



General Certificate of Education

General Studies 6766 *Specification B*

GSB5 Power-Regulation

Mark Scheme

2008 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.

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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 To what extent do you agree that we should continue to use animals for experiments?

(12 marks)

Candidates agreeing that we should continue to use animals for experiments may argue:

- (a) humans are the superior species, hence anything which can alleviate suffering in humans justifies animal experimentation
- (b) if animal experimentation did not occur, how would we move from the laboratory to the pharmacy?
- (c) scientific research can be expedited by the utilisation of animals.

Candidates disagreeing that we should continue to use animals for experiments may argue:

- (n) inflicting suffering on animals can never be justified
- (o) computers can be used to predict and analyse the impact of drugs/treatments
- (p) lessons from animal tests are not necessarily transferable to humans.

Band One

Answers will:

- discuss whether animals should continue to be used for experiments
- use a range of arguments
- refer to examples to back up their arguments
- analyse whether such research can add value to our lives.

Band Two

Answers will:

- refer to whether animals should continue to be used for experiments
- make a range of points, some of which may lack development
- refer to few examples to back up their arguments
- sometimes refer to whether such research can add value to our lives.

Band Three

Answers will:

- make little reference to whether animals should continue to be used for experiments
- make few relevant points with little or no development
- make passing reference to experimentation
- be unlikely to refer to whether such research can add value to our lives.

A balanced response is expected, though it may be possible for a one-sided response to reach Band One.

2 To what extent should alternatives to prison be used to ensure criminals pay their debt to society? (12 marks)

Candidates agreeing that alternatives to prison should be used may argue:

- (a) the cost of keeping people in gaol is a great drain on the economy
- (b) many people in prison are there for trivial offences and are not a danger to society
- (c) prison is the ultimate sentence and should be used sparingly
- (d) there is a greater chance of reformation/rehabilitation if offenders are punished outside prison.

Candidates disagreeing that alternatives to prison should be used may argue:

- (n) the removal of criminal elements from society allows 'the greater good for the greater number'
- (o) serious crime requires custodial sentencing as punishment
- (p) society sees a prison sentence as a punishment, and has little regard for other alternatives.

Band One

Answers will:

- discuss whether alternatives to prison should be used
- use a range of arguments
- refer to examples to back up their arguments
- analyse whether these alternatives can add value to society.

Band Two

Answers will:

- refer to whether alternatives to prison should be used
- make a range of points, some of which may lack development
- refer to few examples to back up their arguments
- sometimes refer to whether these alternatives can add value to society.

Band Three

Answers will:

- make little reference to whether alternatives to prison should be used
- make few relevant points with little or no development
- make passing reference to alternatives to prison
- be unlikely to refer to whether these alternatives can add value to society.

A balanced response is expected, though it may be possible for a one-sided response to reach Band One.

3 How far do you believe that the UK should hand back 'stolen treasures'?
(12 marks)

Candidates agreeing that the UK should hand back stolen treasures may argue:

- (a) morally and legally it is questionable as to whether the UK should retain such items
- (b) cultural/religious value has been lost by the country of origin
- (c) majority of states now have excellent museums so that items would not be damaged by being returned.

Candidates disagreeing that the UK should hand back stolen treasures may argue:

- (n) accessibility to local population which might otherwise not be able to see items from other countries
- (o) once principle is conceded there would be no end to the claims made
- (p) many other states have retained articles from abroad.

Band One

Answers will:

- discuss whether stolen treasures should be returned
- use a range of arguments
- refer to examples to back up their argument
- analyse whether such artefacts can add value to our lives.

Band Two

Answers will:

- refer to whether stolen treasures should be returned
- make a range of points, some of which may lack development
- refer to few examples to back up their argument
- sometimes refer to whether such artefacts can add value to our lives.

Band Three

Answers will:

- make little reference to whether stolen treasures should be returned
- make few relevant points with little or no development
- make passing reference to artefacts
- be unlikely to refer to whether such artefacts can add value to our lives.

A balanced response is expected, though it may be possible for a one-sided response to reach Band One.

4 'The development of out-of-town shopping areas has had a dramatic effect on the way in which we now buy goods and services.'

How far is this a valid assertion?

(12 marks)

Candidates agreeing that out-of-town shopping has had a dramatic effect may argue:

- (a) convenience of so many goods and services under one roof
- (b) extra facilities make shopping a 'day out' for the whole family
- (c) once in operation it acts as a magnet for customers from a wide geographical area.

Candidates disagreeing that out-of-town shopping has had a dramatic effect may argue:

- (n) many people still use individual retailers in small towns as they always have
- (o) use of Internet shopping has ensured that people do not need to use out-of-town facilities
- (p) out-of-town shopping areas are simply roofed over high streets. So what is different?

Band One

Answers will:

- discuss whether out-of-town shopping areas have had a dramatic effect on consumers' shopping habits
- use a range of arguments
- refer to examples to back up their argument
- analyse whether out-of-town shopping can add value to our lives.

Band Two

Answers will:

- refer to whether out-of-town shopping has had a dramatic effect on consumers' shopping habits
- make a range of points, some of which may lack development
- refer to examples to back up their argument
- sometimes refer to whether out-of-town shopping can add value to our lives.

Band Three

Answers will:

- make little reference to whether out-of-town shopping has had an effect on consumers' shopping habits
- make few relevant points with little or no development
- make passing reference to out-of-town shopping
- be unlikely to refer to whether out-of-town shopping can add value to our lives.

A balanced response is expected, though it may be possible for a one-sided response to reach Band One.

5 If justice is made up of the elements below, to what extent do you think a just society is possible? (12 marks)

Candidates arguing that a just society is possible may argue:

- (a) the UK has a justice system which aims to provide these elements
- (b) Parliament passes laws to this end
- (c) generally, by nature, people are inherently fair and law-abiding.

Candidates arguing that a just society is not possible may argue:

- (n) legislation can only ever set guidelines; the fact that prisons are full suggests not everyone will accept these guidelines
- (o) 'civilised' societies have striven for this goal for millennia and have not yet succeeded
- (p) interpretation of the values of honesty/fairness etc. vary.

Band One

Answers will:

- discuss whether a just society is attainable
- use a range of arguments
- refer to examples to back up their argument
- analyse whether a just society can add value to our lives.

Band Two

Answers will:

- refer to whether a just society is attainable
- make a range of points, some of which may lack development
- refer to few examples to back up their argument
- sometimes refer to whether a just society can add value to our lives.

Band Three

Answers will:

- make little reference to whether a just society is attainable
- make few relevant points with little or no development
- make passing reference to a just society
- be unlikely to refer to whether a just society can add value to our lives.

A balanced response is expected, though it may be possible for a one-sided response 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