



## **General Certificate of Education**

# **General Studies 6766** *Specification B*

**GSB6**      **Space-Time**

## **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.

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.

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**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 the following 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.

**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.**

**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:**

**Source A is about the pressure group ‘Fathers 4 Justice’, its successes, its failures, and a possible new direction.**

**Is civil disobedience and protest an acceptable way of bringing about reform or should pressure groups work through the normal democratic process?**

**In your answer consider**

- **social**
- **political**
- **legal**
- **ethical**

**points of view.**

**(40 marks)**

**There are two questions here, but they are interdependent.**

**Though an answer to one will imply an answer to the other, good responses will address both questions explicitly. They will say:**

- **why a campaign of civil disobedience and protest ought not to be the norm in an effective democracy;**
- **why, even in an effective democracy, it may sometimes be necessary to confront, even break, bad law.**

- Band 1 The task is well understood.  
Instances of civil disobedience and protest are examined, and examples of groups other than Fathers 4 Justice are given.  
There is a clear understanding of what is meant by the 'normal democratic process', and the second question is answered as explicitly as the first.  
There is some attention paid to all four cues.  
The whole is a well-conducted argument that comes to a conclusion.
- Band 2 There is understanding, and some knowledge of the activities of pressure groups other than Fathers 4 Justice.  
The two questions are answered explicitly.  
There is clear distinction made between different cues, and some discussion of legal/ethical issues.  
There is some illustration given of the normal democratic process.  
There is clarity and a conclusion.
- Band 3 The questions are answered wholly in terms of the 'Fathers 4 Justice' case-study.  
The two questions may not be clearly distinguished.  
There is generalisation and a certain want of structure.  
There may be no discussion of legal/ethical issues.  
Expression may slip in the lower half of the band.
- Band 4 There are signs that the task has not been fully understood.  
There may be some comment on the 'Fathers 4 Justice' case-study, but no analysis of the political, legal, etc. acceptability of their campaign.  
The response is generalising and unstructured.  
It may be poorly expressed and brief.
- Band 5 There are few signs of real understanding.  
Discussion is scarcely relevant, and the questions are not really answered.  
The cues are not understood or picked up.  
The response is poorly expressed and/or brief.

**(40 marks)**

**PLEASE TURN OVER FOR SECTION B, QUESTIONS 2 AND 3**

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## SECTION B

**Marks for answers to questions 2 and 3 should be awarded in the following 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 Tastes in music change very fast (Source B); whereas the week has not changed since the days of myth and magic (Source C).**

**In what respects would you say we are frightened of change, and in what respects do we appear to welcome it?**

**(40 marks)**

**This is, in effect, two questions, and both will need to be answered.**

**Candidates might suggest that we are frightened of change in that:**

- (a) we retain the monarchy and an established church
- (b) products of independent schools and of Oxbridge still get the top jobs
- (c) we hanker after a life in a thatched cottage in a rural setting
- (d) we cannot face up to the need to re-think mass car and plane travel etc.

**Candidates might suggest that we welcome change in that:**

- (n) technology develops at a headlong pace: videotape replaces ciné film, DVDs replace videos
- (o) wind-farms are springing up all over the place
- (p) new companies are registered; old ones merge or are sold off
- (q) political parties re-invent themselves etc.



- Band 1 The task is fully understood.  
Many examples are given of the resistance to change, and of ready acceptance of it.  
The response is a well-conducted, well-expressed argument that comes to a realistic conclusion – balanced or not.
- Band 2 The task is understood.  
Examples are given of respects in which we fear change, and embrace it, beyond those in the sources.  
The response is a quite realistic argument which comes to an overall conclusion.
- Band 3 The task is understood, but there are really no examples given of changes, feared or embraced, beyond changing fashion in music, and adherence to ways of measuring time established in antiquity.  
There is generalisation and a want of conviction.  
Expression may slip in the lower half of the band.
- Band 4 There are signs of misunderstanding of the task and sources.  
The sources are commented on, and there is some relevance in the comments; but the question is not really answered  
Expression may be poor, and the whole be unstructured and/or brief.
- Band 5 There are few signs of understanding and there is little of relevance.  
The response is poorly expressed, brief, and in other ways seriously inadequate.

**(40 marks)**

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**3 Tower Bridge is a relic of Nineteenth-Century technology (Source D); and the Celts are either an ancient people or a modern invention (Source E).**

**Structures and interpretations of the past may no longer be of use to us. How much does it matter whether or not we preserve them?**

**(40 marks)**

**Again, this is, in effect, two questions, and both will need to be answered.**

**Candidates might suggest that:**

- (a) we should keep faith with the past by preserving structures for posterity to appreciate; or, we should let them go and create admirable structures of our own
- (b) we should not lightly cast aside the conclusions of generations of historians; or, each generation should look afresh at the past and re-interpret it in the light of new evidence and changing perspectives.

What is important is that candidates give *examples* of structures and of interpretations of history that we have inherited that may or may not be open to question:

- Band 1 The task is fully understood.  
Specific structures and specific interpretations are referred to as worthy of preservation or replacement.  
The question of whether preservation or not matters is fully addressed.  
The response is a well-conducted, well expressed argument that comes to a realistic conclusion – balanced or not.
- Band 2 The task is understood.  
There is some exemplification of structures and interpretations that should be preserved or replaced.  
There is an answer to the question whether such preservation or replacement matters.  
The response is a quite realistic argument which comes to an overall conclusion.
- Band 3 The task is understood, but there are really no examples given of what might be preserved or replaced beyond those referred to in the sources.  
The response is source-dependent and generalising.  
There is little overall sense of an argument, or of an answer to the 'does it matter' question.  
Expression may slip in the lower half of the band.
- Band 4 There are signs of misunderstanding of the task and sources.  
The sources are commented on and there is some relevance in the comments; but the question is not really answered.  
Expression may be poor, and the whole be unstructured and/or brief.
- Band 5 There are few signs of understanding and there is little of relevance.  
The response is poorly expressed, brief, and in other ways seriously inadequate.

**(40 marks)**

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**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