



General Certificate of Education

General Studies 5766

Specification B

GSB2 Power

Mark Scheme

2008 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 2**(GSB2 Power)**

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 stimulus, of the issues, and of the task. Information of a specific kind from within and beyond the stimulus is analysed critically. The writing is well structured and balanced; facts, opinions and values (implicit and explicit) are clearly distinguished and weighed. Expression is clear and logical with no significant errors of style or grammar.
2	25 – 32	A good response showing understanding of the stimulus, of the issues, and of the task. Some attempt is made to combine information and examples from the stimulus and from elsewhere. The writing is quite well structured and balanced. Facts, opinions and values are recognised as such. 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 stimulus, but one that is largely dependent on it. Evidence is moderately well marshalled in writing 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 stimulus. No other information is drawn on. Evidence is loosely marshalled in writing that lacks structure and balance. Only a limited attempt is made to separate fact and opinion and to come to a conclusion. There is a lack of clarity, and inaccuracy in style, expression and grammar.
5	1 – 8	A response that barely addresses the issues; that shows little or no understanding of the stimulus. 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.

SECTION A

1 Read the article opposite about access to the Royal Enclosure at Ascot.

You are asked to speak in a debate whose motion is:

Money is power in today's Britain.

Write a speech *either for or against* the motion.

(40 marks)

Candidates might defend the motion in these terms:

- (a) Money buys admittance to the Royal Enclosure, to the Centre Court, to Covent Garden etc
- (b) It buys a place at a prestige independent school which itself gives access to a network of those with influence
- (c) It enables one to start up, or to invest in, a profit-making enterprise which, in turn, buys entry to influential circles
- (d) Money gives one social and political leverage in all sorts of subtle, and not-so-subtle ways.

They might oppose the motion in these terms:

- (n) It is education that gives one access to professional positions and the status and power that go with them
- (o) Money given to political parties no longer ensures a peerage and a seat in the Lords
- (p) The possession of money might still be regarded as vulgar by the old aristocracy of birth; and fat cats are not loved
- (q) Money might buy status, celebrity, glamour – but not power in a political sense.

Band 1 Answers will make inferences from the stimulus, but refer to other *particular instances* in a well-rounded *argument* that has the sound of a speech; the focus, and the conclusion, will specifically relate to *power*.

Band 2 Answers will show understanding of the motion and of the bearing that the stimulus has on it, but will be able to draw on *some other evidence* to make a quite convincing case one way or the other that relates to *power*.

Band 3 Answers will be rather *generalising* and stimulus-dependent; the case is made, though mostly in rather obvious terms, and there may be some *loss of focus* on the power issue; expression may weaken in the lower half of the band.

Band 4 Answers will show some *lack of understanding* of the stimulus, and/or of the task; they will make few if any substantial points, may be *brief*, and *poorly expressed*.

Band 5 Answers will be seriously inadequate, brief, and fail to engage with the issue on a serious level.

(40 marks)

SECTION B

Marks for answers in this Section should be awarded in the following bands:

Band	Marks	
1	25 – 30	A very good response, showing awareness of issues and usually going beyond a discussion of examples given in the question. Facts, concepts and opinions are well selected, interpreted and integrated in a balanced argument that is furnished with well chosen examples. These are evaluated critically and perceptive conclusions are drawn. Expression is clear and logical with no significant errors of style or grammar.
2	19 – 24	A good response, in which some attempt is made to draw on relevant knowledge. Evidence with apt examples is effectively marshalled in an argument that is structured and that recognises the difference between fact and opinion. Valid conclusions are drawn. Expression is reasonably clear and accurate with few errors of style or grammar.
3	13 – 18	A competent, average response, which draws on knowledge that is mostly relevant. Evidence is moderately well marshalled in an argument that recognises some distinction between fact and opinion, but it may be cue-dependent and generalising. Expression is reasonably clear and accurate, although there may be some carelessness in style or grammar.
4	7 – 12	A limited response showing little understanding of the question, and dependent on cues. Some knowledge is drawn on, but evidence is only loosely marshalled in an argument that lacks structure and recognises little distinction between fact and opinion. Examples are few, inapt, or missing. Expression is unclear and there is inaccuracy in style or grammar.
5	1 – 6	A very limited response, that draws on scant knowledge and this is of doubtful relevance. There is more assertion than argument and no distinction is made between fact and opinion. No examples are given to support the answer and no real conclusion is drawn. Clarity and accuracy are seriously impaired by significant errors in style or grammar.
6	0	No response, or no relevant points.

2 Education is compulsory but this does not have to take place in a school or college. Why, then, does society attach so much importance to sending young people to school or college?

You might consider the following in your answer:

- **why education is compulsory**
- **whether schools do educate young people**
- **how otherwise young people might learn**
- **whether we over-value education.**

(30 marks)

Reasons that candidates might give:

- (a) The job market, the economy, material and social betterment require a skilled and knowledgeable work force
- (b) Civilisation is all about acquiring knowledge and understanding of ourselves and the world in which we live
- (c) It is society's responsibility to provide the cognitive and aesthetic education that parents alone cannot provide
- (d) Children and young people have little or no economic utility; schooling at its most basic has a warehousing function
- (e) When children and young people are in school they cannot be making a nuisance of themselves elsewhere, and their parents can be released to contribute to the economy
- (f) It is impossible to function in a developed society/polity/economy without basic literacy and numeracy, and without secondary socialisation.

Band 1 Answers will fully understand the question, engage with it, and adduce *specific evidence* of the benefits of school-based education; they will *recognise the responsibility of the state* for providing educational facilities, in an *argument* that comes to a *convincing conclusion*.

Band 2 Answers will give *some specific* – perhaps experience-based – *examples* of the roles of schooling; the *argument* will have some shape and come to a worthwhile conclusion about the *value* of education, and the *values* that underpin it.

Band 3 Answers will *generalise* about education and schooling – perhaps not distinguishing between them – and *rely on the cues* for the structure of the essay; the question may not be fully answered; cue 4 may be overlooked; and there may be some weakening of expression in the lower half of the band.

Band 4 Answers will show some lack of understanding of the task and of how to set a value on education; there will be nothing beyond what is suggested by the cues; answers may be brief and poorly expressed.

Band 5 Answers will be seriously inadequate, brief, and fail to engage with the issue on a serious level.

(30 marks)

3 A programmable rowing machine is advertised as working one's arms, legs and back in a smooth, non-impact motion. It is said to be 'the exercise for everybody'.

Why might using an exercise-machine *not* be for everybody?

You might consider in your answer:

- **how much exercise anyone needs**
- **whether rowing is the best form of exercise**
- **risks that using exercise-machines might involve**
- **whether we over-value fitness.**

(30 marks)

Reasons that candidates might give:

- (a) Such exercise is not for the young who will not be big or strong enough to operate the machine
- (b) It is not for the old and unfit, who might do serious injury to themselves, who are better off simply walking
- (c) It is not for those who want to take their exercise out of doors, or who do so in the course of their work
- (d) Such a machine is likely to be expensive, so it is not for those with little money or space
- (e) 'Fitness' is of less importance than health; exercise-machines have little to do with health.

Band 1 Answers will make some reference to other fitness regimes, and *be specific* about the health-and -fitness aspects of this and other exercises; there will be a *well-shaped argument*, that comes to a quite *convincing conclusion*.

Band 2 Answers will give *some specific* – perhaps experienced-based – *examples* of the benefits and drawbacks of one or another form of exercise; the argument will have some shape and come to a worthwhile *evaluative conclusion*.

Band 3 Answers will *generalise* about fitness and be dependent on the terms of the question and on the cues for a sensible, but obvious, answer; cue 4 may be overlooked, and there may be some weakening of expression in the lower half of the band.

Band 4 Answers will show some lack of understanding of the task and of how to evaluate this exercise and of exercise in general; there will be nothing beyond what is suggested by the cues; answers may be brief and poorly expressed.

Band 5 Answers will be seriously inadequate, brief, and fail to engage with the issue on a serious level.

(30 marks)

Distribution of Assessment Objective marks across Unit 2

Question Numbers		1	2 / 3	AO marks per unit
Assessment Objectives	AO1	5	5	10
	AO2	5	5	10
	AO3	15	10	25
	AO4	15	10	25
Total marks per question		40	30	70