid points should be credited.

- The fact that all young people in state schools have to follow a course of citizenship ought to be positive and distinctly advantageous. Many of the bullet points highlighted in answers to the first section are based on the programme of study and reflected in the specifications for GCSE Citizenship used by the exam boards.
- Citizenship is not always given much distinctive curriculum time nor is it likely to be high status in terms of the traditional curriculum hierarchy. Students might not necessarily be able to recognise what is citizenship and what is PSHE, sex education, careers education etc or be inspired by the teaching of the subject or may simply doubt its influence.
- For some young people (perhaps many) being ‘good’ equates to being a swot, creep or goody-goody – characteristics that are distinctly uncool. Young people might be made more aware of their rights and responsibilities and might be encouraged to improve their behaviour but this doesn’t necessarily make them good or better citizens.
- Young people are, in some ways both conservative and conformist and in other ways unconventional and rebellious. More thoughtful answers may recognise that what young people perceive to be a good citizen is very different to the perceptions of older people.
- It’s unrealistic to expect a relatively small input of the school curriculum to have a significant impact on behaviour especially as there many other, more significant, background/family/environmental issues to consider.

**6 Explain the main causes of inequalities in the incomes and wealth of individuals in the United Kingdom.**

**Discuss what could, or should, be done to make the distribution of incomes and wealth more equal in the UK.**

- Some candidates, particularly social scientists, are likely to distinguish between *income* (mostly in the form of wages/salaries or income from things like rents/dividends) and *wealth* (the stock of what a person possesses including potentially significant assets such as houses and savings).
- Inequalities of wealth are usually more pronounced than inequalities of income though in countries like the UK and the USA the gap between the incomes of the rich and poor has grown substantially since the 1970s.

All valid points should be credited but causes that might be explored could include:

- Wealth that is inherited (being born into wealth as a member of the upper classes or acquiring it later in life when a parent dies).
- Wealth/income may be linked to gender, social class, lack of social mobility, ethnicity etc.
- The willingness of some individuals to spend (perhaps building up wealth through acquisition of material goods or spending more on recreational/leisure activities) and some to save.
- The ability of individuals to get certain forms of employment (or not because of, say, disabilities or lack of qualifications) and differences in wages/salaries based on type of employment, skills, scarcity, nature and length of education, training, public/private sector.
- Extent to which some people are partly or wholly dependent on state benefits.
- Rewards for risk taking such as setting up a business that becomes successful or successful share investment.
- Extent to which gaining/maintaining a position of power leads to greater acquisition of wealth.
- Limited political imperative to re-distribute – movement away from older socialist principles of redistribution.

There is potential to tackle inequalities through fiscal/political initiatives which might include:

- Increase in progressive taxes like income tax.
- Increase in inheritance tax.
- Increased benefits (which need to be paid for from taxation)/greater use of tax credits.
- Increase in the minimum wage.
- Promotion of /adherence to policies likely to lead to less discrimination/more equality of opportunity.

In terms of what *should* be done some important questions need to be addressed:

- To what extent is the problem one of inequalities or 'excessive' inequalities?
- Are some inequalities not good because they represent rewards for individual skills, enterprise etc?
- Do large disparities in wealth and income violate important ethical principles?
- How far is redistribution politically realistic/desirable in a capitalist society. Would such policies be divisive raising questions of class, envy etc?
- How can a balance be achieved between redistribution/social justice and economic freedom, efficiency, personal incentive etc?
- Credit should be given for the discussion of any other relevant points.



---

**7 'We should be praising the successes of healthcare in the United Kingdom instead of constantly drawing attention to its shortcomings.'**

**Discuss the arguments for and against this viewpoint.**

Less developed answers are unlikely to examine the identity of 'we' except, perhaps, in anecdotal form. Valid approaches, probably in more developed answers, may include brief references to individuals, pressure groups, politicians and the media. Comparisons might justifiably be made with the health services provided in other countries or to the contrasts in health care between MEDCs and LEDCs. Similarly a distinction might be made between private and NHS provision.

Arguments praising the successes of healthcare might include:

- Improved pay for many health service personnel making it a more attractive career.
- Increases in the numbers of hospital doctors and nurses.
- Higher life expectancy for both men and women.
- Shorter waiting lists.
- Technological advances and wider availability of equipment such as MRI scanners and defibrillators.
- New drugs/wider availability of existing ones.
- Significant improvements in some areas (e.g. tackling certain forms of cancer, cardiology, AIDS).
- Innovative services such as NHDirect and walk in/community hospitals/health centres.
- Provision of new hospitals.
- Much higher investment over last five years.

Arguments which are critical of healthcare might include:

- Government pre-occupation with target setting/excessive political interference.
- Repeated organisational changes.
- Excessive bureaucracy in NHS.
- Difficulties of obtaining NHS dental treatment.
- Postcode lottery for provision of certain drugs/specialist services.
- Overspending and poor budgetary control by some hospitals.
- Excessive reliance on PFI (Private Finance Initiative).
- Superbugs and sub-standard hospital cleaning services.
- Some improved staffing has been at the expense of developing countries.
- Differences between NHS and private healthcare.

Credit should be given for any other valid points on either side of the argument.

In seeking to draw conclusions, more developed answers might examine the quality of statistics; the influence of personal values, experiences and ideologies; ever-rising expectations; media bias and/or focus on 'bad news' perhaps making generalisations from specific examples; stereotyping (e.g. assumption that private care is always superior).

**8 'Increased trade, opening up markets and debt relief are more important than aid in helping Less Economically Developed Countries to tackle their problems.'**

**Discuss the arguments and evidence that support and challenge this view.**

'Trade not aid' is a widely used slogan, sometimes by those reluctant to give aid. However, trade and aid are not mutually exclusive and it is widely believed that a careful blend will produce the best results. More thoughtful answers will recognise this and indicate programmes which embrace both trade/trade reform and aid.

Arguments for the greater importance of trade over aid might include:

- Aid can fail to reach those genuinely in need or be used to support corrupt regimes.
- Non-targeted aid may be spread too thinly and fail to reach the most needy.
- People can become dependent on aid – passive recipients. Trade reduces dependency.
- Reliance on aid can reduce/destroy incentives for self-help.
- Increased trade can raise both national revenues and those of individuals thus helping to generate more sustained economic development through stimulating demand and supply.
- Initiatives such as the rapidly expanding Fair Trade movement can help to guarantee better rewards to producers in LEDCS.
- Debt relief can be highly significant to LEDCS. (The 2005 G8 summit promised to write off the debts of 1/3<sup>rd</sup> of the poorest countries to organisations like the World Bank although it is claimed that 6 have subsequently been denied relief by the IMF until they take remedial action over their economic and budgetary policies. The debt relief is potentially worth \$4.8 bn to the countries concerned.)

Arguments for the greater importance of aid over trade might include:

- MEDCS promise improved trade conditions and sometimes these materialise (the Everything but Arms initiative) but MEDCS still use protection and subsidise their own industries widely. USA has many protective barriers and European agriculture is heavily subsidised (artificially increasing supply and depressing prices. 70% of the African population works in agriculture yet rich countries, with only a small proportion working in agriculture, support their own agriculture by \$279 billion a year – more than 10 times the aid to Africa).
- Tariffs can be heavily weighted against poorer countries, reducing the scope of their export industries to develop. Average tariffs between rich countries are only 3% but developing countries face tariffs of >300% in the EU for meat and 200% in the US for fruit and nuts.
- Not morally right to refuse aid because of the nature of a country's government.
- Aid can produce the immediate benefit needed to tackle a humanitarian crisis.
- Opening up markets makes little difference if countries lack the capability to produce for them. Increased aid can build up a country's capacity to trade.
- Highly developed and focused aid network involving organisations like Oxfam, ActionAid, Education Aid, WaterAid, VSO (aid in the form of people).
- Aid is something that the public can contribute to both voluntarily and through their taxes.
- The problems of many LEDCS exist on such a scale that developments in **both** trade and aid are required.

The discussion of any other valid points may be credited.

---

**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	2	2	1	1	5	11
	AO3	3	2	1	3	7	16
	AO4	3	4	5	4	7	23
Total marks per Question		9	9	8	9	25	60