

GCE 2005
January Series



Mark Scheme

General Studies Specification B

Unit GSB2 – Power

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 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:

Band	Marks	
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 article opposite about public art in Australia.

Write a similar article about examples of public art or design – any striking feature of the built environment – with which you are familiar.

You might write about:

- **what you take their function or purpose to be**
- **what people (including you) think of them**
- **whether and why we could do with more ‘art’ in the environment.**

(40 marks)

Candidates might:

- say the function or purpose of such art or design is to brighten a dull scene; occupy an otherwise dead space; make people stop and think; be a resource for relaxation, refreshment, or recreation
- praise it for its boldness, beauty, or originality – even for its utility; or criticise it for its inappropriateness, its brashness, or its inscrutability
- call for more art of a sort that will enliven the environment, and add aesthetic value to urban living space, or that will add interest to featureless moorland or reclaimed industrial land – or they may despair of the prospect of ‘art’ adding anything of value to the landscape
- criticise the artistic techniques used: the materials chosen; the arrangement of elements; the workmanship; the scale.

Band 1 answers will focus on particular artworks and mount an intelligent argument for or against them; they will make a good case for more or less art in the environment and come to a sound conclusion.

Band 2 answers will identify, and say something worthwhile about, particular features, but be rather generalising. A case will be made for or against art in the environment that is quite convincing.

Band 3 answers may be unable to focus on particular art or design features, but there is understanding of the issue. There may be some resort to comment on the Australian examples, and little take-up of the third cue, particularly in the lower half of the band, where expression may be weaker in addition.

Band 4 answers will be uncertain what counts as art in the environment, and will comment, in an unstructured way, on works featured in the source. There will be little or no case made for more art in the environment.

Band 5 answers will be unaware of art and design in the environment, and will talk in general, random terms about aspects of the environment without reference to art.

A Band-1 quality answer based on one example should be awarded a Band-1 mark.

(40 marks)

SECTION B

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

Band	Marks	
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 Small chains of high-street grocers, like the Tesco and the Sainsbury shops of the 1950s and '60s, have grown into retail giants in a generation.

Comment on both positive and negative aspects of the power of the superstores.

You might consider their influence on:

- **the food that we eat**
- **our 'life style'**
- **the environment**
- **our sense of community.**

(40 marks)

Positive aspects that might be referred to:

- (a) the food is selected for consistent high quality; it is hygienically prepared and packaged; its shelf-life is closely monitored. Customers have a wide choice, and they know what they are getting, GM or non-GM, organic or not
- (b) we are able to see what other customers buy, what lifestyle goods they purchase, and we can feel included by following suit. We can do all our weekly shopping in one go, knowing that our children are safe; there is not an inordinate amount of trekking about different shops to do
- (c) the buildings are often well-designed inside and out; car-parking is landscaped and kept clean; free bus transport is often provided; there may be 'recycling centres'
- (d) the stores provide a roof for the local post office, pharmacy, newsagents etc; there are refreshment facilities – in short, they are a community meeting-point, where charity-volunteers shake tins, and personal advertisements are displayed. They may sponsor local good causes.

Negative aspects that might be referred to:

- (n) the food is generally pre-cooked and pre-packaged; items that are not are standardised, and the choice is restricted
- (o) shopping is done by car, 'binge'-style. We load our boots with conventional 'pre-packaged' items: plastic garden-chairs; ready-mixed salads; ready-meals; and be-ribboned cut flowers
- (p) the buildings are large and warehouse in style, with artless clock-towers and pitiful spires, surrounded by acres of tarmacadam and dusty shrubs
- (q) we are less likely to converse with shop-assistants or with each other; we drive to out-of-town stores where all is impersonal. The stores have little stake in the local community, and nor do we, the customers
- (r) the superstores buy in bulk from suppliers whom they pay the lowest possible prices to.

- Band 1 answers should achieve an ‘objective’ balance of positive and negative points, and be quite specific, giving the impression – at least – of speaking from knowledge or experience.
- Band 2 answers may be stronger on one side or the other. There will still be some specificity, but the case made will be looser and less persuasive.
- Band 3 answers will tend to generalise and to be unbalanced. The issues will be understood, but there will be little controlled argument and little specificity.
- Band 4 answers begin to lose sight of the issues. The cues are not well understood and points are ill-developed.

(30 marks)

3 There was a time when governments took more notice of trade unions than they do now.

How far do you agree that, in a democracy, organisations of employees (and most of us are employees at some time in our lives) ought to have more power?

You might consider the following in your answer:

- **the power of companies and employers**
- **the strike as an acceptable form of protest**
- **whether trade unions have a ‘political agenda’**
- **whether trade unions might be *un*-democratic.**

(30 marks)

Employee organisations ought to have more power:

- (a) our rights as employees are not expressed in a vote, either at central or local government levels. Parliament cannot adequately represent employees’ needs
- (b) employers, through the Institute of Directors, the CBI, local Chambers of Commerce etc. have powers that require effective counter-balancing
- (c) the strike weapon is sometimes the only means employees have of countering an intransigent management
- (d) trade unions are now about more than ‘pay and conditions’ for their own members: through the TUC, they represent the interests of many thousands of people with work-related grievances
- (e) one only has to look at sectors such as hotels and catering, food-packaging etc. to see how exploited workers are when not represented by trade unions
- (f) new-style trade unions look to the interests of the general public as well as of their members.

They ought not to have more power:

- (n) they abused the power they had in the 1970s: the miners, especially, had a decidedly political agenda that had little to do with the economics of coal-mining
- (o) trade unions defend essentially sectional interests; they are out for what they can get
- (p) the trade unions have sufficient power to defend members’ interests, and it is still open to them to withdraw their labour; but laws provide for other means of settling industrial disputes that are less damaging to the general public than the strike
- (q) we are not all employees, and we are not all members of trade unions, therefore the unions cannot act on our behalf in a democracy. They have a limited vision, and a limited remit.

- Band 1 answers will have a handle on the relevant issues and will write from some knowledge. There will be a coherent and convincing argument, illustrated by examples.
- Band 2 answers will offer less of a specific nature, but there will be a well-conducted argument on one side or the other that will be generally well-informed.
- Band 3 answers will be generalising and rather under-informed; there is unlikely to be any historical perspective or clear understanding of the role of the unions beyond the obvious.
- Band 4 answers will have a weak hold on the issues and may not even state the obvious very convincingly. They will tend to assertiveness and/or brevity.

(30 marks)

Approximate distribution of Assessment Objective marks across Unit 2

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