



General Certificate of Education

General Studies 6766

Specification B

GSB5 Power – Regulation

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 5

(GSB5 Power-Regulation)

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.

Marks should be awarded in these bands:

- Band One** 9 – 12
- A good response which demonstrates awareness of the issue.
 - Language and communication skills complement the answer resulting in a concise, logical and clear structure, using appropriate style and expression and accurate use of grammar.
 - Evidence is well marshalled; examples are well chosen and help clarify assertions.
 - Understanding of the source is shown, and of the possibilities and limitations of different approaches to the subject. Facts and opinions and implicit and explicit values are clearly distinguished.
- Band Two** 5 – 8
- A competent response which shows some awareness of the issue.
 - Language and communication skills are reasonably good and the structure is reasonably clear and logical. Style and expression are usually appropriate with some errors of grammar.
 - Evidence is moderately well marshalled using a few relevant examples accompanied by some explanation.
 - Some understanding of the source is shown and there is some recognition of the limitations of different approaches to the subject. Facts and opinions and implicit and explicit values are sometimes distinguished.
- Band Three** 1 – 4
- A limited response in which only one or two basic points are identified.
 - Language and communication skills are, at best, adequate. Clarity of expression is marred by poor style and inaccuracies of grammar.
 - Evidence is poorly marshalled, with arguments tending to one side only, and examples being basic and few.
 - Little understanding of the source is shown or of the distinction between fact and opinion and implicit and explicit values.
- Band Four** 0
- No response, or no relevant information.

1 Successful schools are those which have effective governing bodies.

How far do you believe this to be a valid assertion?

(12 marks)

It is a valid assertion:

- (a) legally the governing body control everything. They delegate power to the Headteacher
- (b) governing bodies have to approve everything of importance which occurs in a school e.g. they ratify policies, appoint and dismiss staff (including Headteachers) and organise the finance of the school
- (c) outside agencies such as DFES, Ofsted, officially deal with the Governing Body
- (d) an inefficient Governing Body which cannot attract members, is rarely quorate and does not understand the complexities of running a school, does not give sufficient leadership for a school to be successful
- (e) various sub-committees e.g. curriculum, finance can ensure that the school moves towards certain aims.

Is not a valid assertion:

- (n) it is the Headteacher who has direct day-to-day control of the institution
- (o) public image relating to the school emanates from the Headteacher, not the Governors
- (p) Headteachers today are seen as both leaders and managers who are viewed as responsible for all aspects of school life
- (q) Headteachers have a far higher profile than the Governors; they are in the school/college every day, whereas Governors are not
- (r) Governors depend largely on the Headteacher for information; it would be very difficult for them to perform their role without the input of the Headteacher
- (s) successful schools these days are gauged by 'league table' results. It is the staff and pupils who attain these
- (t) governors often have little first-hand experience of running a school
- (u) funding regimes have a major effect on success
- (v) government policies such as specialist schools
- (w) local media can influence the "success" of a school.

A balanced response is preferable, however, it is possible for a one-sided answer to reach Band One.

2 To what extent do you believe that it is necessary to teach young people to be good citizens?

(12 marks)

It is necessary:

- (a) society is not functioning well; there is too much of “this does not apply to me” or “what is in it for me” attitudes
- (b) apathy amongst voters – particularly the young e.g. 59% voted in June 2001
- (c) the cultural values emanating from a shared history need to be understood and treasured
- (d) as we become a more multi-ethnic society it is important that everyone understands and appreciates shared values
- (e) wider participation may reduce the influence of extremists
- (f) a need to bring rights and responsibilities into a proper balance
- (g) to counteract growing individualism over community spirit.

Is not necessary:

- (n) we have managed thus far without teaching the concepts and have not suffered extremist governments etc.
- (o) if you fail a citizenship exam, what does this prove?
- (p) is this merely the “nanny state” ensuring that the establishment view is sold/indoctrinated (in)to the public?
- (q) in times of crisis e.g. flooding, communities pull together and values emerge i.e. they are there all the time
- (r) primary and secondary socialisation should provide enough of the values which are required
- (s) there is a danger that it can turn into an academic subject, and the less able will not access it – hence depriving the very people who need to be encouraged.

A balanced response is preferable, however, it is possible for a one-sided answer to reach Band One.

3 To what extent do you believe that human embryo research is going too far?**(12 marks)****Is not going too far:**

- (a) treatment of diseases and disorders in this field can give great hope.
- (b) some religions predicate that a human life is sacred from the moment of conception – from a scientific view the cells in a fertilised zygote are no more or less significant than any other cells
- (c) fear of the unknown is not a good enough reason not to research
- (d) there is no difference between womb transplants and heart transplants –both involve using tissue from a dead human to enhance another’s life
- (e) stem cell research is the best answer for nerve regeneration – if embryo research can contribute to this then so be it
- (f) simplistically, the science involved here could help many
- (g) when heart transplants began in the 1960’s there were similar arguments. This is all accepted now.

Is going too far:

- (n) the planet is over-populated as it stands – the concern is that it could lead to further over-population
- (o) childless couples should consider acceptance or adoption
- (p) the moral dimension to our existence includes “Thou Shalt Not Kill”
- (q) scientific research would be better angled at improving the quality of life of the world’s poor and dealing with HIV/AIDS
- (r) UN Declaration on the Rights of the Child states that children have the right to know and be raised by their natural parents wherever possible
- (s) How would the resulting child of such a pregnancy cope with knowing its mother was never born?
- (t) Shortage of eggs could be overcome by allowing women to “sell” their eggs in the same way that sperm donors are paid for their “contributions”
- (u) Many would perceive some embryo research as grotesque, immoral and wrong e.g. some religious groups.

A balanced response is preferable, however, it is possible for a one-sided answer to reach Band One.

4 It is claimed that free trade benefits everyone concerned.

To what extent do you think that this is the case?

(12 marks)

Is the case:

- (a) a country's specialisation can lead to mass production and economies of scale can take place
- (b) consumers gain through lower prices
- (c) countries gain through efficient use of resources
- (d) it encourages co-operation and goodwill between states
- (e) protectionism can lead to less choice and higher prices
- (f) protectionism is inefficient because of reduced competition
- (g) one state adopting protectionist measures can lead to other states following suit – to the detriment of all.

Is not the case:

- (n) protectionism can protect the country's balance of payments by increasing exports and reducing imports
- (o) protectionism can protect the country's exchange rate
- (p) protectionism can raise revenues from customs duties
- (q) can restrict the 'dumping' of goods from overseas competitors who export at low prices to establish a position in the market
- (r) protectionism can safeguard domestic employment and industries, particularly 'infant' industries not yet strong enough to compete with established overseas firms e.g. EU/USA agricultural subsidies
- (s) the emergence of economic blocs and cartels e.g. OPEC can work against free trade.

A balanced response is preferable, however, it is possible for a one-sided answer to reach Band One.

5 Art galleries play a crucial role in boosting an artist's career.

To what extent do you agree with this claim?

(12 marks)

Agree with claim:

- (a) helps to draw a particular artist's work to the public's attention
- (b) acts as a focal point where art can be examined i.e. allows people to see many different styles of work under one roof
- (c) galleries act as a sieve and have already graded art work
- (d) galleries stimulate the senses, provide variety, new experiences and surprises
- (e) galleries allow comparisons to take place between various artists
- (f) galleries normally offer free entrance, many are in major tourist areas; hence they offer a wide audience to the artist
- (g) a recognised artist's work is linked to supply and demand. Galleries can stockpile or hold back work to increase value e.g. Picasso
- (h) some artists and galleries are mutually exclusive. Without the gallery the artist would not have impact and vice versa.

Disagree with claim:

- (n) art depends on quality i.e. style, brushwork, use of materials. A gallery can boost this, but only if the quality is there in the first place
- (o) galleries act as "middle-men". In an age of mass communication many potential purchasers go straight to the artist
- (p) individual taste on the part of the beholder can be a decisive factor
- (q) many artists' careers are boosted by sponsors or public subsidy, with art galleries playing little or no role
- (r) an artist's work can be linked to a particular genre, time or place. Their impact is because of who they are, not the galleries at which they exhibit e.g. Lowry
- (s) major galleries often exhibit works only after the artist has attained critical and/or popular acclaim.

A balanced response is preferable, however, it is possible for a one-sided answer to reach Band One.

Distribution of Assessment Objective marks across Unit 5

Question Numbers	1	2	3	4	5	AO marks per unit	
Assessment Objectives	AO1	3	4	3	3	3	16
	AO2	1	2	1	2	2	8
	AO3	3	2	3	2	3	13
	AO4	5	4	5	5	4	23
Marks per Question	12	12	12	12	12	60	