

Mark Scheme (Results) Summer 2007

GCE

GCE General Studies (6456) Paper 01

General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does **not** mean giving credit for incorrect or inadequate answers.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit.

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 () means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
- 3 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

Answers must be marked first according to the AO3 level descriptors, then the AO1, then the AO4, and finally AO2 to give a total mark of 25.

6456: The Contemporary World

A01: 6 marks

Students should be able to demonstrate relevant knowledge and understanding with application to a range of issues, using skills from different disciplines.

A02: 3 marks

Students should be able to communicate clearly and accurately in a concise, logical and relevant way

A03: 10 marks

Students should be able to marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions

A04: 6 marks

Students should be able to demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations

1

A person's own actions or lifestyle can lead directly to an injury or medical condition. Should a person always be made to pay for the treatment of such injuries or conditions?

(22)

Indicative content:

A01 - candidates should address at least some of these areas:

- The National Health Service and how it operates
- Political aspects of funding the NHS and alternatives
- Ethical considerations (e.g. for medical staff)
- The nature of injuries or conditions (self inflicted, inherited, severity)

A03 - candidates might follow some or all of these arguments:

- Everyone contributes to the NHS, so should receive treatment however the problem arises
- Putting oneself at risk absolves the NHS of responsibility, and those who don't should receive priority - other patients whose injuries are not their fault should come first
- If NHS charged for treating self-inflicted injuries, people would think more carefully before accepting risks, and perhaps behave more sensibly - for example, live a more healthy life
- If doctors are bound by the Hippocratic Oath and therefore must treat anyone who is ill, the NHS cannot charge patients who are ill, who have a "self-inflicted" injury and have no resources.
- Related to this some doctors may have ethical positions on whom they might or might not treat.

'It is better to debate a disagreement without settling it than to settle a disagreement without debate.' Critically evaluate this assertion with reference to one or more contemporary social, moral or scientific issues.

Indicative content:

A01 - candidates should address at least some of these areas:

- Definitions of disagreements and debates
- Origins of disagreements (e.g. historical, political, religious, scientific)
- At least one concrete example (e.g. Iraq, abortion, Creationism)
- Where or how are disagreements debated or settled?

A03 - candidates might follow some or all of these arguments:

- It is impossible to settle any disagreement without any discussion permanently because disagreements settled solely by force leave a perennially aggrieved party
- A quick settlement of a disagreement, even without debate, could be of benefit, because it does not allow the disagreement to grow, or to spread further
- Discussion of a disagreement could lead to better mutual understanding of the two side's positions and lead to a more acceptable conclusion
- Settling international disagreements after discussion could prevent conflict and loss of life, military and civilian
- No disagreement should be settled by force because it is morally wrong to do so
- It is impossible to settle a disagreement fairly by discussion, because one side will always be more powerful than the other, consequently will always get its own way
- Some disagreements may require further evidence /study/ research to settle them, so debate will be more useful than settlement

3 Nations maintain armed forces, who may have to kill or be killed. How far should a society use force to preserve its own culture? (22)

AO1 - candidates should address at least some of these areas:

- The nature of society and/or culture
- A concrete example
- The nature and application of force; range of options open
- The role of international agencies (e.g. UN)

AO3 - candidates might follow some or all of these arguments:

- The ideology of a society has to be preserved at any cost otherwise the society would not exist
- Independent arbitrators in international affairs are necessary because ideologies of different societies may conflict
- Insurgencies should always be put down because they threaten the existence of the majority culture
- Armed forces have to carry out the orders of their government, because the citizens provide the means to provide those forces
- A society may consider its culture to be so based on pacifism that it is unable to respond physically to threats

4 'It is possible to identify the values and ideals of a society by its attitude to science and scientists.' Critically assess arguments for and against this statement. (22)

AO1 - candidates should address at least some of these areas:

- Discussion of society, its values and ideals
- How does society recognise science and scientists (e.g. pay, status, media attention and prizes)
- An example of society's attitude to science and scientists

AO3 - candidates might follow some or all of these arguments:

- Reports on science and its outcomes are frequent in the media, therefore the media judge science to be important to everyone.
- The media express many of the values and ideals of society.
- Some societies promote science by government funding, therefore their attitudes are favourable.
- Different societies resource science and scientists differently because of the values they hold.

Level Descriptors

Level	AO3	Mark
0	Irrelevant or facetious answer	0
1	Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit	1
2	Superficial or formulaic answer with a simple conclusion Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence	2-3
3	An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.	4-6
4	A developed answer which examines coherently, and in a more balanced way, two sides of the question. Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)	7-9
5	A fully balanced perceptive answer	10

Level	AO1 Knowledge and Skills	Mark
1	Candidate demonstrates knowledge from one area.	1
2	Candidate demonstrates some knowledge from two areas.	2
3	Candidate demonstrates a range of knowledge from three areas.	3
4	Candidate demonstrates knowledge and skills from three areas with a clear understanding and application of one.	4
5	Candidate demonstrates knowledge and skills from three areas with a clear understanding and application of two.	5
6	Candidate shows a clear understanding and application of three areas.	6

Level	AO4 Understanding objectivity and subjectivity	Mark
1	Uses facts, opinions or beliefs in the evidence presented	1-2
2	Mentions "fact", "opinion" or "belief" in some of the evidence presented e.g. <i>"I believe that..."</i> OR <i>"It is a fact that..."</i> OR <i>"This is factual knowledge..."</i>	3-4
3	Makes clear the difference between facts, opinions or belief in most of the evidence presented or shows how the use of fact, opinion and belief affects the strength of the argument(s) presented	5-6

AO2 Communication		Mark
The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, where are very few grammatical or spelling errors.	3 (above average)	
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 (average)	
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 (below average)	
The answer is badly expressed or fails to treat the question too seriously, there may be serious lapses of grammar and spelling OR there is too little of the candidate's own writing to assess reliably.	0 (exceptionally poor)	

NB The Quality of Written Communication marks are not dependent upon the AO3 mark.