



General Certificate of Education

General Studies 5766

Specification B

GSB2 Power

Mark Scheme

2007 examination - January 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.

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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 the following 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.

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- 1 Read the headteacher's newsletter to parents opposite. It concerns the future of a secondary school as it becomes a specialist, partly selective science college.

Write a similar newsletter about the future of your own (or an imaginary) school or college, as if you were the headteacher.

(40 marks)

Candidates may refer to:

- (a) new courses leading to the examinations
- (b) a new name and a new status for the school
- (c) new buildings and/or development of the school site
- (d) new equipment for sport, ICT, drama etc.
- (e) action in respect of uniform, drugs, discipline, bullying etc.
- (f) a new or revised policy of selection, setting, streaming etc.
- (g) policy in relation to boys, girls, ethnic minorities, faith groups etc.
- (h) the way in which the school has opened up to the community.

- Band 1 Answers will reflect the 'education as empowerment' theme; they will be **appropriate in style** and **realistic**; they will make reference to **particular** developments, and convey a sense of an actual institution, with its own ethos.
- Band 2 Answers will say something about curriculum/selection/specialisation policies; they will be **quite convincing in style and tone**; there will be some reference to **particular** developments, some sense of a school with a plan.
- Band 3 Answers will understand the task and be 'in character'; there will be some evidence of a vision for the future – but answers will **generalise, lack particulars**, and be **stimulus-dependent**; expression may weaken in the lower half of the band.
- Band 4 Answers will evidence **some lack of understanding** of the task, rely heavily on the stimulus, or adopt a quite inappropriate tone; expression will be weak, and/or answers may be brief.
- Band 5 Answers will scarcely enter into the spirit of the exercise at all; there may be inappropriateness, a lack of realism, or seriousness of purpose.

(40 marks)

SECTION B

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

Band	Mark	
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 As our own reserves of oil and natural gas run out, we will increasingly have to import fuel supplies from abroad.

How might we avoid having to rely for our energy needs on distant, undemocratic countries?

You might consider in your answer:

- **building new coal and nuclear power stations**
- **developing renewable energy sources**
- **whether we might use less energy than we do**
- **how much we ought to consider future generations.**

(30 marks)

Candidates might make any of the following points:

- (a) we shall be reliant on Middle-Eastern regimes for our oil
- (b) our natural gas will come from Russia and ex-Soviet satellites
- (c) a return to coal would run counter to Kyoto commitments
- (d) nuclear power stations do not emit greenhouse gases
- (e) there are unresolved radiation and waste-issues in relation to nuclear power
- (f) renewables are ‘the answer’ from an environmental point of view
- (g) they will not meet our energy needs in the foreseeable future
- (h) our ‘energy needs’ are unrealistic and cannot be met sustainably
- (i) there are political constraints on the extent to which we can conserve energy
- (j) it is immoral to exhaust resources and cause pollution, so bequeathing problems to posterity.

Band 1 Answers will recognise the problems of supply, of meeting demand, and of managing that demand; they will analyse the contribution of **particular** sources of energy, and **evaluate** the potential of each; they will present a convincing, well-rounded **argument**, particularly in reference to cue 4.

Band 2 Answers will acknowledge the problem, and have enough knowledge and understanding to suggest realistic options; they will use each of the cues to develop a **reasonably convincing** case, in which there is some discussion of the **moral** issue.

Band 3 Answers will show understanding of the problem, but offer little more than a dutiful comment on each of the cues without presenting a coherent case; they will **generalise** and expression may weaken in the lower half of the band.

Band 4 Answers will reveal a **lack of understanding** of the central issues; they will fasten on one or more cues at the expense of an overall response to the question; they may be unrealistic, poorly expressed and/or brief.

Band 5 Answers will not engage with the question in an understanding, knowledgeable, or realistic way; they may not even recognise the nature of the demand/supply problem.

(30 marks)

3 Traditionally art in school involved learning the rules of perspective, figure-drawing, and water-colour technique.

Discuss what you consider to be the function of art in the school curriculum in the 21st century.

You might consider in your answer, whether:

- **being able to draw is a useful skill**
- **one can be taught to draw or paint at all**
- **computers are making it unnecessary to be able to draw**
- **important *values* are taught through art.**

(30 marks)

Candidates might make any of the following points:

- (a) art is a recreational subject, justifiable in its own terms
- (b) all pupils should have access to ways of expressing themselves
- (c) many fundamental, socially useful techniques are still taught
- (d) art is a valid, non-cognitive mode of expression
- (e) hand-eye co-ordination is an aspect of intelligence for which computers are no substitute
- (f) art has always been central to what makes us human: it is our most concrete, tangible response to the natural world
- (g) it is not important to be able to draw: ICT, film, these are today's media
- (h) 'art' has been so evacuated of meaning and utility, as to make its inclusion on the curriculum highly questionable.

Band 1 Answers will mount a thoughtful **argument** which will draw on experience and imagination to make a case for or against art on the curriculum; **specific** points will be made, in a persuasive manner; there will be discussion of **values**.

Band 2 Answers will take account of the change that has taken place, and will make relevant points on one side or both; there will be **some specificity**, and some attempt will be made to assess the **value** of art in education.

Band 3 Answers will understand the nature of the task and have some resources for responding to it; the cues will be picked up though there will be **generalisation**, some inadequacy in response to the fourth cue, and weaker expression in the lower half of the band.

Band 4 Answers will reveal some **want of understanding** and of the means to discuss the issue; opinions may be ill-based, and assertions not be discussed; expression may be weak, and answers may be brief.

Band 5 Answers will evidence little knowledge or understanding; they will be reflexive, poorly expressed and/or brief, and unconvincing.

(30 marks)

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