



General Certificate of Education

General Studies 6766

Specification B

GSB6 Space – Time

Mark Scheme

2005 examination – June series

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.

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. |

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.

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 Read Source A about gifted children.

The intelligence tests of the past mainly assessed certain language skills and numeracy.

How far do you think that we shall ever be able to identify children ‘gifted’ in

- **intellectual**
- **social**
- **creative**

ways; and how far do you think it is important that we should?

(40 marks)

There are two questions here: whether we can identify gifted children; and whether it matters.

Identifying gifted children:

- (a) they identify themselves by their all-roundedness
But: there is no hard and fast distinction between talent and giftedness
- (b) gifted children score high in IQ tests, but in other dimensions as well
But: IQ tests have been shown to be flawed, so these are a poor guide
- (c) Gifted mathematicians and musicians are readily identifiable
But: society has need of other gifts than these; the education system takes too little account of social giftedness
- (d) There is a strong correlation across many dimensions of ‘intelligence’
But: we can’t measure degrees of fluency, flexibility, foresight etc.

The importance of doing so:

- (n) we need to nurture gifted children and harness their talents
But: everyone is unique; we need to harness everybody’s talents
- (o) particular talents are best nurtured in specialist schools, or selective streams
But: it is impossible to select for all the talents and gifts in separate schools and streams.
Such differentiation would be unwieldy and unjust

(p) we need to identify giftedness for the sake of the children themselves; they become frustrated if they are not stretched

But: it is not desirable that they be ‘hot-housed’ and separated from their peers.

(q) it is important for social-cultural and economic reasons that we do not look gift-horses in the mouth

But: ‘Giftedness’ is a misnomer; nothing is *given*, it is socially constructed.

Band 1 Grasps the nature of the problem of defining and identifying giftedness. Answers both questions in a *coherent* argument that draws on information, ideas, examples from *beyond the source*.

Band 2 There is some material from beyond the source, but it may be *rather unspecific* and unoriginal.

There is still sound argument, that is *convincing*, and that comes to a *conclusion*.

Band 3 There is *generalisation* and a lack of detail.

The source is leant on rather heavily for ideas and language.

Expression begins to suffer in the lower half of the band.

Band 4 There is *some misunderstanding* of the source and of the task.

The argument is neither well formed nor well informed.

It is poorly expressed and/or brief.

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. |

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 Read Sources B and C and answer the following question:

The GCHQ building has run out of space (Source B); and some would say that the ‘too beautiful’ St Pancras Hotel is a monstrosity (Source C).

The problem with so many of the buildings that we have inherited is that they do not meet today’s needs.

How might this problem be resolved?

(40 marks)

It might be resolved by:

- (a) re-modelling the buildings within the old shell, like Tate Modern and many dockland apartments, GMEX etc.
- (b) having no compunction about pulling down redundant buildings; many Victorian churches and chapels are on prime sites and are of little architectural interest.
- (c) encouraging people to work from home so that there is no need for new offices and car-parks
- (d) preserving them in their original state as museum-pieces, in the way of many National Trust-owned stately homes, and houses transported bodily to e.g. The Weald and Downland Museum
- (e) adapting our ‘new needs’ to the buildings as they are, in the manner of renovated theatres and railway stations;
- (f) allowing redundant buildings to moulder, until an investor recognises an opportunity in them, e.g. the Art Deco Midland Hotel at Morecambe.

Band 1 Answers are *well-argued*, and make *specific* points drawing on relevant knowledge, ideas, and *examples*.

Band 2 There is less detail, and less well-informed conviction, but the question is *fully-answered*, the argument is *reasonable*, and it comes to a conclusion.

Band 3 There is *generalisation*. The sources are leant on rather heavily, but the task and the broad issues are understood.

Band 4 The question is *not well understood*. There may be some *irrelevance* and *ill-based* assertion. Understanding and expression go more seriously astray in the lower half of the band.

Band 5 The response is seriously inadequate. The issues are ill-understood, and no relevant knowledge is drawn on. Expression is poor and/or the answer is brief.

(40 marks)

- 3 Hungarians are now full members of the European Union, yet many of their attitudes are different from ours (Source D); and in most schools in the UK, children are educated together, though they may be of different faiths (Source E).**

Do you believe that we are becoming more tolerant of the differences between groups, or less tolerant?

(40 marks)

We are becoming more tolerant:

- (a) living in a multicultural society is no longer the novelty that it was; we take equal opportunities and non-discriminatory behaviour for granted
- (b) we are accustomed to non-white faces on television, in politics, in the classroom and elsewhere; we expect there to be ethnic representation on public bodies
- (c) we are less insular than we were: we no longer expect chips with everything when we holiday abroad; we are accustomed to variety at home and celebrate it
- (d) we worry about segregated schools in the way in which we might once have worried about integrated schools
- (e) the festivals of ethnic minorities are co-celebrated in our schools and streets, and we join in, and learn about them.

We are not becoming more tolerant/we are becoming less tolerant:

- (n) groups still live in juxtaposed, rather than intermingling communities; social integration is still the exception
- (o) when many Britons go abroad, they go to places where they can be sure they will meet other Britons, and they live in British enclaves
- (p) we are just as unenthusiastic about immigration into Britain as we ever were, and give way to periodic panics
- (q) tribalism comes to the fore in international sporting fixtures
- (r) we are intolerant of foreign cultural products, unless they originate from English-speaking countries – and even liberal Britons nurse ambivalent feelings towards the Americans;
- (s) the media highlight ethnic differences and grievances, and so influence public opinion.

Band 1 Answers are *well-argued*, and make *specific* points drawing on relevant knowledge, ideas, and *examples*.

Band 2 There is less detail, and less well-informed conviction, but the question is *fully-answered*, the argument is *reasonable*, and it comes to a conclusion.

Band 3 There is *generalisation*. The sources are leant on rather heavily, but the task and the broad issues are understood.

- Band 4 The question is *not well understood*. There may be some *irrelevance* and *ill-based* assertiveness.
Understanding and expression go more seriously astray in the lower half of the band.
- Band 5 The response is seriously inadequate.
The issues are ill-understood, and no relevant knowledge is drawn on.
Expression is poor and/or the answer is brief.

(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 | |