



General Certificate of Education
Advanced Level Examination
January 2010

General Studies (Specification B)

GENB3

Unit 3 Power

Source Material

These texts are to be read in conjunction with unit GENB3.

The questions arise from the texts.

Use the texts, your own knowledge and examples to answer Question 1(a) and 1(b) in Section A, and **either** Question 2 **or** Question 3 from Section B.

Text A

At Newton-le-Willows Primary School the Art and Design curriculum aims to:

- inspire confidence, value and pleasure in art
- follow the National Curriculum, providing experiences and resources that enhance knowledge, skills, making, investigating and understanding in art and design
- develop critical awareness and appreciation of art and design traditions, tools and techniques and developments in a variety of cultures, societies and times
- enable children to record from first hand experience and from imagination
- develop children's understanding of colour, form, texture, tone, pattern and their ability to use a range of materials and techniques to communicate ideas
- enhance artistic ideas and provide opportunities to present them to others, review and reflect upon them
- recognise ways in which ICT can stimulate and facilitate ideas and design experiences
- use sketchbooks to support and develop artwork and the designing and making process
- contribute to the physical, social, intellectual, emotional and aesthetic areas of children's growth.

Source: extract from Newton-le-Willows Art & Design Policy

Text B**Stop helping boys, says equality watchdog**

School strategies to boost boys' attainment and close the gender divide with girls are "divisive and counterproductive", according to a report to be published this week by the Government's equalities watchdog. The underachievement of boys relative to girls at school has become a recurring theme of educational debate and significant resources are invested in raising boys' achievement.

Although there has been a slight narrowing of the gender gap in 2007's exam results, girls still outperform boys across the board. In primary tests, girls beat boys by ten percentage points in English last year. At A level, 25.1 per cent of girls achieved an A grade compared with 22.8 per cent of boys. But, in a highly provocative assertion, the Equal Opportunities Commission suggests that "playing up the difference will exacerbate such difference". While it acknowledges that there is a gender gap in literacy, with boys underperforming in relation to girls, the 80-page document adds: "In other areas, the gap is not significant and certainly the focus on boys' underachievement detracts from the consideration needed to be given to the larger gaps between groups defined by social class and race." It concludes: "The strategies recommended have been divisive and often counter-productive in terms of their emphasis on gender differences."

The report blames gender stereotyping by parents and teachers for exaggerating the gender gap. Entrenched attitudes, based on ill-founded assumptions about gender roles, mean that perceived differences between supposedly masculine subjects (such as physics) and so-called feminine ones (such as literacy) will increase over time, it cautions and suggests that schools should challenge stereotypes and encourage boys and girls to diversify their skills and interests.

The report notes that social class and race have a far more significant effect on school results than gender; girls from disadvantaged backgrounds trail far behind middle-class boys from the same ethnic group. There is also a wide variation in performance across black and ethnic minority groups, with a gap of 16 percentage points between the highest and lowest achieving ethnic groups in their English results.

John Dunford, general secretary of the Association of School and College Leaders, said it was right for schools to invest resources in raising the attainment of boys, just as they had done 20 years ago to raise girls' achievement: "While it's right to focus on all other underachieving areas, such as class and race, the focus on boys should not be eased, especially at a time when the gender gap is starting to narrow at GCSE and A level."

Source: adapted from an article by ALEXANDRA FREAN, Education Editor, © *The Times*, 10 September 2007

Text C

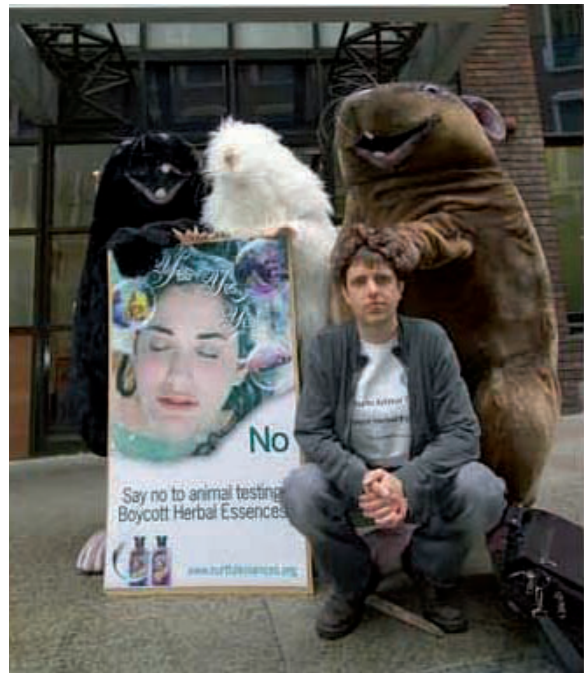
Ethics code seeks to regulate science

A proposed ethical code for scientists would help junior staff blow the whistle on unethical behaviour and also help promote the subject in schools, the Royal Society said today. The code has been drawn up by the government's chief scientific adviser, Sir David King, with a small working group, following a meeting of science ministers and advisers from G8 countries last year.

It calls for rigour, honesty and integrity among scientists, who should take steps to prevent corrupt practices and professional misconduct and declare conflicts of interest. Scientists should ensure that their work is lawful and justified, they should "minimise and justify any adverse effect" their work may have on people, animals and the natural environment.

In response to a consultation on the document, "Rigour, Respect and Responsibility: a universal ethical code for scientists", the Royal Society said it could form the basis of detailed codes for professional bodies and societies in different branches of science.

The Royal Society – the UK national academy of science – said the code would also provide a useful contribution to the debate concerning the responsibilities of scientists, and would be particularly timely for teachers and 14 to 19-year-old students given the changes to the science curriculum at key stage 4 and the development of GCSEs and A-levels that place greater emphasis on the way science works, to controversial issues and to the ethics of science. The society also notes that "the code has considerable value as an educational and an awareness raising tool to ensure that scientists are reminded of their legal and ethical responsibilities and to remind them that they should consider the potential consequences of their own research."



Launch of "Hurtful Essences" campaign against animal testing.

Selected points from the code

- minimise and justify any adverse effect your work may have on people, animals and the natural environment
- take steps to prevent corrupt practices and professional misconduct
- seek to discuss the issues that science raises for society. Listen to the aspirations and concerns of others.

Source: based on an article by DONALD MACLEOD, www.guardian.co.uk,
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Image from Uncaged Campaigns Ltd, 2008

Text D

United Nations Convention on the Rights of the Child

A convention is an agreement between countries to obey the same law. When the government of a country ratifies a convention that means it agrees to obey the law written down in that convention.

The UN Convention on the Rights of the Child was adopted by the UN General Assembly on 20 November 1989. At the end of 1993 154 states had ratified the Convention (i.e. given formal approval to it). This obliges them to report to the UN Committee on the Rights of the Child within two years of signing it, explaining what progress they have made in meeting its goals.

The United Kingdom of Great Britain and Northern Ireland ratified the Convention on the Rights of the Child on 16 December 1991. That means our government now has to make sure that every child has all the rights in the Convention.

Six key articles are set out below:

Article 12

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.

Article 13

Children and young people have the right to get and to share information as long as the information is not damaging to them or to others.

Article 14

Children and young people have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 28

Children and young people have a right to an education. Discipline in schools should respect children's and young people's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29

Education should develop each child's personality and talents to the full. It should encourage children and young people to respect their parents and their own and other cultures.

Article 42

The Government should make the Convention known to all parents and children and young people.



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