



General Certificate of Education

General Studies 5766

Specification B

GSB2 Power

Mark Scheme

2006 examination – January series

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.

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.

Unit 2

(GSB2 Power)

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.

SECTION A

Marks for answers in this Section should be awarded in the following bands:

Band	Marks	
1	33 – 40	A very good response showing understanding of the stimulus, of the issues, and of the task. Information of a specific kind from within and beyond the stimulus is analysed critically. The writing is well structured and balanced; facts, opinions and values (implicit and explicit) are clearly distinguished and weighed. Expression is clear and logical with no significant errors of style or grammar.
2	25 – 32	A good response showing understanding of the stimulus, of the issues, and of the task. Some attempt is made to combine information and examples from the stimulus and from elsewhere. The writing is quite well structured and balanced. Facts, opinions and values are recognised as such. 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 stimulus, but one that is largely dependent on it. Evidence is moderately well marshalled in writing 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 stimulus. No other information is drawn on. Evidence is loosely marshalled in writing that lacks structure and balance. Only a limited attempt is made to separate fact and opinion and to come to a conclusion. There is a lack of clarity, and inaccuracy in style, expression and grammar.
5	1 – 8	A response that barely addresses the issues; that shows little or no understanding of the stimulus. 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.

1 The passage opposite is an extract from a magazine article, *Heaven up here?* by Alexander Chancellor.

Chancellor spent some days on assignment at an ashram – a sort of monastery – in Northern India.

Write in a similar way about an occasion of religious worship (or other formal ceremony) that you have participated in or watched.

In doing so, examine the impact that it had on you and others.

(40 marks)

This is obviously a very open assignment so a wide range of responses is to be expected, from a visit to Temple Mount, to attendance at a school assembly. There should not be any reference to the stimulus.

Candidates might examine:

- vestments worn and other trappings of the service
- aspects of the building and its decoration
- processions and other acts of priestly principals
- the effects of music, singing or prayers
- the religious/‘spiritual’/emotional impact of the place.

- Band 1 The task is well understood.
The account focuses on specifics of the place or the occasion; there is a real attempt to capture ‘local colour’.
The response is a serious, well-expressed analysis of feeling or grounds for scepticism.
- Band 2 The task is understood.
There is some sense of a particular place or occasion; there is some detail.
The analysis of the rite’s ‘power to move’ is seriously intentioned and worthwhile.
- Band 3 In the upper half of the band, there is still understanding and compliance; there is an attempt at conveying atmosphere. The ‘serious thought’ may not be very convincing. In the lower half of the band, there is more generalisation, vagueness, a decline in seriousness or expression.
- Band 4 The task is not fully understood.
There is little or no sense of a particular place or occasion.
There is stimulus-dependence, irrelevance and/or brevity.
- Band 5 The response is seriously inadequate. There is little understanding of, or sympathy with, the task, and little that is relevant to it.
Expression is very poor, and/or the response is very brief.

(40 marks)

SECTION B

Marks for answers in this Section should be awarded in the following bands:

Band	Marks	
1	25 – 30	A very good response, showing awareness of issues and usually going beyond a discussion of examples given in the question. Facts, concepts and opinions are well selected, interpreted and integrated in a balanced argument that is furnished with well chosen examples. These are evaluated critically and perceptive conclusions are drawn. Expression is clear and logical with no significant errors of style or grammar.
2	19 – 24	A good response, in which some attempt is made to draw on relevant knowledge. Evidence with apt examples is effectively marshalled in an argument that is structured and that recognises the difference between fact and opinion. Valid conclusions are drawn. Expression is reasonably clear and accurate with few errors of style or grammar.
3	13 – 18	A competent, average response, which draws on knowledge that is mostly relevant. Evidence is moderately well marshalled in an argument that recognises some distinction between fact and opinion, but it may be cue-dependent and generalising. Expression is reasonably clear and accurate, although there may be some carelessness in style or grammar.
4	7 – 12	A limited response showing little understanding of the question, and dependent on cues. Some knowledge is drawn on, but evidence is only loosely marshalled in an argument that lacks structure and recognises little distinction between fact and opinion. Examples are few, inapt, or missing. Expression is unclear and there is inaccuracy in style or grammar.
5	1 – 6	A very limited response, that draws on scant knowledge and this is of doubtful relevance. There is more assertion than argument and no distinction is made between fact and opinion. No examples are given to support the answer and no real conclusion is drawn. Clarity and accuracy are seriously impaired by significant errors in style or grammar.
6	0	No response, or no relevant points.

2 The press and television make ‘celebrities’ of talented footballers and glamorous actors and singers; then they destroy their reputations when it suits them.

Consider whether this obsession with celebrities is harmless fun, or it says something important about our culture.

You might consider the following in your answer:

- **our need for glamour to brighten dull lives**
- **the celebrities’ own need for publicity, good or bad**
- **the decline in respect for other public figures**
- **the value that we attach to ‘fame and fortune’.**

(30 marks)

- Band 1 The question is well understood.
The cues are picked up, but there is a good flow to the argument. Specific media stories are instanced.
Particular attention is paid to the fourth cue, and media treatment of celebrities is set in the context of the wider ‘pop’ culture.
There is a serious appraisal of what ours and the media’s obsession with celebrities says about our cultural values.
- Band 2 The question is understood.
Use is made of the cues, but there is still an attempt at argument.
There are some examples given.
The question is answered, one way or the other, quite convincingly, and the point in the fourth cue is addressed seriously and realistically.
- Band 3 Understanding is still evident.
The cues are rather dutifully picked up, but there is still a sense of a case being made in the upper half of the band. There is little or no specificity.
In the lower half of the band, the generalising tips over into vagueness. There may be a decline in seriousness of purpose and of expression.
The fourth cue may not be addressed at all.
- Band 4 The question is not fully understood.
Cues are missed, or misconstrued.
There is little sense of what it might mean to say that our obsession with celebrities says ‘something important about our culture’.
There is vagueness and confusion, perhaps a want of seriousness and poor expression.
- Band 5 The response is seriously inadequate.
The question is misunderstood, and there is little in the response that is relevant or convincing.
The tone may be thoroughly inappropriate, and expression poor.
The response may be brief owing to lack of time or will.

(30 marks)

3 It has been said that children today may have a shorter life expectancy than their parents as a result of the rising level of obesity.

How far is it the responsibility of schools and colleges to promote healthy eating habits and a life-style that includes plenty of exercise?

You might consider in your answer:

- **the responsibility of parents to do these things**
- **the debate about what it is healthy to eat**
- **PE and sport on the school curriculum**
- **whether we over-value health and fitness.**

(30 marks)

- Band 1 The question is well understood.
The cues are picked up but there is a good flow to the argument. The ‘obesity problem’ is addressed.
Some particular experience or empirical evidence is drawn on (whether or not this is personal).
Particular attention is paid to the fourth cue, and health and fitness are set in the context of social-political values in the round.
There is a well-based conclusion that realistically assesses the extent of school/parent responsibilities.
- Band 2 The question is understood.
Use is made of the cues, but there is still an attempt at argument.
Some detail is given of diet, and/or of the state of PE and games in the school curriculum.
Responsibility is realistically assigned, and there is serious comment on the value that we attach to health and fitness.
- Band 3 Understanding is still evident.
The cues are rather dutifully picked up, but there is still a sense of a case being made in the upper half of the band. It is a generalising case, empty of any real evidence.
In the lower half of the band, the issue of responsibility is being lost and little or no knowledge is on display.
The fourth cue may not be addressed at all.
- Band 4 The question is not fully understood.
Cues are missed or misconstrued.
There is little sense of what it might mean to say that responsibility for health issues might lie with agencies outside the home, or perhaps within it.
There may be vague references, only, to exercise, or to school sport and PE, and nothing at all about social attitudes and values.
There may be a want of seriousness and poor expression.
- Band 5 The response is seriously inadequate.
The question is misunderstood, and there is little in the response that is relevant or convincing.
The tone may be thoroughly inappropriate, and expression poor.
The response may be brief owing to lack of time or will.

(30 marks)

Distribution of Assessment Objective marks across Unit 2

Question Numbers		1	2 / 3	AO marks per unit
Assessment Objectives	AO1	5	5	10
	AO2	5	5	10
	AO3	15	10	25
	AO4	15	10	25
Total marks per question		40	30	70