



## **General Certificate of Education**

# **General Studies 6766**

*Specification B*

**GSB5      Power – Regulation**

## **Mark Scheme**

*2008 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 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:

### **Band One      9 – 12**

- A good response which demonstrates awareness of the issue.
- 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.
- Evidence is well marshalled; examples are well chosen and help clarify assertions.
- 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.

### **Band Two      5 – 8**

- A competent response which shows some awareness of the issue.
- 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.
- Evidence is moderately well marshalled using a few relevant examples accompanied by some explanation.
- 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.

### **Band Three    1 – 4**

- A limited response in which only one or two basic points are identified.
- Language and communication skills are, at best, adequate. Clarity of expression is marred by poor style and inaccuracies of grammar.
- Evidence is poorly marshalled, with arguments tending to one side only, and examples being basic and few if any.
- Little understanding of the source is shown or of the distinction between fact and opinion and implicit and explicit values.

### **Band Four    0**

No response, or no relevant information.

**1 How far do you believe that using solar panels for energy purposes can make a significant difference to our environment?**

**(12 marks)**

**Candidates agreeing with the assertion may argue:**

- (a) a lessening in demand for fossil fuel forms of energy can result
- (b) few finite resources are required in the manufacture of the panels for this form of renewable energy
- (c) reduction in purchasing price/and improvements in technology can increase demand and usage.

**Candidates disagreeing with the assertion may argue:**

- (n) unpredictability of sunlight in the UK
- (o) at the moment, a very small percentage of households are equipped with this form of energy
- (p) our environment is global; what we do can have little impact on it.

**Band One**

**Answers will:**

- discuss whether solar panels can make a significant difference to our environment
- use a range of arguments
- refer to examples to back up their arguments
- analyse whether such a technological switch can add value to our lives.

**Band Two**

**Answers will:**

- refer to whether solar panels can make a significant difference to our environment
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments
- refer to whether such a technological switch can add value to our lives.

**Band Three**

**Answers will:**

- make little reference to whether solar panels can make a significant difference to our environment
- make few relevant points with little or no development
- make passing reference to solar panels
- be unlikely to refer to whether such a technological switch can add value to our lives.

A balanced response is expected, though it may be possible for a one-sided response to reach Band One.

**2 To what extent do pressure groups represent the views of the general public?**

**(12 marks)**

**Candidates agreeing may argue:**

- (a) they allow ordinary citizens to become more involved in the democratic process
- (b) they can ensure that power is not monopolised by a relatively small 'clique'
- (c) pressure groups bring issues to the attention of those in power which may otherwise be ignored.

**Candidates disagreeing may argue:**

- (n) they are not elected and have no real constituency and may not be accountable to the general public
- (o) extremists may use pressure groups as a front for their views
- (p) single issue groups can have a disproportionate influence in relation to the size of their membership.

**Band One**

**Answers will:**

- discuss whether pressure groups represent what the general public want
- use a range of arguments
- refer to examples to back up their arguments
- analyse whether pressure groups can add value to our lives.

**Band Two**

**Answers will:**

- refer to whether pressure groups represent what the general public want
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments
- refer to whether pressure groups add value to our lives.

**Band Three**

**Answers will:**

- make little reference to whether pressure groups represent what the general public want
- make few relevant points with little or no development
- make passing reference to pressure groups
- be unlikely to refer to whether pressure groups add value to our lives.

A balanced response is expected, though it may be possible for a one-sided response to reach Band One.

**3 How far should we be concerned about Hollywood's domination of the film industry?**

**(12 marks)**

**Candidates agreeing may argue:**

- (a) relatively few companies determine what we see
- (b) it is another example of the Americanisation of our culture
- (c) it is difficult for small independent film-makers to produce and distribute innovative work.

**Candidates disagreeing may argue:**

- (n) there are more 'Bollywood' films than Hollywood films
- (o) we have been satisfied with a 'Hollywood diet' for the last 90 years
- (p) many successful films are produced elsewhere.

**Band One**

**Answers will:**

- discuss whether we should be concerned about Hollywood's domination of the film industry
- use a range of arguments
- refer to examples to back up their arguments
- analyse whether Hollywood domination adds value to our lives.

**Band Two**

**Answers will:**

- refer to whether Hollywood's domination of the film industry should be a concern
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments
- refer to whether Hollywood domination adds value to our lives.

**Band Three**

**Answers will:**

- make little reference to whether Hollywood's domination of the film industry should be a concern
- make few relevant points with little or no development
- make passing reference to Hollywood domination
- be unlikely to refer to whether Hollywood domination adds value to our lives.

A balanced response is expected, though it may be possible for a one-sided response to reach Band One.

**4 'We learn to be good citizens by following positive role models.'**

**How far do you believe this viewpoint to be valid?**

**(12 marks)**

**Candidates agreeing with the viewpoint may argue:**

- (a) they are an inspiration for the next generation
- (b) selfless actions can help to make a better society
- (c) they may be a counter-weight to the often negative examples presented to us in the media.

**Candidates disagreeing with the viewpoint may argue:**

- (n) who decides the positive examples?
- (o) people need to experience scenarios themselves rather than slavishly copy others
- (p) we learn to be good citizens in the home and at school.

**Band One**

**Answers will:**

- discuss whether people can learn to be good citizens by following role models
- use a range of arguments
- refer to examples to back up their arguments
- analyse whether such a process can add value to our lives.

**Band Two**

**Answers will:**

- refer to whether people can learn to be good citizens by following role models
- make a range of points, some of which may lack development
- refer to few examples to back up their arguments
- refer to whether such a process can add value to our lives.

**Band Three**

**Answers will:**

- make little reference to whether people can learn to be good citizens by following role models
- make few relevant points with little or no development
- make passing reference to the concepts involved
- be unlikely to refer to whether such a process can add value to our lives.

A balanced response is expected, though it may be possible for a one-sided response to reach Band One.

**5 'A shopping revolution is taking place in the way in which we purchase goods and services.'**

**How far do you agree with this assertion?**

**(12 marks)**

**Candidates who agree with the assertion may argue:**

- (a) on-line shopping makes everything available 24/7
- (b) the customer has more rights, with far more accountability on the part of retailers
- (c) huge retail outlets offer the whole shopping experience under one roof.

**Candidates who disagree with the assertion may argue:**

- (n) basic customer/salesperson relationship still occurs in a whole variety of instances
- (o) many still rely on the sole trader for general, emergency and specialist items
- (p) shopping has always evolved and what is happening now demonstrates this.

**Band One**

**Answers will:**

- discuss whether a shopping revolution is taking place
- use a range of arguments
- refer to examples to back up their arguments
- analyse whether such a revolution can add value to our lives.

**Band Two**

**Answers will:**

- refer to whether a shopping revolution is taking place
- make a range of points, some of which may lack development
- refer to a few examples to back up their arguments
- refer to whether such a revolution can add value to our lives.

**Band Three**

**Answers will:**

- make little reference to whether a shopping revolution is taking place
- make few relevant points with little or no development
- make passing reference to a shopping revolution
- be unlikely to refer to whether a shopping revolution can add value to our lives.

A balanced response is expected, though it may be possible for a one-sided response to reach Band One.



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

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