AQA

ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

General Studies 5766
Specification B

GSB3 Space

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 3 (GSB3 Space)

1 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.

Total for this paper: *6*0 *marks*

Look carefully at Sources 1, 2, 3 and 4.

Source 1 shows the annual percentage shares of viewing per person from 1991-2003.

**Source 2** shows the amount of hours of output for BBC radio from 2001-2003.

Source 3 shows the average number of text messages sent per day in the UK from April 1998 – June 2003.

Source 4 shows a cartoon.

Having studied the sources answer all of the following questions.

(a) **Using Source 1 construct a line graph as follows:**

    (i) **draw one line showing the percentage shares of viewing per person for BBC1 and BBC2 between the years 1991 and 2003**

    (ii) **and on the same graph, draw a second line, showing the percentage shares of viewing per person for cable and satellite stations for the same period.** *(6 marks)*

(b) **Using Source 1 and your graph suggest possible reasons for the different trends.** *(6 marks)*

(c) (i) **What percentage of the hours of output for BBC radio in 2002-2003 was News? (Source 2)** *(2 marks)*

    (ii) **What is the percentage increase in the total hours of output for BBC radio from 2001-2002 to 2002-2003? (Source 2)** *(2 marks)*

    (iii) **Give two differences in the information presented in Sources 1 and 2.** *(2 marks)*

(d) **Suggest reasons for the increase in the number of text messages sent per day in the UK. (Source 3)** *(9 marks)*

(e) **Why might the data in Source 3 be of limited value to both the consumer and the network provider?** *(9 marks)*

(f) **We can communicate very effectively with each other without the use of the spoken word. Using Sources 3 and 4 as starting points how far do you think this is the case?** *(12 marks)*

(g) **How essential is it that news broadcasters report world-wide events without bias?** *(12 marks)*

1 **(a)** **Each line plotted accurately**   **2 x 2 m**
            Scale and labelling of axis − "percentage"   **1m**
            Both lines labelled/key   **1m**

                                                                (6 marks)
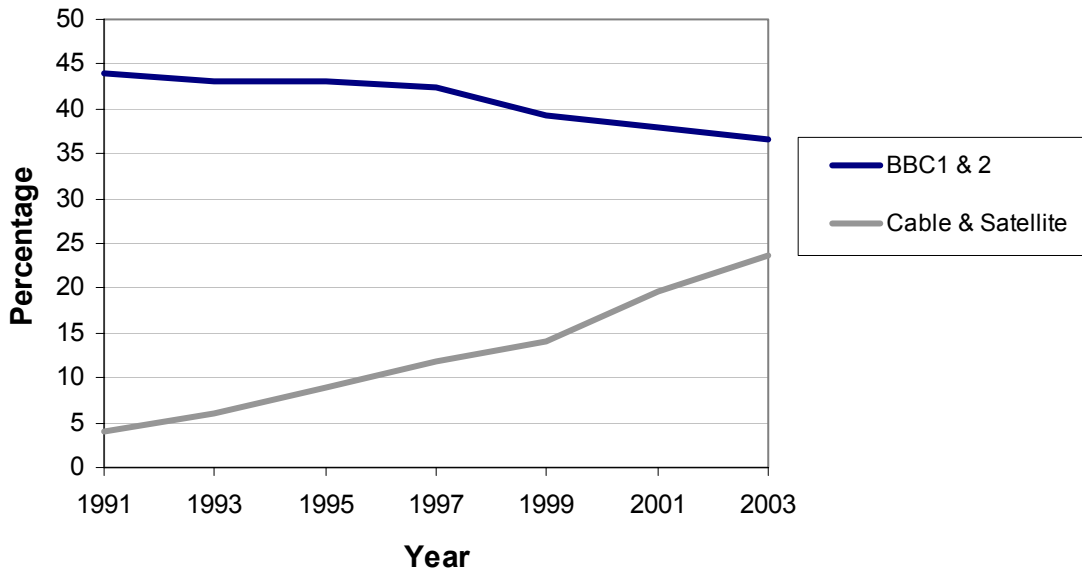
  (b) **Examples of reasons for increase:**

      (a) Cable and satellite offer greater variety and quality of programmes, resulting from more advertising revenue

      (b) Specialist channels, e.g. Sky Sports, attract increasingly larger audiences

      (c) There are more likely to be foreign programmes, both films and cultural

      (d) The programmes offered could involve more interactive/digital facilities.

    Examples of reasons for decrease:

      (e) We are encouraged to change to satellite/cable with offers from TV companies and the possibility of a better package

      (f) BBC is often seen as 'old fashioned' by the younger generation

      (g) A changed BBC approach to compete with satellite/cable hasn't worked e.g. Saturday night schedules.

                                                                           (6 marks)

  (c) (i) 4590/63760 x 100 = 7.199, 7.2, 7%
              1 mark if working out is correct but answer is wrong   (2 marks)

       (ii) (63760 – 43960) / 43960 x 100 = 45.04, 45%
              1 mark if working out is correct but answer is wrong   (2 marks)

(iii) (a) Source 1 shows details on a yearly basis suggesting an increasing/decreasing trend whereas Source 2 shows a breakdown of categories

    (b) Source 1 presents information in percentages whereas Source 2 refers to hours of output

    (c) Source 1 indicates the channel relevant to the year whereas Source 2 only indicates a total number of hours and does not show specific stations

(2 marks)

(d) **Examples of points:**

(a) Availability of more sophisticated mobiles

(b) Peer pressure

(c) Convenience of texting during a busy working day

(d) Advertising gimmicks

(e) Usually cheaper than a phone call, especially internationally

(f) Increase in media phone-ins/votes/competitions

(g) Mobile phone packages involving 'free' text messages

(9 marks)

Levels mark scheme:

Band One	7 – 9	A good response showing an understanding of the issues which arise. Expression is clear.
Band Two	4 – 6	A competent response showing some understanding of the issues. Expression is satisfactory.
Band Three	1 – 3	A limited response, either barely addressing the issues, or there may be a lack of clarity and inaccuracy of style.
Band Four	0	No response, or no relevant points.

(e) **Examples of points:**

There should be some points that indicate that the candidate has considered both the **consumer** and the **provider**.

Some points could be used for either side.

(a) Limited value to network providers, doesn't make it clear whether the texts are sent within the UK or from the UK and with what network. Therefore the data is limited in use for marketing purposes

(b) Only provides information regarding person to person chargeable texts

(c) Does not indicate any particular age groups or gender issues

(d) Does not indicate length of message, some phones will accommodate more words per text

(e) Omits every other month which may have a different effect on data

(f) Only gives data from 1998 to 2003

(g) Does not indicate how many texts one person may send in a day

(h) Does not allow the consumer to decide between network providers.

Levels mark scheme:

Band One 7 – 9 A good response showing an understanding of the limitations of statistical knowledge and of the issues which arise from this. Expression is clear.

Band Two 4 – 6 A competent response showing some understanding of the limitations of statistical knowledge. Expression is satisfactory.

Band Three 1 – 3 A limited response, either barely addressing the issues or showing little understanding of statistical knowledge. There may be a lack of clarity and inaccuracy of style.

Band Four 0 No response, or no relevant points.

(9 marks)

(f) **Examples of points:**

Agree:

(a) Source 3 clearly indicates that we use millions of texts per day, presumably rather than phone calls or letters

(b) Source 4 provides an issue of body language rather than direct speech

(c) We often use gestures and facial expressions to emphasise our feelings

(d) For some people, music and drama are very effective methods of communication

(e) Businesses are more likely to e–mail/text/fax than phone companies/people

(f)   The way in which we dress acts as a form of non-verbal communication

(g)   International communication on holiday may involve more gestures than language.

Disagree:

(n)   In Source 4 the two women still have to communicate verbally with each other and us

(o)   Distance or e-learning research suggests that education without verbal contact is less effective

(p)   Non-verbal communication is open to misinterpretation

(q)   We can use different levels/quality of noise in conversation to highlight points

(r)   Conversations can be run through again (mentally), a gesture is usually short lived.

Levels mark scheme:

Band One   9 – 12   A good response showing clear understanding of the limitations of knowledge and of the issues which may arise from the distinction between fact and opinion. Expression is clear and logical with few errors of significance in style and grammar.

Band Two   5 – 8   A competent response showing understanding of the knowledge, though dependent on it. At the lower end of the band there may be a lack of distinction between fact and opinion. Expression is satisfactory, with some weaknesses in style and grammar.

Band Three   1 – 4   A limited response barely addressing the source of the issues arising. There may be little understanding of the limitations of statistical knowledge or of the distinction between fact and opinion. There is a lack of clarity and significant errors in style, expression and grammar.

Band Four   0   No response, or no relevant points.

(12 marks)

(g)   **Examples of points:**

It is essential:

(a)   We have the right to place our own interpretation on what happens in the world

(b)   If there were earthquakes etc. we would want to know in order to send help. There have been instances in China when an earthquake was not fully and accurately reported

(c)   We have a responsibility to safeguard the planet for future generations; we cannot do this properly if we are not aware of catastrophes and how to avoid future ones

(d)   We have a responsibility to understand the needs of others in war zones and the right to know if aid sent is getting through to the right people

(e)   We have news agencies/reporters overseas whose job it should be to report accurately and fairly

Broadcasts from embedded reporters should give the full story.

It is not essential:

(n)   News agencies/reporters/journalists are often governed by the politics within a particular country

(o)   Sometimes the truth regarding an event may be of significance regarding the security of a person/country e.g. hostage taking

(p)   Bias may be inbuilt if the network transmitting the news, e.g. BBC or CNN is politically biased itself

(q)   Some outside broadcasts from war zones have been censored on the spot by army personnel

(r)   Some broadcasts have been censored after the recording by the country itself

(s)   The newscaster may provide bias (subjective or objective) in the way in which an item is presented

(t)   When translations are provided they may offer biased views.

Candidates are expected to give some up-to-date examples rather than merely basic points.

Levels mark scheme:

Band One   9 – 12   A good response showing clear understanding of the limitations of knowledge and of the issues which may arise from the distinction between fact and opinion.
Expression is clear and logical with few errors of significance in style and grammar.

Band Two   5 – 8   A competent response showing understanding of the knowledge, though dependent on it. At the lower end of the band there may be a lack of distinction between fact and opinion. Expression is satisfactory, with some weaknesses in style and grammar.

Band Three   1 – 4   A limited response barely addressing the source of the issues arising. There may be little understanding of the limitations of statistical knowledge or of the distinction between fact and opinion. There is a lack of clarity and significant errors in style, expression and grammar.

Band Four   0   No response, or no relevant points.

Distribution of Assessment Objective marks across Unit 3

Question Numbers		AO marks per unit
Assessment Objectives	**AO1**	**18**
	AO2	**8**
	AO3	**18**
	AO4	**16**
Total marks for paper		**60**