

SECOND SPECIMEN PAPER TO PREPARE FOR THE JANUARY 2010 AND SUBSEQUENT EXAMINATIONS



General Certificate of Education
Specimen Paper

GENERAL STUDIES (SPECIFICATION B)

GENB3

Unit 3: Power

Insert

SOURCE MATERIAL

These texts are to be read in conjunction with unit GENB3.

The questions arise from the texts.

Use the texts, and your own knowledge to answer Question 1(a) and 1(b) in Section A, and **either** Question 2 **or** Question 3 in Section B.

Study **Texts A to D** and answer **both** parts of **Question 1** in Section A
and **one** question in Section B

Text A

THE NEW COAL RUSH

Coal – the most polluting of all fuels in the most polluting of all sectors – may be about to stage a major comeback in the UK. In December 2006, the energy giant Eon applied to build the first new coal-fired generating units in the UK in 33 years and now Medway Council in Kent is considering the application. Staggeringly, each of the two units Eon proposes would emit more carbon dioxide than 24 of the world's lowest emitting countries combined.

The units they're proposing are only 45 per cent efficient, meaning that most of the energy is lost as waste heat before it even reaches the transmission lines – pretty scandalous in an age where countries like Denmark are achieving up to 90 per cent efficiency in their power plants.

If Eon is given permission to build these new units at its Kingsnorth power plant in Kent, this could be the start of a whole spate of new applications for coal plants. Under New Labour, coal has become cheaper to burn than the less polluting natural gas – as a result, its use has risen.

A couple of months ago, we sent out an e-update explaining that coal may be facing a renaissance in the UK. Now is the time to act; the local council in Kent is now considering the application. If you have a few minutes to spare, please help us to make sure the new coal rush never has a chance to get off the ground: write a letter to Chris Butler, the planning officer in charge at Medway Council. The UK doesn't need more outdated, inefficient coal fired power plants. We need an energy system that can meet the demands of the 21st century based on energy efficiency and renewables.

Source: adapted from www.greenpeace.org.uk/blog/climate/the-new-coal-rush, posted on 30 April 2007



A protestor wearing a caricature of prime minister, Gordon Brown, is searched by police at the climate camp near Kingsnorth power station in Kent.

Source: Photograph by GARETH FULLER/PA

Text B

Hatch Yourself a Fairer Easter

Easter provides us all with a perfect excuse to relax with friends and family and enjoy a chocolaty treat and what could be better for chocolate lovers nationwide than to indulge in some of the very best Fairtrade chocolate eggs, knowing that the farmers have been paid a fair price for their cocoa plus an additional premium to invest in community development projects?



Sales of Fairtrade chocolate products have risen by 41% in 2007 on the previous year from £23.2m to £32.7m, meaning that Fairtrade farmers are able to earn enough for today and a better life for tomorrow. This increase in sales shows the public's appetite for Fairtrade in the UK, but there is still much more to be done. With 2 billion people earning less than \$2 a day and many farmers often forced to sell below what it cost them to produce their crop, sales of Fairtrade products need to increase significantly.

A representative of Kuapa Kokoo Cocoa Growers' Co-operative in Ghana, said: "I have been a member of the co-operative since 1995 and in that period I have seen a great deal of improvement through Fairtrade; the school has become better, the women are starting to earn more money from extra income-generating activities and at the moment we are in the process of putting up a meeting hall for the village."

Through Fairtrade, cocoa farmers have benefited from developing a strong, democratic institutional framework at all levels of their organisation. Kuapa Kokoo is a co-op union of 937 village societies, representing about 40 000 farmers. Members are predominantly poor small scale farmers living in the most remote and deprived parts of the country. Most of the cocoa growing villages have invested in clean drinking water, paved roads, health delivery systems, improved transport, electricity and basic schools with educational materials and teachers.

This year there is more choice than ever before for chocoholics. Hunt out the delicious Dark Easter Egg with Brazil Nuts from Divine Chocolate. The cocoa comes from Kuapa Kokoo farmers where the farmers are also part-owner shareholders in Divine Chocolate. To accompany your traditional Easter Sunday lunch, try Mendosa Vineyard Fairtrade wine. And if you're on the prowl for the perfect Easter gift for tiny tots, look out for Hug's new Tiger T-shirt and bib range for babies. The cotton is grown by disadvantaged small scale farmers in Egypt and India.

Source: adapted from © 2008 Fairtrade Foundation

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Turn over ►

Text C

Doing our duty earns us freedom

The French philosopher, Sartre (1905–1980), argued that we are born free, but rather than see this as a licence to do whatever one wants, he placed the idea of responsibility at the centre of his concept of freedom.

He said we are ‘condemned to freedom’. We cannot help but choose – even to do nothing is a choice. Freedom and responsibility go hand in hand – not a bad message for today’s society when everyone seems to know their rights, yet few want to accept responsibility.

His philosophy demands that all of us ask ourselves a very personal question: what gives my life meaning?

One of the reasons for binge drinking, drug use and rising rates of work-related anxiety is people’s inability to find meaning in their lives. The German philosopher Nietzsche (1844–1900) did proclaim ‘God is dead’, but this was not a licence for immoral behaviour.

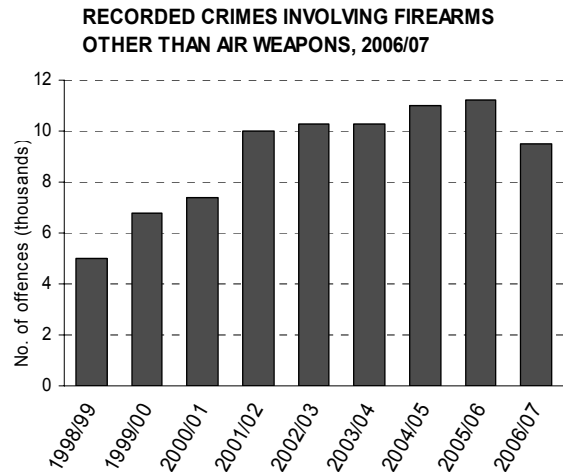
Now is the time when our country could benefit from the message that freedom and responsibility are inextricably linked.

Source: adapted from a letter by ANDREW J SMITH, Roehampton University, *Daily Mail*, 21 April 2008

Text D

What do we really know about the extent of gun crime in England and Wales?

During 2007, nine young people lost their lives in shootings, including the killing of 11-year-old Rhys Jones in Liverpool. According to Home Office figures, there were 59 firearms-related homicides in 2006–07 compared with 49 in the previous year. That is an increase of 18% in just one year. There were 507 serious injuries from firearms – more than one incident a day, but at the same time, the trend in gun crime overall has been going down.

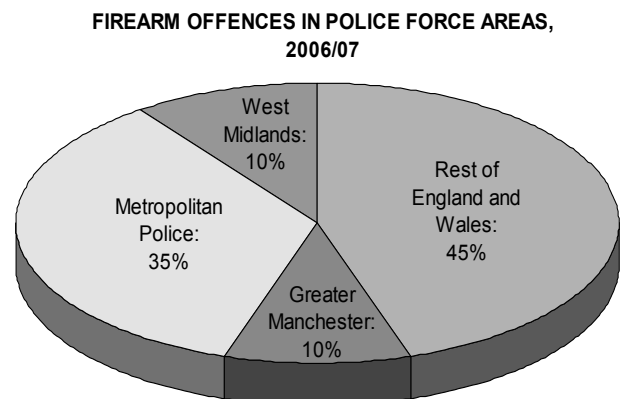


Map of fatal shootings

Overall firearms offences, including air guns, fell 14% in 2006–07 from 21 527 incidents to 18 489. Just over half of all firearms offences occurred in just three major forces – in London (Metropolitan Police), Greater Manchester and the West Midlands.

The trend in firearms offences is down in the West Midlands, Greater Manchester and London. However, there have also been recent rises. 2006–07 saw a 3.5% rise in firearms offences in London – up from 3 485 to 3 607 incidents.

What all of this means is that we cannot draw any simple nationwide conclusions about gun crime. What we can say with certainty is that gun crime is a problem that remains closely focused in some cities that have witnessed some terrible deaths. The figures do not show that gun crime is prolific or widespread in England and Wales.



Knife crime

In fact, the most common weapon used in a violent crime in England and Wales is not a gun – but a knife. There are four times more knife-related killings than firearms-related killings.

The Centre for Crime and Justice Studies at King's College London recently conducted some deeper analysis of the available Home Office's statistics. It concluded that between 22 000 and 57 900 young people could have been victims of knife crime in 2004. However, it says without better official data it is impossible to know for sure – and that we need that data to improve the public debate.

Text D continues on the next page

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Text D continued

The Home Office has pledged to change the way crime figures are presented to help the public better understand the impact on their area. One of the key changes is going to be separate knife crimes figures from 2008.

The question of youth

Figures show the number of young people killed year-on-year in violent crime is relatively small and volatile – apparently dramatic changes can be statistically misleading. In 1995, 44 people between five and 16-years-old were victims of homicide. In 2005–06 the number was less than half of that – and during the in-between years it varied wildly. In the last year, it went up again. Crucially, almost half of all child victims are killed by a parent.

We don't have a figure for the total number of violent youth offenders because of the way data is collected. However, almost a fifth of all crimes committed by under-18s are violent offences, second only to theft, and the number of violent crimes has risen consecutively for four years. The vast majority are minor assaults – frightening for the victim, but usually dealt with by warnings from the police.

Source: adapted from DOMINIC CASCIANI, Home affairs reporter, BBC News, January 2008
Home Office statistics, www.homeoffice.gov.uk

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SECOND SPECIMEN PAPER TO PREPARE FOR THE JANUARY 2010 AND SUBSEQUENT EXAMINATIONS



General Certificate of Education
Specimen Paper

GENERAL STUDIES (SPECIFICATION B)

GENB3

Unit 3: Power

Date ##### ##### Session

For this paper you must have:

- Source Booklet (enclosed)
- an 8-page answer book.

Time allowed: 2 hours

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is GENB3.
- Answer **both** questions in **Section A** and **one** question from **Section B**.
- Do all rough work in your answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 80.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate. All questions should be answered in continuous prose.

Advice

- Where appropriate use examples to illustrate your answer.

There are no questions printed on this page

SECTION A

In **Section A**, use the texts, and your own knowledge, to answer **both** parts of Question 1.

You should argue from one point of view (**Question 1(a)**), and then from a different point of view (**Question 1(b)**).

1 (a) Read **Texts A** and **B**, and argue that individuals should take responsibility for influencing governments and big business. (20 marks)

1 (b) Read **Texts C** and **D** and argue that internal safety and security of the population is the responsibility of the government. (20 marks)

SECTION B

In **Section B**, use the texts, and your own knowledge, to answer **either** Question 2 **or** Question 3.

You should construct an argument that might draw on **both** points of view, in answer to your chosen question.

You may draw on some of the ideas expressed in **Section A** in your answer.

EITHER

2 ‘Coal may be dirty and dangerous but it is the best option as a source of energy for the UK for years to come.’
What freedom do consumers have to choose coal or any other energy source? (40 marks)

OR

3 ‘The answer to continued high crime rates is to give more power to the police.’
To what extent do you agree with this statement? (40 marks)

END OF QUESTIONS

There are no question printed on this page



General Certificate of Education

General Studies

Specification B

GENB3

Unit 3 Power

Second Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 5) to which a response is allocated.**
- Knowledge and understanding [AO1] will lend or withdraw support for this 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 questions and assessment objectives for Unit 3

Question Numbers		Q1(a)	Q1(b)	Q2/3	Total marks
Assessment Objectives	AO1	5	5	10	20
	AO2	7	7	14	28
	AO3	4	4	8	16
	AO4	4	4	8	16
Total marks per Question		20	20	40	80

1 (a) Read Texts A and B, and argue that individuals should take responsibility for influencing governments and big business.

(20 marks)

Points that might be made:

- individuals may have wider concerns than government and big business about world issues
- people can have an impact, both as individuals and as members of pressure groups
- there is evidence that change can be brought about by pressure from individuals and groups; public opinion both in politics and business is important
- inaction can have far-reaching consequences, harming the disadvantaged elsewhere
- expressing views and taking action to support others and put pressure on big business and government can improve choice
- individuals have a duty to themselves and others, to the present and the future.

Level 1 (17-20)

- a very good response showing a keen awareness of what the consequences may be of governments and big business being influenced only by their own aims and objectives; both the task and the texts are clearly understood [AO1]
- well-chosen examples are given, from beyond the texts provided, of how individual actions can check the power of government and big business [AO2]
- there is critical analysis of the ability of individuals to influence political and business decisions with interpretation of the evidence provided [AO3]
- communication is clear, accurate and the argument is well structured and comes to a convincing conclusion [AO4].

Level 2 (13-16)

- a good response showing awareness of the impact that individuals can have on governments and big business; task and texts are understood [AO1]
- one or more non-text examples are given of the actions taken by individuals that can check the power of government and big business [AO2]
- there is analysis of the significance of individual actions and how these may be effective; facts and opinions are distinguished [AO3]
- communication is clear and mostly accurate and structure is reasonably logical with an attempt at an overall conclusion [AO4].

Level 3 (9-12)

- a competent, generalising response, showing some awareness of the ways in which individuals can influence governments and big business; text and task are broadly understood [AO1]
- there may be examples, probably taken directly from the texts with little or no interpretation; nevertheless the task is understood and there is some credible argument [AO2]
- there is reference to the importance of individuals taking responsibility, but there may be little distinction of fact and opinion [AO3]

- there are likely to be errors in the language used, but these should not impair communication; the response has some structure but probably lacks a considered conclusion [AO4].

Level 4 (5-8)

- a limited response showing little awareness of the importance of individuals taking action to influence big business and government; there may be misunderstanding of texts and task [AO1]
- examples from beyond the text are absent or poorly chosen and there is little evidence of any argument or structure [AO2]
- limited understanding is shown of the task and there is little or no distinction between fact and opinion [AO3]
- errors of language may begin to impair communication; there is little structure and the response may be brief [AO4].

Level 5 (1-4)

- an inadequate response showing little understanding of the central issue and of texts and task [AO1]
- assertions have no supporting examples and there is no clear line of argument [AO2]
- no understanding is shown of the importance of individual action to influence big business and government and 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.

1 (b) Read Texts C and D and argue that internal safety and security of the population is the responsibility of the government.

(20 marks)

Points that might be made:

- for many, religious and social constraints no longer operate and individuals make personal decisions that may not be in the best interests of the majority
- binge drinking, drug use and stress cause people to lose self-control, which can affect others adversely
- crimes involving weapons are not clearly in decline and the public needs to be protected
- young people, under the age of criminal responsibility, are involved in violent crime, suggesting that parents either do not or can not exercise restraint
- people fear violent crime, even if the statistics suggest it is not as widespread as is believed, although these are open to question
- within families, children are frequently victims of violence and need protection since they can rarely protect themselves
- the government is elected to act on behalf of society and ensure it functions effectively and cohesively.

Level 1 (17-20)

- a very good response showing a keen awareness of what the consequences may be for government and the public; both the task and the texts are clearly understood [AO1]
- well-chosen examples are given, from beyond the texts provided, of how intervention can protect and support the public [AO2]
- there is critical analysis of the ability of government to provide safety and security, with interpretation of the examples and evidence given [AO3]
- communication is clear, accurate and the argument is well structured and comes to a convincing conclusion [AO4].

Level 2 (13-16)

- a good response showing awareness of how government can protect the public and of their need for protection; task and texts are understood [AO1]
- one or more non-text examples are given of the support given by government to the security and welfare of the public [AO2]
- there is analysis of how and why government can and does provide security; facts and opinions are distinguished [AO3]
- communication is clear and mostly accurate and structure is reasonably logical with an attempt at an overall conclusion [AO4].

Level 3 (9-12)

- a competent, generalising response, showing some awareness of the ways in which government intervenes to protect the public; text and task are broadly understood [AO1]
- there may be examples, probably taken directly from the texts, possibly from beyond them, but with little or no interpretation; nevertheless the task is understood and there is some credible argument [AO2]

- there is reference to the issue of safety and security, but there may be little distinction of fact and opinion [AO3]
- there are likely to be errors in the language used, but these should not impair communication; the response has some structure but probably lacks a considered conclusion [AO4].

Level 4 (5-8)

- a limited response showing little awareness of the government and its significance in providing safety and security; there may be misunderstanding of texts and task [AO1]
- examples from beyond the text are absent or poorly chosen and there is little evidence of any argument or structure [AO2]
- limited understanding is shown of the task and there is little or no distinction between fact and opinion [AO3]
- errors of language may begin to impair communication; there is little structure and the response may be brief [AO4].

Level 5 (1-4)

- an inadequate response showing little understanding of the central issue and of texts and task [AO1]
- assertions have no supporting examples and there is no clear line of argument [AO2]
- no understanding is shown of the role of the government and 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.

2 'Coal may be dirty and dangerous but it is the best option as a source of energy for the UK for years to come.'

**What freedom do consumers have to choose coal or any other energy source?
(40 marks)**

Points that might be made:

- green energy plans can be opted for, but frequently are more expensive
- energy is provided centrally and companies will use the most cost effective methods for themselves to ensure supplies
- consumers can complain and move to other suppliers if they are unhappy
- many sources of energy come from other countries which may have potentially unstable regimes making supply uncertain
- coal is dirty and nuclear fuel difficult to dispose of when finished with, but both provide large quantities of energy that renewables currently cannot compete with
- individuals may believe they are responsible for choosing ethical suppliers, but if the majority cannot or will not pay more for this type of supply, then sources such as coal will continue to be used
- pressure groups can influence big business and energy providers; the success of organisations such as Fairtrade show what can be done
- government may use their powers to force through their energy plans, using police powers to defend energy companies against protestors.

Level 1 (33-40)

- a very good response, showing keen awareness of the tension between the increasing need for power and the impact of carbon dioxide emissions on the atmosphere; texts and task are clearly understood [AO1]
- well chosen examples are given from beyond the sources and use is made of texts other than A, that support the argument and lead to a convincing conclusion [AO2]
- there is critical analysis of the conflict between the needs of society and the damage being done to the atmosphere and its impact beyond the UK [AO3]
- communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

Level 2 (25-32)

- a good response, showing awareness of the essential problem of the need for power and how this conflicts with concerns about the impact on the planet; texts and task are understood [AO1]
- one or more non-text examples are given of how coal can be used or alternatives to it, these are analysed and there is argument that leads to a realistic conclusion [AO2]
- there is understanding of the tension between needs and responsibilities; 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 (17-24)

- a competent, generalising response, showing some awareness of the problem of the need for power and the effects its generation can have; texts and task are broadly understood [AO1]
- there may be examples, probably taken directly from the texts with limited interpretation, there may be an over-reliance on text A; there is some credible argument [AO2]
- there is recognition of the tension between needs and responsibilities, but this tension may not be convincingly resolved and there is a failure to distinguish fully between fact and opinion [AO3]
- there are errors in the language used, but these do not impair communication; the response has some structure but may lack a convincing conclusion [AO4].

Level 4 (9-16)

- a limited response showing little awareness of the tension between needs and responsibilities; there may be misunderstanding of the texts or task [AO1]
- examples may be poorly chosen or absent, and there may be an over-reliance on text A; there is little sense of an argument being constructed [AO2]
- limited understanding is shown and there is probably little distinction between fact and opinion [AO3]
- errors of language begin to impair communication; there is little structure and the response may be brief [AO4].

Level 5 (1-8)

- an inadequate 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 no conclusion [AO2]
- no understanding is shown of how needs and responsibilities conflict and how one's actions affect others [AO3]
- language is inaccurately used and communication is seriously impaired [AO4].

(0) – no response or no relevant information.

3 'The answer to continued high crime rates is to give more power to the police.'

To what extent do you agree with this statement?

(40 marks)

Points that might be made:

- police are the intermediaries and can be victims of violence and need the ability to defend themselves
- people do not always take responsibility for their own actions, they may be affected by drink or drugs, and can be a danger to themselves and others
- respect for authority appears to have declined and the police feel they can no longer rely on the public's self-restraint and co-operation to maintain order
- weapons are frequently carried, even by the very young, and, to protect society, the police need to be able to act on their instincts
- power can be exploited and greater power could lead to corruption and inappropriate actions
- crime should be detected by the police but dealt with by the judiciary, if there are high levels of crime, it is here that reforms should be made
- people must be allowed the right to protest and express their opinions; this might be compromised by increased police powers
- individuals have a responsibility to respect the rights of others and also a right to order their own lives without excessive interference
- crime levels are actually falling, suggesting that the police have adequate powers already.

Level 1 (33-40)

- a very good response, showing keen awareness of the tension between the increasing need for power and the impact extra police power might have on the general public; texts and task are clearly understood [AO1]
- well chosen examples are given from beyond the sources and use is made of texts other than D, that support the argument and lead to a convincing conclusion [AO2]
- there is critical analysis of the conflict between the needs of society and the requirements of the police to enable them to be effective [AO3]
- communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

Level 2 (25-32)

- a good response, showing awareness of the essential problem of the need for police and how this conflicts with concerns about the rights of individuals; texts and task are understood [AO1]
- one or more non-text examples are given of how more or less power is needed, these are analysed and there is argument that leads to a realistic conclusion [AO2]
- there is understanding of the tension between the requirements of the police and the rights of individuals; 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 (17-24)

- a competent, generalising response, showing some awareness of the problem of the need for more police power and the effects it can have; texts and task are broadly understood [AO1]
- there may be examples, probably taken directly from the texts with limited interpretation, there may be an over-reliance on text D; there is some credible argument [AO2]
- there is recognition of the tension between the rights of individuals and the need to control a minority of wrong-doers, but this tension may not be convincingly resolved and there is a failure to distinguish fully between fact and opinion [AO3]
- there are errors in the language used, but these do not impair communication; the response has some structure but may lack a convincing conclusion [AO4].

Level 4 (9-16)

- a limited response showing little awareness of the tension between how the police act and the rights of individuals; there may be misunderstanding of the texts or task [AO1]
- examples may be poorly chosen or absent, and there may be an over-reliance on text D; there is little sense of an argument being constructed [AO2]
- limited understanding is shown and there is probably little distinction between fact and opinion [AO3]
- errors of language begin to impair communication; there is little structure and the response may be brief [AO4].

Level 5 (1-8)

- an inadequate 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 no conclusion [AO2]
- no understanding is shown of how police power and the rights of the individual conflict [AO3]
- language is inaccurately used and communication is seriously impaired [AO4]

(0) – no response or no relevant information.