



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

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# Mark scheme January 2004

## 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)**

- A good response showing knowledge and understanding of the topic and the issues covered.
- Clear and accurate expression used with no significant errors of style, spelling or grammar, ensuring a logical and relevant response.
- Evidence is well marshalled, ensuring 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 expression used with relatively few errors of style, spelling or grammar, ensuring a fairly logical and relevant response.
- Evidence is moderately well marshalled, ensuring some interpretation and evaluation and thus allowing a 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 Many books have been made into films. Discuss either the benefits or drawbacks of doing this?**

*(12 marks)*

**Benefits**

- (a) film is able to depict emotions, scenery, context etc. that a reader might not be able to supply from imagination or experience
- (b) film can add spectacle by providing historical and/or geographical context
- (c) film is a more accessible medium for people who do not have the time to read a long book
- (d) some of the complex language of the novel can be simplified in films
- (e) many people find a visual medium easier to follow than the written word
- (f) economic benefits to location e.g. Lord of the Rings
- (g) economic benefits to author e.g. Harry Potter series
- (h) a good film of the book can encourage people.

**Drawbacks**

- (n) shorter time span of the film can distort the action of a novel, or even completely change the story
- (o) in watching a film we are seeing the producer or director's view, not necessarily the authors
- (p) the readers' imagination is a crucial bonus, which is lost in films
- (q) watching a film can be a "lazier", less intellectual stimulating act than reading a book
- (r) a book can give intensity, because inevitably films may have been condensed into a small period of time
- (s) a book is longer lasting. Many films lose popularity quickly
- (t) film is often a vehicle for the leading actor – therefore the book could be compromised
- (u) films can be sanitised to suit the market place, e.g. different endings can be chosen.

Candidates should discuss a range of points.

- 2 “During their working lives people should save money for when they retire, because the state cannot be expected to support the growing number of old people.”

How far do you agree with this view?

(12 marks)

**Agree with this view**

- (a) those who have provided for their retirement should not be expected to subsidise those who have not
- (b) we should all be self-reliant
- (c) with longer life expectancy, the numbers in the “grey” population will become so large that the working generations will not be able to contribute enough to support them
- (d) the market economy can target need better than a “one size fits all” state structure
- (e) the more in which we invest in our own future, the more we become involved in looking after ourselves
- (f) higher expectations during retirement: the state cannot be expected to fund them.

**Disagree with this view**

- (n) the Welfare State has been the bedrock of our society for decades. Generations have been brought up to understand that all who paid National Insurance contributions would benefit in the long run
- (o) recent problems with pensions suggest that private companies cannot always deliver, e.g. Equitable Life
- (p) how do people who do not work cover themselves?
- (q) we live in an affluent society: we can afford to look after the elderly from state funds.
- (r) the elderly looked after us when we were young. They in their turn, deserve to be looked after now
- (s) the use of market forces smacks of the “laissez-faire” attitudes of the early 19<sup>th</sup> century where the elderly or poor were ignored.

Candidates should discuss a range of points – the best considering both sides; a one-sided answer is unlikely to reach Band One.

**3 “It’s a free country so I can do whatever I like.” To what extent do you agree with this statement?**

*(12 marks)*

**Do agree with this statement**

- (a) as long as people do not break the law they are free to do what they want, e.g. go where they want, wear what they wish
- (b) freedom of speech, freedom to roam etc. are enshrined in the law of the land
- (c) people cannot be arbitrarily arrested unless there is a suspicion that they have committed an offence
- (d) whilst there is a pressure to conform within society, there have always been those who go against prevalent norms
- (e) people over 18 can decide their representatives, use this to change a government, or simply abstain from the process
- (f) in free societies, people can be original and creative so innovation can be more likely e.g. technology, culture and arts.

**Do not agree with this statement**

- (n) as an increasingly integrated society it is difficult for an individual’s actions not to have an effect on others, e.g. a person who fails in a suicide bid would trigger many different agencies
- (o) it is not a free country, wealth buys elements of freedom. The poor are far more constrained
- (p) there is far more “state” surveillance, from CCTV cameras to proposed identity cards
- (q) the state has the right to interfere inside a person’s home, e.g. in cases of suspected child abuse
- (r) the “nanny state” has ensured that individual decision-making is less of an option, e.g. restrictions on what can be done with property
- (s) the pressures of advertising ensure that many feel that they have little choice in purchasing goods, e.g. designer gear
- (t) citizens have a duty in civic society, not merely to obey the law, but to take responsibility as voters, as jurors, as good neighbours, as parents etc.

Candidates should discuss a range of points – the best considering both sides; a one-sided answer is unlikely to reach Band One.

Comparisons may be made with other states.

**4 Traditionally society has been divided into the working, middle and upper classes.****How far do you agree that “celebrities” are the new upper class?****(12 marks)****Do agree**

- (a) social mobility including celebrities allows movement and mixing e.g. Sir Elton John can have as much influence as the Duke of Devonshire
- (b) many celebrities are recognised as being of import by receiving awards such as knighthoods, MBEs etc.
- (c) wealth decides position today, and many celebrities do gain vast wealth in a relatively short period of time
- (d) media coverage of celebrities, their beliefs and nuances all contribute to the feeling that they have power
- (e) traditionally the upper class had power – much of this has been usurped by the cult of personality and celebrity status.

**Do not agree**

- (n) inherited income is still a major factor in ascribing a higher class position to someone
- (o) the “old school tie” network is still in operation e.g. who you know can ensure certain positions etc.
- (p) entertainment icons can be transitory, hence they may not consistently remain in the upper echelons of society
- (q) few would argue that there is a top class of landed aristocracy with inherited wealth despite the ravages of inheritance tax. Similarly, there is an underclass. If this is so where do celebrities fit in?
- (r) celebrities themselves are graded ‘A–D’ and move between celebrity status groups. Hence it is far too vague to say celebrities are the new upper class
- (s) celebrities do not always display “upper class characteristics” e.g. good education, speech, taste.

Candidates should discuss a range of points – the best considering both sides; a one-sided answer is unlikely to reach Band One.

**5 “As humans have become more civilised, they have been able to direct their behaviour into less aggressive acts.”**

**To what extent do you agree with this view?**

**(12 marks)**

**Agree**

- (a) advances in science and technology mean we are better fed, housed and educated than at any other time in our history. This can only occur if we are less aggressive
- (b) much previous aggression was related to ignorance. Global communication, travel and education, have to a large extent eradicated this
- (c) sporting occasions e.g. The World Cup has been a way of channelling international aggression
- (d) the more satisfied we become, the less likely we are to revolt, become aggressive etc.
- (e) increased education e.g. citizenship gives information re. rights and responsibilities – hence the system can deal with it and aggression is not required
- (f) economic interests and democracy may inhibit aggression
- (g) agencies of social control may limit human aggression e.g. school, police.

**Disagree**

- (n) though there has not been a world war since 1945, many wars have occurred in the last sixty years
- (o) the “have nots” of society internally and internationally are becoming increasingly aggressive
- (p) dissatisfaction with the current moves of the affluent Western society led to September 11<sup>th</sup>
- (q) civilisation is a veneer in the UK and there are many incidents of aggression e.g. racial violence in North Wales, religious violence in Northern Ireland
- (r) globalisation and education have merely opened many peoples’ eyes to their own deficiencies – hence causing aggression
- (s) the pressures and stresses of modern society can contribute to aggressive outbursts e.g. the use of stress management techniques by employers to combat this
- (t) nationalism and racism have acted as catalysts for many aggressive acts in the last decade e.g. Ruanda, Bosnia, Serbia, Chechnya
- (u) through choice, socialisation or nature, some people do not restrain their aggression
- (v) media influence.

Candidates should discuss a range of points – the best considering both sides; a one-sided answer is unlikely to reach Band One.

**Approximate distribution of assessment objective marks**

<b>Question Numbers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>AO marks per unit</b>
<b>Assessment Objectives AO1</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>35</b>
<b>AO2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>10</b>
<b>AO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>15</b>
<b>Total marks per Question</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>60</b>