

GCE General Studies B

GENB3 Exemplar Scripts

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GCE General Studies B

GENB3 A2 Power

Introduction

This booklet contains a number of marked responses to the January 2010 GENB3 written questions.

The material demonstrates performance at different levels and is provided to give an insight into how examiners apply the published mark schemes. In doing so, it is hoped that teachers and students will be able to understand how some answers score highly whilst others struggle to gain many marks.

For GENB3 the presentation of the material is in three sections:

1. The first section contains 'model marked scripts', annotated by a senior examiner to indicate strengths, weaknesses and reasons for awarding a particular mark.
2. The second section contains responses without any examiner annotation, so that teachers and/or students can independently assess the quality of an answer against the separately published mark scheme.
3. The third section contains senior examiner commentaries on the scripts in section 2, to enable comparison of teacher/candidate assessments against the standards set by AQA senior examiners.

How might the material be best used?

It is suggested that the model marked scripts are studied first before moving to the self-assessment exercise in sections 2 and 3.

When considering the material, teachers or students may wish to think about the following:

- What are the key words in the question?
- To what extent has the response addressed these?
- What are the strengths of a particular answer?
- What are the weaknesses?
- How might the mark be improved?
- Is the length of the answer appropriate, given the total number of marks available?
- When comparing responses, which is better, by how much and why?

It is hoped that by using the materials in this way teachers and students will be able to improve their exam preparation by gaining a valuable insight into what senior examiners are looking for when setting and marking questions.

Accessing the question paper and mark scheme

Teachers are able to access the materials via **e-AQA**, if they have registered for this secure service.

The January 2010 GENB3 question papers and mark schemes should be available on AQA's website from October 2010 (see web page http://web.aqa.org.uk/admin/qp-ms_library.php).

Printed versions can also be bought from AQA publications (<http://shop.aqa.org.uk>).

Any comments on this material?

If you have any comments on this exemplar material, please forward them to the AQA General Studies Mailbox (generalstudies@aqa.org.uk).

Included in this material there are exemplar scripts from the January 2010 exam:

- Model Marked Scripts
 - MMS 1 – complete script, Questions 1(a), 1(b) & 2
 - MMS 2 – Question 1(a)
 - MMS 3 – Question 1(b)
 - MMS 4 – Question 3
- Self-Assessment Scripts
 - SA 1 – Question 1(a)
 - SA 2 – Question 1(a)
 - SA 3 – Question 1(a)
 - SA 4 – Question 1(b)
 - SA 5 – Question 1(b)
 - SA 6 – Question 1(b)
 - SA 7 – Question 2
 - SA 8 – Question 2
 - SA 9 – Question 3
 - SA 10 – Question 3
- Commentaries on all of the above exemplar scripts (in a sealed envelope).

Please note

From **June 2010** the question numbers on the actual exam paper will change:

Jan 10		June 10
Qu 1(a)	→	Qu 1
Qu 1(b)	→	Qu 2
Qu 2	→	Qu 3
Qu 3	→	Qu 4

The style and format of the questions/texts will be very similar.

Suggested teaching points

All of these responses are presented exactly as they were in the exam; not one of them has a plan or any indication of the candidate's thinking prior to putting pen to paper. All of these responses could have been improved with time spent organising ideas and considering examples that could be used to support the arguments proposed.

As an exercise, students could be asked to consider the questions from January 2010 and to suggest one example from each of their A-Level subjects that could feed into one of the questions. As can be seen from the responses provided, Literature, History and Art can all be used, but other candidates for Question 1(b) drew on Psychology, Milgram and Zimbardo; Business Studies, monopolies, and Politics, powers of the Prime Minister and US President.

For question 2, History provided candidates with opportunities to talk about the lasting power of Art, Languages were used to argue wider issues surrounding culture and tolerance and education generally was invoked as benefiting from illustrations and pictures as a form of learning. Question 3 could also benefit from evidence from school subjects, as in response (10).

Practicing planning and conclusions would also be a useful exercise. Students could be asked to produce a plan of points for and against on one of the Section B questions and then to come down on one side and to produce the conclusion in full, justifying their position.

Information about GENB3

This is an **A2 unit** and has two elements to it, Section A and B, based on the unit theme: **Power**. This unit looks to build on the skills assessed at AS level. **Please refer to the Specification for full details** relating to the Unit 'Areas of Study' and the Assessment Objectives (AO's).

The format of the examination is as follows:

Section A

Compulsory Questions 1(a) and (b) each ask candidates to present an argument from one perspective only, similar to the requirements of AS GENB2. Candidates who present a balanced response for these questions can only be credited for the material that addresses the point of view required by the question. Candidates who oppose the view will find it difficult to score many marks at all. **Texts** are provided, two for each question, and candidates are encouraged to use these in their responses, although they may not find an equal amount in each text and should avoid just producing a commentary. For marks in the top two levels, examples from beyond the texts are needed.

Section B

There is a choice of essays, Questions 2 and 3 where a balanced argument is sought, building on the skills tested in GENB1. Candidates may use any or all of the texts; they don't have to, but they will be credited for relevant references. They have time to plan their response and should be urged to do so, looking at arguments for and against. Again, there is credit for relevant examples, from beyond the texts, which are evaluated and used to create an argument. Candidates would need extra material of this sort to gain marks in the upper levels. At the end, the candidate needs to come to a conclusion, justifying their position.

Mark Scheme

Both Section A and Section B are assessed using a 'Levels Mark Scheme'. The full published mark scheme provides a description for each level and some examples of 'indicative content'.

How to arrive at a mark - Examiners will place a response in the middle of what seems to be the appropriate level, then move up within the level if there are signs of the level above, or down if there are signs of the level below. Brevity or an indifferent standard of written English may be factors that pull a response down within a level.

Section A (max 20 marks per question) is marked on a Level marking system for each question:

<i>Level 1:</i>	<i>17-20 marks</i>
<i>Level 2:</i>	<i>13-16 marks</i>
<i>Level 3:</i>	<i>9-12 marks</i>
<i>Level 4:</i>	<i>5-8 marks</i>
<i>Level 5:</i>	<i>1-4 marks</i>

Section B (max 40 marks) also uses a Level marking scheme for the essay:

<i>Level 1:</i>	<i>33-40 marks</i>
<i>Level 2:</i>	<i>25-32 marks</i>
<i>Level 3:</i>	<i>17-24 marks</i>
<i>Level 4:</i>	<i>9-16 marks</i>
<i>Level 5:</i>	<i>1-8 marks</i>

As an overview, the candidates do need to provide additional material both in the compulsory questions, 1(a) and 1(b), and the optional questions from Section B. It is extra, relevant material, wherever it is drawn from, which raises response into Levels 1 and 2. Level 3 responses often depend heavily on the texts, but do use them to effect and show understanding of them and of the task. In level 4 it is those who are brief; those who miss the point of the task, especially in section A; those who show no understanding or engagement with the task. Level 1 responses are characterised by candidates who address the task directly, use a number of additional examples, evaluate these and the relevant elements of the texts and, especially in the section B response, those who provide a developed conclusion.

Question number

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① a) The first source Text A it clearly shows a focus on empowering its children ~~through~~ in the Art and Design curriculum. ~~It is about~~ ~~subject~~ ~~It~~ indicates ~~it is~~ an aim not just to give people knowledge but to "inspire confidence", which is about educating people in life, happiness and success which ~~is~~ of course empowers people. It is aiming to teach people individuality and independence, thought through "recording) from first hand experience and (...) imagination" which are skills that are utilised through all aspects of life. ^{giving} ~~gives~~ It gives people access to grow and develop individually and, therefore, empowers people with uniqueness, ~~power~~ ^{ability to judge for them} ~~to lead their lives without~~ ~~support~~ think for themselves and most importantly to have confidence in their thoughts.

Text

amp

Text

amp
general
eg

repeats

gr

It is known psychologically that positive people are the happiest, and through education broadening its aims to teach people life skills, empowers them to be happy people, which this the most important thing. ~~is~~ ~~Knowledge~~ Knowledge is nothing without confidence and power to apply it and, ~~to~~ ~~independent~~ therefore, education has to be about empowering people, to ^{teach them to} apply knowledge and think independently so they can go through life happy and making the most of its opportunities. In text B the debate is then how

Model Marked Script 1 - GENB3

Question
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by
amp

SP

different people need more help than others to attain these skills for fulfillment and well being. It is recognized scientifically that girls mature quicker than boys so it would be natural that they do better in general than boys in exams. ~~as they~~ Obviously the more mature we are the more we recognise and want to take responsibility for

good

our own learning, evident in the graduated independence given ~~through~~ ⁱⁿ the education system.

Therefore, it is important that boys have extra support to empower them ~~as~~

equally as girls, because they live life at the same time as girls. No consideration is taken for them being scientifically behind in ^{at the same age} development, so they need more help to be inspired and empowered ^{through} their education

to live equally successful lives. When it comes to ethnic minorities here as so many ^{contributing} factors that their needs cannot be judged alone on "percentage points". The most important statement in the article is ^{one from} ~~that~~ John

Dunford ~~states~~ that states "while it is right to focus on all other under-achieving areas

Text [...], the focus on boys should not be eased".

The ~~point~~ ~~the~~ message really is that education is supposed to advance, develop and benefit people individually and the most important skill to attain from education is the ability to learn independently throughout life. This ultimately empowers people, and empowers

Model Marked Script 1 - GENB3

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society as a whole and should be the primary aim of education. If education, therefore, is designed to equip people for life and ^{them} empower them to achieve their potential, then it should aim to help all people underachieving and not empowered. And as John said, ~~it is~~ education should aim to help ethnic minorities but not at the expense of helping boys.

Some analysis of the texts. Does go a little beyond them, but in a general way. Level 2

15

b) In today's world science and technologies are so advances that what they are currently researching is largely defying nature and ultimately moral and ethically debatable issues. Such examples as dolly the sheep the first cloned animal, ~~this would be explain~~ explicitly unveil the need for restrictions of scientific development. This breakthrough for science could have been further advanced to clone humans, but this is a dangerous tool to possess. People are already obsessed with aesthetics ~~and~~ through the ~~best~~ accessibility of plastic surgery, so what is to stop parents cloning their prettiest child, and the world's ~~separating~~ gene pool ~~or~~ becoming less and less diverse. ^{The impact of} ~~and~~ ~~repeating~~ ~~at~~ such a technology as cloning and equally genetic modification have to be monitored, as it is impossible responsibility to expect of

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eval

a scientist [✓] the [✓] seminal discovery
 a doctor seeking ~~his~~ ~~attempt~~ ~~the~~ ~~discovery~~
 of his career, to think of its consequences
 on society before his own interests and aims.
 Therefore it is clear power has to be
 placed on people's power. The responsibility
 is given to impartial parties in the hope
 that decisions will be made in the interest
 of the majority. This way there is ~~no~~ a lesser
 temptation and pressure on the scientists to
 advance understanding and technology to
 the detrimental effect of the world, and
 create one ~~world~~ such as in "Brave new world"
 where the whole society is born and
 conditioned by unethical scientific technologies.

Text

Equally in the second article people's
 power should be limited to a certain extent
 because one person cannot always envisage
 the complete extent of their decisions. The
 crucial elements of the UN Convention is
 "as long as the information is not damaging
 to them or to others" and "as long as they are
 not stopping other people from enjoying their
 rights." These ~~limitations~~ are the essential
 limitations of human rights of all people
 not just children, that we have power and
 freedom as long as it doesn't infringe on
 anyone else's. Children ^{specifically} are not always
 developed, ~~learned~~ knowledgeable or
 mature enough to see the overall consequences
 of their choices so it is important their

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power is limited so that no best decision is made, through the partial ^{input} ~~power~~ of a person more equipt to see the best choice. In all areas of power, it is necessary that individual power is limited so that the majority has the best outcome and personal gain is not favoured at the expense of society. Very good response. Has eg & makes use of the texts. Analyses need for limits. Level 7

② Art is a subject that is universal and whatever mix of children, ~~ages, backgrounds~~ that is unifying. Art is a subject that is universal and whatever the mix of children, ages, backgrounds etc. it is a unifying subject that everyone can relate to and appreciate. Art is a subject which teaches much more than 'how to paint' it teaches students independence of thought, expansion of the imagination and release and enjoyment.

~~As the pressures the children of today have so many pressures upon them and do not have pressure to be, to be, to be~~

More than ever, the stereotype of ~~being~~ aggressive, depressed, board, wayward teenagers forms the majority of students so it is essential that school ~~must~~ adapt to their pupils. New research is ~~is~~ concentrating on different learning methods, and tests to discover whether you are an oral or kinesthetic learner etc. ~~to be~~ and

20

Model Marked Script 1 - GENB3

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teaching in a way that ~~modern~~ children of today are receptive to. Art provides the alternative to the classroom style learning that is becoming ^{less} ~~more~~ and ~~more~~ less effective. More than ever ~~there is~~ ~~different~~ the alternative more noisy and 'hands-on' subjects are needed to keep children interested in school and give them a break from the heavy exam pressures in other subjects. While art may not be considered as essential as English and Maths, it is essential for developing healthy people and society. There is a balance that must be struck between work and release, and Art gives that balance and mental rest for ~~the~~ students in a healthy and productive way. So many teenagers these days behave antisocially ~~and~~ self-destructively and require mental support. Art is a subject that is a healthy way to relax and relieve mental stress and has always been considered as a source of emotional outlet, so that ~~the~~ ^{the} more than ever pent-up teenage emotions can be released in a benign way.

argues
in favourdevelops
reason

~~And~~ furthermore, the increase of racial diversity in ~~the~~ classes means that many children of different backgrounds and cultures are brought together and only given one universal education. Art is a subject that discusses culture and history and

Model Marked Script 1 - GENB3

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is a way of teaching ^{about} ~~art~~ and creating interest in culture and ~~our~~ origins not just for ~~ones self~~ ^{ones self} but ~~so that~~ ^{so that} students learn about other's cultures as well. This knowledge and respect of diversity taught through the subject of Art can help to combat prejudice and mix 'the cultural mixing-pot' that Britain is today. It also draws away from the sense, that many students get, that cultures are differentiated by religion because this is the only subject that teaches about other cultures. Art increases our knowledge of culture and the world inevitably making ^{students} ~~us~~ more rounded and inspired individuals.

In addition to art exposing ~~us~~ ^{students} to other cultures which is currently most topical, it exposes them to new concepts, fictions and can inspire thought ^{on subjects not} ~~and~~ ~~appreciation~~ ~~for~~ considered before. Art develops imagination, ~~and~~ expression, ~~and~~ individuality and excitement, ~~and~~ enjoyment and appreciation of the world, ~~and~~ they have to live in. More than ever the subjects that inspire and create are important to balance the pressures of the modern world on students.

balance On the other hand, essential life skills such as healthy eating to tackle obesity and money management to stop people living beyond their means are creating

Question
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another ~~recession~~ recession, ~~an~~ an ultimately essential for enabling students to live stable lives after education. But really these should not be at the expense of subjects like Art that have always been considered a necessary part of the curriculum. Art develops happiness and entertainment which are essential aspects of life as we know, so cannot be sacrificed for skills that should really be taught at home. While schools must adopt the responsibility of parents of teaching healthy living and relationships etc. if the parents are inadequate, it can only be in addition to their own duties and cannot sacrifice subjects like Art, and not give children the full education they deserve.

Strong argument in favour of Art developing some of the benefits of the subject. A little balance latterly, with the view that Parents have responsibilities too. Some allusion to tensions in conclusion. Level 2

28

Question
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1a) The education system is a vital process which undoubtedly empowers learners, as many people have noted over the years; an education cannot be taken away from you. Once you have developed vital skills, they are yours and can be implemented throughout your life. Various subjects learnt throughout life

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~~exp~~ build on key skills and channel people's talents. ~~this can direct~~ This can develop their talents further, to a stage greater than most thus empowering them over people who are not as able with this skill. Equally, education can develop confidence, through realisation of one's gifts can build self esteem and self empowerment.

text

The phrase "knowledge is power" emphasizes the concept of being empowered by education. The more education you have, the the more knowledge you have and thus the greater your power. This holds truth as through exploration of a diverse range of knowledge, you gain understanding and empathy. Additionally you gain a well rounded view of life and have an ability for discussion through lack of ignorance of other people's opinions. This allows for power over people with greater ignorance as they will display imbalanced ideas and arguments that are easy to find fault in.

~~exp~~ and Sciences such as English, physics and biology at least to key stage four level, learners are presented with the theorism of and expression of arts and the relative truth of science. Once again this gives them

Model Marked Script 2 - GENB3 Qu 1a

Question
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a balance and empowers them to choose the correct path for themselves. Education gives opportunities for future and immediate empowerment, Immediate through ch. subject choice, Choice for to kn' work hard and future as once a level of education has been proved, people are allowed at high level jobs with great responsibility and power.

Some overview. A lot generalizing. Some complexity - 13

(11)

1(b) (b) In many ~~senses~~ ^{senses} power can be a good thing, bringing many benefits. Power can allow people to have more control and choice. However, power itself is only as good as what ^{it is} used for. If a person chooses to ~~use~~ use their power to promote good; they have ~~power~~ the benefits of power. If a person is causing harm, it may be very difficult to stop them if they are powerful. Putting limits on people's power would prevent a ~~power~~ person from taking their power to extreme effects. Therefore limits to people's power can prevent harm.

Hints at
need for
power

Looking at this globally, the USA are the most powerful ~~country~~ country in the world. Their extreme wealth ~~and~~ gives ~~power~~ them power over other countries ~~when~~ in trade and business. The power that the US government have, gives them the opportunity to do great things. They have the power to send substantial aid to rescue people affected by the earthquake in Haiti. The USA have the power to cancel huge amounts of debt for african countries that are struggling to develop. However, ~~it~~ is clear that some of the most powerful people in the world will not make choices that will promote goodness. A limit on power could spread wealth and promote equality on a global scale.

eg

In science, the scientists have a huge amount of power brought by fundings and by their technology.

Text

This power ~~could~~ can and has been used

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to test products on animals. The power obtained by scientists has allowed them to bring painful rashes to innocent animals when experimenting with cosmetic products. Such testing for both cosmetic and medical products is clearly not ideal.

However I'm sure many people would agree with ~~that~~ is the fact that I would rather test a product on ~~my~~ an animal than my grandparents. It is a difficult problem to solve. The best way to control the behaviour of scientist so that their work ~~only~~ promotes good is to limit their power. Government ~~regulations~~ regulations could cause scientists to only be able to test small amounts of products on ~~animals~~ few animals to ~~the~~ minimise harm.

In many cases greed can come with power. Large businesses are able to buy out smaller ones due to their huge wealth and power.

Struggling. Some use of text C. ~ By from D

L3

(10)

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3. I think that young people should be given more power, after all it is their life you can't take away every ounce of free will from them. firstly ~~if~~ ^{were} there was any change of power given to younger people the age limit should be 16 not 18. 16 year olds are mature enough I think to grasp real day concepts and make decisions for themselves. ~~By~~ Anyone younger than 16 is still too much a child and still has not matured enough at all. Even when you're 18 ~~you're~~ classed as an adult but yet you ~~do not get much more free will than~~ people still make decisions for you then, nothing much has really changed, ~~but~~ you are allowed to vote and drink and I'm sure the amount of 18 year olds that vote is ridiculously low. However if you were to look at it 16 year olds would ~~only gain the same more amount~~ However there isn't any power to give a 16 year old. I still stand at 18 for drinking age and 18 the voting age but there is no power to give at all. The only think I can think of is the ~~advise~~ cinema age rating on films should be lowered for 16 year olds to watch 18 movies as this is a small ~~and~~ change but yet harmless. If there is more ~~free~~ power to give to 16 year olds of course, within

all a
little
vote/
opinion
or
assertion

So?

assert
only

Question
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reason they should be given it,
 like in school. I know in some
 schools you are forced to learn certain
 subjects and languages, this should
 not be the case, you should learn
 what inspires you and what you
 wish to learn. You should not
 be forced to learn french or Spanish
 when for starters you never visit the
^{valued} ~~places~~ ^{point?} ~~or that~~ you and through
 technology now you can by using
 equipment to talk a language and say
 phrases for you. ~~this is~~ Children
 should get a choice of what they
 learn, ~~power is given to the wrong~~
~~people in some cases~~. However
 if younger people wanted power, it
 would probably not happen, the
 // reality of this happening is the
 same as winning the lottery. ~~It is~~
 Adults will always be better ~~at~~ making
 certain decisions for younger children
 as they have the experience of the 'real'
 // ^{speculates} world when compared to a child. (90%)
 of the time adults make the right decisions
 but they know how to make decisions based
 on experiences ~~or~~ and wrong decisions. If
 children are never given the chance to
 make a wrong decision how does
 anyone expect them to learn
 without being spoonfed throughout

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life as people would say. Sometimes they need to be given the chance to stand on their own two feet and this will not happen if they are never even given a chance. AM This aside, though I think that if there is any small form of power that is available to a child at the minimum age of 16, I think they should be offered a chance to make that decision for themselves, as there is already little power available to them ~~and also~~ I stand with the legal ages for drinking and voting, ~~that~~ there is no real of this chance changing, if it were to change it would only go up as there are so many numerous cases of alcohol abuse already, raising the age ~~going up~~ might reduce them, but will cause a serious dispute across the country. There are already many laws and rules in place for children to receive any more power. The act was passed in UK in 1991, ~~that~~ now we are 19 years on and still there is no real change and I predict this also for the near future.

Ly - nil. Lacks coherence, despite touching on a couple of potentially valid points

13

Question
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1.	
a)	The education system is designed to improve the quality of young people's futures by handing them the opportunity to take advantage of cognitively stimulating material. This gives children a self-sustaining and rounded way of thinking which can be used not only to improve

AB12

Self Assessment Script 1 - GENB3 Qu 1a

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the quality of their own lives but help to enforce ~~to~~ new methods to help others around them.

By following a national curriculum this gives equal opportunities for all students from all backgrounds to become educated in the most essential subjects and also to teach skills which can be developed. These skills can empower the future citizens to make their own living and also use them to bring happiness to others for example doctors, entertainers, teachers.

By including art into the curriculum, this is another stimulus in which talent can be found for recognition, distinction and ability for this subject. This can be used in the wider world and brings connectivity ^{between different} ~~between~~ time periods, places, lifestyles as such. ~~Therefore~~ The idea that this subject gives a platform for other areas of education such as communication skills and a greater sense of ~~and~~ ^{knowledge} and understanding of different mediums 'develop children's understanding of colour, form, texture, tone, pattern'

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This point in the specification of Newhons - Le - willows primary school for art and design clearly supports the idea of broadening the range of art, teaching children to have an open mind and encourage elaborated observational skills, another empowering technique they could use for future life. With the opportunity to 'use sketchbooks and develop artwork' allows these children to understand the concept of development; an important lesson to instill in children as it teaches them the virtues of vision, confidence and patience in their projects. The point in this specification which is the most significant in truth is that art 'inspires confidence, value and pleasure in art' which is an important idea to get across to children. For their future choices, they must take pleasure in ~~that~~ and with confidence therefore they will value this and take pride in their own doing.

Education however may not entirely empower learners and in

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may restrict some from achieving their best. A psychological term known as 'self-fulfilling prophecy' can be applied to stereotypes in the success of students when this is established such as gender stereotyping, ethnic minorities and social class for example, the emphasis on underachievement gives excuse for this issue. For example 'At a level, 25.1% of girls achieved an A grade compared with 22.8% of boys' the emphasis on such a difference only allows boys to undergo the self-fulfilling prophecy and ~~are~~ ^{where} this is embedded in their mind as fact therefore do not work as hard as they feel they are predetermined. This is supported by the equal rights opportunities commission which suggest 'playing up the difference will exacerbate such difference'. Therefore ^{an} implied gender difference (there subsequently becomes one as a result of this 'self-fulfilling prophecy' and its social stigmas.

Question
number

1.	a) Education is about empowering learners Education is a form of empowerment, I mean this in the way that education gives us the ability to choose between what is perceived by right as some and perceived by others as wrong. Education can get you a good job in life, some jobs may be better than others, this can be perceived as empowerment. There are
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AB12

Self Assessment Script 2 - GENB3 Qu 1a

Question
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many forms. Text B ~~is~~ sounds more like a battle of the sexes rather than empowering people. And text A sounds more like a sales pitch than a policy, there is no motivation what so ever to try and empower anybody. The only form of empowerment found in text B was the claim how John Dunford advises schools to invest in resources raising the attainment of boys for "equality" reasons.

~~Trying to empower people~~ I believe education aims to empower people so that in later life they have the ability to be as successful as they want to be, but of course education has many flaws. ~~as for~~ ~~studies~~ text B talks about boys and girls exam results and how girls out perform boys. I believe this will always be the case simply because girls mature obviously quicker than boys ~~and actually~~ and girls ~~realize~~. To some education is like a game as (boys v girls) and to others education is much more like people who are from disadvantaged backgrounds. Education empowers them in the meaning of giving them a better chance in life in such a modern world where competition for anything is ridiculous in the real world. What is learned through education you use everyday in your life and

Question
number

1. The purpose of education is to give a child, or a young adult, a store of knowledge. As the age old adage goes, knowledge is power. From this, we can see that the purpose of education is to empower the young of today, so that they can effectively run the world of tomorrow. Every ~~successful~~ powerful person in life has gone through education of some form. Not necessarily formal education (although many have taken this route), but education of some sort. However, to fully understand how education

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provides empowerment, we must first question - what is education? Some will say the obvious answer of schooling. Although this is a form of education, I don't feel that schooling fully defines education. Instead, I believe that education is learning skills or the knowledge that are relevant in life. ~~Reactions of classes~~ Mechanisms of chemical reactions such as electrophilic substitution, or nucleophilic addition-elimination are useless to, for example, a police officer, and I find it highly unlikely that Newton's Law of Universal Gravitation will be of any use to a doctor. The Fundamental Theory of Calculus, that differentiation and integration are inverse functions, is unlikely to be useful to an author. I could go on, but I might bore you (and I wouldn't want that, really). The point I am trying to make is that the knowledge that one learns during one's time in education can often be of little use in the real world (unless you choose to become a chemist / physicist / mathematician), but that analytic skills learnt are almost always useful. Working out a reaction pathway to get from ethanol to ethanoic acid is of little use to Joe Blogg, but the skill to break down a problem into sections, analyse each one, do finally come to a viable solution is highly important to our example Joe as an accountant. He is using his chemical skills to solve accounting problems. Eventually, his problem solving ability will be noticed and he will be promoted, increasing his power. All of this has come from education.

For education to empower, it must be successful. That is, the right things are being taught to the right person,

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in the right way. One element of successful education is an early start. Primary education fulfils this requirement. The knowledge learnt in primary school may be basic, as are the skills, but they are the foundation. As Jesus told us in one of his ~~parables~~ parables, build a house on a foundation of sand, and it will fall. Build a house on a foundation of rock, and it will last a lifetime. Text A demonstrates this strong foundation. Skills such as confidence, awareness, understanding ~~and~~ presentation are all mentioned in the Newton-Willows Art and Design Curriculum. These skills will be taught at a basic level, to be built on at secondary school, but, more importantly, each of these skills is applicable in ~~the~~ real life, not just Art and Design. This is an example of successful education.

Text B, however, does not paint the same story of success. Trying to force genders to the same level is, as the ~~difficult~~ equalities watchdog states 'counterproductive'. Boys and girls do have different skills. Scientists have proven that males, on average, have a higher proportion of their brain suited to spatial skills, whereas a girl's brain is developed for communicative skills. This difference should not be ignored! (Just as a side note, I am not being sexist, males and females are equal, they are just different). The difference must be taken advantage of. By offering a wider range of subjects that use spatial skills to boys, exam results should improve. This improves the quality of their education, in turn, allowing them to gain more power in later life. As source A has shown us, each subject can teach the same skills, albeit in a different manner. It does not matter where these skills come from, just that we have them.

b) Marxism is a political theory believing in equality for all equal distribution of power. Although due to global wealth distribution and education distribution this is largely impossible, the notion of restriction of power is definitely one of importance.

Sometimes people trusted with too much power and responsibility can be trusted with people whose nature will exploit this. Mid twentieth century writer George Orwell emphasised this in his novel 'Animal farm'. Within the novel, the repressors (being human beings) are overthrown in the hope of creating a utopian state with equality. However, the pigs due to their greater level of intelligence exploit the animals, reverting the farm to a dystopian state even worse than it had been in the first place. This highlights the idea that some people will exploit their

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position of authority and responsibility. Hence restrictions to peoples power must be created.

Texts C and D provide backing for this argument. Text C displays how ~~com~~ major ~~com~~ Transnational companies, who can be world renowned and respected may be ~~cap~~ capitalising on their ~~reputation~~ doing great harm to the planet and its creatures such as the herbal essences company using animal testing, a highly ethically incorrect method. This proves a need for laws and regulations that standardise testing methods and limit the power of the company by disallowing them to test animals.

Power can be seen as very dangerous, proven by fascist leaders such as Benito ~~Ben~~ Mussolini and Adolf Hitler, who used their power to ~~com~~ shape the world to their own ideologies. Hitler, for example who, using his ~~army~~ of Brown shirts and his ~~concepts~~ used his power as German Chancellor to indoctrinate the population through fear and hope and attempted to ~~wipe~~ eradicate all Jewish people and homosexuals, amongst other minorities. Therefore it must be insured that situations ~~it~~ large scale situations like this, and small scale ones must be prevented through

Self Assessment Script 4 - GENB3 Qu 1b

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	democratic systems of restriction on power.
	Overall, power in the hands of
	influential sources such as governments
	and media must be limited to av.
	is risky and must be restricted
	filtered to an extent to avoid for inequality
	and exploitation.

14) Power needs to be limited. Those who hold power ~~with~~ without limits or accountabilities will often be corrupted, if they were not already. An obvious example was the ~~1933~~ Weimar Government, passing Hitler's Enabling Act in 1933. This gave him the power to pass new laws without consulting the Reichstag. His power then had no limit, and he was accountable to no-one. We all know how that ended. You may think I am creating somewhat of a slippery ~~slope~~ slope argument here but, as far as I know at least, no dictatorships have benefitted a large group of people, at least without majorly disadvantaging an even larger group. To bring it closer to home, think about the recession. It was caused by bankers, whose only remit was to increase profit. They in effect, had no limit on their power, and were only held accountable after they had done wrong. People can rarely be trusted ~~with~~ power, and limits need to ~~be~~ placed in order to preserve society as we know it.

Text C shows us how Britain's Royal Society, the scientific headquarters of Great Britain, have published an ethical code for scientists. One of the most learned institutions in the country recognises that ~~the~~ power needs to be limited. They feel the need to state 'minimise and justify any adverse effect your work may have on people, animals and the natural environment'. This means that they believe that is practice is ~~not~~ not being followed

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by those with power, and that they feel the need to limit this power. The Royal Society also recommended that ~~this~~ this ethical code be instated into A-level and GCSE curricula, to educate students, as the scientists of tomorrow on ~~the~~ the ethical science. This has come about as the dreaded 'How Science Works'. The fact that the Royal Society caused this to be implemented into curriculum means that they don't believe that these ethics come naturally to most, and that they must be instilled instead.

Text D shows us that Governments had been passing laws without consulting those it affects - children. If Governments, the highest power in a country is guilty of abuse of power, then surely this problem must be pandemic within the ~~the~~ human population. Article 12 shows the abuse, pains. Articles 12 and 13 both show that some ~~of~~ Governments have been suppressing the freedom of children, the most valuable people in society. The power of government to do this must be restricted. If you do not grow up free, how can you ~~also~~ live free?

The power of all must be limited. Uncle Ben tells Peter Parker, "With great power, comes great responsibility." I don't believe that humanity as a whole is responsible enough to ~~all~~ wield this power.

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b) People have too much power these days, for example the prime minister he decides important decisions affecting over 60 million lives based based on feedback from a handful of people which provide reports and statistics. He does not live in the real world and never will, he does not realize the effect on what his own decisions do. ~~The modern day war~~ There are too many rules in place in the world, rules restrict free will for everyone, but I'm not saying they are bad. ~~In very serious~~ In some circumstances rules are needed. What I'm getting at is that there are so many unnecessary rules that if you step one foot out of line you are liable to be sued, in a work place or everyday life. For example you see these adverts on tv about a woman falling on a wet floor just because there was no sign. Accidents happen but yet because of rules and various laws people have the power to sue etc. Text D is quite good as this allows children to have more free will which is good, it's our life why shouldn't we be allowed to make our own informed decisions and have control over our own lives. People say that children don't know what's best for them, it's true but the only way of learning is by learning from mistakes as a child,

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which is what I feel people do not realise. Nowadays I feel that other people have more control over what I do in life than myself. ~~for example you have to be exams smart and good on paper to get into uni, but the actual individual person may not be best suited for the course or job.~~ Everyday you follow rules that other people have set in place just because they have been given "more power" by someone else. Frankly this is ridiculous in my point of view. A good example of the prime minister's 'power' is this: We are in a recession due to 'losing' 200 billion pounds how this happened is beyond me and so Gordon Brown borrows 200 billion off the world bank to get the money back, and to pay the world bank back 200 billion how does he do it, he raises taxes & we lose money and we are paying for it just because he has the 'power' to do this. Power of all forms should be restricted or in most if not all cases and other peoples opinions should be heard and power distributed to ~~all~~ ~~as~~ ~~much~~ ~~as~~ ~~possible~~ equally as possible. Limits do need to be placed on power. Everyday life is too controlled.

2 To a certain extent art can be perceived a fairly unuseful subject, not allowing for academic development or progression of life skills, and therefore may be it should not be included on the timetable. However, alike to any of the arts such as music and English Literature the subject gives a wider ~~off~~ and finer appreciation for cultural ~~diversity~~ expressionism. This can develop children much further than just academia alone, it develops cultural understanding and empathy, which is invaluable in an age ~~were~~ where very little time is devoted to this. just expressing yourself - other than through the clinical source of the internet. Hence it is paramount that the subject be kept on the curriculum.

A cynic may profess the uselessness of art, its lack of ~~truth~~ ~~fact~~ hard, cold fact, ~~ability~~ or ability to problem solve and ~~solve~~ the great ~~mysteries~~ of life answers to the mysteries of life may be

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reasons for such opinions. Equally it is not a core subject and can sometimes be perceived by education institutions as a "soft subjects." The subject ~~is not~~ could not be described as ~~solely~~ ~~acad~~ specifically academic and thus can result in be the subject of criticism from academics and scholars. The skills and development it gives are generally not provable through an exam and it does not provide direct life skills. Though, to fail to see arts value is a huge ignorance. In an age where youth are becoming nothing but exam machines, built to meet targets and cram its value has never been more apparent. ~~Art~~ ~~Equally~~ ~~an~~ Art is a vast subject with a variety of areas for exploration, each providing their own use. For example, art from around the world leads to a greater knowledge and understanding of different cultures. This can build and strengthen cultural empathy, decreasing cultural tension, which mostly is generated from a lack of understanding and a fear. This skill cannot be undervalued at a time when parties like the BNP continue to build support ~~over~~ primarily because of ignorance.

Additionally, the subject can provide key social depictions, vital to understanding the

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development of our country, its social patterns and trends and thus a rounded view of its triumphs and failings. This allows for aid with subjects such as history, not only reading about the past but viewing it through the painter.

Furthermore, ~~at~~ the current state of modern development which is progressing into a clinical state where human contact is not fully even needed, ^{and} everything can be done ~~at~~ the push of a button. ~~It is~~ ~~key~~ and selfish needs are prevailing prove the deeper development provide by art to be key. Young people need to be shown that not everything has a gain, some things are there to just be enjoyed and appreciated. Plus it is hugely undermining of artists gone by to no longer treat it as important. Overall childrens cultural development into rounded human beings, not just who ~~get~~ go through education as a means to an end but to develop empathy and appreciation of talent is paramount.

Finally, taking art off the timetable undervalues people who hold art as their main talent. This is hugely unfair, why should academics and sports people be hailed as more important? It is vital to harness every ones talents and develop them.

Self Assessment Script 7 - GENB3 Qu 2

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In conclusion the skills art develops may be less obvious than those of academia or sport, and granted it may not need as much brain power. However, the skills it provides go far deeper than grades, it enhances cultural understanding and is a very important subject which should be included in school timetables.

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2.

Schools aim to empower students. Alterations in the curriculum have been made so that there are more ways in which they can make students powerful. Being taught about healthy living and about managing money shows that schools are aiming to give students a better quality of life in every aspect. Despite these changes, Art has remained a subject that is studied in all state schools. The skills and knowledge that are developed in Art would be expected to have a smaller impact in your life than ~~the~~ ~~the~~ ~~your~~ the way you look after your finances and your diet. However without studying Art students may miss out on important characteristics such as creativity which can be developed by studying Art.

Whilst studying GCSE Art, I found it very difficult at first to make certain decisions. With Art it is very important to have a clear idea of what you wish to achieve. By studying Art I recognised the importance of planning. In Art lessons, students spend large amounts of time planning their work. Being a talented artist isn't simply about being able to draw impressive pictures. Studying Art taught me to produce many different well developed plans, and from there I can assess which one I want to pursue. This skill is very important in life and can give people much more power.

Creativity is a gift, but it can also be developed. Art offers the perfect subject in which you can learn

Self Assessment Script 8 - GENB3 Qu 2

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how to be creative. ~~If~~ I found when studying art that I learned a lot from other people. Over time I was able to manage my time well, plan my work and produce quality artwork. Since ~~then~~ ~~to~~ my classmates are largely responsible for this; studying art has ~~exemplified~~ exemplified the importance of working with others. This is a valuable skill in many careers.

However useful these skills may be, is studying Art the only way of developing them. Each year my college have an 'Ethos Day'. This involves team building and working with others. Team work is also involved in many academic subjects. Many people study with their peers and often feed off the knowledge of their peers. If team work is so available in so many subjects, then surely ~~the~~ Art can be made ~~not~~ ~~redundant~~. There are many ~~no~~ creative subjects ~~is~~ other than Art. With new challenges from ethics and ~~the~~ maintaining a ~~natural~~ naturally built sustainable environment, creativity ~~is~~ now has a large place in the sciences. In science, one can find creative solutions to problems with the environment. By doing so they have become enriched with scientific ~~and~~ academic knowledge as well as having developed creativity and problem solving skills.

Without Art though, the education in state school would become less diverse. The diversity in schools is a large part of how it empowers students. Removing ~~a~~ Art would limit the areas ~~for~~ ~~students~~ that

Self Assessment Script 8 - GENB3 Qu 2

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students can study in ; thus giving them less choice and less power.

Many positions in a society require students to have artistic ~~and~~ skills which are best gained from Art. Architects must have a great artistic capability, and must have spent substantial time studying art. Architects have a vital role in society, and the power needed to be an architect lies in studying Art.

I believe that many people underestimate the value and meaning of art. A painting can be used to convey an important message. An example of this is Picasso's Guernica. This painting is currently situated ~~behind~~ behind bullet-proof glass because ~~its~~ the way in which it has portrayed the Spanish civil war has caused a great amount of conflict. ~~This~~ For me, this painting shows that art can have a ~~valuable~~ very important meaning and purpose. Therefore despite seeming to prepare people with fewer life skills than other subjects, Art is a subject which should be included in schools.

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3. ^{most} children under the age of eighteen are still ^{directly} experienced in the real external pressures in life such as finance, parental responsibility, occupational responsibility. They are still school children who most of the time are unaware of consequences of their own actions. With so little life experience it is difficult to place important decisions in the hands of hormonal adolescents who have yet to figure out their own minds before determining outcomes for others. Having said this, at schools and colleges, children are taught to voice their opinions in a respectable manner. What would be the point in handing this opportunity for children to have a voice when it will not be heard? The reality is, adults need to have the opinion of children in order to measure the success of these choices. For example, surveys are carried out to collect data from the quality of service provided from companies in order to evaluate methods used. This can only be successful if the opportunity for people to voice

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negative or positive feedback. If children are ignored by their opinions, how will adults thoroughly be able to make an informed ~~decision~~ ^{decision} which includes the welfare of children.

In the community, children often carry out antisocial acts and when asked, the same response is given 'there was nothing else to do'. Instead of listening and ~~providing~~ ^{providing} low-cost activities with supervised adults or suggesting other methods of social interaction, teenagers will rebel and establish their power in an antisocial manner. This could be argued the result of adults making the decisions for the children and ignoring what the children actually have to say which they believe will benefit them. The removal of power from any social group can provoke antisocial behaviour ~~and~~ ^{and} to the extreme; war. In order to teach children how to be successful in the world ~~and~~ socially, the adults must ~~not~~ teach the importance of compromise where children learn this vicariously and can develop

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socially and responsibly. children also have a dignity that should be respected. If a child is mistreated, their voice to speak out to others must be listened to, otherwise they may become in danger, physically and psychologically. In Article 28 of the convention on the rights of a child, it states 'discipline in schools should respect children and young people's dignity' where ~~the~~ this supports the notion of the beliefs and opinions of children should be taken into consideration, not ignored or ridiculed. This concludes that although children ^{don't} have the same ~~lack of~~ ^{level} of life experience as adults, their views are still important as a community and should still be ~~to~~ ^{considered} to make an impact to a rounded decision where they are concerned.

3. How realistic is it to give such power to people below the age of 18?

I personally believe that it is very realistic to give such power to people below the age of 18.

Of course, there are many people that would disagree with me and think it is not realistic at all. Those people think that it is essential for the adults to make the important decisions in the world. They may not think young people have the ^{correct} amount of knowledge to have their say on current issues such ~~as~~ as climate change, the economic crisis and the ongoing wars. A lot of this stems from the belief that older people are more wise and more clever, and therefore they are the ones who should make the decisions and voice opinions. They may think that young people are too focused on the lesser issues such as exams, relationships and self esteem. They might believe that young people must just simply wait for the rights at the age of 18 when they can have a say and vote. Younger people are a lot less experienced than older people, which may lead people to believe that

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their conscience and values are not developed enough yet.

However, ~~if~~ going back to my belief, there are also many others that believe it is realistic ~~to~~ give power to people below the age of eighteen.

People begin to learn and experience things from the day they are born, therefore a 12 year old for example should have the experience and knowledge to have their say about a decision that is going to affect them. ~~if~~ Situations such as divorce for example are places where I think young people have a lot to say;

I am speaking from personal experience as my father has been divorced twice and I have a lot of opinions about that that I say, though I am seventeen. When young people get to high school they aren't just taught about maths and English, they are taught a variety of subjects that contain big issues such as carbon offsetting in Geography and the influence of media in Media Studies. As well as this they are taught about things such as sex, drugs, alcohol and relationships in PSHE, even before the legal age to do such things.

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Young people also learn from their own experiences, and I think a lot may experience a lot in a few years then someone may experience in their whole life. Some kids have it tough and have to mature quicker. These are the ones that have to look after disabled parents, deal with bullying or an abusive family, or have had to cope with a loss from an early age. At the end of the day, decisions that are going to be made will affect them and therefore they should at least be allowed a say in what they think.

~~In conclusion, age is just a number. It is down to the person what they believe because everyone is entitled to an opinion about~~
~~whether it is right~~ whether it is realistic to give such power to people below the age of eighteen.

Distant Learning Commentaries

The marks for Model Marked Script's and the unmarked Self Assessment Scripts were agreed by a team of senior examiners.

Model Marked Script 1 – GENB3

See annotation within the body of the script and summative comments at the end of each question. This is a full script for a candidate and the marks awarded were:

Qu 1(a) – 15 marks, Qu 1(b) – 20 marks, Qu 2 – 28 marks

Total: 63 marks / 80

Model Marked Script 2 – GENB3, Qu 1(a)

Question 1(a)

Introduction shows that the task is understood. The response is divided into paragraphs developing an argument. Overall it tends to generalise, but has a conclusion. With some outside example it could easily have reached a higher level.

Level 3 11 marks / 20

Model Marked Script 3 – GENB3, Qu 1(b)

Question 1(b)

There is an awareness of the issues around power, but a lack of focus on the need for limits. More is implied than is actually said, e.g. 'The power obtained by scientists has allowed them to bring painful rashes to innocent animals when experimenting with cosmetic products. Such testing for both cosmetic and medical products is clearly not ideal.' This is a valid point, but not well made. Some use is made of Text C, but the candidate is sidetracked by issues of morality.

Level 3 10 marks / 20

Model Marked Script 4 – GENB3, Qu 2

Question 2

The whole response lacks the structure that paragraphing would have given it. The introduction is vague and tends to be assertion and opinion. The candidate has relevant knowledge that could be used in a useful way, e.g. about the drinking age and voting, but makes no valid use of it. The point about what is learnt in school could also be much better utilised. A point is made about experience/maturity and the need for young people also to gain this, but it is poorly developed. The final sentence suggests a failure to understand the real demands of the question.

Level 4 13 marks / 40

Self Assessment Script 1 – GENB3, Qu 1(a)

Question 1(a)

A generalised, but quite well-expressed introduction. The candidate uses Text A and makes some general points from it concluding the paragraph with a general comment on “doctors, entertainers, teachers.” There is further development of Text A, without any further additional material. The candidate then wanders off-task, giving a balanced viewpoint. This is not required and does not score (it penalises the candidate by taking time they could have spent on developing relevant points). There is then some description of Text B, but no real understanding of it. The response ends rather abruptly.

Level 3

12 marks / 20

Self Assessment Script 2 – GENB3, Qu 1(a)

Question 1(a)

This shows promise initially and seems to understand. However, it lapses into a comment on the texts and only really repeats the initial point about providing chances for the future. A limited response.

Level 4

5 marks / 20

Self Assessment Script 3 – GENB3, Qu 1(a)

Question 1(a)

Starts well with a direct address of the task. Not well paragraphed, but introduces a number of valid examples which are analysed. There is a focus on “empowering” throughout. The conclusion is weak and this holds it down a little, but it is overall a very good response.

Level 1

18 marks / 20

Self Assessment Script 4 – GENB3, Qu 1(b)

Question 1(b)

The introduction tries to set the scene and there are various examples from beyond the texts that are used to address the task (Marx, Orwell, Hitler and Mussolini). It is a little narrow; despite the literary reference it is mainly about politics. Some good use is made of the image in Text C with a valid evaluation and the task is clearly understood. The conclusion refers to the media without any previous reference having been made, which is a pity.

Level 2

13 marks / 20

Self Assessment Script 5 – GENB3, Qu 1(b)

Question 1(b)

Good start with the historical example of the Third Reich, which is developed, and the use of the recent banking crisis, also developed. Text C is then quite well used and the idea is developed with the candidate's own knowledge. Text D is less well tackled, but it is, nevertheless, clearly understood. There is a brief conclusion, with a valid reference from "Spiderman". The lapse into text analysis probably held this back a little and the candidate might have done better with more of their own knowledge.

Level 2

15 marks / 20

Self Assessment Script 6 – GENB3, Qu 1(b)

Question 1(b)

The opening sentence seems relevant, but the candidate lapses into asserting their own opinion and approaches the task from the opposite angle to that required. The response lacks coherence and structure and consists of a personal view of the recession. The final comments could have been better developed and with a plan around this idea and using the texts, an answer in the next level might well have been possible. As it is, it is limited and has no distinction between fact and opinion.

Level 4

5 marks / 20

Self Assessment Script 7 – GENB3, Qu 2

Question 2

The candidate presents a series of points and balances them, showing an awareness of the need for two sides to an argument. There is indirect reference to Text A and the candidate offers their own opinions on the value of Art. There is a conclusion that addresses the task. There need to be more examples, however. Those that are given are rather general “art from around the world” and “social depictions, vital to understanding the development of our country”, but they are quite well analysed. Not a lot on the actual pressure faced by the school timetable.

Level 2 26 marks / 40

Self Assessment Script 8 – GENB3, Qu 2

Question 2

The introduction sets out the view and balances the two sides of the discussion. The essay is balanced throughout and provides a number of examples, the most specific coming in the final paragraph. It is quite a personal response, but presented in a way that makes use of the experiences. The candidate recognises that many of the claims for Art can also be made for other subjects but argues a firm case for it and makes some perceptive comments, drawing on material in Question 1(a), as is allowed in the rubric: “Without Art though, the education in state schools would become less diverse. The diversity in schools is a large part of how it empowers students.” This is a good response, with more detail and focus than response vii, and is clearly communicated.

Level 2 32 marks / 40

Self Assessment Script 9 – GENB3, Qu 3

Question 3

The introduction addresses the task directly and establishes the theme of the response, ‘experience’. There is some balance, with a recognition that, in school, there are opportunities to have a voice, which are not really developed outside school. The example of “surveys” is not well exploited, but an interesting point about “activities with supervised [sic] adults” is raised, but poorly developed. There is a weak structure (no paragraphing) and this, together with the shortage of specific examples, places it low in the level awarded.

Level 2 26 marks / 40

Self Assessment Script 10 – GENB3, Qu 3

Question 3

Not a very inspiring introduction, but the candidate quickly develops an argument around the example of “current issues such as climate change, the economic crisis and the ongoing wars”. There is an attempt to show an understanding of how experiences differ – this candidate improves on what many others asserted only about experience by providing some example, which is expanded on later with reference to areas covered in the modern curriculum which provide young people with information their parents and other elders may lack. The essay has balance and some example around family. It distinguishes between different age groups in the broad term “below the age of eighteen”, something that many candidates failed to do. The conclusion is a little disappointing and this leaves the response low down in its level.

Level 1 34 marks / 40