

# GCE 2004

## *June Series*



# Mark Scheme

## General Studies B

### *Unit GSB2*

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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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*Dr Michael Cresswell Director General*

**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 these bands:

<b>Band</b>	<b>Marks</b>	
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.

**1 Read the extracts opposite from *The Insider’s Guide to Parliament* by an experienced MP.**

**Imagine that your own MP comes to your school or college, and that you have the chance to question him or her at some length. You raise questions about the powers of:**

- **the government**
- **MPs in Parliament**
- **the general public.**

**You are particularly keen to find out how *democratic* the political process is.**

**Write down your questions and the MP’s answers, in the following way:**

**SELF: Do you agree that it’s the Prime Minister who has the real power?**

**MP: Well, up to a point. I think... etc.**

**(40 marks)**

Candidates should pick up clues from Sedgemore’s account and raise the following issues:

- the power of the government
- the extent to which Parliament can challenge that power
- the function of the constituency MP
- the power of constituency MPs to change things
- the power of the general public, or the lack of it.

Good candidates will recognise that Sedgemore is a particularly cynical socialist of the old school, and represent an alternative point of view. Weaker candidates will be over-dependent on the stimulus.

- Band 1** The task is well understood.  
The question will focus on the issues above. The MP’s responses will be realistic and well informed. Questions and answers will be specific and illustrated by examples from beyond the stimulus.  
The whole will show understanding of the powers, and of the limits of the powers, of government, Parliament, and public.
- Band 2** The task is understood. Most of the above issues are covered. The MP’s responses are plausible and reasonably well informed. The stimulus is thoughtfully exploited, but there is extra material.  
The answers evidence a broad understanding of the democratic process.
- Band 3** In the upper half of the band, questions and answers are rather generalising – but the task is understood, and there is still a hold on realism.  
In the lower half of the band, answers may be quite stimulus-dependent, quoting from it explicitly or not. Answers may be unconvincing and/or inappropriate in style.
- Band 4** The task is not fully understood. There is a lack of focus on the powers of different agents, and there is little or nothing on democracy. The content and style may be inappropriate, and very source-dependent.
- Band 5** The response is seriously inadequate. There is little understanding of the task, and little that is relevant to it.  
Expression is very poor, and/or the response is very brief.

**(40 marks)**

**SECTION B**

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

<b>Band</b>	<b>Marks</b>	
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      **“Three or four generations ago, religion made a powerful contribution to people’s lives. It shaped their thinking and their conduct. Today, religion has lost its hold on people: it has ceased to be relevant, or to matter.”**

**Argue either for or against this view.**

**You might consider the following in your argument:**

- **religious education in school**
- **religion in the media**
- **the influence of religious leaders**
- **whether science has all the answers.**

**(30 marks)**

**Points in support of the view might include:**

- (a) coverage of religious affairs on TV and radio has shrunk
- (b) the views of religious leaders are canvassed only for their media value as ‘soundbites’, the more controversial the better
- (c) religious studies and collective worship are vestiges, protected by legislation and custom, of a once fundamental component of education
- (d) science puts the old cosmology and metaphysics beyond all but belief
- (e) church-going is at an all-time low; and it remains to be seen whether religions new to Britain will survive more than a generation or two
- (f) belief and conduct are shaped now by prevailing norms as they are represented in the home, in school, and in the media.

**Points in opposition to the view might include:**

- (n) institutional religion may be at a low ebb, but personal religion is (perhaps, in consequence) as strong as ever
- (o) religious belief now takes post-institutional, non-conventional forms; it may or may not involve a god, or ‘providence’
- (p) there is every sign that immigrant religions have bedded in to British culture and that they are here to stay
- (q) there will always be a place for the non-cognitive – what some would call ‘spiritual’ – element in education
- (r) science will never have all the answers; it will never satisfy those who ask ‘why?’

A ‘good’ argument, either way, will take some account of an alternative point of view.

**(30 marks)**

- 3 “Television is the most addictive of all recreational drugs: 14 million Britons on average watch an episode of *Coronation Street* or *Eastenders*. They turn on, tune in, and drop out of the real world like kids on dope.”

How fair is it to compare television-viewing with drug dependence?

You might consider the following in your answer:

- documentary programmes
- soaps as serious social comment
- our need for an escape from reality
- whether the comparison is valid.

(30 marks)

**It is fair, in that:**

- (a) in many houses, the TV is on constantly: it is lulling and seductive, inducing passivity
- (b) TV does not only not require thought, it swamps thought; it replaces one reality with multiple alternative realities
- (c) much TV is a relaxant, a tranquilliser rather than a stimulant; it serves to blot out the day; it cocoons; it cushions
- (d) viewers become involved with the ‘lives’ of soap characters to the extent of believing in them, and reading about the actors in the press, as if fiction and reality were interchangeable
- (e) ‘reality’ TV carries this a stage further: a virtue is made of dullness, and a spectacle and a game are created out of crass ordinariness. What more than this do we ask of a drug?

**It is *not* fair in that:**

- (n) there is much on TV that is highly instructive: the Charters of the BBC and ITC make this requirement
- (o) even soaps are written with a view to their making serious social comment; they attract high ratings precisely because they are realistic narratives
- (p) drugs do physical harm; there is no evidence of any such harm being done by watching television
- (q) the comparison is an analogy, that is a figure of speech; beyond a certain point it is more misleading than it is informative
- (r) the fact that millions watch TV is not part of a case against it: we all eat food – we consume food, as we consume TV, both for enjoyment and for instrumental purposes
- (s) TV may be a drug for some – like food, sport, work, a hobby; where there is use there is abuse.

(30 marks)

**Approximate distribution of assessment objective marks across Unit 2**

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