



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme January 2003

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## GCE

### General Studies B

### Unit GSB2

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## Unit 2: Power

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

### Section A

Marks for answers in this section should be awarded in these bands

Bands	Marks	
1	33 - 40	An excellent response showing full understanding of the source, and of the issues, and of the possibilities and limitations of different approaches to the subject. Information from within and beyond the source is analysed critically. Arguments are well structured and balanced; facts and opinions and implicit and explicit values, are clearly distinguished. Conclusions are valid and thoughtful. Expression is clear and logical with no errors of significance in style or grammar.
2	25 - 32	A good response showing understanding of the source and of the issues. Some attempt is made to combine information from the source and from elsewhere, in an analysis that recognises a distinction between fact and opinion. Arguments are quite well structured and balanced. Sound appreciation is shown of values held on both sides. Conclusions are mostly valid. Expression is reasonably clear and accurate, with few errors of style and grammar.
3	17 - 24	A competent, average response showing some understanding of the source, but one that is largely dependent on it. Evidence is moderately well marshalled in arguments that identify fact and opinion but that may lack structure and balance. An adequate attempt is made at an overall summary or conclusion that makes some reference to values held on both sides. Expression is reasonably clear and accurate, although there may be some carelessness in style and grammar.
4	9 - 16	A limited response showing little understanding of the source or of the distinction between fact and opinion. No other information is drawn on. Evidence is loosely marshalled in arguments that lack structure and balance. Only a limited attempt is made to summarise arguments or come to a conclusion. There is a lack of clarity, and there may be some inaccuracy in style, expression and grammar.
5	1 - 8	A response that barely addresses the issues; that shows little or no understanding of the source. If there is other information it is of doubtful relevance. There is more assertion than argument, and no attempt is made at evaluation, summary, or conclusion. Clarity and accuracy are seriously impaired by significant errors in style, expression and grammar.
6	0	No response, or no relevant points.

- 1 A year ago, *The Independent* published a photograph of Chancellor Gordon Brown and his wife leaving the hospital where their baby daughter has been born prematurely and where, ten days later, she had died of a brain haemorrhage.

Read the four letters opposite that were among the many that complained about the photograph.

Write a letter of your own, to any newspaper, about the representation of public figures in the media.

(40 marks)

The letter might address the following points:

- (a) the hounding of public figures by press photographers
- (b) the power of the photographic image outweighs words
- (c) the legitimacy/illegitimacy of 'doorstepping' and 'chequebook journalism'
- (d) public figures' right to private lives
- (e) the right of their families and friends to private lives
- (f) the extent to which public figures cede this right when they stand for office or otherwise seek publicity
- (g) the need for a free press
- (h) the benefits of fearless, investigative journalism
- (i) the extent to which journalists 'spin' stories
- (j) the extent to which politicians 'spin' stories
- (k) the use which public figures themselves make of the media
- (l) whether the 'national interest' is served by exposure; the prurient interest of readers/viewers 'or the egoistic career interest of the individuals themselves
- (m) The Press Complaints Commission exists to restrain press intrusiveness.

Recent examples have been: Euan Blair's celebration of GCSE success and his plans for university; Lord Irvine's son's cocaine addiction; The Blairs' India/Pakistan tour outfits; Brown's marriage; Letwin's daylight burglary, the Beckham's baby.

There will have been other examples in 2002.

**Section B**

Marks for answers in this section should be awarded in the following bands:

<b>Bands</b>	<b>Marks</b>	
1	25 - 30	A detailed response, showing a thorough awareness of issues and usually going beyond a discussion of examples given in the question. Facts, concepts and opinions are well selected, interpreted and integrated in a logical argument that distinguishes between knowledge and belief and that is furnished with well chosen examples. These are evaluated critically and perceptive conclusions are drawn. Language and communication skills are of the highest order of clarity, coherence and accuracy. There are no errors of significance in style, expression or grammar.
2	19 - 24	Good response, although probably limited to the examples provided in the question where appropriate, showing understanding of the contributions made by the different elements within the question. Relevant knowledge is drawn on and evidence is effectively marshalled in an argument that is structured and that recognises the difference between fact and opinion. Examples are apt and there is some critical evaluation of them, with valid conclusions being drawn. Language and communication skills are of quite a high order of clarity, coherence and accuracy. There are few significant errors of style, expression or grammar.
3	13 - 18	A competent response, covering most or all the specified points in the question where appropriate, although unlikely to go beyond these points and not fully aware of the full implications of the issues. Knowledge drawn on is mostly relevant and evidence is moderately well marshalled in an argument that recognises some distinction between fact and opinion. Examples are quite well chosen and there is an adequate attempt at critical evaluation and at drawing a conclusion. Language and communication skills are satisfactory in clarity, coherence and accuracy. There are some significant errors in style, expression or grammar.
4	7 - 12	A limited response showing little understanding of the points raised within the question, and not going beyond the specific points. Some knowledge is drawn on, but evidence is only loosely marshalled in an argument that lacks structure and recognises little distinction between fact and opinion. Examples are few, inapt, or uncritically exploited and a conclusion is limited or missing. Language and communication skills are inadequate, so that clarity, coherence and accuracy are impaired by significant errors in style, expression or grammar.
5	1 - 6	A very limited response, with a very limited analysis of the specific examples provided and no attempt to go beyond these. Scant knowledge is drawn on, and this is of doubtful relevance. There is more assertion than argument and no distinction is made between fact and opinion. No examples are given to support the answer and no real conclusion is drawn. Language and communication skills are of a very limited order, so that clarity, coherence and accuracy are almost negated by errors throughout in style, expression and grammar.
6	0	No response, or no relevant points.

- 2 Fewer than six out of ten electors turned out to vote in the 2001 General Election; and half this number cast their vote in the local elections in 2002.

How might the public in general be encouraged to play a bigger part in the democratic process?

You might consider the following in your answer:

- voting by mobile telephone or by e-mail
- polling between elections
- the role of MPs in Parliament
- what we mean by ‘democracy’.

*(30 marks)*

Suggestions might include:

- (a) Allowing voting by mobile telephone or by e-mail:
- both are central to communication now; voting would not be constrained by time or place;
  - **BUT** it might be difficult to prevent personation and repeat-voting, particularly given the prevalence of telephone theft; voting might be taken less seriously than it should be
- (b) There might be polling between elections:
- people are accustomed to market-research questioning; opinion polls are familiar;
  - **BUT** voting fatigue might set in; we elect MPs to vote on our behalf; parliamentary debates would lose their significance
- (c) public debate would involve more people more of the time:
- people’s views would be canvassed and taken into account; they would be voting on issues, not for bundles of issues represented by parties;
  - **BUT** referenda are rather conservative; anyway, do we want political decisions made on the basis of numerical majorities?
- (d) democracy would be more direct:
- people would re-engage with the political process, politics might be less adversarial, more collaborative;
  - **BUT** politics – and democracy itself – would be reduced to yes/no questions and answers; and sophisticated democracy has to be run by professionals, because policy-making takes time, and requires much evidence-gathering.

- 3 McDonald's boasts that its hamburgers are the same all over the world; and Nike trainers are worn by schoolchildren and celebrities alike.

Discuss possible effects of the globalisation of western branded goods.

You might consider the following in your discussion:

- the impact on locally-produced goods
- the use of cheap labour
- the stimulus to anti-western feeling
- the threat of cultural uniformity.

(30 marks)

A *positive* view might include:

- (a) globalisation might mean equalisation, democratisation of consumption
- (b) consumers know the quality of what it is they buy
- (c) economies of scale can keep prices down
- (d) companies can be held to account in any of their widespread markets
- (e) the brands are successful because customers are happy to buy the products; they are not coerced into doing so
- (f) TNCs provide employment in poor societies, where it is badly needed.

A *negative* view might include:

- (n) global corporations are notorious for exploiting cheap labour in LEDCs
- (o) the 'footloose capital' syndrome is well known
- (p) big companies can call the economic shots against governments of poor countries
- (q) a false impression is given of western values
- (r) anti-western feeling might be stirred up, giving rise to 'terrorism'
- (s) locally-produced goods are forced off the market by corporate monopolies
- (t) the danger is that traditional cultures – crafts, customs – will be eroded and be replaced by a bland, conventional product.

#### Distribution of Assessment Objective marks

Question number		1	2 / 3	AO marks per unit
Assessment Objectives	1	5	5	10
	2	5	5	10
	3	15	10	25
	4	15	10	25
Total marks per question		40	30	70