



**General Certificate of Education (A-level)  
June 2012**

**General Studies B**

**GENB3**

**(Specification 2765)**

**Unit 3: Power**

**Final**

***Mark Scheme***

---

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO3** Demonstrate understanding of different types of knowledge appreciating their strengths and limitations.
- AO4** Communicate clearly and accurately in a concise, logical and relevant way.

- Candidates will often perform at a uniform level across the four Assessment Objectives. Sometimes, though, their performance will be uneven across the AOs.
- The mark awarded for a response should reflect the relative weightings of AOs for the unit (see below).
- **Thus, for Unit 3, the ability to marshal evidence and draw conclusions [AO2] is the primary determinant of the level (1 to 4) to which a response is allocated.**
- Knowledge and understanding [AO1] will lend or withdraw support for the allocation.
- Whether fact and opinion are distinguished [AO3], and whether communication is clear and accurate [AO4] have equal weight, and should determine the mark within the level.
- **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.**

### Distribution of marks across the questions and assessment objectives for Unit 3

Question Numbers	Q1	Q2	Q3/4	Total marks
<b>Assessment Objectives</b> 1	5	5	10	20
2	7	7	14	28
3	4	4	8	16
4	4	4	8	16
<b>Total marks per Question</b>	20	20	40	80

**01 Read Texts A and B.**

**‘There should be limits to which a country can pursue its own national interest.’**

**Argue in favour of the above statement, using examples of your own as well as those in Texts A and B.**

**(20 marks)**

Points that might be made:

- protectionism damages LEDCs
- tobacco sales might benefit MEDCs but they damage health in developing countries
- LEDCs need their own educated specialists and these should not be poached by MEDCs
- free movement of labour is a right in areas such as the EU regardless of the needs of any country
- companies that locate abroad need to maintain high standards of care for the environment and work force regardless of cost
- living standards in MEDCs cannot morally be justified when based on the exploitation of LEDCs
- sanctions may need to be imposed when local freedoms and rights are at risk.

Any other valid points should be credited.

**Level 1 (17 – 20 marks)**

- A very good response showing a keen awareness of how national interests need to be limited; both the task and the texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, showing understanding of the limits that need to be put in place [AO2]
- There is critical analysis of the ways in which MEDCs need to limit their exploitation of LEDCs [AO3]
- Communication is clear and accurate and the argument is well structured and comes to a convincing conclusion [AO4].

**Level 2 (11 – 16 marks)**

- A good response showing specific awareness of the ways in which limits need to be undertaken; task and texts are understood [AO1]
- One or more non-text examples are given, indicating how limits work to the benefit of individuals and society [AO2]
- There is some analysis, especially at the upper end, of the ways in which MEDCs need to limit their exploitation of LEDCs [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical; there is probably an attempt at an overall conclusion [AO4].

**Level 3 (5 – 10 marks)**

- A generalising response, showing some awareness of the ways in which limits could serve the interests of other countries; text and task are broadly understood [AO1]
- There may be examples, probably general rather than specific, or taken directly from the texts, but with little or no interpretation; understanding of the task is shown and, particularly at the upper end, there is some credible argument [AO2]
- There is reference to the ways in which MEDCs might limit their exploitation, but there may be little distinction between fact and opinion over the issue [AO3]
- There are likely to be errors in the language used, but these should not impair communication; at the upper end, the response has some structure but probably lacks a considered conclusion [AO4].

**Level 4 (1 – 4 marks)**

- A limited response showing little understanding of the central issue and of texts and task. The task may be answered from the opposite perspective so that arguments are invalid [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- Little or no understanding is shown of how exploitation occurs or of the facts that might support such a case [AO3]
- Language may be inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

**(0)** No response or no relevant information.

**02 Read Texts C and D.**

**‘A country should be able to pursue its own national interest without interference from other countries.’**

**Argue in favour of the above statement, using examples of your own as well as those in Texts C and D.**

**(20 marks)**

Points that might be made:

- nations are different and these differences should be celebrated
- language, culture and history define us and provide variety which benefits us all
- we should look after our own people before others
- sporting events are based on separate nations competing and are good for bringing nations together
- a healthy nation will result in a more productive nation
- poverty and ill-health exist at home as well as abroad and need to be tackled as a priority
- if people have their own identity it may produce a sense of belonging/loyalty to their country.

Any other valid points should be credited.

**Level 1 (17 – 20 marks)**

- A very good response showing a keen awareness of the way in which nationalism can be a benefit; both the task and texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, supporting the view that nationalism has benefits [AO2]
- There is critical analysis of the ways in which nationalism helps countries [AO3]
- Communication is clear and accurate and the argument is well-structured and comes to a convincing conclusion [AO4].

**Level 2 (11 – 16 marks)**

- A good response showing specific awareness of the way that nationalism is of benefit; both the task and texts are clearly understood [AO1]
- One or more non-text examples are given, showing the benefits of nationalism [AO2]
- There is some analysis, especially at the upper end, of the ways in which nationalism helps countries [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical; there is probably an attempt at an overall conclusion [AO4].

**Level 3 (5 – 10 marks)**

- A generalising response, showing some awareness of the ways in which nationalism operates; texts and task are broadly understood [AO1]
- There may be examples, probably general rather than specific, or possibly taken directly from the texts, but with little or no interpretation; understanding of the task is shown and, particularly at the upper end, there is some credible argument [AO2]
- There is reference to the ways in which nationalism is a benefit, but there may be little distinction between fact and opinion over this issue [AO3]
- There are likely to be errors in the language used, but these should not impair communication; at the upper end, the response has some structure but probably lacks a considered conclusion [AO4].

**Level 4 (1 – 4 marks)**

- A limited response showing little understanding of the central issue and of texts and task. The task may be answered from the opposite perspective so that arguments are invalid [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- Little or no understanding is shown of the nature of the task or the facts that might support a case [AO3]
- Language may be inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

**(0)** No response or no relevant information.

**03 There are many economic groupings of nations around the globe, for example, the World Trade Organisation (WTO), the European Union (EU), and the Organisation of Petroleum Exporting Countries (OPEC), which operate to protect members' interests.**

**How far is it desirable or possible to promote free and fair trade?**

**(40 marks)**

Points that might be made:

- national Identity is strong and reinforced by the need to protect economic sub-groups
- a common currency exists for the EU, but a major member has opted out suggesting unity is difficult
- the existence of a variety of international organisations suggests that unity and co-operation are possible and desirable
- many pan-national groupings exist to promote economic interests suggesting unity is not really desired
- MEDCs will need to reduce their own standard of living if that of LEDCs is to rise
- since at least 1789, economic nationalism has been a key element in the causes of major wars and its decline is to be welcomed
- individuals can choose to support fair trade, but it costs more and will affect overall consumption and disposable income.

Any other valid points should be credited.

**Level 1 (33 – 40 marks)**

- A very good response showing keen awareness of how trade can be fairer and the impact this will have; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts and use may be made of the texts, supporting and creating a balanced argument and leading to a convincing conclusion [AO2]
- There is critical analysis of what fair and free trade are how its impact might be measured [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

**Level 2 (21 – 32 marks)**

- A good response, showing specific awareness of the ways in which trade operates and the impact this might have; texts and task are understood [AO1]
- One or more non-text examples are given and use may be made of one or more of the texts; these are analysed and there is some balance in an argument that leads to a realistic conclusion [AO2]
- There is analysis of what fair and free trade are and how it might have an impact; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].



**Level 3 (9 – 20 marks)**

- A generalising response, showing some awareness of what constitutes fair and free trade and of the alternatives; texts and task are broadly understood [AO1]
- There may be examples, possibly quite general or taken directly from the texts with limited interpretation; there may be an over-reliance on these text led examples, but there is some credible argument, especially at the upper end [AO2]
- There is recognition of how trade might be defined and its impact measured; there may be a failure to distinguish fully between fact and opinion [AO3]
- There are likely to be errors in the language used, but these should not really impair communication; the response has some structure but may lack a considered conclusion, particularly at the lower end [AO4].

**Level 4 (1 – 8 marks)**

- A limited response showing little understanding of the central issue and of the texts and task [AO1]
- Assertions are given no support in examples and there is no clear line of argument and probably no conclusion [AO2]
- No understanding is shown of “desirable or possible” [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

**(0)** No response or no relevant information.

**04 'Where we live, our income and our lifestyle all affect our health.'**

**To what extent do we expect too much of medical science and its ability to prevent or cure illness?**

**(40 marks)**

Points that might be made:

- some treatments have been used so extensively that their efficacy is declining causing new problems
- some former mass-killers have been all but eradicated because of advances in medical science
- new developments in the understanding of big killers like cancer and coronary heart disease (CHD) suggest that these too can be brought under control
- the decline of some diseases has led to complacency and their re-emergence, often in a more virulent form
- many modern treatments are expensive and cost is a key factor in whether patients are treated or not
- in large parts of the world access to basics such as clean water makes many advances irrelevant in terms of saving lives
- there are rising expectations/aspirations as a consequence of medical advances
- the effectiveness of medical science can be undermined by social factors and habits such as smoking and drinking.

Any other valid points should be credited.

**Level 1 (33 – 40 marks)**

- A very good response, showing keen awareness of medical advances and their limitations; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts and use may be made of the texts supporting and creating a balanced argument and leading to a convincing conclusion [AO2]
- There is critical analysis of the conflict between the advances in medical treatments and the factors that work against their effectiveness [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

**Level 2 (21 – 32 marks)**

- A good response, which has specific awareness of medical advances and of limitations that exist; texts and task are understood [AO1]
- One or more non-text examples are given of treatments and diseases; use may be made of the texts, as well; there is some balance in an argument that leads to a realistic conclusion [AO2]
- There is understanding of the tension between medical advances and their limitations [AO3]
- Communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].

**Level 3 (9 – 20 marks)**

- A generalising response, showing some awareness of medical advances; texts and task are broadly understood [AO1]
- There may be examples, possibly quite general or taken directly from the texts with limited interpretation, there may be an over-reliance on the texts; there is some credible argument, especially at the upper end [AO2]
- There is recognition of the tension between medicine and its limits, but this tension may not be convincingly resolved and there may be a failure to distinguish fully between fact and opinion [AO3]
- There are likely to be errors in the language used, but these should not really impair communication; the response has some structure but may lack a considered conclusion, particularly at the lower end [AO4].

**Level 4 (1 – 8 marks)**

- A limited response showing little understanding of the central issue and of the texts and task [AO1]
- Assertions are given no support in examples and there is no clear line of argument and probably no conclusion [AO2]
- No understanding is shown of medical science and its effects [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

**(0)** No response or no relevant information.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)