



General Certificate of Education

General Studies 6766

Specification B

GSB6 Space-Time

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 6**(GSB6 Space – Time)****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 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 and answer the following question:

The idea of employees working at hours of their own choosing is an attractive one.

Why might it be impossible, on grounds of:

- **cost**
- **efficient working**
- **fairness to other employees**
- **demographic trends**

to give all employees the option of working flexible hours?

(40 marks)

Candidates might make the following points:

- (a) it is a question whether employers should bear the costs of employees' personal choices
- (b) the BA case may be a victory for one woman in the short term; it may not advantage all women in the longer term
- (c) how do we define a 'career'? Employees apply for jobs knowing what their responsibilities are; it is their business to ensure that they can discharge them
- (d) we have to pay more attention to the 'work-life' balance: by meeting their employees' personal needs, employers will get the best out of them
- (e) the more attentive employers are to those employees who request flexible working, the more they risk discriminating against non-carers
- (f) the situation will be more complex as demographic change sets in
- (g) it will be costly to the nation if there are too few full-time workers paying taxes
- (h) there are some forms of employment (e.g. teaching, transport services) where there are limits to the possibilities of flexible working.

- Band 1 Answers will recognise the essential problem posed by this case and engage with it thoughtfully and realistically; they will refer to **particular cases** and offer evidence to support a well-rounded **argument** that takes account of employer and employee interests.
- Band 2 Answers will show understanding of the issues raised in the cues, and make some **non-source points** relating to the implications of flexible working; they will be realistic, but there may be some want of balance as between the needs of employers and employees.
- Band 3 Answers will be rather **generalising** and **source-dependent**; they may be rather pedestrian in addressing the cues; they make a real attempt to answer the question, but lack the resources to go much beyond the obvious; expression weakens in the lower half of the band.
- Band 4 Answers will make heavy weather of the issue, showing some lack of understanding of the source and of the question; they are relevant, in the main, but wanting adequate discussion, they will be poorly expressed and/or brief.

(40 marks)

SECTION B

Marks for questions 2 and 3 should be awarded in the following 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 Physics may be ‘easier to master than economics’ (Source B), but both the application of science and government policies (Source C) are agents of social change.

Consider whether it is the natural sciences or the social sciences that make the bigger difference to our lives.

(40 marks)

Candidates might make the following points:

- (a) the natural sciences have enabled us to understand life processes and, in some measure, to manage them
- (b) medicine has prolonged life-spans and mitigated the effects of disease and injury
- (c) technology has added to our enjoyment of life by sparing us many physical chores, saving time, and enabling us to learn and enjoy recreation
- (d) an understanding of psychology has made us more aware of how we learn, how we relate to others, and how we can offer therapy
- (e) economics has given us a basis for fair taxation policies, efficient management strategies, and tools for social planning
- (f) politics and sociology have given us a theoretical basis for good and just governance and social policy.
- (g) physical science has, of course, also brought knowledge with which the ill-intentioned can do great harm.

Band 1 Answers will give **specific examples** of ways in which the sciences have brought benefits or disbenefits; it will probably be contended that there can be nothing wrong with any addition to knowledge – that science, at its best, is disinterested; they will advance a well informed **argument** that comes to a convincing conclusion.

Band 2 Answers will supply **examples** from beyond the sources; they will identify benefits from both categories of science, but may lack conviction on one side or the other; they will answer the question, but may **lack structure** and conclusion.

Band 3 Answers will be **source-dependent**; they may not be able to integrate lessons from the source into an overall case, there will be **generalisation**, and no well-chosen examples; there will be understanding of the obvious; expression may weaken in the lower half of the band.

Band 4 Answers will show limited understanding of how the two sources are related, and of how they might serve as a point of departure; there is little relevant evidence or sense of argument; there is reliance on the sources, weak expression, and/or brevity.

(40 marks)

3 Vivienne Westwood played ‘games with cultures and history’ in her fashion designs (Source D): and many Westerners acquire ‘their own DIY faiths’ (Source E).

Discuss the view that belief nowadays seems to be a ‘life-style’ choice.

(40 marks)

Candidates might make the following points:

- (a) fashion always has been about ‘life-style’, though it has had some cultural integrity; now it is a merely eclectic mish-mash of whims
- (b) aesthetic philosophy never has had much to offer in the way of criteria or principles of judgement; it has merely offered a rationale for ‘high culture’
- (c) we have always been subject to trends and prevailing norms; what we believe is what our peers believe, or what those believe whom we respect, and whose approval we value
- (d) so-called ‘new age’ beliefs are the vestiges of established beliefs that have been found wanting; belief has always been fulfilment of the need for comfort and certainty
- (e) astrology, feng-shui, complementary medicine are symptoms of a globalisation of cultures rather than expressions of belief, as such
- (f) there have always been ‘free-thinkers’ like Wheen to ridicule the efforts of others to order the flux of our lives
- (g) better a DIY faith than one handed down by a supposed authority or ‘establishment’; belief must be freely adopted if it is to mean anything.

Band 1 Answers will evidence close reading of the sources, engagement with the question, and then **go their own way**; they will be thoughtful, well-informed, and able to cite **specific examples** of beliefs and practices; they will constitute an argument and come to a convincing conclusion about the validity of ‘life-style’ beliefs.

Band 2 Answers will make sense of the sources, and develop a discussion that draws on **non-source information** relating to particular beliefs and practices; they may come down on one side or the other rather too heavily or unconvincingly; but there is relevance and realism, and some attempt to come to a conclusion about ‘life-style’ beliefs.

Band 3 Answers will draw rather **dependently** on the sources; the question is understood, but little wherewithal to answer it beyond statements of the obvious; they will **generalise** and be rather weak in expression in the lower half of the band

Band 4 Answers will evidence a want of understanding both of the sources and of the question; they will not make a lot of sense of the key terms, ‘belief’ and ‘life-style choice’; there will be no ‘value added’ to the sources; assertion will be unsupported, and expression will be weak; answers may be brief.

(40 marks)

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