



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

General Studies B

Unit GSB6

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Unit 6 (GSB6 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 this 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 question:

“Information is not knowledge. If future generations are unable to access such ephemeral material as the

- **government records**
- **scientific data**
- **computer games**
- **personal websites**

of the present day, then they will have lost nothing of value.”

How far do you share this view?

(40 marks)

The candidate shares the view that much is lost:

- (a) numbers of host sites have risen exponentially
- (b) a minority of these – that would have been preserved in the past - are worth preserving for posterity, but cannot be
- (c) historians will have lost much of the information on which to base their accounts of the present day
- (d) much communication within and between government departments is electronic. This (as the ‘Garbagegate’ affair demonstrates) is the very stuff of history
- (e) if scientific data are being lost, it will not be clear how important conclusions were arrived at
- (f) we have the actual toys and games of past ages in our museums; there will be no hard evidence of what today’s children did at their computer screens
- (g) much social and cultural expression is now electronic; if websites are lost, much of the rich tapestry of cultural interaction will be impoverished.

The candidate does not share the view:

- (n) we still have the press, Hansard, government white papers etc. – vast amounts of printed material – by way of a record of the business of government
- (o) one can have too much information; what is currently only in electronic form is probably of least value
- (p) huge numbers of books (fiction and non-fiction) are published annually; what is worth saying is worth printing

- (q) scientific data and conclusions that have long-term value are preserved in scientific journals and conference papers
- (r) the quantity of sites is probably in inverse proportion to their quality; we will do posterity a favour if we ‘lose’ them; who would choose those to survive?
- (s) if we lose much that is currently in electronic form, there is an *equivalent* to this ephemeral material in printed form (magazines, concert programmes, advertising, publicity) in sufficient quantities to satisfy the most omnivorous historian.

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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2 Read sources B and C and answer the following question:

The Victorians believed in ‘material progress’ (Source B); and the writer of the editorial (Source C) approves of genetic screening in that it ‘uses progress’.

In what sense is such progress a *fact*, and in what sense a *belief*?

(40 marks)

It is *fact* in that:

- (a) we are able to screen for genetic disorders and so nip much congenital disease in the bud
- (b) *medical advances* have done much, in all sorts of ways, to add to the quality of life (e.g. vaccines; antibiotics; hip and knee joint replacements; hearing aids; heart pacemakers etc.)
- (c) *transport developments* have enabled us to be more mobile than ever before (e.g. the car and its contribution to independence; light-rail systems; low-cost flights in big-capacity jets etc.)
- (d) *household appliances* have facilitated domestic work (programmable washing machines; microwave ovens; online shopping etc.)
- (e) *media*, new and old, have added hugely to the possibilities for ‘education, information and entertainment’ – Reith’s great dream for the BBC
- (f) *ICT* has enabled us to communicate instantly with anyone, anywhere, to access data, and to keep and retrieve records in increasing volume
- (g) the nature of *work* has changed in that we work fewer hours, at tasks that are more humanly rewarding, less manual and arduous, and that are cleaner and safer.

It is *belief* in that:

- (n) all the above benefits are available only to the middle classes and above, in ‘western’ industrialised countries
- (o) Victorian ‘progress’ was bought at the expense of the colonies, and of the working classes
- (p) it is a question whether material progress is enough, when there has been so little evidence of moral progress (e.g. the genocides of the 20th century; the MAD doctrine of nuclear ‘deterrence’; our tolerance of fundamental inequalities)
- (q) new technologies throw up ethical problems that we are ill-equipped to resolve; we seem to live permanently on a slope, increasingly slippery
- (r) there are as many signs of regress as of progress: we are using up resources unsustainably; and we may be changing the climate in ways to which we cannot readily adapt
- (s) ‘progress’ will always be a subjective matter, since, with the Death of God, there are no benchmarks – no Archimedean points – against which to measure it objectively.

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3 Read Sources D and E and answer the following question:

Subsidies to aviation have had as their aim to reduce the costs of air travel (Source D); yet the ‘charter’ reform (Source E) did not mean any more money for the railways.

Comment on the *values* that seem to underlie present transport policies.

(40 marks)

Values that might be referred to are:

- (a) the importance to the balance of payments of a healthy aviation industry
- (b) the prestige involved in having a prosperous national flag-carrier
- (c) a Conservative-party and Treasury dislike of public subsidies to loss-making industries (e.g. the railways)
- (d) the same party’s adherence to individual choice, and therefore to facilitating the motorist’s preference for a private over a public mode of travel
- (e) the value that is attached to economic growth that it is alleged follows from the building of roads
- (f) the ‘collectivist’ value that is attached to a public, integrated transport system
- (g) the environmentalists’ interest in reducing the negative impact of transport systems (e.g. Heathrow’s 3rd runway, Gatwick’s 2nd) on the natural environment
- (h) the interest of us all in reducing air-borne pollutants, and honouring the Kyoto convention on climate change
- (i) the political value of keeping powerful lobbies on side, (e.g. the road hauliers)

Comment might prefer one set of values (individualist, freedom-of-choice) over another (public, collectivist), and might champion efficiency, economic growth, or the green case. What is important is that there should be identification of values, and AO4 comment on these – and that specific examples should be given that illustrate points made.

Approximate distribution of Assessment Objective marks across Unit 6

Question Numbers	Section A 1	Section B 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