

# GCE 2004

## *June Series*



# Mark Scheme

## General Studies B

### *Unit GSB5*

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Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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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:

- |                   |               |  |
|-------------------|---------------|--|
| <b>Band One</b>   | <b>9 – 12</b> | <ul style="list-style-type: none"><li>• A good response which demonstrates awareness of the issue.</li><li>• 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.</li><li>• Evidence is well marshalled; examples are well chosen and help clarify assertions.</li><li>• 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.</li></ul>                                       |
| <b>Band Two</b>   | <b>5 – 8</b>  | <ul style="list-style-type: none"><li>• A competent response which shows some awareness of the issue.</li><li>• 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.</li><li>• Evidence is moderately well marshalled using a few relevant examples accompanied by some explanation.</li><li>• 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.</li></ul> |
| <b>Band Three</b> | <b>1 – 4</b>  | <ul style="list-style-type: none"><li>• A limited response in which only one or two basic points are identified.</li><li>• Language and communication skills are, at best, adequate. Clarity of expression is marred by poor style and inaccuracies of grammar.</li><li>• Evidence is poorly marshalled, with arguments tending to one side only, and examples being basic and few.</li><li>• Little understanding of the source is shown or of the distinction between fact and opinion and implicit and explicit values.</li></ul>   |
| <b>Band Four</b>  | <b>0</b>      | <ul style="list-style-type: none"><li>• No response, or no relevant information.</li></ul>   |

**1 In spite of the Code of Practice below, many would argue that the press is still too intrusive. To what extent do you share this view?**

**(12 marks)**

**Do share this view:**

- (a) many news stories seem to emanate from intrusive journalism of an unsavoury nature
- (b) many of the items in the Code of Practice can be manipulated for the newspapers' own ends e.g. comment, conjecture and fact
- (c) various newspapers have been censured for offering to pay witnesses/defendants in major trials for their stories, after the verdict is reached
- (d) the Leeds United footballers trial had to be halted because an article was published by a relative of the victim before the verdict
- (e) what happens if these guidelines are breached? Do the punishments deter?
- (f) the use of the long telephoto lens and "stalking" by the paparazzi still seem to be the order of the day
- (g) tendency to pre-trial by media e.g. child murderers, sex abuse of children, etc.

**Do not share this view:**

- (n) many of the recent royal "scandals" have arisen from legal embarrassments, upon which the press has every right to report
- (o) there certainly appears to be less intrusive reporting of the lives of Diana's children
- (p) if the Code of Practice is ignored, then the other option is legal sanctions, which with its threat of restraint would not be desired by the press
- (q) newspapers check the legality of everything they print nowadays to avoid the possibility of being sued
- (r) newspaper owners do not want to end up in court constantly because of bad publicity and the possibility of financial sanctions
- (s) celebrities choose to be in the limelight
- (t) the process of self-regulation
- (u) intrusion is necessary to expose wrong-doing e.g. Watergate.

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

**2 How far do you agree with the view that trans-national companies exploit producers in less economically developed countries?**

*(12 marks)*

**Do exploit:**

- (a) they tap into a pool of cheap and well-ordered labour
- (b) women and children are often employed since they can be paid less and workers are likely to be less unionised
- (c) many raw materials and products are not sourced locally, but are brought in from other parts of the company in other countries e.g. coffee, machinery
- (d) profits to the producers are sometimes kept artificially low
- (e) the owners and managers of the parent company can make decisions to close down works or move their operations and so cause unemployment and economic instability
- (f) this threat can lead to the government of the LEDC country giving preferential treatment to the multi-national company
- (g) negative impact on local cultures, through westernisation, etc
- (h) drugs or pharmaceutical companies often use LEDC countries for trials for new/untested products – even when the countries would not be able to afford the drugs when they come on the market
- (i) trans-nationals may use labour and processes in LEDCs which are not permitted here under Health and Safety or Employment laws
- (j) environmental abuse.

**Do not exploit:**

- (n) they provide employment and therefore help to alleviate some poverty
- (o) the wages from that employment mean that there is spending power to boost local production of food and goods
- (p) the trans-national companies bring extra work to the area, buying all sorts of raw materials, goods for their mines and factories and many services
- (q) a part of their profits is paid in tax to the state. Hence the trans-national company and the people of the country with the subsidiary company or branch should benefit.

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

**3 “Good policing is all about serving the whole community”. How far do you believe that this assertion is valid?**

**(12 marks)**

**Is valid:**

- (a) the police do provide a service for all, everything from keeping traffic flowing to bereavement counselling
- (b) as the police are financed from taxation, they can be placed in the same category as health service workers or teachers who also provide a service for all
- (c) a significant element of police work is education re. the law – hence a service is provided
- (d) the police ensure that the population of the UK does not live in anarchy; everyone knows that there is an organisation which can be contacted for assistance
- (e) their role in crime protection is a service to the greater public.

**Is not valid:**

- (n) the police is a different organisation from many others in that it instigates punishments when rules are not adhered to
- (o) the police has a major role of law enforcement, hence it is a police force, not a police service
- (p) the police do not provide a service for those elements of the population who break the law
- (q) certain sections of the public can be targeted to ensure control e.g. young people; the police may provide a service to the rest of society, but not all of society
- (r) some elements of society e.g. young black males, may not perceive the police to be an agency to which they could turn if they needed assistance
- (s) police have to work within artificial political/economic constraints which affect those activities they prioritise e.g. clear up rates
- (t) elements of alleged corruption inside the police means that the service is not effective
- (u) source is dated and may not now be accurate.

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

**4 In the light of the comments below, how far is it possible to claim that technology has been beneficial to our working lives?**

**(12 marks)**

**Has been beneficial:**

- (a) technology has ensured that much of the hard manual work associated with the extractive and manufacturing process has been replaced by machinery
- (b) level of demand is affected by price; the cheaper the product, the more people can afford it thereby increasing the level of demand, motivating an employer to take on more workers to meet the demand e.g. much mass production of the 20<sup>th</sup> century in the automobile industry
- (c) with certain products, people will buy only so much of them, the product is “price inelastic”, but they will have money left to spend on other items, which in turn increases the effective demand for other products
- (d) whilst specific industries will become far less labour intensive, it is essential to consider the wider picture where there is a far greater demand for personnel because of technology e.g. medical industry, tourist trade
- (e) the greater move to service-style industry has been welcomed by many who did not wish to be constrained by the factory environment
- (f) modern technology enables far more flexible working practices e.g. home working etc.
- (g) domestic engineers e.g. housewives, carers can work more effectively
- (h) technology has enabled more “fail safe” devices to improve health and safety.

**Has not been beneficial:**

- (n) historically, many people have lost employment through technological change
- (o) the computer has not added a greater number of manufacturing and service jobs and many of the former have been relocated to low-wage countries
- (p) new technologies do not necessarily create new jobs
- (q) the use of CAD/CAM systems are becoming part of an integrated system that governs the total manufacturing process from initial design to the testing of the completed product, hence there is very little direct human intervention
- (r) on occasions, the lack of re-training programmes and income supplement have not been available to aid transition from areas of technological obsolescence e.g. South Wales mining towns
- (s) technology is not always reliable and can cause chaos when it fails
- (t) technology is only as good as its operators; people still have to work effectively
- (u) pressure to perform can lead to increased stress.

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

**5 Discuss how people learn to make moral judgements.****(12 marks)**

Points to be credited could include:

- (a) people obtain the basis of moral judgements through primary socialisation i.e. the norms and values of the family grouping in which an individual lives
- (b) moral judgements can be linked to the attitudes of society at a particular period of time e.g. attitudes to women by the Taliban
- (c) individualistic attitudes can prevail; what affronts one does not offend another e.g. nude sunbathing
- (d) the laws of a country relating to a particular moral dilemma will give a lead e.g. controversies over assisted suicides
- (e) moral judgements are being made on a regular basis in areas of secondary socialisation e.g. school, work place
- (f) home is an island: people will be influenced by peer group pressure, friends, colleagues etc
- (g) religion still plays a major role in guiding moral judgements
- (h) culture, literature, media etc. continually examine moral dilemmas and force observers to consider the various options
- (i) an individuals personal experience can change attitudes.

Candidates may offer a philosophical rationale in response to this question.

**Approximate distribution of assessment objective marks across Unit 5**

<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>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>16</b>
<b>AO2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>8</b>
<b>AO3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>13</b>
<b>AO4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>23</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>