



**General Certificate of Education (A-level)
June 2012**

General Studies A

GENA4

(Specification 2760)

Unit 4: Science and Society (A2)

Final

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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Unit 4 (A2 Science and Society)

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** Marshal evidence and draw conclusions: select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO3** Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.
- AO4** Communicate clearly and accurately in a concise, logical and relevant way.
- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
 - In most cases mark schemes for individual questions are based on *levels* which indicate different qualities that might be anticipated in the candidates' responses. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
 - 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. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see below). For example, in Section B more weight should be given to AOs 1 and 2 than to AOs 3 and 4.
 - *Indicative content* is provided as a guide for examiners. It is not intended to be exhaustive and other valid points must be credited. Candidates do not have to cover all points mentioned to reach the highest level.
 - A response which bears no relevance to the question should be awarded no marks.

Distribution of marks across the questions and assessment objectives for this unit

Question Numbers		Q1	Q2	Q3	Q4	AO marks for Sec. A	AO marks for Sec. B	AO marks for A + B
Assessment Objectives	AO1	2	2	3	3	10	8	18
	AO2	6	4	4	4	18	7	25
	AO3	1	4	2	2	9	5	14
	AO4	2	2	2	2	8	5	13
Total marks per Question		11	12	11	11	45	25	70

GENERAL MARK SCHEME FOR SECTION A

Level of response	Mark range	Criteria and descriptors for Assessment Objectives 1 – 4
LEVEL 3	10 – 11 (12)	<p>Good response to question</p> <p>Good to comprehensive knowledge and understanding demonstrating overall grasp of the range and nature of issues (AO1). Capacity to interpret evidence and sustained ability to present relevant arguments, analysis and exemplification, focusing on the main points of the question (AO2). Some understanding of different types of knowledge, with some appreciation of their limitation in seeking to reach a reasoned and logical conclusion (AO3). Ability to communicate clearly and accurately in a fluent and organised manner (AO4).</p>
LEVEL 2	5 – 9	<p>Reasonable attempt to answer question</p> <p>Modest to quite good knowledge and understanding demonstrating some grasp of the nature of some key issues (AO1). Moderate range of arguments, analysis and exemplification covering some of the main points of the questions (AO2). Limited understanding of different types of knowledge but some ability to work towards a conclusion (AO3). Mostly clear and accurate communication and organisation (AO4)</p>
LEVEL 1	1 – 4	<p>Limited response to question</p> <p>Restricted / narrow knowledge and understanding of key issues (AO1). Simple, perhaps mostly unexplained points – or very narrow range – with limited interpretation or analysis and exemplification AO2). Lacking in understanding of different types of knowledge with little or no evidence of ability to work towards a conclusion (AO3). Variable levels of communication and organisation (AO4).</p>
LEVEL 0	0	<p>No valid response or relevance to the question.</p>

SECTION A

01 Assess the importance of the data and other information in Source A (Figures 1–7) for current and future generations.

(11 marks)

- There are seven separate figures in Source A, each providing data/information which might be used to answer the question. Candidates are asked to take into account the importance of the data/information for both present and future generations.
- Level 1 answers may be very brief/narrow and/or have a tendency to re-write the data/information descriptively instead of using the data/information more analytically.
- Level 2 answers are likely to cover at least half of the figures in Source A, perhaps with a combination of some descriptive writing and some analytical comment in the context of considering climate change and global warming.
- Level 3 answers will use data/information from most of the figures in Source A with clear and relevant interpretation/analysis leading to a logically argued conclusion about the importance of data/information relating to global warming/climate change for both present and future generations.

Indicative content

- Figure 1 defines the greenhouse effect and sets out some key dates in the history of climate science. The information could be used to show world-wide awareness of the main problems, the fact that international efforts are being made or to say that there is a gap between awareness and action.
- Figure 2 draws attention to potential links between CO₂ concentrations and rising world temperatures – an increase of even 1 degree being considered significant.
- Figure 3 allows candidates to consider the possible effects of climate change on the melting of Arctic sea ice and rising sea levels.
- Figure 4 points to the importance of a major developing economy, China, and its rising CO₂ output, compared with the CO₂ output in the developed economy of the USA.
- Figure 5 data helps to underline the importance of international temperature conferences such as the one held in Cancun, Mexico, in 2010.
- Figure 6 shows the complex inter-relationships between richer and poorer countries, pledges to cut emissions and possible flashpoints in the future.
- Figure 7 refers to a controversy surrounding leaked emails from the Climatic Research Unit at the University of East Anglia. Climate change sceptics used some of these emails to cast doubt on data used by those who stress the urgency of reducing emissions. The use of the phrase ‘science-politicising times’ in the final bullet point of Figure 7 might be considered significant.

Candidates should be able to achieve marks in the highest level by using a selection of relevant points, not necessarily the complete range. In Question 1, only points/arguments based on data/information contained in Source A should be credited. Any other valid point from source A not included in the indicative content should be credited.

02 Using evidence from Source B and Source C, consider how far the climate change summits in Copenhagen and Cancun can be considered a success.

(12 marks)

- Candidates who write in a very brief, or mainly descriptive (and/or general) fashion about climate change summits are likely to be placed in Level 1.
- Those who demonstrate some limited analytical and critical awareness using some of the arguments looking at the success of Copenhagen/Cancun will reach Level 2. (Those who use only one of the two sources, or who deal with only Copenhagen, or only Cancun, will be limited to Level 2.)
- Those who use both sources to show more sustained analytical and critical awareness, using a range of arguments looking at the success of Copenhagen/Cancun, leading to a conclusion will reach Level 3.

Indicative content Source B

- Writer describes Copenhagen as ‘the procedural nightmare’ and refers to ‘the ill-will’ and ‘an over-hyped and acrimonious predecessor’ (to Cancun).
- Achievements at Cancun were listed in paragraph 2 but the author can only say that ‘the details were left vague but even an appearance of progress constitutes progress, of a sort’.
- The unwillingness of richer countries to be bound by the Kyoto Protocol was said to be a feature of Copenhagen. ‘Some nifty diplomatic footwork’ at Cancun could lead to a more positive outcome.
- The ‘good things agreed in Cancun’ are re-iterated in paragraph 6.
- Penultimate paragraph refers to ‘one of the benefits of the Cancun agreement’ being the enabling of ‘the UN process to bless, retrospectively, progress made elsewhere’.
- Cancun may have been more successful than Copenhagen but the writer can only refer to ‘the newly roadworthy process’ which is far from a ringing endorsement of Cancun’s achievements.

Indicative content Sources C

- Headline for Source B is ‘The UN’s climate-change process is back on the road’ while the headline for Source C (‘Climate change deal agreed at Cancun’) is more forceful.
- Paragraph 2 looks positively at Cancun achievements and paragraph 3 refers to ‘a deal that surprised many participants and observers’.
- UK energy and climate secretary, Chris Huhne, is quoted referring to Cancun in very positive terms.
- ‘Progress made at Copenhagen’ (and at Cancun) is mentioned in paragraph 6 although paragraph 5 is more cautionary referring to ‘potentially controversial issues left hanging’ at Cancun.
- Difficulties in securing effective international agreement on climate change – irrespective of conference venues – are emphasised in the penultimate paragraph.
- Less optimism about Cancun (‘wholly inadequate’) is shown by the green pressure group Friends of the Earth International in the final paragraph.

Candidates should be able to achieve marks in the highest level by using a selection of relevant points from Sources B and C, not necessarily the complete range. Any other valid point not included in indicative content should be credited.

03 Using information from Source D, and your own knowledge, examine the reasons why many people do not do enough, individually, to take action which might help ‘to fight against climate change’.

(11 marks)

- Candidates who write in a very brief, or mainly descriptive and/or general fashion about individuals and climate change are likely to be placed in Level 1.
- Those who demonstrate some analytical ability with some evidence of being able to examine and focus on what individuals might or might not be willing to do will reach Level 2. (Candidates using only the source or only their own knowledge can reach only the mid-point of Level 2.)
- Those who approach the source in a clearly analytical way, who also use their own knowledge, and who show some critical awareness with a clear focus on the willingness of individuals to fight against climate change, leading to a conclusion, will reach Level 3.

Indicative content

- ‘All great causes involve a tension between collective belief and individual action.’ (D)
- Difficulty of getting people to act on something like climate change ‘that none can see or touch’. (D)
- Scale of the issue of climate change makes it appear ‘daunting’ to individuals. (D)
- ‘Individuals may wait for governments to act, or engineers to come up with technical fixes.’ (D)
- Some people think it’s unrealistic to expect individuals to achieve anything simply by small gestures such as changing a light bulb. (D)
- Lack of sense of moral obligation. (D/OK)
- Some people might be insufficiently aware of the problem or its urgency. (OK)
- Those who have some awareness may be apathetic. (OK)
- Climate sceptics don’t necessarily believe that human actions make a significant contribution to climate change. (OK)
- Disaffection because of what may seem to be selfishness of some developed/developing countries and their reluctance to sign binding agreements to tackle harmful emissions. (OK)

Candidates should be able to achieve marks in the highest level by using a selection of relevant points from Source D and their own knowledge, not necessarily the complete range. Any other relevant points from Source D should be credited.

(D) = Source D

(OK) = Own Knowledge

04 Using information from Sources E and F, discuss the claim made by the Prince of Wales in the two sources that the climate sceptics are ‘peddling pseudo science’.

(11 marks)

- Candidates who write in a very brief, or mainly descriptive, and/or general fashion about climate sceptics and/or ‘pseudo science’ are likely to be placed in Level 1.
- Those who demonstrate more analytical ability and critical awareness relating to the views expressed in Sources E and F on climate sceptics/‘pseudo science’ will reach Level 2. (Those who use only one of the two sources will be limited to Level 2.)
- Those who approach the source material in an analytical way and show critical awareness in examining the issues surrounding climate sceptics and ‘pseudo science’, and who use both sources to reach a conclusion, will reach Level 3.

Source E: Indicative Content

- The pressure group Climate Sense represents what it claims to be “a loose coalition of ‘climate sceptic groups’ fighting, at least in part, against the cost of greener technologies such as wind farms”. (Paragraph 1)
- Climate sceptics claim ‘there is no evidence that human input has anything to do with global temperatures’. (Paragraph 3)
- Climate Sense, which claims to be supported by a number of scientists, has lobbied the Prince of Wales but he has accused sceptics of ‘peddling pseudo science’. (Paragraph 4)
- The Prince is supported by an eminent LSE climate scientist, Bob Ward, who said that sceptics misunderstood the point of science – to disprove theories. (Paragraph 5)
- Ward goes on to refer to members of Climate Sense as ‘a remnant group of dinosaurs’. (Paragraph 5)
- In response, the sceptics have challenged their opponents who support ‘the hypothesis of human-caused climate change’ to demonstrate specified ‘proofs’. (Paragraph 7)

Source F: Indicative Content

- Source F repeats the Prince’s claims about climate sceptics ‘peddling pseudo science’ in what was described as ‘a stinging attack’. (Paragraphs 1 and 3)
- Climate sceptics point out that some climate changes in the past were ‘due to natural causes’. (Paragraph 2)
- Ironical in that, while attacking climate sceptics as pseudo scientists, Prince Charles admits that ‘I have endlessly been accused of peddling pseudo science, in one way or another, for most of my life’. (Paragraph 3)
- Prince of Wales is highly committed to the fight against climate change. (Paragraphs 4 & 5).
- He lambasts the ‘siren voices’ of the sceptics for what he sees as their complacency and ignorance and states his firm belief that ‘the urgency of the situation is too great simply to sit and do nothing’. (Paragraph 6)

GENERAL MARK SCHEME FOR SECTION B

Each essay should be awarded a single mark out of 25. In awarding the mark examiners should bear in mind the overall assessment objectives for General Studies (see INTRODUCTION) which the essay questions are intended to test in the following proportions:

AO1 – 8 marks: AO2 – 7 marks: AO3 – 5 marks: AO4 – 5 marks.

Level of response	Mark range	Criteria and descriptors: knowledge, understanding, argument, evaluation, communication
LEVEL 4	20 – 25 (6)	Good to very good treatment of the question: Wide ranging and secure knowledge of the topic (AO1); good range of convincing and valid arguments and supporting illustrations, effective overall grasp and logically argued conclusion (AO2); good understanding and appreciation of material, nature of knowledge involved and related issues (AO3); coherent structure and accuracy of expression (AO4).
LEVEL 3	13 – 19 (7)	Fair to good response to the demands of the question: Reasonable knowledge of topic (AO1); a range of arguments with some validity, appropriate illustrations with reasonable conclusions (AO2); some understanding and appreciation of material, nature of knowledge involved and related issues (AO3); mostly coherent structure and accuracy of expression (AO4).
LEVEL 2	6 – 12 (7)	Limited to modest response to the demands of the question: Limited / modest knowledge of topic (AO1); restricted range of arguments and illustrations but some awareness and attempt at conclusion (AO2); little understanding and appreciation of material, nature of knowledge involved and related issues (AO3); weak structure and variable quality / accuracy of expression (AO4).
LEVEL 1	1 – 5 (5)	Inadequate attempt to deal with the question: Very limited knowledge of topic (AO1); little or no justification or illustration, no overall grasp or coherence (AO2); inadequate understanding and appreciation of material, nature of knowledge involved and related issues (AO3); little or no structure / frequent expression (AO4).
LEVEL 0	0	No valid response or relevance to the question.

Section B questions are set in two parts.

Candidates need to answer both parts of the question well to gain access to a Level 4 mark.

An unbalanced response with one part answered very well and the other answered significantly less well could only gain access to a maximum Level 3 mark.

SECTION B

05 'The sharp rise in tuition fees due to take place in 2012 is unnecessary and will deter many students from going to university.'

Consider the possibility of reducing the number of university places or paying from general taxation as alternatives to increasing tuition fees.

Discuss the assertion that the sharp increase in tuition fees 'will deter many students from going to university'.

Indicative content: Consider the implications of reducing the number.....

- At the centre of the debate is the reduction of central government funding to universities. It is a switch from payment through general taxation to payment via increased tuition fees.
- There has been a huge expansion in higher education places, particularly in the last 15 years when many more higher education institutions were given university status.
- The increased number of places may well have been good for the economy, in terms of more skilled entrants to the labour market, and was popular politically.
- The issue became more significant on the political agenda because of the *scale* of increases in tuition fees for individual students planned by the ConDem coalition.
- The attractions of charging individual students are:
 - those who gain the benefits of higher education contribute financially to them;
 - no 'up front' payments are required;
 - means testing applies and there is a minimum earning threshold before repayments have to be made by students.
- Claim that those who use services should bear some responsibility for funding them rather than using general taxation.
- At a time of public spending cuts and debt reduction, tuition fees don't usually involve the most needy in society who may need greater protection.
- Some critics claim that too many graduates are emerging onto the labour market, often with degrees that have little relevance to future job prospects. Cutting university places might increase the value of degrees.
- Cutting the number of university places is almost certainly a non-political option. Other countries have expanded higher education and future labour markets will put a premium on more skilled labour. More young people expect to go to 'uni' and voters might not respond favourably to a reversal of higher education expansion.
- A 'graduate tax' could be another option but might be difficult to administer and has not attracted much support.

Indicative content: Discuss the assertion that the sharp increase.....

- The proposals for what some claim is a tripling of tuition fees provoked considerable opposition and sometimes violent street protests.
- The government position is that no payments have to be made up front and repayments will not start until individuals earn a minimum annual sum from their post-graduation employment.
- Crucially, the government argue that poorer students will be partially, or fully, exempted from the increased tuition fees.
- The government claims that the position has been exaggerated by opponents and that 'up front' payments will not be required by students.
- Much may depend on the final earnings threshold for fee repayments and the extent to which poorer students are protected from fee payments.
- Higher education participation rates among poorer students are still low. Nobody can be sure how many people will be deterred from entering higher education because of the costs.
- Opponents claim that the 'no payments up front' argument is a smokescreen and that the real deterrent is the fear of accumulated debt at the end of a degree course.
- Nobody is sure how far the real extra burden will fall on more middle class students and their parents and the extent to which they have orchestrated the protests.

Candidates should be able to reach marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

06 ‘Rapid developments in information and communication technology, particularly since the 1990s, have transformed business and personal lifestyles but we should be worried about the lack of control and limited safeguards.’

Examine the consequences for business and personal lifestyles of changes in information and communication technology in recent decades.

Discuss the concerns that have been expressed about the lack of control and limited safeguards associated with the expansion of information and communication technology.

Indicative content: Examine the consequences.....

- The chart gives just a glimpse of some of the key ICT changes that have helped to revolutionise personal and business life in recent times.

Date	Development
1962	Spacewar launched as first graphical computer game.
1975	Bill Gates and Paul Allen start Microsoft.
1979	First commercial mobile phone marketed in Japan.
1981	IBM introduced first personal computer.
1983	CDs are launched.
1989	Tim Berners-Lee developed the world wide web.
1995	First search engines developed. Bill Gates connects Microsoft to the internet.
2001	Apple revolutionise music listening via iPod MP3 music players.
2007	Amazon launches Kindle electronic book (eBook) reader.
2007	Apple introduced a touch screen cellphone called iPhone.

- Processing of/searching for data is much more rapid and accurate.
- Data communication is much faster and data storage is virtually limitless although if the hardware/software fails it can have a significant impact. Information available 24/7.
- Repetitive processing can be better done using computers.
- Significant spread of homeworking although computers may remove employees from social contact.
- Businesses can rapidly and inexpensively reach a global market.
- Major changes in retailing/consumer habits with rise of online shopping. Computers can also read bar codes.
- Impact of computer games as personal pursuit and leisure industry.
- Growth of extensive social networking – Facebook, twittering etc
- Impact of world-wide spread of mobile phone networks.
- Continuous contact opportunities can lead to breakdown of division between work and leisure.
- Many business systems now entirely IT-dependent.

Indicative content: Discuss the concerns that have been expressed.....

Nobody can claim to own its Internet and the original vision was of a free, online community.

- Computer/phone hacking and misuse of confidential information.
- Wikileaks saga.
- Easy to share and swap files perhaps resulting in copyright breaches.
- Safeguards against access to pornography and other material deemed unsuitable for children and young people.
- People online using false identities – activities of paedophiles and identity thieves.
- Growing concerns about use of cyber-terrorism and difficulties countering this.
- False information can be disseminated via the Internet with little or no redress.
- Dispute about the extent to which information should be controlled and the line between control, censorship and denial of human rights.
- Some elements of control eg parental filtering but no one polices the Internet.

Candidates should be able to achieve marks in the highest band with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

07 ‘The National Health Service (NHS) has been in existence for over 60 years. It belongs to another age and is costly, over-managed and inefficient. It should be run by doctors, be more responsive to the needs of patients and open to much more competition.’

To what extent do you agree or disagree that the NHS ‘belongs to another age and is costly, over-managed and inefficient?’

Discuss the assertion that the NHS needs to be ‘run by doctors, be more responsive to the needs of patients and open to much more competition’.

Indicative content: To what extent.....

- **belongs to another age**

- NHS dates back to 1948 and was established by a Labour Government keen to expand the post war welfare state;
- widely welcomed but there was concern about the funding of a service for the whole population, free at the point of use (and financed largely from general taxation).

- **costly**

- a universal service covering 60 million people will inevitably be costly;
- it is labour intensive which adds to the costs;
- expectations are continually raised as new and better treatments/technologies emerge;
- inevitably, questions about different methods of financing the NHS will arise.

- **over-managed and inefficient**

- a highly complex, comprehensive and universal service needs to be managed but it is often difficult to distinguish between necessary (and efficient) administration and (inefficient) bureaucracy;
- the administration of the NHS has been ‘reformed’ frequently and the latest proposals involve getting rid of layers of management such as Primary Care Trusts (PCTs).

Indicative content: Discuss the assertion.....

- **needs to be run by doctors**

- central to current coalition government reform proposals with plans for family doctors to control 80% of NHS funds;
- family doctors are mostly first point of contact for users/patients – but what of other doctors and NHS staff?;
- will doctors have the skills/time to act as administrators?;
- if not, will doctors have to employ a lot of administrators – possibly those who lost their jobs in the current re-organization – or go to large private providers?

- **more responsive to the needs of patients**
 - often a criticism that too many public services are run as much in the interests of the providers as those who consume the services;
 - good way of ensuring that wishes of the users of the NHS are central;
 - how are patient needs to be assessed?

- **open to much more competition**
 - a public service concerned with the health of patients should not be viewed as a commercial service and operated as such;
 - public services need the discipline and competition of the market to be cost-effective and efficient.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

08 There have been repeated allegations in the media that some well-known clothes and sports goods retailers in the UK sell items for high prices even though production costs are reduced significantly through the exploitation of cheap labour in developing countries.

Using specific examples, examine the economics and morality of the use of sweatshop labour in developing countries.

Discuss why it is so difficult to control the use of cheap and unregulated labour in developing countries.

Indicative content: Using specific examples, examine.....

- Candidates are free to choose from a wide range of reported examples of alleged exploitation. Typically these are covered by these, and many other articles, and non-print media.
 - ‘The real price of coffee’, *Independent*, 27.10.06
 - ‘The real price of high-street fashion’, *Guardian*, 8.12.06
 - ‘Asda, Primark and Tesco accused over clothing factories’, *Guardian*, 16.07.07
 - ‘Child sweatshop shame threatens Gap’s ethical image’, *Observer*, 28.10.07
 - ‘Ethical concerns...as demand for cheap clothes surges’, *Guardian*, 30.01.08
 - ‘Tesco’s record annual profits...South African fruit picker’s wage.’ *Guardian*, 16.05.09
 - ‘Primark faces new claims that it uses sweatshop labour’, *Independent* 04.12.09
 - ‘New Look forced to defend ethics after ‘sweatshop’ revelations’, *Guardian*, 12.11.10
 - ‘Monsoon’s internal audits...and underpaid workers’, *Observer*, 21.11.10
 - “The value of the British market for cheap clothing is believed to have increased by 45% over the past 6 years to more than £6bn....” *Guardian*, 30.01.08
- Not all claims have been fully established after further investigation.
- There are often tensions between capitalism and the pursuit of profit and wider ethical considerations.
- Business is highly competitive and producers seek to exert close controls on costs so as to keep the prices of their products low.
- Despite the emergence of protests against exploitation from time to time there is only a limited sense of consumer resistance when it comes to purchasing fashion items.
- Fair/ethical trading would be fairer to those producing goods and there is much consumer support for fair trade products.
- There are ethical producers but their intentions are often thwarted. The Co-op is widely credited for initiating ethical shopping.
- Can be difficult to secure an agreement on what constitutes being ‘exploitative’.
- More regulations might make some developing countries less competitive, damaging their economy and hurting the very people the regulations were designed to protect.
- Are consumers sufficiently aware of the conditions under which many goods are produced in developing countries?
- Often no choice for many workers – exploitative conditions and very low wages or nothing.

Indicative content: Discuss why it is so difficult.....

- Given the potential scale and geographical scope of the problem it is very difficult to provide the sort of comprehensive monitoring that would be necessary. Even in the UK, the unearthing of illegal sweatshops is not unusual.
- Might be difficult to distinguish between legitimate and exploitative forms of labour.
- Lack of international labour agreements. (The Ethical Trade Initiative set up in 1998 is one voluntary code of conduct which sets out basic rights for employees including no more than a 48-hour week and payment of a 'living wage'.)
- Danger of judging a situation in developing countries using criteria more appropriate to developed countries.
- Question of who would enforce the law.
- Issue of sovereignty and right of one country to interfere in the affairs of another.
- Unscrupulous employers are often highly manipulative in pursuit of profits.
- Small sums of money, even if earned under dangerous conditions, might be essential to a family for survival and families might resist any efforts to change this in case opportunities for employment disappear altogether. Families may sell their children into bonded labour.
- Workers likely to be poorly organised and badly protected, often relying on pressure groups such as War on Want to highlight their causes.

Candidates should be able to achieve marks in the highest level with a selection of relevant points, not necessarily the complete range. Any other valid points not included in the indicative content should be credited.

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