



**General Certificate of Education (A-level)
January 2011**

General Studies B

GENB3

(Specification 2765)

Unit 3: Power

Final

Mark Scheme

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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

01 Read Texts A and B.

‘Images, pictures and logos are a powerful factor in influencing behaviour.’

Argue in favour of the above statement, using examples of your own as well as those in Texts A and B.

(20 marks)

Points that might be made:

- corporate logos are global and widely recognized
- images, pictures and logos signify more than words can and reinforce reputation
- pictures of models and people in the news have the power to influence attitudes on fashion and appearance
- news pictures and photographs have the power to sway the general public
- advertisers and educators recognize the power of images to influence and teach
- governments see the value of visual propaganda.

Any other valid points should be credited.

Level 1 (17 – 20 marks)

- A very good response showing a keen awareness of how images can influence a variety of behaviours; both the task and the texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, considering different images, possibly other types of image [AO2]
- There is critical analysis of the ways in which images influence and affect people [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 ways in which images might influence in a variety of ways; task and texts are understood [AO1]
- One or more non-text examples are given, possibly other types or uses of images [AO2]
- There is analysis of the ways in which images influence people and their behaviour [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 images operate; text and task are broadly understood [AO1]
- There may be examples, probably from similar areas 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 images influence, but there may be little distinction between fact and opinion [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 images operate; there may be misunderstanding of texts and the 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 ‘behaviour’ 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 significance of images 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.

02 Read Texts C and D.

‘Pictures and images alone cannot tell the whole story.’

Argue in favour of the above statement, using examples of your own as well as those in Texts C and D.

(20 marks)

Points that might be made:

- pictures can be staged or faked
- images may be misinterpreted and the intentions of the creator may be missed
- many images need titles/descriptions to give them meaning
- a picture might interest a viewer but the text extends and explains
- pictures are a snapshot and do not, on their own, tell us the circumstances surrounding them
- images and pictures that are easily understood one day may be shorn of meaning decades later.

Any other valid points should be credited.

Level 1 (17 – 20 marks)

- A very good response showing a keen awareness of the limitations of images and pictures; both the task and texts are clearly understood [AO1]
- Well-chosen examples are given, from beyond the texts provided, revealing how images and pictures can distort or deceive [AO2]
- There is critical analysis of images and pictures and their weaknesses [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 limitations in the use of images and pictures; both the task and texts are clearly understood [AO1]
- One or more non-text examples are given, showing how images and pictures can mislead [AO2]
- There is analysis of pictures and images and their weaknesses [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 images and how they can be limited; 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 images and their weaknesses, 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 how pictures and images are limited; 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 how pictures and images are lacking, 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 pictures or images, their role and limitations or the facts that might support 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.

03 Through a variety of media we receive news, opinions, adverts, which are presented to inform and influence.

How much power do businesses and organisations have to influence people's actions and attitudes?

(40 marks)

Points that might be made:

- news agencies can report events that affect individuals, businesses and organisations
- advertising is costly but all-pervasive, suggesting it does have an effect
- pressure groups can be very effective in changing policies; they can also fail
- in many cases, power relies on money; wealth can be a factor in how influential businesses and organisations are
- it is difficult to be influential without access to the media
- people have free will and can ignore the blandishments of the media
- businesses and organisations often use entertainers/role models to influence us
- we may be more influenced by those closer to us than by businesses and organisations.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response, showing keen awareness of how people can be influenced but also how this power is limited; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the sources and use may be made of the texts, supporting the argument and leading to a convincing conclusion [AO2]
- There is critical analysis of the ways in which we are influenced and how we might also exercise our individuality [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 how people are influenced but also some of the limitations on this influence; texts and task are understood [AO1]
- One or more non-text examples are given and use may be made of one or more of the texts; these are analysed and there is argument that leads to a realistic conclusion [AO2]
- There is analysis of the impact of businesses and organisations; 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 how we are influenced; 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 these text-led examples, but there is some credible argument [AO2]
- There is recognition of the different types of influence, but the tensions that arise 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 power of businesses and organisations to influence us; 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 with regard to the different types of influence to which we are subjected [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 what is meant by the influence and the impact it may have [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.

04 As a country we consume an increasing amount of energy, yet many of us oppose power stations for environmental reasons.

How far is it possible for the UK to develop an energy mix that is diverse, ethical and reliable?

(40 marks)

Points that might be made:

- over-reliance on one type of fuel is open to the vagaries of supply and demand
- nuclear power is cleaner in terms of carbon emissions, but it is perceived as dangerous and leaving a long-term legacy of radio-active waste
- renewable energy is often unreliable/inconsistent and expensive
- the UK relies heavily on imports of coal, oil and gas and these can be cut off by vendors or by those countries through which the fuels travel
- like other countries, the UK has made international commitments to cut carbon emissions and so has to reduce its use of fossil fuels
- many types of renewable energy production are seen as unsightly and threatening to wildlife
- governments rely on businesses for jobs and income and may want to reduce consumption but not wish to offend businesses by changing
- in a free-market economy, suppliers and consumers are influenced by many factors and where cost is a primary concern fossil fuels may be the cheapest option.

Any other valid points should be credited.

Level 1 (33 – 40 marks)

- A very good response, showing keen awareness of the tension between the continued use of power and the need to cut carbon emissions; texts and task are clearly understood [AO1]
- Well-chosen examples are given from beyond the sources and use may be made of the texts, that support the argument and lead to a convincing conclusion [AO2]
- There is critical analysis of the conflict between the desire to preserve the environment and the need for energy to sustain current life-styles [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 conflict between the need for power and the problems its generation creates; texts and task are understood [AO1]
- One or more non-text examples are given, these are analysed and there is argument that leads to a realistic conclusion [AO2]
- There is understanding of the tension between the desire to preserve the environment and the power needs of a modern country; 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 drawbacks of different energy sources; 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 but there is some credible argument [AO2]
- There is recognition of the tension between the desire to reduce the impact on the environment and the problems raised by different forms of energy production, 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 the use of different energy sources and their impact; 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 different energy sources and the implications of their use [AO3]
- Language is inaccurately used and communication is seriously impaired [AO4].

(0) No response or no relevant information.