



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

General Studies B

Unit GSB5

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Unit 5: Power-Regulation

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.

Marks should be awarded in these bands:

- | | | |
|-------------------|---------------|--|
| Band One | 9 – 12 | <ul style="list-style-type: none">• A very good response which demonstrates full awareness of the issue.• Language and communication skills complement the answer resulting in a concise, logical and clear structure, using appropriate style and expression and accurate use of grammar.• Evidence is well marshalled and intelligently used; examples are well chosen and help clarify assertions.• Full understanding of the source is shown, and of the possibilities and limitations of different approaches to the subject. Facts and opinions and implicit and explicit values are clearly distinguished. |
| Band Two | 5 – 8 | <ul style="list-style-type: none">• A competent response which shows some awareness of the issue.• Language and communication skills are reasonably good and the structure is reasonably clear and logical. Style and expression are usually appropriate with some errors of grammar.• Evidence is moderately well marshalled using a few relevant examples accompanied by some explanation.• Some understanding of the source is shown and there is some recognition of the limitations of different approaches to the subject. Facts and opinions and implicit and explicit values are competently distinguished. |
| Band Three | 1 – 4 | <ul style="list-style-type: none">• A limited response in which only one or two basic points are identified.• Language and communication skills are, at best, adequate. Clarity of expression is marred by poor style and inaccuracies of grammar.• Evidence is weakly marshalled, with arguments tending to one side only, and examples being basic and few.• Little understanding of the source is shown or of the distinction between fact and opinion and implicit and explicit values. |
| Band Four | 0 | <ul style="list-style-type: none">• No response, or no relevant information. |

- 1 “Modern technology has an empowering effect on our domestic lives.” To what extent is this statement valid? (12 marks)

Is valid

far less drudgery with machines which can take the strain e.g. washing machines, microwaves, etc.

- (a) more time is available if less time is spent on domestic chores
- (b) internet shopping means less time needs to be spent on that task
- (c) modern technology provides empowerment in fields such as communications e.g. e-mail, leisure e.g. computer games, and domestic life generally
- (d) cars allow us to go where and when we want
- (e) greater choice.

Is not valid

- (n) family life appears to be more stressful. There seems to be no extra time to organise our lives
- (o) any extra time accrued has gone towards extra employment and/or career opportunities aiming to fulfil aspirational or affluence desires
- (p) physical drudgery has been replaced by machine watching drudgery e.g. working with computers
- (q) people’s lives have changed in recent decades, and it is difficult to make comparisons
- (r) the myth promulgated that everyone would buy on line, or that commercial companies would dominate, has not come to fruition
- (s) total reliance on technology creates over-dependence.

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

(12 marks)

- 2 “The governing body has a lot of power in the running of a school/college; the Headteacher has even more.” How far do you agree with this view? *(12 marks)*

Agree

- (a) Headteacher has direct day to day control of the institution
- (b) public images relating to the school emanate from the Headteacher, not the Governors
- (c) Headteachers in 21st century are seen as both leaders and managers who are viewed as responsible for all aspects of school life
- (d) Headteachers have a far higher profile than the Governors; they are in the school/college everyday, whereas Governors are not
- (e) Governors depend on the Headteacher for information – they could not perform their role without the input of the Headteacher.

Disagree

- (n) legally the Governing Body control everything. They delegate power to the Headteacher
- (o) Governing Bodies have to approve everything of importance which occurs in the school e.g. they ratify policies, appoint and dismiss staff (including Headteachers) and organise the finance of the school
- (p) outside agencies such as DfES, Ofsted, officially deal with the Governing Body
- (q) there is an intricate relationship between institutions due to personalities. Hence it is difficult to generalise as the comment attempts.

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

(12 marks)

3 Discuss whether the UK tax system is fair.**(12 marks)****Is fair**

- (a) we are all members of society and should make contributions to the well-being of that society
- (b) many of the taxes are progressive i.e. linked with ability to pay e.g. Income Tax. Council Tax is progressive on the property value, not ability to pay.
- (c) everyone receives a basic return on items such as healthcare
- (d) some taxes have been changed to become more equitable e.g. Council Tax replaced the Poll Tax
- (e) choice re. indirect taxes. We can decide which items to buy.

Is not fair

- (n) some taxes are regressive and take no note of ability to pay e.g. VAT; car tax
- (o) more affluent members of society can afford financial expertise to be able to avoid paying certain taxes
- (p) taxes are universal and the income from them cannot necessarily be directed to the areas that the taxpayer may necessarily want
- (q) many people do not want to pay for services they do not require
- (r) there should be only minimum taxation, people would then be able to purchase what services etc. they require
- (s) many elements of the tax system ensure that the rich get richer and poor get poorer e.g. tax “havens”; indirect taxation etc.
- (t) why should people pay inheritance tax after they have paid tax all of their lives
- (u) the present Income Tax banding system benefits the highest earners.

N.B. Credit will be given for comparisons with other countries tax systems.

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

(12 marks)

4 Is it a matter of opinion whether or not there should be censorship in today's society?
(12 marks)

Should be censorship in today's society

- (a) extreme material e.g. racist, pornographic should be stopped
- (b) with vast increases in media sources, some watchdogs are needed to ensure that there is not total licentiousness
- (c) many criminal cases are claimed to have been instigated by viewing violence/pornography etc. e.g. Jamie Bulger murder
- (d) in times of war it would be foolish to let the enemy know what was being planned
- (e) in wartime the public can be shielded from potentially damaging morale-sapping stories
- (f) statutory limitations e.g. Official Secrets Act, Obscene Publications Act, Contempt of Court Act need to be adhered to
- (g) OFF buttons are sometimes not available
- (h) watershed hours do not work with the advent of the video recorder.

Should not be censorship in today's society

- (n) who decides what is to be censored?
- (o) no one is forced to watch or listen to any material they perceive as "dubious". There is an OFF button
- (p) we are a sophisticated society that can decide what it wants to see, read, etc.
- (q) there is no hard evidence that a lessening of censorship has had an adverse societal reaction
- (r) we are all individuals. A "nanny" state should not proscribe for us
- (s) political interference can ensure censorship e.g. difficulty in obtaining "hard" news in Afghanistan during war with Taliban
- (t) we all have a basic right to express ourselves.

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

(12 marks)

5 How successful have the regulators been in controlling the behaviour of privatised businesses?
(12 marks)

Have been successful

- (a) have enforced price controls
- (b) prices have been pegged to inflation rate e.g. OFTEL had an agreement that if the inflation rate between 1997-2001 was below 4.5%, then B.T. would cut prices
- (c) gives company an incentive to cut costs as cost reductions are an important way to increase profits
- (d) have monitored service standards
- (e) have used “name and shame” technique to maintain service standards
- (f) have allowed private investment into run down sectors.

Have not been successful

- (n) perception is that of failure, particularly Railtrack after Hatfield disaster
- (o) this is emphasised by the Government taking Railtrack into administration
- (p) “naming and shaming” seems to have had little effect
- (q) fines for inability to meet targets seem to have little impact
- (r) complaints about poor performance are addressed to the regulators, who appear impotent
- (s) failure to protect consumers from rampant sales commercialism by privatised businesses e.g. attempts to persuade people to change their power company
- (t) cannot control job losses e.g. train drivers, water engineers.

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

Question number	1	2	3	4	5	AO marks per unit	
Assessment Objectives	1	3	3	3	3	15	
	2	2	1	1	2	7	
	3	3	3	3	3	15	
	4	4	5	5	4	23	
Total marks per question		12	12	12	12	12	60