



General Certificate of Education

General Studies 6766 *Specification B*

GSB5 Power-Regulation

Mark Scheme

2007 examination - June 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.

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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 if any.
- 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 How far do you believe that we need more wind turbines in the UK? (12 marks)

Arguments for more wind turbines may be:

- (a) UK is the windiest country in Europe so it would be foolish not to exploit this resource
- (b) global climate change means that the move towards renewable energy is essential
- (c) many of the fossil fuel forms of energy are rapidly being depleted.

Arguments against the need for more wind turbines may be:

- (n) there are high costs of initial development
- (o) they can cause visual pollution
- (p) unreliability of wind means there would always have to be back up.

Band One

Answers will:

- discuss to what extent more wind turbines are needed in the UK
- use a range of arguments
- refer to specific examples to back up arguments
- analyse whether wind turbines have the potential to fulfil energy requirements.

Band Two

Answers will:

- refer to what extent more wind turbines are needed in the UK
- make a range of points, some of which may lack development
- refer to few examples
- refer to whether wind turbines have the potential to fulfil energy requirements.

Band Three

Answers will:

- make little reference to the extent that more wind turbines are needed in the UK
- make few relevant points with little or no development
- make little or no reference to wind turbines
- be unlikely to refer to wind turbines having the potential to fulfil energy requirements.

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

2 To what extent does quality alone decide the price of a piece of art? (12 marks)

Arguments that it is the quality alone which decides the price of a piece of art may be:

- (a) techniques which experts can explain are good identifying factors re. the quality of a painting e.g. style, brushwork, use of materials
- (b) 'quality will out' – recognised quality in other works by the same artist will have an effect on the price when another painting becomes available
- (c) art of a particular genre or period, as confirmed by auction or sales prices, confirms quality.

Arguments that it is not quality alone which decides the price of a piece of art may be:

- (n) depends upon supply / demand – a dead artist can produce no more canvases, hence there is a likelihood that values will rise
- (o) art is seen as an investment by many – quality becomes irrelevant as long as the investment improves
- (p) genres of art vary in popularity, like fashion, hence quality is not relevant, popularity is.

Band One

Answers will:

- discuss to what extent quality is the deciding factor in the price of a piece of art
- use a range of arguments
- refer to specific examples of pieces of art to back up arguments
- analyse whether quality has added value to a piece of art.

Band Two

Answers will:

- refer to what extent quality is the deciding factor in the price of a piece of art
- make a range of points, some of which may lack development
- refer to few examples of art works
- refer to whether quality has added value to a piece of art.

Band Three

Answers will:

- make little reference to the extent that quality is the deciding factor in the price of a piece of art
- make few relevant points with little or no development
- make little or no reference to pieces of art
- be unlikely to refer to whether quality has added value to a piece of art.

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

3 'The lessening of respect and deference towards the monarchy reflects attitudes towards authority in general.'

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

(12 marks)

Arguments that there has been a lessening of deference may be:

- (a) media intrusions into the lives of the Royal Family and others is far greater than previously
- (b) there is a lack of deference towards many of the professions – respect and deference have to be earned
- (c) more accountability is expected by the public.

Arguments that there has not been a lessening of deference may be:

- (n) there are still authority figures revered and listened to by the large silent majority
- (o) new forms of authority figures have arisen e.g. sports and entertainment leaders
- (p) some members of the royal family are still revered for workload e.g. Queen.

Band One

Answers will:

- discuss to what extent deference towards authority figures still exists
- use a range of arguments
- refer to specific examples of authority figures to back up arguments
- analyse whether authority figures have benefited society.

Band Two

Answers will:

- refer to what extent deference towards authority figures still exists
- make a range of points, some of which may lack development
- refer to few examples of authority figures
- refer to whether authority figures have benefited society.

Band Three

Answers will:

- make little reference to the extent deference towards authority figures still exists
- make few relevant points with little or no development
- make little or no reference to authority figures
- be unlikely to refer to authority figures having benefited society.

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

4 To what extent are politically elected representatives accountable to their electorates?
(12 marks)

Arguments that elected representatives are accountable to their electorates may be:

- (a) no elected representative knows when the next election will be, hence he / she will need to listen to constituents' views
- (b) lack of time spent in the constituency doing 'elected representatives' duties' will be commented upon by local media
- (c) local party officials will expect elected representatives to 'toe the line' and support government / opposition and the local party can de-select before the next election.

Arguments that elected representatives are not accountable to their electorates may be:

- (n) unless by successful criminal prosecution or by self-application to the Chiltern Hundreds, no elected representative can be removed from a constituency between elections
- (o) very little actual control can be maintained, especially if an elected representative decides he/she is standing down at the next election
- (p) elected representatives in very 'safe seats' are less vulnerable to the local constituency.

Band One

Answers will:

- discuss the level of accountability of elected representatives to their constituents between elections
- use a range of arguments
- refer to specific examples of elected representatives to back up arguments
- analyse the value of accountability of elected representatives between elections.

Band Two

Answers will:

- refer to the level of accountability of elected representatives to their constituents between elections
- make a range of points, some of which may lack development
- refer to few examples of elected representatives accountability
- refer to the value of accountability of elected representatives between elections.

Band Three

Answers will:

- make little reference to the level of accountability of elected representatives to their constituents between elections
- make few relevant points with little or no development
- make little or no reference to elected representatives' accountability
- be unlikely to refer to the value of accountability of elected representatives between elections

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

5 To what extent do you believe that global companies have a positive impact on Less Economically Developed Countries (LEDCs)? (12 marks)

Arguments that global companies do have a positive impact on LEDCs may be:

- (a) they provide employment and therefore help to alleviate some poverty
- (b) the wages from that employment means that there is spending power to boost local production of food and goods
- (c) global companies inject capital into the local economy, buying all sorts of raw materials and services.

Arguments that global companies do not have a positive impact on LEDCs may be:

- (n) global companies are becoming more powerful than democratically elected governments, putting shareholders' interests first
- (o) global companies are disregarding the environment in the stampede for profits
- (p) women and children are often employed since they can be paid less and are likely to be less unionised and more easily exploited.

Band One

Answers will:

- discuss to what extent global companies have a positive impact
- use a range of arguments
- refer to specific examples of positive / negative impact to back up arguments
- analyse the values which a global company transmits to a LEDC.

Band Two

Answers will:

- refer to what extent global companies have a positive impact on LEDCs
- make a range of points, some of which may lack development
- refer to few examples of positive / negative impact
- refer to the values which a global company transmits to a LEDC.

Band Three

Answers will:

- make little reference to the extent global companies have a positive impact on LEDCs
- make few relevant points with little or no development
- make little or no reference to global companies impact
- be unlikely to refer to the values which a global company transmits to a LEDC.

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
Total marks per question		12	12	12	12	12	60