



## **General Certificate of Education**

# **General Studies 6766**

*Specification B*

**GSB5      Power – Regulation**

## **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.

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 5****(GSB5 Power – Regulation)**

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.

Marks should be awarded in these bands:

- |                   |               |  |
|-------------------|---------------|--|
| <b>Band One</b>   | <b>9 – 12</b> | <ul style="list-style-type: none"><li>• A good response which demonstrates awareness of the issue.</li><li>• Language and communication skills complement the answer resulting in a concise, logical and clear structure, using appropriate style and expression and accurate use of grammar.</li><li>• Evidence is well marshalled; examples are well chosen and help clarify assertions.</li><li>• Understanding of the source is shown, and of the possibilities and limitations of different approaches to the subject. Facts and opinions and implicit and explicit values are clearly distinguished.</li></ul>                                       |
| <b>Band Two</b>   | <b>5 – 8</b>  | <ul style="list-style-type: none"><li>• A competent response which shows some awareness of the issue.</li><li>• Language and communication skills are reasonably good and the structure is reasonably clear and logical. Style and expression are usually appropriate with some errors of grammar.</li><li>• Evidence is moderately well marshalled using a few relevant examples accompanied by some explanation.</li><li>• Some understanding of the source is shown and there is some recognition of the limitations of different approaches to the subject. Facts and opinions and implicit and explicit values are sometimes distinguished.</li></ul> |
| <b>Band Three</b> | <b>1 – 4</b>  | <ul style="list-style-type: none"><li>• A limited response in which only one or two basic points are identified.</li><li>• Language and communication skills are, at best, adequate. Clarity of expression is marred by poor style and inaccuracies of grammar.</li><li>• Evidence is poorly marshalled, with arguments tending to one side only, and examples being basic and few.</li><li>• Little understanding of the source is shown or of the distinction between fact and opinion and implicit and explicit values.</li></ul>   |
| <b>Band Four</b>  | <b>0</b>      | <ul style="list-style-type: none"><li>• No response, or no relevant information.</li></ul>   |

**1 How far is it possible to claim that technology has succeeded in having a positive impact on our working lives? (12 marks)**

**Candidates claiming that technology has had a positive impact on our working lives may argue:**

- (a) technology has ensured that hard manual work has been replaced by machinery
- (b) technology has created new and different forms of employment
- (c) technology enables more flexible working practices e.g. tele-working.

**Candidates claiming that technology has not had a positive impact on our working lives may argue:**

- (n) many people have lost employment through technological change e.g. call centres in low wage countries
- (o) technology is not always reliable and can cause disaster when it fails, e.g. Bhopal
- (q) technology can cause greater difficulties in managing work-life balance.

**Band One**

**Answers will:**

- discuss to what extent technology has had an impact on our working lives
- use a range of arguments
- refer to specific examples of technological change to back up their arguments.
- analyse whether technology has added value to our working lives.

**Band Two**

**Answers will:**

- refer to what extent technology has had an impact on our working lives
- make a range of points, some of which may lack development
- refer to few examples of technological change
- refer to whether technology has added value to our working lives.

**Band Three**

**Answers will:**

- make little reference to the impact that technology had had on working lives
- make few relevant points with little or no development
- make little or no reference to technological change
- be unlikely to refer to technology adding value to our working lives.

**2 How important is it for us to know how a jury reaches its decision? (12 marks)**

**Candidates arguing that it is important to know how a jury reaches its decision may argue:**

- (a) clarity of decision making ensures that the law is more transparent
- (b) it can ensure that juries are not biased or have not acted improperly during their deliberations
- (c) it focuses the mind of the jurors if they realise that there is an element of accountability.

**Candidates arguing that it is not important to know how a jury reaches its decisions may argue:**

- (n) the system has worked for 800 years, why change it?
- (o) potential loss of anonymity could lead to more attempts at jury interference
- (p) revelatory information during decision-making could undermine public confidence in the jury system.

**Band One**

**Answers will:**

- discuss to what extent it is important to know how a jury reaches its decision
- use a range of arguments
- refer to specific examples about juries to back up their arguments
- analyse the value which information about jury decision-making would give us.

**Band Two**

**Answers will:**

- refer to what extent it is important to know how a jury reaches its decision
- make a range of points, some of which may lack development
- refer to few examples about juries to back up their arguments
- refer to the value which information about jury decision-making would give us.

**Band Three**

**Answers will:**

- make little reference to how important it is to know how a jury reaches its decision
- make few relevant points with little or no development
- make little or no reference to the jury system
- be unlikely to refer to the value which information about jury decision-making would give us.

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- 3** 'Celebrities have the same rights to privacy as anyone else.'  
To what extent do you accept this assertion? **(12 marks)**

**Candidates accepting this assertion may argue:**

- (a) there are legal guidelines relating to privacy and these apply to all
- (b) the internal crises in any person's life are generally better handled in a private rather than public fashion
- (c) the present scenario of unsavoury intrusive journalism pursues certain sections of society such as celebrities to an unacceptable extent.

**Candidates not accepting this assertion may argue:**

- (n) many celebrities choose to be in the limelight and manipulate much of the media
- (o) there may be a public interest to be served by press intrusion
- (p) in a "celebrity world" there is a fine line between public and private.

**Band One**

**Answers will:**

- discuss to what extent celebrities have the same rights to privacy as anyone else
- use a range of arguments
- refer to specific examples of celebrities to back up their arguments
- analyse the values surrounding celebrities having the same privacy rights as anyone else.

**Band Two**

**Answers will:**

- refer to what extent celebrities have the same rights to privacy as anyone else
- make a range of points, some of which may lack development
- refer to few examples of celebrities
- refer to the values surrounding celebrities and privacy rights.

**Band Three**

**Answers will:**

- make little reference to the extent that celebrities have the same privacy rights as anyone else
- make few relevant points with little or no development
- make little or no reference to celebrities
- be unlikely to refer to the values surrounding celebrities and privacy rights.

**4 How far do you agree with the view that we are a ‘must-have’ consumer society today in the UK? (12 marks)**

**Candidates agreeing that we are a ‘must have’ consumer society may argue:**

- (a) we are greedy, continually wanting more
- (b) a media-driven lifestyle which is portrayed as “the norm”
- (c) the ownership of these possessions is perceived to enhance status.

**Candidates disagreeing that we are a ‘must have’ consumer society may argue:**

- (n) some elements of society such as the under-class have little or no link to possessions such as these
- (o) there are those who can resist the blandishments of advertising
- (p) it is dangerous and incorrect to generalise all elements of society as uniform.

**Band One**

**Answers will:**

- discuss to what extent we are a ‘must have’ consumer society
- use a range of arguments
- refer to specific examples of a consumer society to back up their arguments
- analyse the values inherent in a ‘must have’ consumer society.

**Band Two**

**Answers will:**

- refer to what extent we are a ‘must have’ consumer society
- make a range of points, some of which may lack development
- refer to few examples of a consumer society
- refer to the values surrounding a ‘must have’ consumer society.

**Band Three**

**Answers will:**

- make little reference to the extent that we are a ‘must have’ consumer society
- make few relevant points with little or no development
- make little or no reference to the consumer society
- be unlikely to refer to the values surrounding a ‘must have’ consumer society.

**5 Present the case that education should be about more than the learning of 'basic skills.'** **(12 marks)**

**Candidates may argue:**

- (a) education involves consideration of social, moral, ethical and cultural values
- (b) knowledge has a value in itself
- (c) education should be about widening horizons e.g. extra-curricular activities
- (d) general social interaction with fellow pupils ensures improved growth as individuals.

**Band One**

**Answers will:**

- discuss how education is about more than the learning of skills
- use a range of arguments
- refer to specific examples of education to back up their arguments
- analyse the values inherent in education being about more than the learning of skills.

**Band Two**

**Answers will:**

- refer to ways in which education is about more than the learning of skills
- make a range of points, some of which may lack development
- refer to few examples of education
- refer to values inherent in education being about more than the learning of skills.

**Band Three**

**Answers will:**

- make little reference to ways in which education is more than the leaning of skills
- make few relevant points with little or no development
- make little or no reference to education
- be unlikely to refer to the values inherent in education being about more than learning of skills.



**Distribution of Assessment Objective marks across Unit 5**

Question Numbers		1	2	3	4	5	AO marks per unit
Assessment Objectives	AO1	3	4	3	3	3	16
	AO2	1	2	1	2	2	8
	AO3	3	2	3	2	3	13
	AO4	5	4	5	5	4	23
Total marks per question		12	12	12	12	12	60