



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

General Studies B

Unit GSB5

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Unit 5 (GSB5 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 good response which demonstrates 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; examples are well chosen and help clarify assertions.• 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 sometimes 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 poorly 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 To what extent do you believe that the UK still has the right to retain artefacts, such as the Elgin Marbles, which originally belonged to other countries?**

(12 marks)

Does have the right:

- (a) British protected them by removing them i.e. stewardship – many other items were destroyed
- (b) pollution and acid rain in Athens have damaged the Parthenon, etc.
- (c) major world galleries and museums have an acknowledged expertise in the conservation of artefacts
- (d) centres of excellence can be built up showing examples of specific types of artefacts from different places, rather than just showing copies
- (e) allows scholars access to major collections of artefacts and associated academic materials
- (f) major world galleries/museums attract world wide visitors – they are truly international centres
- (g) many other states have retained artefacts from abroad
- (h) allows UK population to learn about other cultures.

Does not have the right:

- (n) many of these items were plundered in colonial days when the UK controlled vast areas
- (o) vast majority of states now have excellent museums so that items would not be damaged by being returned
- (p) morally and legally questionable as to whether we should retain
- (q) campaigns in UK to restore stolen Jewish art from Nazi collectors have been successful. Is this not the same?
- (r) Cultural/religious value has been lost by country of origin.

The best response will consider both sides of the question. A one-sided answer is unlikely to reach band one.

2 How far is it true to say that free trade is always beneficial to everyone concerned?**(12 marks)****Free trade is always beneficial:**

- (a) a country's specialisation can lead to mass production and economies of scale can take place
- (b) consumers gain through lower prices
- (c) the country gains through efficient use of resources
- (d) it encourages co-operation and goodwill between states
- (e) protectionism can lead to less choice and higher prices
- (f) protectionism is inefficient because of reduced competition
- (g) one state adopting protectionist measures can lead to other states following suit – to the detriment of all
- (h) MEDCs are likely to benefit more.

Free trade is not always beneficial:

- (n) protectionism improves the country's balance of payments by increasing exports and reducing imports
- (o) protectionism can protect the country's exchange rate
- (p) it can raise revenues from customs duties
- (q) it can restrict the 'dumping' of goods from overseas competitors who export at low prices to establish a position in the market
- (r) it can safeguard domestic employment and industries, particularly 'infant' industries not yet strong enough to compete with established overseas firms e.g. EU/USA agricultural subsidies.

The best response will consider both sides of the question. A one-sided answer is unlikely to reach band one.

3 To what extent are MPs sufficiently accountable to their constituents between elections?
(12 marks)

Are accountable:

- (a) no MP knows when the next election will be, hence will need to listen to constituents' views
- (b) refusal to hold MPs' surgeries or meet constituents who wish to lobby Parliament will be noticed locally
- (c) lack of time spent in the constituency doing "MPs' duties" will be commented upon by local media
- (d) local party activists will expect MPs to "toe the line" and support government/opposition **and** will expect to have explanation if this does not happen
- (e) local party can de-select before the next election if MP is perceived to be an embarrassment to local/national party
- (f) declarations of interest help prevent the corrupt wielding of MPs' power.

Not accountable:

- (n) unless by successful criminal prosecution (or by self-application to the Chiltern Hundreds), no MP can be removed from a constituency between elections
- (o) very little actual control can be maintained, especially if the MP decides he/she is standing down at the next election
- (p) MPs can switch allegiance e.g. P. Marsden (Shewsbury) who has moved from Labour to Liberal Democrats, but still remains MP until the next election
- (q) MPs "selected" by Party Headquarters have more allegiance to the party centrally
- (r) independently wealthy MPs have more freedom of action
- (s) MPs in very "safe seats" are less vulnerable to the local constituency
- (t) extra ministerial responsibilities can lead to national rather than local focus
- (u) constituents cannot insist on MPs attendance in Parliament.

The best response will consider both sides of the question. A one-sided answer is unlikely to reach band one.

- 4 Education as described in the extract is about the practical application of knowledge. Consider the case for education being about more than this.**

(12 marks)

- (a) skills and values are explored in all National Curriculum areas
- (b) introduction of Citizenship as a statutory subject is an overt move to deal with social/moral/ethical values
- (c) schools provide a pastoral curriculum on a whole range of social issues e.g. counselling pupils
- (d) all assessments at Key Stages test far more than knowledge
- (e) careers education, work experience, etc. prepare pupils for life outside school
- (f) secondary socialisation is a prime role of schools
- (g) teaching of different cultures and religions has the aim of improving understanding and tolerance
- (h) with the fragmentation of the family unit in many areas, schools provide a secure basis for adolescents
- (i) aesthetic areas of curriculum
- (j) academic knowledge for its own sake.

5 Why might the knowledge that we have of genetic engineering be frightening?**(12 marks)****Could be frightening:**

- (a) do we want knowledge of what will happen to us e.g. would we like to know if we were likely to develop Parkinson's Disease?
- (b) would people abort pregnancies if relatively minor defects showed up in a foetus?
- (c) "designer babies" could be "ordered" avoiding certain personality traits and behaviour patterns
- (d) employers and insurers could become interested in learning the results of tests
- (e) "Brave New World" rears its ugly head e.g. Playing God
- (f) cloning and its ramifications are not yet clear
- (g) "The Great Divide" – humans being the only species which thinks
- (h) big business controlling gene therapy
- (i) genetic food production is impossible to control.

Need not be frightening:

- (n) knowledge itself is not dangerous – it is what people do with that knowledge which is crucial
- (o) even if people misuse the information, is this a good enough reason to say it should not be acquired?
- (p) without the knowledge we may not be able to reap the potential rewards
- (q) the acquisition of knowledge is endless – we could not stop it if we wanted to
- (r) GM food is a way of feeding the world
- (s) it is easier to clone organs rather than transplant
- (t) it could bring about the eradication of hereditary disease.

The best response will consider both sides of the question. A one-sided answer is unlikely to reach band one.

Approximate distribution of Assessment Objective marks across Unit 5

Question Numbers		1	2	3	4	5	AO marks per unit
Assessment Objectives	AO1	3	3	3	3	3	15
	AO2	2	1	1	2	1	7
	AO3	3	3	3	3	3	15
	AO4	4	5	5	4	5	23
Total marks per Question		12	12	12	12	12	60