



General Certificate of Education

General Studies 6766 *Specification B*

GSB6 **Space-Time**

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.

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:

Ideas about beauty change over time, and from place to place. What characteristics of people make them attractive, from

- physical**
- social**
- ethical**

points of view in the Britain of 2008, and why?

(40 marks)

Candidates might identify the following features:

- (a) Physical: regularity/symmetry; conformity to standard ideals of proportion, slimness, elegance, muscularity, roundedness, healthiness, colouring, stylishness etc.
- (b) Social: characteristics that make a person good to be with: good humour, considerateness, broad-mindedness, a balance of self-confidence and reticence; all-round social competence etc.
- (c) Ethical: characteristics that make a person 'good': tolerance, generosity of spirit, nobility of mind and behaviour, steadfastness to principle without pedantry etc.

They might find these features attractive because:

- (n) Attractive people serve as models, to lift the sights of the unattractive; to set physical, social, and ethical standards.
- (o) Attraction is the driver of evolution at all levels: gene-replicators must be attractive if the species is to thrive.
- (p) The culture is fertilised by a striving for beauty in physical appearance and endurance; in the built environment and in art; and in philanthropy and other forms of ethically – inspiring behaviour.

Band 1 Answers will appreciate the relative nature of the concept of beauty, and give *specific instances* of physical, social, and ethical attractiveness; they will support a *well-shaped argument* that gives beauty a cultural context.

Band 2 Answers will make *some non-source points*, and give some non-source examples of contemporary features of attractiveness in all three dimensions, and come to a *worthwhile conclusion* about why we value these features.

- Band 3 Answers will *generalise* and be unable to offer any examples of attractiveness beyond those suggested in the source; little or no attention may be paid to ethical features of attractiveness; and expression may weaken in the lower half of the band.
- Band 4 Answers will show some *lack of understanding* of the source and/or of the task; they will make few, if any, substantial points, they 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)

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.

SECTION B

Answer either Question 2 or Question 3.

Marks for 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.

2 For Gordon Brown, the future lies with those who have skills and qualifications (Source B); for Richard Dawkins it lies with atheists and agnostics (Source C).

Consider what qualities the next generation will need to have, if we are to make progress .

(40 marks)

Candidates might consider the following qualities to be progressive:

- (a) An advancing beyond superstition and 'religiosity' towards rational explanations of phenomena and solutions to problems.
- (b) Higher-order cognitive understanding and skills to match ever-more life-threatening challenges/life-enhancing opportunities.
- (c) An ability to adapt to what will be the relatively swift changes incident upon climate change, and globalisation.
- (d) The vision and patience to engage in peaceful diplomacy and the democratic process to prevent 'the clash of civilisations'.
- (e) A preparedness to be self-sacrificing in a world that is running short of resources to sustain life.
- (f) The wisdom to esteem what is of most value and to outgrow habits that obstruct 'progress'.

- Band 1 Answers might consider whether the future lies with the skilled and educated and with non-believers, but go on to consider other *specific qualities* and need for them in a context in which *progress* is clearly defined; the argument will have shape and come to a convincing conclusion.
- Band 2 Answers will supply *examples from beyond the sources* to say something about what we might mean by progress; there is an argument that comes to a worthwhile conclusion.
- Band 3 Answers will *generalise* and be *dependent on the sources* for examples of progressive qualities, there may be some loss of focus on the idea of progress, and some weakening of expression in the lower half of the band.
- Band 4 Answers will show *some lack of understanding* of the sources and/or of the question; there is *little sense of an argument* about qualities or the nature of progress; 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.

(40 marks)

3 The writer of Source D is optimistic about the benefits of the open-plan office; Dowling, in Source E, is losing faith in ‘technological progress’ as represented by computer upgrades.

How confident can we be that the working environment of the future will be an improvement on today’s?

(40 marks)

We can be confident:

- (a) Internet access will be faster; telephone and camera contact will be cheap and wireless; video-conferencing will be well established.
- (b) Offices and other places of work will be light, airy, comfortable, convenient, open and yet maintain privacy.
- (c) More of us will work in the comfort of our own homes, obviating the need for long commutes.
- (d) Transport will be more generously provided and better managed to ensure a speedy, comfortable commute – for many, a part of the ‘working environment’.

We cannot be confident:

- (n) There simply will not be the energy available to supply air-conditioning and heating to combat climate extremes.
- (o) Much work will still be done by underpaid drones in unsatisfactory conditions at unsociable hours
- (p) So much of the real work will be done by robots and computers that humans will be condemned to time-passing
- (q) Traffic congestion will get worse, and public transport will be standing-room only, making it difficult to use a laptop, keep appointments, &c.

Band 1 Answers will give *specific, non-source examples* of ways in which the working environment are likely to improve or deteriorate; there will be a well-shaped argument leading to a convincing conclusion.

Band 2 Answers will supply *examples from beyond the sources*; the argument may lack conviction and a tight structure, but it will come to a worthwhile conclusion.

Band 3 Answers will *generalise* and will *depend on the sources* for examples; these examples may not give adequate support to a case one way or the other, but the question is answered; expression may be weak in the lower half of the band.

Band 4 Answers will show some *lack of understanding* of the sources and/or of the question; they will struggle to engage with the factors that might improve or worsen the working environment; answers may be brief and expression poor.

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

(40 marks)

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