



General Certificate of Education

General Studies 1766

Specification B

GENB2 Space

Mark Scheme

2009 examination - January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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INTRODUCTION

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

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

- Candidates will often perform at a uniform level across the four Assessment Objectives. Sometimes, though, their performance will be uneven across the AOs.
- The mark awarded for a response should reflect the relative weightings of AOs for the unit (see below).
- **Thus, for Unit 2, knowledge and understanding (AO1) and marshalling evidence and drawing conclusions (AO2) have equal weight. These should determine the level (1 – 3) to which the response is allocated.**
- Whether communication is clear and accurate (AO4) – and, to a lesser extent, whether fact and opinion are distinguished (AO3) – 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 2

Question Numbers		Q1	Q2	Q3	Total marks
Assessment Objectives	1	10	10	10	30
	2	10	10	10	30
	3	4	4	4	12
	4	6	6	6	18
Total marks per Question		30	30	30	90

- 1 (a) Using the data provided in Sources A and B, describe and account for the trends in levels of emissions over the periods shown. (10 marks)**

Candidates are expected to refer explicitly to the data in this part of the answer.

Differences that might be described include:

- industrial emissions have declined the most (Source A)
- transport shows a steady increase in emissions (Source A)
- domestic and other have fluctuated over the period but remained at roughly the same level (Source A)
- carbon dioxide accounts for most of the Greenhouse Gas total (Source B).

Reasons that might be offered accounting for the changes include:

- increased publicity and concern over climate change
- more motor vehicles on the road
- a decline in manufacturing industry
- changes in the methods of energy production, e.g. more wind farms.

Level 1 (8 –10 marks)

Three or more valid points which are well made and refer specifically to the figures in the data provided. The response is likely to be balanced. In this band, there should be clear evidence of explanation, rather than mere description.

Level 2 (4 – 7 marks)

Two or more points competently made. At the upper end, reference is likely to be made specifically to the data. The response may show evidence of imbalance. In this band, there is likely to be evidence of explanation at the upper end, whilst weaker answers are more likely to be descriptive.

Level 3 (1 – 3 marks)

At least one point which is briefly made. Where more than one point is made, the answer may be one-sided. Responses are more likely to be descriptive rather than explanatory.

- (0)** No response or no relevant information.

1 (b) Use the sources and your own knowledge to explain:

- (i) **two reasons why we might not have an accurate and detailed picture of emissions in the United Kingdom.**

(4 marks)

Reasons might include:

- the data is not current and so may not be completely accurate
- the term greenhouse gases is a general term and does not account for percentages of different types of greenhouse gas, such as methane
- sources of carbon dioxide does not take into account different ways in which it can be produced
- other natural factors may cause change in emissions, e.g. volcanic eruptions, natural erosion to expose rocks like limestone which give off methane, changes in solar activity which release greenhouse gases
- it is Government data and so might be presented in such a way as to put Government policies in a favourable light.

1 mark each for identifying a point such as the ones above up to a maximum of 2: a further mark for each for providing a suitable explanation. Candidates may refer to the data and figures specifically but it is not required for this part of the question.

Use the sources and your own knowledge to explain:

- (ii) **three reasons why future projections of emissions of greenhouse gases in the United Kingdom may prove to be inaccurate.**

(6 marks)

Reasons might include such issues as:

- changing technology in power generation and supply; e.g. new nuclear alternatives, increased wave, wind, solar power
- new technologies in transport: e.g. more hybrid cars
- future agreements with energy companies may change the level of emissions
- changing Government policies e.g. on emissions, road pricing, serious commitment to public transport
- increased costs, for example fuel, aviation taxation.

1 mark each for identifying a point such as the ones above up to a maximum of 3: a further mark for each for providing a suitable explanation. Candidates may refer to the data and figures specifically but it is not required for this part of the question.

1 (c) The rate of increase in the emissions of carbon dioxide and greenhouse gases has slowed in Western Europe over the past ten years.

Discuss the reasons why it might be difficult to control these rates on a global scale.

(10 marks)

Points that might be made:

- despite agreements, individual countries have their own vested interest which they may wish to protect, for example development in India or China
- some countries have less stringent regulations and laws on emissions, particularly LEDCs
- expanding global economies will demand more energy, China, India, Eastern Europe
- some countries did not sign up to agreements like Kyoto or only pay lip-service to them, for example the USA
- political change in some countries may lead them to renege on agreements.

A case study style of response, for example the rise of China as an economic power, would be acceptable and could figure at all levels.

Level 1 (8 –10 marks)

At least 3 points well made which show an awareness of the issue and drawing on specific examples.

Clear development of the points made and discussion of the issues.

Level 2 (4 – 7 marks)

At least 2 points are competently made.

There will be some exemplification and discussion.

A candidate who addresses more than two points without expansion or examples may feature at the lower end of this band.

Level 3 (1 – 3 marks)

One well-developed point or a list of undeveloped points.

Exemplification may be weak.

There is unlikely to be any real discussion real discussion.

(0) No response, or no relevant information.

2 (a) The *Angel of the North* shown in Source C has been described as ‘Gateshead’s Winged Wonder’ and an ‘inspired vision’.

Why might people find art on such a scale inspirational?

(10 marks)

n.b. This answer requires a one-sided response in favour of the question.

Some candidates may only focus on the image presented.

Reasons why people might find public art inspirational could include:

- it is often a large and hugely impressive work of art
- the open arms (in this case) offer an expression of hope for the future
- it is unique
- it is often visible from a long way away
- it reflects values and culture of the area
- the artist aimed to achieve that effect.

Level 1 (8 – 10 marks)

At least 3 points well made that show an awareness of the issue and that draw on specific examples, which may include the source.

Clear development of the points made and discussion of the issues.

Level 2 (4 – 7 marks)

At least 2 points are competently made with some exemplification.

Specific examples may include the source.

A candidate who addresses more than two points without expansion or examples may feature at the lower end.

Level 3 (1 – 3 marks)

One well-developed point or a list of undeveloped points.

Exemplification may be weak.

It may be totally or heavily reliant on the source.

(0) No response, or no relevant information.

- 2 (b) Why might public art on a more human scale, such as that shown in Source D, be equally inspiring? (10 marks)**

n.b. This answer requires a one-sided response in favour of the question.

Reasons why such public art might be equally inspiring could include:

- provides a contrast to the urban environment of buildings
- provides a talking point for people who live there
- provides a focus for meeting people in a pleasant environment
- provides an opportunity for local people to display their creative skills
- a means to attract people to the area, economically and socially
- simply brightens up the area and is different.

Level 1 (8 – 10 marks)

At least 3 points well made that show an awareness of the issue and that draw on specific examples, which may include the source.

Clear development of the points made and discussion of the issues.

Level 2 (4 – 7 marks)

At least 2 points are competently made with some exemplification.

Specific examples may include the source.

A candidate who addresses more than two points without expansion or examples may feature at the lower end.

Level 3 (1 – 3 marks)

One well-developed point or perhaps a list of undeveloped points.

Exemplification may be weak.

It may be totally or heavily reliant on the source.

(0) No response, or no relevant information.

2 (c) Discuss whether works of art, such as those in Sources C and D, should be sited in public places.

(10 marks)

Candidates might offer such points as the ones listed below. Other valid points are acceptable.

Points **supporting** siting art in public places:

Specific points on C:

- something large and imposing gets an area noticed
- size suggests importance
- people may be drawn by its scale and so enhance income for the area
- history tells us that imposing public art is valued and appreciated in public places.

Specific points on D:

- people can relate to it in human terms
- it can enhance otherwise drab or uniform areas such as shopping precincts
- it may acknowledge local achievements and/or, local history and so should be recognised and seen
- it may showcase the work of local artists and draw them to the attention of locals and visitors.

Points appropriate to either source: (Using these points, candidates will need to be specific either through reference to the Sources, to other examples or to the issue of scale.)

- it adds interest to the area
- it may attract visitors and hence revenue
- there is a long tradition of public art that should be continued which has, in recent history, been largely neglected in Britain compared with other countries
- people may campaign for art to brighten up a drab or uninspiring area.

Points **opposing** siting art in public places:

Specific points on C:

- something large and imposing can dominate an area at the expense of other buildings/features
- if it is unpopular or disliked, it may cause local or even national disapproval
- it could be a distracter if sited, for example, on a busy road
- it might spoil a scenic view or perhaps parkland.

Specific points on D:

- it may clutter up the area and become a nuisance
- there is the potential for vandalism
- if not put in at the design stage, it may not fit in
- tastes in art change and so its relevance/appeal may be short term.

Points appropriate to either source: (Using these points, candidates will need to be specific either through reference to the Sources, to other examples or to the issue of scale.)

- sculpture is personal and so the degree of approval will vary
- the public rarely has a say in what is erected/put up
- cost issues – should the public pay for something they may not want?
- it is unnecessary because the buildings/scenery should epitomise the area.

n.b. Candidates may argue from one point of view only **or** they may present a more balanced argument. Both types of response should be rewarded.

Level 1 (8 – 10 marks)

At least 3 points well made that show an awareness of the issue and draw on specific examples, which may include the source.

There will be clear development of the points made.

Level 2 (4 – 7 marks)

At least 2 points are competently made with some exemplification.

The use of specific examples may include the source.

A candidate who addresses more than two points without expansion may feature at the lower end.

Level 3 (1 – 3 marks)

One well-developed point or perhaps a list of undeveloped points.

Exemplification may be weak.

It may be totally or heavily reliant on the source.

(0) No response, or no relevant information.

Bullet-pointed answers are unlikely to move beyond the lower end of Level 2 as they are unlikely to include discussion.

3 (a) Why do many people believe that faith schools will provide a good education for children in Britain today?

(15 marks)

Candidates might offer such points as the ones listed below. Other valid points are acceptable.

Faith schools might provide a good education because:

- children will be taught within a clear 'moral' and religious context
- children will learn more about their own faith
- they fulfil the needs of specific communities
- society needs clear moral and religious guidance for future survival
- exam and test results tend to show that faith schools perform better overall.

Level 1 (11 – 15 marks)

- a good response showing awareness of the issues, commenting on a range of points related to the source material and perhaps moving beyond that by introducing additional ideas (AO1)
- examples from beyond the source that illustrate the central issues and their relative importance (AO2)
- an appreciation of why some people believe that the issues raised are important; an understanding of relative positions and why these positions are held (AO3)
- communication is clear, accurate and the argument is well structured (AO4).

Level 2 (6 – 10 marks)

- a competent response showing some awareness of a range of points, perhaps touching on points not offered in the source but giving suitable ideas to support the arguments (AO1)
- examples may focus on the source only and there may be some reference to reasons why the arguments have validity (AO2) references may be made to the positions held by different groups but answers are unlikely to explain why different groups hold different positions (AO3)
- there are errors in the language used, but they do not impair communication; the response has some structure (AO4).

Level 3 (1 – 5 marks)

- a limited response that shows little awareness of the issues surrounding the subject and almost certainly relying heavily on the source (AO1)
- reasons are likely to be anecdotal/list-like with little development or are confined to the source (AO2)
- there is little understanding of the reasons why some groups may hold different positions (AO3) errors of language begin to impair communication; there is little structure in the response and it may be brief (AO4).

(0) No response, or no relevant information.

3 (b) Why might some argue against the expansion in the numbers of faith schools?

(15 marks)

Candidates might offer such points as the ones listed below. Other valid points are acceptable.

Some people might argue against the expansion in the number of faith schools because:

- children may not mix as much with other faiths and so not learn about different faiths and cultures, thereby reinforcing prejudices
- parents and their children may see each other as 'different' despite living close to each other
- some parents will go to great lengths to get their children into faith schools to the detriment of non-faith schools in the area
- they may be seen as socially divisive in that children become separated from their peers educationally and socially
- communities may see them as generating a type of social apartheid
- the religion of parents should not determine the nature of a child's education.

Level 1 (11 – 15 marks)

- a good response showing awareness of the issues, commenting on a range of points related to the source material and perhaps moving beyond that by introducing additional ideas (AO1)
- examples from beyond the source that illustrate the central issues and their relative importance (AO2)
- an appreciation of why some people believe that the issues raised are important; an understanding of relative positions and why these positions are held (AO3)
- communication is clear, accurate and the argument is well structured (AO4).

Level 2 (6 – 10 marks)

- a competent response showing some awareness of a range of points, perhaps touching on points not offered in the source but giving suitable ideas to support the arguments (AO1)
- examples may focus on the source only and there may be some reference to reasons why the arguments have validity (AO2)
- references may be made to the positions held by different groups but answers are unlikely to explain why different groups hold different positions (AO3)
- there are errors in the language used, but they do not impair communication; the response has some structure (AO4).

Level 3 (1 – 5 marks)

- a limited response that shows little awareness of the issues surrounding the subject and almost certainly relying heavily on the source (AO1)
- reasons are likely to be anecdotal/list-like with little development or are confined to the source (AO2)
- there is little understanding of the reasons why some groups may hold different positions (AO3)
- errors of language begin to impair communication; there is little structure in the response and it may be brief (AO4).

(0) No response, or no relevant information.