

GCE 2005

January Series



Mark Scheme

General Studies B

Unit GSB6 – Space-Time

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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Dr Michael Cresswell Director General

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 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 question:

We can all agree that when children do not have access to:

- **education to reach their full potential**
- **proper health care**
- **safe places to play, and**
- **a sufficient income,**

they are, in a real sense, *poor*.

How optimistic can we be that we shall ever do away with child poverty?

(40 marks)

We can be optimistic:

- (a) we are more aware than ever of the needs of children, and the CPAG has had a hand in this
- (b) the political will is now there: statutory measures have been taken to attack poverty and the causes of poverty
- (c) school failure – and the resulting functional illiteracy – is being addressed; equal opportunities are on everyone’s agenda
- (d) child abuse has been highlighted; truancy, and other forms of neglect are objects of legislation and media attention
- (e) more is done to provide safe play-areas for children; urban planners take this need into account
- (f) there is a government minister for children.

We can’t be optimistic:

- (n) as mean income rises, there will always be a minority on an income 50% below this mean. We might conquer absolute poverty; there will always be relative poverty
- (o) we re-define poverty from generation to generation: what is a ‘sufficient income’?
- (p) there will always be feckless, neglectful parents and worse-than-average schools
- (q) the ‘lone-parent’ factor is increasingly significant
- (r) we import poverty at a rate that may compromise our ability to meet the needs of the indigenous poor

- (s) dysfunctional parenthood is all too often passed on to the next generation, along with poverty
- (t) there has been a retreat from the post-war policy of income redistribution through taxation.

- Band 1 answers recognise the essential problem and engage with it, but they raise questions, too. They are specific in their points, and draw on information from beyond the source.
- Band 2 answers understand the issues, and make a reasonable case drawing on some non-source information. There is awareness of the problematic nature of the definition of poverty.
- Band 3 answers lean on the source. There is understanding, but perhaps some want of balance; the argument may be generalising and unpersuasive, particularly in the lower half, where expression is weaker in addition.
- Band 4 answers will not grasp what poverty is in the context of the source or the question and so will come up with an unconvincing diagnosis of the problem. There will be a tendency to scrappiness and brevity.
- Band 5 answers will neither understand the source nor the question, and so will struggle to make a case of any value.

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.

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.

Answer either Question 2 or Question 3.

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

The number of international tourist arrivals is expected almost to double by 2010, to 937 million, according to the World Tourism Organisation.

How far is it possible for tourism on this scale to meet what Jonathon Porritt calls ‘the challenge of sustainability’?

(40 marks)

Tourism can meet the challenge:

- (a) the projection is on past figures: we need not assume that tourism will follow an ever-rising curve
- (b) many, even most, of these arrivals will be accounted for by conventional packages that will decant tourists into self-contained resorts, making little impact on their hinterland
- (c) people have always moved about the globe a great deal; the holiday industry is equipped to handle mass migration in short time-periods
- (d) green tourism will catch on, and future provision for tourism will ensure that visitors contribute more than they compromise.

Tourism cannot meet the challenge:

- (n) most of the tourist arrivals will be by plane; aviation is responsible for a growing proportion of greenhouse-gas emissions
- (o) the tourists will drain the land, water, and other natural resources of countries on the tourist map
- (p) sustainable tourism will never appeal to more than a conscientious minority of holiday-makers
- (q) the inequity as between well-off ‘western’ tourists, and resource-poor indigenes or migrants will be too stark to be tolerable indefinitely.

Band 1 answers will make points on both sides of the argument, but will make a credible case, one side or the other, and draw on information from beyond the sources to do it.

Band 2 answers may be less successful at yoking the two sources together but an intelligent case is made that is not wholly dependent on the sources.

Band 3 answers are source-dependent and perhaps rather bland and generalising. They answer the question, but are not really engaged or convincing.

Band 4 answers do not really understand the concept of sustainability and fail to see why there might be a problem. The answer is poorly structured and may be brief.

(40 marks)

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

‘Not all the past is recoverable’, says Elton (Source D); Kennedy calls the Net an ‘all-encompassing snapshot of the human race’ (Source E).

How useful will this snapshot be to those who write the history of the present age?

(40 marks)

It will be useful:

- (a) historians need evidence; they cannot have too much of it, it is too little of it that is the problem
- (b) the more evidence there is, the more questions historians can ask, and the more possible answers be suggested
- (c) such is the wealth of evidence that there will be multiple histories to be written
- (d) there will always be debate about what aspects of the present age are particularly significant; historiography is all about a principled selection of data.

It will not be useful:

- (n) much of what is on the Net is simply babble, of no more significance than over-the-fence gossip
- (o) evidence of use to historians is available from many other, more tractable, sources than the Net
- (p) the Net doesn’t necessarily give us understanding of how ‘ordinary people’ live, most people live away from a screen
- (q) the Net gives us a formidable quantity of data; history is qualitative and must transcend its data.

Band 1 answers will make points on both sides of the argument, but will come down on one side or the other, making useful comments about both history and the Net, and draw on material from beyond the two sources.

Band 2 answers may be less successful at making an overall case, drawing on both sources, but there will still be some use made of other ideas.

Band 3 answers are source-dependent and generalising. They may be rather one-sided and naïve.

Band 4 answers may struggle to reconcile what the historian demands and the Net supplies. There may be some misunderstanding of the question, poor structure, and brevity.

(40 marks)

Approximate distribution of Assessment Objective marks across Unit 6

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