



**General Certificate of Education (A-level)
June 2013**

General Studies B

GENB3

(Specification 2765)

Unit 3: Power

Final

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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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Set and published by the Assessment and Qualifications Alliance.

INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO3** Demonstrate understanding of different types of knowledge appreciating their strengths and limitations.
- AO4** Communicate clearly and accurately in a concise, logical and relevant way.

- Candidates will often perform at a uniform level across the four Assessment Objectives. Sometimes, though, their performance will be uneven across the AOs.
- The mark awarded for a response should reflect the relative weightings of AOs for the unit (see below).
- **Thus, for Unit 3, the ability to marshal evidence and draw conclusions [AO2] is the primary determinant of the level (1 to 4) to which a response is allocated.**
- Knowledge and understanding [AO1] will lend or withdraw support for the allocation.
- Whether fact and opinion are distinguished [AO3], and whether communication is clear and accurate [AO4] have equal weight, and should determine the mark within the level.
- **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.**

Distribution of marks across the questions and assessment objectives for Unit 3

Question Numbers	Q1	Q2	Q3/4	Total marks
Assessment Objectives 1	5	5	10	20
2	7	7	14	28
3	4	4	8	16
4	4	4	8	16
Total marks per Question	20	20	40	80

Marking methods

In fairness to students, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question / stated target, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the information on the following page about levels of response mark schemes.
7. **Use the full range of marks.** Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved, do **not** change your standard of marking.

Marking using QMS+ (red pen on script)

A2 General Studies B (Unit 3 and Unit 4) will be marked on the actual script using a red pen. Scripts in your allocation will be posted to you from the school. The marks you award are recorded on the scripts and the marks for each question are entered into the QMS+ software.

1. Mark the full script in red pen.
2. **You must** annotate in the body of the response to acknowledge a creditworthy point.
3. At the end of the response **you must** indicate the level and mark and write a summative comment (see MMS).
4. Enter the marks for each question in to the QMS+ software.
5. Your assessments will be monitored to ensure you are marking to a consistent standard.

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Use your professional judgement to select the level that **best** describes a student's work. Levels of response mark schemes enable examiners to fully reward valid, high ability responses which do not conform exactly to the requirements of a particular level.
4. If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine General Studies skills**. A short answer which shows a high level of conceptual ability, for example, must be credited at that level.

5. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see the mark scheme) when there is any doubt as to the relevance of a student's response.
6. Levels of response mark schemes include either **examples** of possible students' responses or **material** which students might use. These are intended as a **guide** only as students will produce a wide range of responses to each question.

Assessment of Quality of Written Communication (QWC)

Quality of written communication will be assessed in all units where longer essay responses are required by means of Assessment Objective 4. If you are hesitating between two levels, however, QWC may help you to decide.

01 Read Texts A and B.

‘Governments are well regulated by international treaties and agreements.’

Argue against the above statement, using examples of your own as well as those in Texts A and B.

(20 marks)

Points that might be made:

- treaties and agreements can be vetoed or, if passed, ignored
- treaties and agreements often have loopholes that can be exploited
- if treaties and agreements were effective, there would be no need for the intervention of pressure groups or journalists
- governments can refuse to sign treaties, or withdraw from them later
- governments might be backed by more powerful allies who condemn their actions publicly whilst privately supporting them
- control depends often on size and economic power.

Any other valid points should be credited.

Level 1 (17 – 20 marks)

- A very good response showing a keen awareness of the weaknesses in a variety of international treaties and agreements; both the task and the texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, showing understanding of the sorts of treaties and agreements that exist [AO2]
- There is critical analysis of the ways in which governments respond to attempts to control their actions [AO3]
- Communication is clear and accurate and the argument is well structured and comes to a convincing conclusion [AO4].

Level 2 (11 – 16 marks)

- A good response showing specific awareness of the way in which various treaties and agreements fail to control certain countries; task and texts are understood [AO1]
- One or more non-text examples are given, indicating how treaties and agreements are defied [AO2]
- There is some analysis, especially at the upper end, of the ways in which countries respond to the treaties and agreements with which they are faced [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical; there is probably an attempt at an overall conclusion [AO4].

Level 3 (5 – 10 marks)

- A generalising response, showing some awareness of the issues and how treaties and agreements work; texts and task are broadly understood [AO1]
- There may be examples, probably general rather than specific, or taken directly from the texts, but with little or no interpretation; nevertheless understanding of the task is shown and, particularly at the upper end, there is some credible argument [AO2]
- There is reference to the ways in which countries respond to attempts to control them, but there may be little distinction between fact and opinion over the issue [AO3]
- There are likely to be errors in the language used, but these should not impair communication; at the upper end the response has some structure but probably lacks a considered conclusion [AO4].

Level 4 (1 – 4 marks)

- A limited response showing little understanding of the central issue and of texts and task. The task may be answered from the opposite perspective so that arguments are invalid [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- Little or no understanding is shown of how countries respond or of the facts that might support such a case [AO3]
- Language is inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

(0) No response or no relevant information.

02 Read Texts C and D.

‘Large corporations are more powerful than many governments.’

Argue in favour of the above statement, using examples of your own as well as those in Texts C and D.

(20 marks)

Points that might be made:

- many corporations are economically stronger than individual countries
- corporations provide employment and tax income that governments need
- there are corporations that are ‘too big to fail’; they have become so vital to the banking system that they have to be bailed out in an emergency
- corporations do not have to meet a government’s exact needs or can charge extortionate prices for what they make
- large corporations are transnational, meaning that they can move various arms of their business if a government disapproves of their behaviour
- corporations are protected by local laws, even if what they are doing is illegal or immoral elsewhere.

Any other valid points should be credited.

Level 1 (17 – 20 marks)

- A very good response showing a keen awareness of the way in which corporations have and exercise power; both the task and texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, supporting the view that the large corporations are more powerful than countries [AO2]
- There is critical analysis of the ways in which large corporations operate [AO3]
- Communication is clear and accurate and the argument is well-structured and comes to a convincing conclusion [AO4].

Level 2 (11 – 16 marks)

- A good response showing specific awareness of the way in which the corporations have or exercise power; both the task and texts are clearly understood [AO1]
- One or more non-text examples are given, showing how large corporations are powerful [AO2]
- There is analysis, especially at the upper end, of the ways in which large corporations operate [AO3]
- Communication is clear and mostly accurate and structure is reasonably logical; there is probably an attempt at an overall conclusion [AO4].

Level 3 (5 – 10 marks)

- A generalising response showing some awareness of the ways in which corporations have power; texts and task are broadly understood [AO1]
- There may be examples, probably general rather than specific, or taken directly from the texts, but with little or no interpretation; nevertheless, understanding of the task is shown and, particularly at the upper end, there is some credible argument [AO2]
- There is reference to the ways in which large corporations operate, but there may be little distinction between fact and opinion over this issue [AO3]
- There are likely to be errors in the language used, but these should not impair communication; at the upper end, the response has some structure but probably lacks a considered conclusion [AO4].

Level 4 (1 – 4 marks)

- A limited response showing little understanding of the central issue and of the texts and task. The task may be answered from the opposite perspective so that arguments are invalid [AO1]
- Assertions have no supporting examples and there is no clear line of argument [AO2]
- Little or no understanding is shown of the nature of the task or the facts that might support a case [AO3]
- Language is inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

(0) No response or no relevant information.

03 The peaceful purposes to which nuclear research can be put outweigh the disadvantages.

**How far do you agree that nuclear research and development are worthwhile?
(40 marks)**

Points that might be made:

- nuclear power does not contribute to greenhouse gases as much as fossil fuel
- emerging countries have increasing energy needs that might best be met with a power source contributing less to climate change
- all research is valid, increasing the knowledge and understanding of humankind
- nuclear research needs nuclear fuel and this is dangerous to mine and transport
- nuclear research can lead to medical advances that benefit humankind
- nuclear research can lead to a proliferation of nuclear weapons
- nuclear waste is dangerous and long lasting
- rogue powers with a nuclear capability could be a serious threat to world peace.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response showing keen awareness of how nuclear research and development has benefits as well as drawbacks; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts and use may be made of them, supporting and creating a balanced argument and leading to a convincing conclusion [AO2]
- There is critical analysis of what nuclear research can achieve as well as its drawbacks [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

Level 2 (21 – 32 marks)

- A good response, showing specific awareness of the ways in which nuclear research has benefits as well as being threatening; texts and task are understood [AO1]
- One or more non-text examples are given and use may be made of one or more of the texts; these are analysed and there is some balance in an argument that leads to a realistic conclusion [AO2]
- There is analysis of what nuclear research has achieved; facts and opinions are distinguished [AO3]
- Communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].

Level 3 (9 – 20 marks)

- A generalising response, showing some awareness of the impact of nuclear research and its potential; texts and task are broadly understood [AO1]
- There may be examples, possibly quite general or taken directly from the texts and with limited interpretation; there may be an over-reliance on these text-led examples, but there is some credible argument, especially at the upper end [AO2]
- There is recognition of the achievements and drawbacks of nuclear research; there may be a failure to distinguish fully between fact and opinion [AO3]
- There may be errors in the language used, but these do not really impair communication; the response has some structure but may lack a considered conclusion, particularly at the lower end [AO4].

Level 4 (1 – 8 marks)

- A limited response showing little understanding of the central issue and of the texts and task [AO1]
- Assertions are given no support in examples and there is no clear line of argument and probably no conclusion [AO2]
- No understanding is shown of nuclear research and its impact [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.

04 Whaling in Japan, Iceland and Norway reflects their economy, culture and customs.

To what extent should the international community intervene in economic, political and cultural practices with which it does not agree?

(40 marks)

Points that might be made:

- culture & customs are no guarantee that a practice is still acceptable
- we are a global community and aware of how the activities of others can have an impact on the economies or environment of others
- stronger countries and economies have a responsibility to protect people elsewhere from exploitation and oppression
- the UN and other international organisations exist to try to ensure fairness across the international community
- sovereign countries are entitled to run themselves
- pressure groups may be able to act where governments cannot
- what one country/community may see as immoral another may consider normal behaviour
- people differ the world over; we should accept this rather than aim to be identical.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response, showing keen awareness of differences and how they offend others; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the texts and use may be made of the texts, supporting and creating a balanced argument and leading to a convincing conclusion [AO2]
- There is critical analysis of the conflict between different cultures and how this can be a cause for concern as well as for celebration [AO3]
- Communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

Level 2 (21 – 32 marks)

- A good response, showing specific awareness of how intervening may sometimes be necessary; texts and task are understood [AO1]
- One or more non-text examples are given of specific issues that have led to intervention; use may be made of the texts and there is some balance in an argument that leads to a realistic conclusion [AO2]
- There is understanding of the tensions between national and international perceptions [AO3]
- Communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].

Level 3 (9 – 20 marks)

- A generalising response, showing some awareness of the need to interfere and the impact this can have; texts and task are broadly understood [AO1]
- There may be examples, possibly quite general or taken directly from the texts, with limited interpretation; there may be an over-reliance on the texts, but there is some credible argument, especially at the upper end [AO2]
- There is recognition of the tension between the need to intervene and the rights of countries, but this tension may not be convincingly resolved and there may be a failure to distinguish fully between fact and opinion [AO3]
- There may be errors in the language used, but these do not really impair communication; the response has some structure but may lack a considered conclusion, particularly at the lower end [AO4].

Level 4 (1 – 8 marks)

- A limited response showing little understanding of the central issue and of the texts and task [AO1]
- Assertions are given no support in examples and there is no clear line of argument and probably no conclusion [AO2]
- No understanding is shown of the idea of an international community [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.