



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

General Studies B

Unit GSB6

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Unit 6 Space -Time

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:

Band	Marks	
1	33 - 40	A very good response showing understanding of the source, and of the issues, and of the possibilities and limitations of different approaches to the subject. Information of a specific kind from within and beyond the source is analysed critically. The argument is well structured and balanced; facts, opinions and values (implicit and explicit) are clearly distinguished and weighed. The conclusion is valid and thoughtful. Expression is clear and logical with no significant errors of 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 and examples from the source and from elsewhere. The argument is quite well structured and balanced. Facts, opinions and values are recognised as such. The conclusion is 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 an argument that may lack structure and balance, and that may generalise. An adequate attempt is made to distinguish between fact and opinion and to reach a conclusion. 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. No other information is drawn on. Evidence is loosely marshalled in an argument that lacks structure and balance. Only a limited attempt is made to separate fact and opinion, and to come to a conclusion. Expression is unclear and there is inaccuracy in style or 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.

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Examiners are reminded that all questions in the Unit are synoptic in nature and offer candidates the opportunity to demonstrate knowledge, understanding and skills acquired throughout the A-level course

SECTION A

1 Read Source A and answer the following questions:

The passage is about how much aid wealthy nations should give to countries in need. The bar-graph shows how much is given by fourteen donor nations.

For what:

- **political**
- **economic**
- **social**
- **moral**

reasons might donor nations give, or not give, such aid? Should we pass judgement on those countries that are less generous than others.

(40 marks)

There are two questions here: the first concerns reasons for giving, or not giving aid. Such reasons as the following might be given:

- (a) to ensure that an ally remains ‘on side’ (e.g. US aid to Egypt), or that a balance of power is maintained (e.g. US aid to Israel). Aid might be withheld by way of punishment (e.g. Libya, Cuba)
- (b) to enable a country to purchase a donor’s exports (e.g. 70% of US aid), or combat the failure of a country’s currency
- (c) aid might not be given if the recipient is corrupt or its market economy is weak (e.g. Zimbabwe, Somalia)
- (d) to assist oppressed minorities by targeting aid: e.g. to women, to ethnic and regional groups (e.g. Andean Indians, Shi’ite Muslims in Iraq)
- (e) it might be withheld if there is a danger of its being commandeered by the ruling party and/or the military
- (f) to relieve suffering (e.g. in southern Africa) and discharge historical responsibilities (e.g. Dutch aid to Surinam, British aid to Montserrat etc.)
- (g) aid may be refused to a repressive regime (e.g. Zimbabwe, Burma, Iraq).

The second question is whether we should judge other donors:

- (n) the UN target does give us a benchmark for applauding those countries who give more than 0.7% of their GDP, and for being critical of those (including the UK) who give less

- (o) it is reasonable to distinguish between disinterested aid, given to alleviate suffering, and self-interested, tied aid – and to question whether the latter counts as aid at all. Not to condemn is to condone
- (p) global poverty can only be mitigated by a global aid policy. Donors should play by the same rules if social justice is to be done
- (q) it is understandable that a country like Greece that is relatively undeveloped in EU terms should give relatively little. Nor has it had an empire that conferred post-imperial responsibilities
- (r) on the other hand, the Scandinavian countries have not been imperial powers in any conventional sense, so their aid-giving is admirable
- (s) in a ‘global village’, we all have responsibility for each other; we cannot permit levels of suffering elsewhere that we would not permit within our own borders.

Band 1 and 2 answers will answer both questions, and will do so by referring to particular cases. Information from the source will be subsumed in an argument.

Band 3 and 4 answers will generalise; and there may be uncritical relaying of source-material.

SECTION B

Marks for questions 2 and 3 should be awarded in these bands:

Band	Marks	
1	33 - 40	A very good response showing understanding of the sources, and of the issues, and of the possibilities and limitations of different approaches to the subject. Information of a specific kind from within and beyond the sources is analysed critically and synoptically. The argument is well structured and balanced; facts, opinions and values (implicit and explicit) are clearly distinguished and weighed. The conclusion is valid and thoughtful. Expression is clear and logical with no significant errors of style or grammar.
2	25 - 32	A good response showing understanding of the sources and of the issues. Some attempt is made to combine information and examples from the sources and from elsewhere, synoptically. The argument is quite well structured and balanced. Facts, opinions and values are recognised as such. The conclusion is mostly valid. Expression is reasonably clear and accurate, with few errors of style or grammar.
3	17 - 24	A competent, average response showing some understanding of the sources, but one that is largely dependent on them. Evidence is moderately well marshalled in an argument that may lack structure and balance, and that may generalise. An adequate attempt is made to distinguish between fact and opinion and to reach a conclusion. Expression is reasonably clear and accurate, with some carelessness in style or grammar.
4	9 - 16	A limited response showing little understanding of the sources. No other information is drawn on. Evidence is loosely marshalled in an argument that lacks structure and balance. Only a limited attempt is made to separate fact and opinion and come to a conclusion. Expression is unclear and there is some inaccuracy in style or grammar.
5	1 - 8	A response that barely addresses the issues; that shows little or no understanding of the sources. 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.

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Answer Either Question 2 or Question 3.

2 Read sources B and C and comment on whether there is room for *belief* as opposed to hard facts in science and technology, as there is in the arts.

(40 marks)

We can deduce that there is room for belief in Science – if not in technology – in that:

- (a) it is a belief that life began on the Earth itself, around 3000 million years ago
- (b) it is the belief of some that passing comets seeded life on Earth
- (c) some believe that humankind is unique; that the conditions for life are only to be found on Earth
- (d) the author uses unscientific language to dismiss such a belief ('illogical', 'conceited')
- (e) on the other hand, ancient beliefs (about divine creation, about the Deluge, about lost continents, and deep-sea monsters) have been upset by scientific knowledge
- (f) in the same way, theories such as the germ theory of disease all had to make way for better theories
- (g) beliefs in science can be tested by replication and falsification of hypotheses; beliefs in technology are simply testable estimates of whether a piece of apparatus will work or not. Beliefs in science and technology are, therefore, strictly temporary
- (h) beliefs in the arts might never be overturned: thus (Source C) the necessity for differentness, the assumption of progress, the notion that art is about expressing the times, and that it should have something to do with machines – these are all inherently untestable beliefs
- (i) 'belief' thus, means something different in the sciences and in the arts. In the former, it is another word for a theory that is open to proof and disproof. In the arts, it is a mere preference.

Band 1 answers will understand both sources and the question, and will subsume the sources in the response. There will be references to examples not in the sources. There will be an argument that focuses on *belief*, and that comes to a conclusion.

Band 2 answers will add something to the sources, but fasten mainly on them, making a clear case, and drawing things together at the end.

Band 3 answers will be source-based and say sensible but obvious things about similarities and differences between science and arts.

Band 4 answers will show signs of misunderstanding, have little or nothing to say about belief, and be poorly expressed and/or brief.

- 3 John Simpson can travel the world over and never be out of touch with ‘the office’ (Source D); and the more he travels, the more ‘abroad’ is just like home (Source E).**

Is it likely that, though we attach importance to cultural diversity, we shall end up ‘all the same’?

(40 marks)

It is likely in that:

- (a) technology (the mobile phone, the Internet) puts us all on the same footing (Source D)
- (b) we shall all speak a hybrid of English, and write, and type in the same language, using the same software
- (c) every city, every university, every major football team has (the same) mix of nationalities (Source E)
- (d) ‘world music’, conceptual art, an international style of architecture, global media are all erasing cultural differences of expression and artistic preference
- (e) most countries have adopted ‘western’ dress, aspire to own western goods, eat western convenience foods, and model their political and social institutions on those of the west.

It is not likely in that:

- (n) ancient cultures will not allow English to drive out their languages (viz. Welsh, Magyar, Hebrew); and, anyway, the development of creoles is an opposite tendency
- (o) the choice for the individual, in a multicultural society, is immeasurably extended in everything from dress to religion
- (p) the roots of each of Samuel Huntington’s seven civilizations go very deep and will never be lightly pulled up
- (q) even in a multicultural city, like London (as Simpson admits in Source E), the different cultures live in ‘colonies’ that are semi-self-contained.

Band 1 answers will give many examples from beyond the sources, and will advance a convincing argument, one way or the other, or both.

Band 2 answers will add something to the sources, but fasten mainly on them. There will be a clear conclusion.

Band 3 answers will rely on the sources, and state the fairly obvious. There may be some equivocation and an uncertain conclusion. Expression is weaker in the lower half of the band.

Band 4 answers will misunderstand the thrust of the question, and/or of the sources; there is no real thread, and no real conclusion.

Approximate distribution of assessment objective marks

Question Numbers	1	2/3	AO marks per unit	
Assessment Objectives	AO1	11	11	22
	AO2	5	5	10
	AO3	14	14	28
	AO4	10	10	20
Total marks per Question	40	40	80	