

GCE 2004

June Series



Mark Scheme

General Studies B

Unit GSB6

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 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 these 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.

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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 Most of the castles built in England and Wales have ‘disappeared’ (Source A); why should English Heritage – and therefore we the tax-payers – trouble to maintain those, mostly ruins, that have survived?**

Consider in your answer:

- **economic**
- **educational**
- **environmental/aesthetic**

reasons why we should, or should not, conserve castles.

(40 marks)

Reasons why we should conserve them:

- (a) they are a tourist attraction, and tourism earns vital foreign exchange
- (b) visitors, British and foreign, spend money in local shops, hotels and restaurants earning income for the area
- (c) castles give us valuable information about important aspects of our past: they have educational value and should, therefore, be a charge on tax-payers
- (d) English Heritage, in fact, maintains less than half of the total number of surviving castles, so the financial burden of maintaining them is spread
- (e) something like 30 per cent of them are private property; these are maintained at private expense
- (f) those that are not the responsibility of English Heritage, yet are open to the public, may well pay for themselves through entrance charges
- (g) castles are a desirable feature of the environment, lending romance and aesthetic value
- (h) we have a moral duty to our descendants to hand on the amenities that we inherited.

Reasons why we should not conserve them:

- (n) castles represent an unattractive feature of our past that sits ill with peace and democratic values
- (o) our ancestors were unsentimental about them: they let them fall into ruin; why should we seek to shore up such ruins?
- (p) most castles are in private hands: that is where they should all be; let the market decide whether or not they have economic utility
- (q) castles have little educational value: they became the refuges of the wealthy and powerful, many were of little relevance to the lives of the vast majority of people
- (r) the gems, of course, should be conserved – but they should all be self-financing; but we should let nature and the developers take their course with shapeless ruins.

Band 1 and 2 answers will usually make reference to particular castles and differentiate between them. Information from the text and the table will be subsumed in an argument.

Band 3 and 4 answers will generalise, and there may be uncritical re-presentation of source material.

(40 marks)

SECTION B

Marks for questions 2 and 3 should be awarded in these 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.

SECTION B

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.

Answer Either Question 2 or Question 3.

- 2 Much real power in Britain is in the hands of ‘Oxbridge white males’ (Source B); in the United States of America, it is in the hands of religious fundamentalists (Source C). Discuss the prospects for social change in these circumstances?**

(40 marks)

We can hope for social change in that:

- (a) the Government does intend to remodel the establishment; but root and branch cultural change takes time
- (b) in the GB context, we are talking about ‘cultural gatekeepers’, who are not really agents of social change
- (c) American politicians may say publicly that they believe the Bible account of creation, but this doesn’t necessarily affect their behaviour
- (d) the right will not be in power indefinitely in the USA; liberal values have not been snuffed out by the Republicans’ temporary ascendancy
- (e) social change happens whatever the complexion of the government; it is bottom-up and makes demands that democratic governments cannot ignore for long.

We cannot hope for social change in that:

- (n) the machine politics of Britain and the USA will always throw up establishment politicians dependent for their survival on big business and other conservative forces
- (o) the more complex a society becomes, the more likely it is that pragmatism will replace ideology, and stasis will be favoured over change
- (p) oligarchies are self-perpetuating: aspirants to power are assimilated to the existing culture of power and influence
- (q) governments dedicated to market economics are not friendly towards engineered social change: redistribution of income; equal opportunities; welfare benefits etc.

Band 1 answers will understand the sources and the question, and will subsume the sources in the response. There will be information that is not in the sources. Answers will focus on the realistic possibilities of specified social changes on the ‘conservatism’ of the establishment; and will come to a conclusion.

Band 2 answers will add something to the sources, argue intelligently about whether there is a connection between the establishment and social change, and come to a conclusion. The response will be shaped as an argument.

Band 3 answers will be source-based and say sensible but obvious things about the possibility of rather generalised social change. Coherence and expression may weaken in the lower half of the band.

Band 4 answers will evidence a lack of understanding of the sources and/or the task, and fail to relate social change to political factors; they may be poorly expressed and/or brief.

3 It is suggested in Source D that science is about finding ‘the answers’. To what extent are writers, artists, and musicians (Source E) looking for ‘answers’?

(40 marks)

Points such as the following might be made:

- (a) the questions to which scientists are seeking answers are usually thought of as answerable in quantitative, objective terms
- (b) on the other hand, Gorst refers to questions (‘fundamental questions’) to which scientists cannot hope to supply answers; these are the questions artists are interested in
- (c) artists cannot answer these questions objectively, or conclusively, but they can cite ‘real-world’ evidence, and appeal to shared experience
- (d) writers and, to a lesser extent, painters engage with the world we inhabit and recognise; they have some interest in ‘truth to life’
- (e) musicians, on the other hand, engage in a more self-referential ‘reality’, where form is of more significance than ‘content’
- (f) many – perhaps most – artists would reject the notion that they have a responsibility to find ‘answers’; they might appeal to ‘art for arts’ sake’.

Band 1 answers will engage with the sources, but draw on material from beyond them, in a convincing argument that focuses on the nature of ‘truth to reality’ in art and science, and that concludes that the arts and sciences are incommensurable. There will be examples.

Band 2 answers will have more to say than will be found in the sources; will recognise the ‘difficulty’ of the question, and will probably argue that artists do seek answers, but not ones that would satisfy scientists. There will be examples.

Band 3 answers will be generalising, will rely on the sources and state the fairly obvious. There may be no discernible line of argument in spite of an honest attempt to draw one. Expression may be weak in the lower half of the band.

Band 4 answers will not understand the thrust of the question and/or of the sources. There will be little or no thread and little or no conclusion – nevertheless, some relevant points will be made.

(40 marks)

Approximate 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	