



## **General Certificate of Education**

# **General Studies 5766**

*Specification B*

**GSB2      Power**

## **Mark Scheme**

*2007 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.

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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:

<b>Band</b>	<b>Marks</b>	
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 passage opposite. It contrasts views that favour a life of laziness with those that argue for regular exercise.**

**Imagine that you have the opportunity to interview *either* Dr Michaela Axt-Gademmann *or* Dr Graham Achard. Choose the doctor whose views you disagree with, and argue against those views.**

**Set out your questions, and the replies of your interviewee, something like this:**

**SELF Surely long-distance running is a good thing? The heart is a pump, and it needs to be made to work hard ...**

**A-G I realised that it was doing me more harm than good...etc.**

**(40 marks)**

Some reference to, and use of phrases from, the stimulus might be quite legitimate; but there is a difference between use and dependence/over-use.

- Band 1** The task is well understood.  
There is much other material than that found in the passage.  
The views of interviewer and interviewee are coherent.  
The whole has the flavour of a genuine dialogue about health, fitness and longevity.  
Language is appropriate and confidently used.
- Band 2** The task is understood.  
There is some material not taken from the passage.  
The opposing views about whether exercise is necessary emerge reasonably coherently.  
Questions and answers are realistic.
- Band 3** There is substantial reliance on the material in the passage.  
There is some clear disagreement between the views of the interviewer and those of the interviewee.  
There may be something arbitrary in the choice of questions.  
Expression may slip in the lower half of the band.
- Band 4** There is little sense of disagreement between interviewer and interviewee.  
The dialogue does not get to grips with the issue of whether there is a relationship between exercise and health.  
The dialogue is fractured and poorly expressed. It may, in addition, be brief.
- Band 5** There is little understanding of or sympathy with the task.  
Questions and answers do not engage with the central issues.  
Expression is poor; it is a seriously inadequate response.

**(40 marks)**

**SECTION B**

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

<b>Band</b>	<b>Marks</b>	
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.

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**2 Every one of us sees and hears daily an enormous number of advertisements, in print, in the broadcast media, and in the street.**

**How far are we influenced by all this advertising?**

**You might consider the following in your answer:**

- **the sorts of advertisements that confront us**
- **the motives of the advertisers**
- **how the influences on us might work**
- **the values that underlie much advertising.**

**(30 marks)**

- Band 1 The task is well understood.  
There are many examples of the sorts of advertisements that confront us, and advertisers' motives, and consumer susceptibility are explored in some depth. There is an analysis of underlying values (high status, respect, pursuit of pleasure etc.)  
Language is appropriate and confidently used, in a coherent argument.
- Band 2 The task is understood.  
There are some examples of advertisements, and there is some exploration of advertisers' motives, and the extent of consumer susceptibility.  
There is some attempt to identify values, and to reach a reasoned conclusion.
- Band 3 The cues suggest the structure of the response.  
Examples are wanting.  
Motives and influences are explored in an obvious, common-sense way.  
There is little sense of an underlying value beyond the commercial.  
Expression may slip in the lower half of the band.
- Band 4 There are signs that the question is not fully understood.  
The response is relevant, and there is some reference to the influence of advertising on consumer behaviour, but the question is not really answered.  
There may be poor structure, poor expression, brevity, and little by way of a conclusion.
- Band 5 There is little understanding of or sympathy with the task.  
There is little in the response that is relevant to it.  
Expression is poor, it is a seriously inadequate response.

**(30 marks)**

- 3** 'There are those who have said we live in a secular society – that religion is declining in importance. In fact, religion is putting down deeper roots in the UK than ever.'

**Which view do you take and why?**

**You might consider the following in your answer:**

- **declining attendance at many places of worship**
- **the rise of new religious movements**
- **the growth of non-Christian religions**
- **the meanings we might attach to the word *religion*.**

**(30 marks)**

- Band 1 The task is well understood.  
There is quite detailed and accurate account of secularising trends and/or of the vitality of new movements and faith-communities.  
A worthwhile attempt is made to tease out what we might mean by 'religion', and this analysis feeds into the view taken.  
The response is a well-conducted argument.
- Band 2 The task is understood.  
There is some knowledge shown of declining attendance at places of worship, and of the growth of non-Christian religions. There is some specificity.  
There is some interrogation of the term 'religion'.  
There is probably a reasoned conclusion.
- Band 3 The cues suggest the structure of the response.  
There are generalising references to the decline of traditional church-going and to the growth of non-Christian religions.  
The analysis of what 'religion' is does not go deep.  
Expression may slip in the lower half of the band.
- Band 4 There are signs that the question is not fully understood.  
The response is relevant, and there is some reference to the decline and growth of different institutional religions.  
There is no coherent view adopted, and no attempt to question our use of the term 'religion'.  
There may be poor structure, poor expression, brevity, and little by way of conclusion.
- Band 5 There is little understanding of or sympathy with the task.  
There is little in the response that is relevant to it.  
Expression is poor; it is a seriously inadequate response.

**(30 marks)**

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**Distribution of Assessment Objective marks across Unit 2**

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