



General Certificate of Education

General Studies 2766

Specification B

GENB3 Power

Mark Scheme

2010 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.

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INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO3** Demonstrate understanding of different types of knowledge appreciating their strengths and limitations.
- AO4** Communicate clearly and accurately in a concise, logical and relevant way.

- Candidates will often perform at a uniform level across the four Assessment Objectives. Sometimes, though, their performance will be uneven across the AOs.
- The mark awarded for a response should reflect the relative weightings of AOs for the unit (see below).
- **Thus, for Unit 3, the ability to marshal evidence and draw conclusions [AO2] is the primary determinant of the level (1 to 5) to which a response is allocated.**
- Knowledge and understanding [AO1] will lend or withdraw support for the allocation.
- Whether fact and opinion are distinguished [AO3], and whether communication is clear and accurate [AO4] have equal weight, and should determine the mark within the level.
- **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.**

Distribution of marks across the questions and assessment objectives for Unit 3

Question Numbers		Q1(a)	Q1(b)	Q2/3	Total marks
Assessment Objectives	1	5	5	10	20
	2	7	7	14	28
	3	4	4	8	16
	4	4	4	8	16
Total marks per Question		20	20	40	80

SECTION A

1 (a) Read Texts A and B and argue that education is about empowering learners.

(20 marks)

Points that might be made:

- positive discrimination is possible to address differences in achievement
- a breadth of subjects and types of qualifications are available to suit learners' differing requirements and interests
- the National Curriculum ensures learners have a common core to their learning experience across the country
- from research and statistics, teachers and others are aware of differences and of how these can be addressed
- learners are able to provide prospective employers with a measure of their ability through the qualifications they achieve
- teachers plan to ensure all learners are catered for with a variety of teaching and learning styles and appropriate courses.

Any other valid points should be credited.

Level 1 (17 – 20 marks)

- a very good response showing a keen awareness of how education provides opportunities for students and pupils of varying backgrounds and with differing needs; both the task and the texts are clearly understood [AO1]
- well-chosen examples are given, from beyond the texts provided, possibly from personal experience as well as from other schools/colleges, showing how education does empower [AO2]
- there is critical analysis of the ways in which the education system works at different stages to empower individuals [AO3]
- communication is clear and accurate and the argument is well structured and comes to a convincing conclusion [AO4].

Level 2 (13– 16 marks)

- a good response showing awareness of the impact that education can have on individuals and groups; task and texts are understood [AO1]
- one or more non-text examples are given, possibly from personal experience, indicating how education might empower [AO2]
- there is analysis of the ways in which the education system works at different stages and how it can empower groups and individuals [AO3]
- communication is clear and mostly accurate and structure is reasonably logical with an attempt at an overall conclusion [AO4].

Level 3 (9 – 12 marks)

- a competent, generalising response, showing some awareness of the ways in which education empowers; text and task are broadly understood [AO1]
- there may be examples, probably from own experience or taken directly from the texts, but with little or no interpretation; nevertheless the task is understood and there is some credible argument [AO2]
- there is reference to the ways in which students and pupils benefit from education, but there may be little distinction between fact and opinion over the issue of being empowered [AO3]
- there are likely to be errors in the language used, but these should not impair communication; the response has some structure but probably lacks a considered conclusion [AO4].

Level 4 (5 – 8 marks)

- a limited response showing little awareness of the ways in which education benefits individuals or groups; there may be misunderstanding of texts and task [AO1]
- examples from beyond the text are absent or poorly chosen and there is little evidence of any argument or structure [AO2]
- limited understanding is shown of the task or of the issue of empowerment and there is little or no distinction between fact and opinion [AO3]
- errors of language may begin to impair communication; there is little structure and the response may be brief [AO4].

Level 5 (1 – 4 marks)

- an inadequate response showing little understanding of the central issue and of texts and task [AO1]
- assertions have no supporting examples and there is no clear line of argument [AO2]
- no understanding is shown of the ability of education to empower or of the facts that might support such a case [AO3]
- language is inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

(0) No response, or no relevant information.

1 (b) Read Texts C and D and argue that limits need to be placed on people's power.

(20 marks)

Points that might be made:

- scientists and others need to be controlled in order to prevent research which exploits or offends
- parents and other adults have power over young people who are vulnerable and less able to defend themselves
- animal rights can only be protected by the intervention of laws and codes of practice
- people have the right to protest in support of their own beliefs but others also have the right to carry out research without being harassed
- people in positions of power may need to be compelled to be open in their activities so that the public can be reassured that they are not ignoring their duties
- no-one's rights should be allowed to affect the practices and beliefs of others.

Any other valid points should be credited.

Level 1 (17 – 20 marks)

- a very good response showing a keen awareness of the need to limit powers to protect the vulnerable, but also how the rights of even those with power need to be respected; both the task and texts are clearly understood [AO1]
- well-chosen examples are given, from beyond the texts provided, revealing how limits are needed and operate in practice [AO2]
- there is critical analysis of the need for limits to be imposed and the inter-relationship of these limits [AO3]
- communication is clear and accurate and the argument is well-structured and comes to a convincing conclusion [AO4].

Level 2 (13 – 16 marks)

- a good response showing awareness of the need to place limits on people like scientists and parents with some awareness of the rights of those with power; both the task and texts are clearly understood [AO1]
- one or more non-text examples are given, showing how limits are placed on people and how they operate [AO2]
- there is analysis of the need for limits and how these might create further difficulties [AO3]
- communication is mostly clear and accurate and structure is reasonably logical, with an attempt at an overall conclusion [AO4].

Level 3 (9 – 12 marks)

- a competent and generalising response showing awareness of the limits and why they are needed, the effect on those limited may not be engaged with; texts and task are broadly understood [AO1]
- there may be examples, probably taken directly from the texts, but with little or no interpretation; nevertheless, the task is understood and there is some credible argument [AO2]
- there is reference to limits and why they are needed, but there may be little distinction between fact and opinion over this issue [AO3]
- there are likely to be errors in the language used, but these should not impair communication; the response has some structure but probably lacks a considered conclusion [AO4].

Level 4 (5 – 8 marks)

- a limited response showing little awareness of the need for limits to be in place; there may be misunderstanding of texts and task [AO1]
- examples from beyond the text are absent or poorly chosen and there is little evidence of any argument or structure [AO2]
- limited understanding is shown of the need for limits to be in place even in reference to the texts and there is little or no distinction between fact and opinion [AO3]
- errors of language may begin to impair communication; there is little structure and the response may be brief [AO4].

Level 5 (1 – 4 marks)

- an inadequate response showing little understanding of the central issue and of the texts and task [AO1]
- assertions have no supporting examples and there is no clear line of argument [AO2]
- no understanding is shown of the need to put limits in place or of the facts that might support such a case [AO3]
- language is inaccurately used and communication is seriously impaired; the response may be very brief [AO4].

(0) No response, or no relevant information.

SECTION B

2 State schools have to deliver a wider curriculum than ever before, including citizenship, healthy living and life skills, such as money management.

Given these pressures, to what extent is Art a subject that should still be included on the school timetable?

(40 marks)

Points that might be made:

- art develops skills and techniques that are transferable to other areas of life
- art enriches experiences for many people, providing leisure activities that can be therapeutic and relaxing
- not everyone has the skill to produce art; some may be de-motivated by having to take the subject
- all aspects of the school curriculum have different appeals to different learners; art is no different in this respect from science or history
- there are more important areas to be addressed; as society diversifies, schools often need to address broader issues
- under the UN convention, children have a right to develop their talents, including in art
- art should be a choice, but this can only be the case if it is provided and if it has been experienced at some point so that the choice can be informed
- many of the new areas to be covered, such as diet and health should more properly be the responsibility of parents; it is these that should be cut to allow time for all subjects to be covered.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- a very good response, showing keen awareness of the tension between the pressures on schools to cover life skills and the need for a breadth of provision; texts and task are clearly understood [AO1]
- well chosen examples are given from beyond the sources and may make use of texts other than A or B, that support the argument and lead to a convincing conclusion [AO2]
- there is critical analysis of the conflict between the role of art and the need to cover other areas society deems important [AO3]
- communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

Level 2 (25 – 32 marks)

- a good response, showing awareness of the benefits of art as a subject but also the constraints on schools to deliver a wide provision [AO1]
- one or more non-text examples are given of how art is a benefit or a luxury, these are analysed and there is argument that leads to a realistic conclusion [AO2]
- there is understanding of the tension between what is seen as the value of art and its position in modern education; facts and opinions are distinguished [AO3]
- communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].

Level 3 (17 – 24 marks)

- a competent, generalising response, showing some awareness of the role of art and the effects its study can have; texts and task are broadly understood [AO1]
- there may be examples, probably taken directly from the texts with limited interpretation; there may be an over-reliance on text A, but there is some credible argument [AO2]
- there is recognition of the tension between the needs of different individuals and different subjects, but this tension may not be convincingly resolved and there is a failure to distinguish fully between fact and opinion [AO3]
- there are errors in the language used, but these do not impair communication; the response has some structure but may lack a convincing conclusion [AO4].

Level 4 (9 – 16 marks)

- a limited response, showing little awareness of the tension between what art provides and the importance of other subjects; there may be misunderstanding of the texts or task [AO1]
- examples may be poorly chosen or absent, and there may be an over-reliance on text A; there is little sense of an argument being constructed [AO2]
- limited understanding is shown and there is probably little distinction between fact and opinion on the importance of art [AO3]
- errors of language begin to impair communication; there is little structure and the response may be brief [AO4].

Level 5 (1 – 8 marks)

- an inadequate response showing little understanding of the central issue and of the texts and task [AO1]
- assertions are given no support in examples and there is no clear line of argument and no conclusion [AO2]
- no understanding is shown of how art is in competition for time and how all subjects could be argued to have equal value [AO3]
- language is inaccurately used and communication is seriously impaired [AO4].

(0) No response, or no relevant information.

3 'Children and young people have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.' (*United Nations Convention on the Rights of the Child; Article 12*).

How realistic is it to give such power to people below the age of eighteen?

(40 marks)

Points that might be made:

- at 16, and younger, people have an array of responsibilities and rights that make their opinions important
- the very young have little life experience on which to base judgements
- parents and other adults may oppose empowering the young as impinging on their own rights
- young people are consumers and have rights to choose and to protest about things that affect them
- in school, the power to choose too early may restrict young people's experiences
- young people are not an homogeneous group and have different needs and wishes that may prove difficult to accommodate
- economic power largely rests with adults and this tends to dictate who has power
- the need to intervene to empower the young or to address inequalities, such as in education, suggests that they themselves are not realistically able to exercise power.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- a very good response, showing keen awareness of the tension between the power certain groups of young people could be argued to deserve and the impact such empowerment may have; texts and task are clearly understood [AO1]
- well chosen examples are given from beyond the sources and may make use of texts other than D, that support the argument and lead to a convincing conclusion [AO2]
- there is critical analysis of the conflict between the needs of young people and the impact that concessions of power may have on wider society [AO3]
- communication is clear and accurate; the argument is well structured and comes to a conclusion [AO4].

Level 2 (25 – 32 marks)

- a good response, showing awareness of the essential problem of the rights of young people and how this conflicts with concerns about the impact on society as a whole; texts and task are understood [AO1]
- one or more non-text examples are given of how young people could be empowered, these are analysed and there is argument that leads to a realistic conclusion [AO2]
- there is understanding of the tension between rights and realities; facts and opinions are distinguished [AO3]
- communication is clear and mostly accurate, the structure is reasonably logical and an attempt is made to come to a conclusion [AO4].

Level 3 (17 – 24 marks)

- a competent, generalising response, showing some awareness of the problem of increasing the rights of the young and the effects it can have; texts and task are broadly understood [AO1]
- there may be examples, probably taken directly from the texts with limited interpretation, there may be an over-reliance on the texts; there is some credible argument [AO2]
- there is recognition of the tension between rights and the realities of extending the rights of the young, but this tension may not be convincingly resolved and there is a failure to distinguish fully between fact and opinion [AO3]
- there are errors in the language used, but these do not impair communication; the response has some structure but may lack a convincing conclusion [AO4].

Level 4 (9 – 16 marks)

- a limited response showing little awareness of the tension between extending rights and how this may have an impact on other sectors of society; there may be misunderstanding of the texts or task [AO1]
- examples may be poorly chosen or absent, and there may be an over-reliance on the texts; there is little sense of an argument being constructed [AO2]
- limited understanding is shown and there is probably little distinction between fact and opinion [AO3]
- errors of language begin to impair communication; there is little structure and the response may be brief [AO4].

Level 5 (1 – 8 marks)

- an inadequate response showing little understanding of the central issue and of the texts and task [AO1]
- assertions are given no support in examples and there is no clear line of argument and no conclusion [AO2]
- no understanding is shown of how the rights of different groups in society conflict and how one's actions affect others [AO3]
- language is inaccurately used and communication is seriously impaired [AO4].

(0) No response, or no relevant information.