



General Certificate of Education

General Studies 6766

Specification B

GSB6 Space–Time

Mark Scheme

2008 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)**

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 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.

What might some of the implications be of an increase in space tourism?

Consider possible

- **political**
- **economic**
- **environmental**
- **ethical**

effects, and judge whether we should welcome ‘a second space race’. (40 marks)

Candidates might identify the following implications of an increase in space tourism:

- (a) the development of space moving out of state control
- (b) the commercialisation of space
- (c) the founding of a lucrative new industry
- (d) the burning of a considerable amount of rocket fuel
- (e) the possibility of serious accidents and interference with civil aviation
- (f) the trivialisation/demystification of space travel
- (g) the wasteful diversion of capital that might be put to more constructive uses here on Earth.

The second, evaluative question is entirely open, but should be clearly identifiable.

- Band 1 Answers will explore a number of implications realistically and specifically, spanning the four cues; the evaluative question is answered thoroughly, and an appropriate conclusion is reached; ideas are expressed that have not come from the source, in language that is clear and accurate.
- Band 2 Answers will identify a number of implications, perhaps not picking up all cues; they are recognisable as arguments which make a considered judgement and which draw on some ideas not in the source; language is clear and mostly accurate.
- Band 3 Answers will be rather generalising; there will be some implications referred to, but they will have come from the source – there is nothing extra; there is an answer to the second question, but it does not go deep, and expression may weaken in the lower half of the band.

- Band 4 Answers will show signs of misunderstanding of the source and/or of the task; there is dependence on the source and perhaps a rather token evaluation; there is a certain casting about for ideas and lack of coherence; expression may be unclear or inaccurate.
- Band 5 There are few signs of understanding and there is little of relevance. The response is poorly expressed, brief, and in other ways seriously inadequate.

(40 marks)

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.

SECTION B

Answer either Question 2 or Question 3.

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.

2 Read Sources B and C and answer the following question.

The Chinese authorities want to limit the potential of internet technology (Source B), whilst Manchester City Council promotes an old transport technology – the bicycle (Source C).

Consider whether much modern technology has as many drawbacks as it has benefits. (40 marks)

Benefits might be identified in terms of: comfort, convenience, efficiency, and economy.
Candidates might identify the following drawbacks:

- (a) the internet has made pornography widely available, and has given rise to a number of forms of abuse
- (b) CCTV, e-commerce, and data-mining give authorities enormous surveillance possibilities
- (c) computers have reduced many jobs to routine, semi-skilled levels
- (d) automotive technology has made for congested roads and dangerous levels of pollution
- (e) the development of aviation has made for environmentally-damaging mass plane travel and airport building
- (f) digital communications technology has given rise to obsession with miniaturised, all-in-one gadgets and gizmos
- (g) nuclear technology carries with it the menace of proliferation of weapons, and of undisposable nuclear waste.

Drawbacks and benefits need not be 'balanced'; but a good answer is unlikely to be determinedly anti-technology.

- Band 1 Answers will consider a range of technologies and analyse their benefits and drawbacks in quite specific detail; these will not be confined to the internet and bikes; they will be well-constructed arguments that come to a realistic conclusion.
- Band 2 Answers will contain some material and ideas not from the sources, and there will be some specific points made, perhaps in the main about the internet and transport technology; there will be argument, but it may not be entirely convincing.
- Band 3 Answers will generalise mostly from material in the sources; there is likely to be little or no specific detail – nothing extra; but a case is made which may be balanced or one-sided; expression may weaken in the lower half of the band.
- Band 4 Answers will show signs of misunderstanding of the sources and/or of the task; there is likely to be some generalising discussion of technology, but little clear analysis of the balance of benefits and drawbacks; expression may be poor/inaccurate.
- Band 5 There are few signs of understanding and there is little of relevance. The response is poorly expressed, brief, and in other ways seriously inadequate.

(40 marks)

3 Read Sources D and E and answer the following question.

The British Film Institute appears to rejoice in cultural diversity (Source D), whilst there seems to be just one ‘American Way’ and one ‘American Dream’ (Source E).

How important is it, in your view, that the citizens of a country ‘possess the same vision’? (40 marks)

Candidates may say that it *is* important in that:

- (a) citizens know where they stand when they have a clear constitution and ethos
- (b) a country is stronger politically and economically when government and citizens speak with one voice
- (c) cultural traditions are more effectively passed on when they can be clearly identified and are institutionalised
- (d) a community can more effectively live and work together when all members adhere to a common set of values.

Candidates may say that it is *not* important in that:

- (n) multiculturalism makes for richness and vibrancy and growth, rather than cultural stagnation
- (o) there is something dishonest and repressive about a society that does not acknowledge genuine differences
- (p) Britain’s economy demonstrates the success of an open-door, multicultural policy
- (q) denominational religion and nationalism cannot underpin peace in a globalised relativistic world.

Band 1 Answers will argue persuasively, and be unlikely to present a one-sided case; there will be material and ideas from beyond the sources, of a specific kind, instancing particular people, places, and values; the argument will come to a clear conclusion.

Band 2 Answers will contain some ideas and material from beyond the sources, and there will be some specificity; they will not focus on America and the BFI exclusively; there will be argument, and expression will be quite clear and accurate.

Band 3 Answers will generalise in terms suggested by material in the sources; they will make a reasonably coherent case – but there will be nothing extra, and it may be rather one-sided; expression may weaken in the lower half of the band.

Band 4 Answers will show signs of misunderstanding of the sources and/or of the task; there may be some casting about for ideas, and over-dependence on the sources; the case made is unlikely to be coherent or convincing; expression may be flawed and/or answers may be brief.

Band 5 There are few signs of understanding and there is little of relevance. The response is poorly expressed, brief, and in other ways seriously inadequate.

(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