



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### General Studies B

### Unit GSB1

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## Unit 1 : Conflict

Answers given in the mark scheme are not necessarily definitive. Other valid points must be credited, even if they do not appear in the mark scheme.

Marks should be awarded in these bands:

### 9 - 12 (Band One)

- An excellent response showing full knowledge and understanding of the topic and the issues covered.
- Very clear and accurate expressions used with no significant errors of style, spelling or grammar, ensuring a logical and relevant response.
- Evidence is marshalled skilfully, ensuring full interpretation and evaluation and thus allowing a valid and thoughtful conclusion to be reached.

### 5 - 8 (Band Two)

- A competent response showing some knowledge and understanding of the topic and the issues covered.
- Reasonably clear and accurate expressions used with relatively few errors of style, spelling or grammar, ensuring a fairly logical and relevant response.
- Evidence is marshalled moderately well, ensuring some interpretation and evaluation and thus allowing some valid conclusion to be drawn, though there may be a lack of structure and balance.

### 1 - 4 (Band Three)

- A limited response showing little knowledge and understanding of the topic and the issues covered.
- Poor and inaccurate expression used with significant errors of style, spelling or grammar leading to a rather illogical and/or irrelevant response.
- Evidence is poorly marshalled, ensuring little interpretation and evaluation and thus leading to little or no valid conclusion, with a possibility of assertions being made from no hard evidence.

### 0 (Band Four)

- No response or no relevant points.

1. It is now possible to clone human beings. To what extent should we always do what science enables us to do? (12 marks)

**We should always do what science enables us to do**

- (a) this is how progress has been ensured throughout history e.g. the steam engine, vaccination, the Pill, rocket propulsion
- (b) unknown cures and palliatives can only be discovered through scientific progress
- (c) who has the right to tell humankind which areas of science can be explored and which not?
- (d) science is morally neutral; the application of science is open to abuse
- (e) most scientific discovery, or technology, has been put to some purpose.

**We should not always do what science enables us to do**

- (n) values and ethics are important constraints e.g. the Hippocratic Oath; conventions against germ warfare
- (o) some applications of science must be prohibited, or licensed, to prevent abuse e.g. sex determination, weapons of mass destruction
- (p) human cloning confers no social/individual benefits whatsoever; it could be dangerous physically/emotionally
- (q) once the “genie is out of the bottle”, it is impossible to put it back in
- (r) we should not do what the vast majority of thinking people condemn – and the law (ultimately democratically defined) would condemn
- (s) religious reasons e.g. Jehovahs Witnesses and medical treatment
- (t) big business developing science purely for financial gain e.g. G.M. Food
- (u) science could be said to defy nature.

Candidates should discuss a range of points covering both sides. A one-sided answer is unlikely to reach Band One.

(12 marks)

2      **“Society can only thrive when the family functions well.” Present arguments to support this view. (12 marks)**

- (a)      society is made up of individual families. If they work well, then society will
- (b)      many of the areas of breakdown in modern society can be traced back to family problems e.g. youth crime
- (c)      families meet lower order needs such as affection and attachment, and higher order needs such as aesthetic and moral values - this is the basis of any thriving society
- (d)      the socialisation role of the family is crucial, as social and civic behaviour stems from this
- (e)      family attachments are the best insurance against crime and individual depression which can impinge upon society as a whole
- (f)      the family provides economic goods for its members which makes the country more secure economically
- (g)      the inculcation of rights and responsibilities inside the family is mirrored on the larger stage of society
- (h)      family break up puts an economic/social burden on the state.

Candidates should discuss a range of points.

(12 marks)

3. To what extent do soap operas on television reflect viewers' own lives? (12 marks)

**Do reflect viewers' own lives**

- (a) many characters in soap operas are recognisable in our own lives e.g. the “do gooder”, “the know it all”, etc.
- (b) many of the social issues increasingly dealt with by soaps do impinge on viewers' lives e.g. HIV/AIDS, child abuse, etc.
- (c) rites of passage in real life are continually portrayed in soap operas
- (d) continual changes in soaps to aspects of life, such as relationships and employment, do reflect the less secure nature of society today
- (e) soap operas allow us to locate ourselves and our experiences e.g. divorce.

**Do not reflect viewers' own lives**

- (n) many are set in working class communities, which may not be representative of society today
- (o) many communities do not have focal points as in soap operas e.g. The Queen Vic. or Rovers Return
- (p) strong regional accents do not typify us all
- (q) a great deal of drama occurs in a small geographical area and time-zone
- (r) society is not as violent and dramatic as portrayed by soaps
- (s) soap operas create stereotypes which do not necessarily exist in reality
- (t) there is virtually no discussion of current events in soap operas
- (u) soap operas are deliberately designed to be escapist.

Candidates should discuss a range of points covering both sides. A one-sided answer is unlikely to reach Band One.

(12 marks)

4. “There is no such thing as a job for life.” How far do you agree with this view?  
(12 marks)

**There is a job for life**

- (a) many people, both professional and non-professional, may stay in the same job for all their careers through supply and demand e.g. doctors, solicitors, electricians
- (b) enhanced training opportunities can ensure that the workforce remains flexible and adaptable
- (c) promotional ladders, e.g. teaching, are an incentive to stay in the same profession
- (d) the attainment of educational qualifications can ensure that employment remains consistent
- (e) the complexity of employment law can make it difficult to remove workers; hence they remain in their present employment
- (f) Government support and advice tries to ensure that members of the workforce remain employed.

**There is not a job for life**

certain forms of employment are temporary or seasonal by nature e.g. tourism trade

- (n) economic recession can lead to redundancies e.g. manufacturing industries
- (o) the scaling down of labour-intensive industries through technology can endanger job security e.g. car assembly
- (p) some elements of the workforce find it difficult to adapt to technological change and find re-thinking “challenging”
- (q) increased accountability e.g. performance targets in the public sector, can ensure that even the most secure job can be threatened
- (r) the decreased power of trade unions
- (s) careers advice, personal expectations and the focus on the life long learning reinforces the idea that a job is not for life
- (t) an excess of specifically skilled people can lead to job vulnerability e.g. media/marketing.

Candidates should discuss a range of points covering both sides. A one-sided answer is unlikely to reach Band One.  
(12 marks)

4. **How far do the words and images that we apply to people reinforce stereotypes?**  
**12 marks)**

**Do reinforce stereotypes**

- (a) regional accents are used to indicate social class/abilities e.g. Liverpudlian accent, Home Counties accent
- (b) comments, often taken out of context, are used to mock or draw images of people e.g. alleged comments made by Prince Philip on Royal Tours
- (c) the use of images in cartoons to mock or lampoon races has a long tradition, everything from nineteenth-century cartoons to crude racial xenophobia before England matches
- (d) the use of jokes, both visual and oral, are used world wide e.g. Irish jokes in UK become Polish jokes in USA
- (e) language can stereotype e.g. over gender, ethnicity, age
- (f) newspaper front and back pages, “big” images can establish and reinforce stereotypes e.g. terrorists
- (g) media news selectivity can reinforce stereotyping
- (h) the images that we individually hold may generate stereotypes e.g. dumb blonde.

**Do not reinforce stereotypes**

- (n) familiarity with individuals of a certain race, creed etc. make people realise that a stereotype is a vague generalisation
- (o) more likely to use other ways of stereotyping e.g. social class, educational qualifications, occupation, cultural differences and wealth
- (p) a great deal of formal education e.g. citizenship/PSHE aims to avoid this stereotyping
- (q) political correctness has counteracted unacceptable stereotypes
- (r) objective reporting can inform and clarify.

Candidates should discuss a range of points covering both sides. A one-sided answer is unlikely to reach Band One.

(12 marks)

**Distribution of Assessment Objective marks**

<b>Question Number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>AO marks per unit</b>	
Assessment Objectives	1	7	7	7	7	7	35
	2	2	2	2	2	2	10
	3	3	3	3	3	3	15
Total marks per question	12	12	12	12	12	60	