
AS

General Studies B

Unit 2 (GENB2) Space
Mark Scheme

2765
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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

GENB2: SPACE**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.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- Mark schemes for individual questions worth more than just a few marks (i.e. Qu's 2 and 3) are based on levels (see further guidance below) which indicate different qualities that might be anticipated in the candidates' responses. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
- **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.**

Approximate distribution of marks across the questions and assessment objectives for this unit (**GENB2**)

Question Numbers	AO1	AO2	AO3	AO4	Total marks per question
1(a)(i)	1	2			3
1(a)(ii)	1			1	2
1(b)(i)	1	2			3
1(b)(ii)	1			1	2
1(c)(i)	1				1
1(c)(ii)		2			2
1(c)(iii)	1			1	2
1(d)(i)	1				1
1(d)(ii)		2			2
1(d)(iii)	1			1	2
1(e)	2	2	4	2	10
2(a)	3	4	1	2	10
2(b)	3	4	1	2	10
2(c)	4	2	2	2	10
3(a)	5	5	2	3	15
3(b)	5	5	2	3	15
	30	30	12	18	90

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see above) when there is any doubt as to the relevance of a student's response. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see AO grid above).
4. Use your professional judgement to select the level that **best** describes a student's work; assign each of the responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. Levels of response mark schemes enable examiners to reward valid, high-ability responses which do not conform exactly to the requirements of a particular level. Length of response should not be confused with quality: a short answer which shows a high level of conceptual ability, for example, must be recognised and credited at that level.
5. **Credit good specialist knowledge when it is applied appropriately to the question, but be aware that the subject is General Studies and responses should be addressed to the general reader. Relevant points that are well developed and substantiated should be well rewarded, as should be arguments that are supported with examples, and not just asserted.**
6. **Answers should be assessed at the level that is appropriate to the expected knowledge and skills of a post-16 General Studies student. Avoid applying greater demands to responses on topics that are more closely related to your own specialist knowledge.**

Assessment of Quality of Written Communication (QWC)

7. Quality of written communication will be assessed in all units where longer responses are required by means of Assessment Objective 4. If you are hesitating between two levels, however, QWC may help you to decide.

Determine a mark

8. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.
9. You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.
10. Indicative content in the mark scheme is provided as a guide for examiners, as students will produce a wide range of responses to each question. It is not intended to be exhaustive and you must credit any other valid points. Students do not have to cover all of the points mentioned in the indicative content to reach the highest level of the mark scheme.
11. An answer which contains nothing of relevance to the question must be awarded no marks.

Marking methods

All examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself... 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the guidance on the previous page about **Levels of Response marking**, and constantly refer to the **specific Level Descriptors** in the mark scheme.
7. **Use the full range of marks**. Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved by your Team Leader, do **not** change your standard of marking.

Marking using CMI+

AS General Studies B Unit 2 will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part-question. Each time you log on you will need to choose an item to mark.
2.
 - Short response questions in **Unit 2** will be *seeded*. Qualification items are presented at the beginning of each day and then further seeds will be part of your quota to ensure standards are maintained. If you are not you will be temporarily stopped from marking that item; you will need to speak to your Team Leader before you can continue marking in order to clarify the correct interpretation and application of the mark scheme.
 - Longer essay response questions will be *double marked*. Examiners' standard of marking is randomly monitored via double marking, which is a peer-to-peer comparison, with Senior Examiners adjudicating where differences are out of tolerance.
3. **You must** annotate items in the body of the response to acknowledge a creditworthy point, using the CMI+ tools, such as underlining, highlighting, inserting comments and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use.
4. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one paper to change the mark.

5. For the longer essay response questions, thumbnails to the right of the screen allow you to scroll through the response quickly. Read the whole response, then, **you must**, at the end of the response, use the **'add a comment'** tool to indicate the level and write a summative comment (examples provided). Finally, enter the mark in the box at the bottom of the screen.

NB. Schools/Colleges can request scripts back post results (via Access to Scripts); it is therefore essential that the annotation/comments are appropriate, relevant and relate to the mark scheme.

6. If a question has not received a response, i.e. no answer whatsoever, please use either the 'Not attempted' icon on the toolbar or enter a '-' (dash) as the mark. **Do not** give a '0 / zero'.
7. Enter a mark of '0 / zero' for an attempted answer which contains no creditable response (or use the 'Award zero marks' icon on the toolbar).
8. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
9. If your marking of a particular item is out of line, your Team Leader will contact you as soon as possible to explain where differences are occurring and how this can be addressed.

GENB2 MARK SCHEME

For info, data used to plot the **Source A** graph:

	Work-related	Accompany/join family	Study-related
2007	245	90	150
2008	220	90	175
2009	195	80	210
2010	205	80	240
2011	185	75	230
2012	180	65	180
2013	215	70	175

1 (a) (i) Using the data in **Source A** only, identify and describe **one trend** shown in **work-related** migration to the UK in the period 2007–2013.

Use appropriate calculations to support your answer.

[3 marks]

Points that might be made could include:

	period	totals: from, to	total diff	% change
a decline (over whole period)	2007 to 2013	245 000 to 215 000	30 000	12.245% (accept: 12.24%, 12.2%, 12%)
a decline	2007 to 2012	245 000 to 180 000	65 000	26.531% (accept: 26.53%, 26.5%, 27%)
a decline	2007 to 2009	245 000 to 195 000	50 000	20.408% (accept: 20.41%, 20.4%, 20%)
a decline	2010 to 2011	205 000 to 185 000	20 000	9.756% (accept) 9.76%, 9.8%, 10%)
a decline	2010 to 2012	205 000 to 180 000	25 000	12.195% (accept: 12.2%, 12%)
an increase	2012 to 2013	180 000 to 215 000	35 000	19.444% (accept 19.44%, 19.4% or 19%)

An example of a response might be:

- *There was a decline in work related migration between 2007 and 2013.* (1 mark)
- *There was a decline in work related migration between 2007 and 2013 from 245 000 to 215 000.* (2 marks)
- *There was a decline in work related migration between 2007 and 2013 of 30 000 (12.24%).* (3 marks)

1 (a) (ii) Give **one** reason to explain why that trend might have occurred.

[2 marks]

Points that might be made could include:

Decline:

- shortage of job opportunities in the UK
- economies improving in some contributing countries
- restrictions on entry being imposed
- tighter border monitoring.

Increase:

- EU expansion allowed new members in to work
- Eurozone economies were not as strong as the UK and so an influx of Western Europeans
- UK standard of living is seen as higher than In some contributing countries
- stagnation/decline in the economies of other countries.

Any other valid points should be credited.

- 1 (b) (i)** Using the data in **Source A** only, identify and describe **one trend** shown in **study-related** migration to the UK in the period 2007–2013.

Use appropriate calculations to support your answer.

[3 marks]

Points that might be made could include:

	period	totals: from, to	total diff	% change
an increase (over whole period)	2007 to 2013	150 000 to 175 000	25 000	16.666% (accept: 16.67%, 16.7%, 17%)
an increase	2007 to 2010	150 000 to 240 000	90 000	60%
an increase	2009 to 2010	210 000 to 240 000	30 000	14.286%, (accept: 14.29%, 14.3%, 14%)
a decline	2010 to 2013	240 000 to 175 000	65 000	27.083%, (accept: 27.08, 27.1%, 27%)
a decline	2010 to 2011	240 000 to 230 000	10 000	4.166% (accept: 4.17%, 4.2%, 4%)
a decline	2011 to 2012	230 000 to 180 000	50 000	21.739% (accept: or 21.74%, 21.7%, 22%)

An example of a response might be:

- *There was an increase in study-related migration between 2007 and 2010.* (1 mark)
- *There was an increase in study-related migration between 2007 and 2010 from 150 000 to 240 000.* (2 marks)
- *There was an increase in study-related migration between 2007 and 2010 of 90 000 (60%).* (3 marks)

1 (b) (ii) Give **one** reason to explain why that trend might have occurred.

[2 marks]

Points that might be made could include:

Increase:

- continued attraction of UK higher education
- increased number of places for overseas students in HE
- need for UK, HE institutions to raise funds from overseas students
- expansion of language schools in the UK.

Decline:

- increased competition from overseas universities
- government restrictions on questionable bona fide students/courses
- closure of some course/institutions
- increased costs/fees for overseas students

Any other valid points should be credited.

For info, data used to plot the **Source B** graph:

Age group (no. surveyed)	culture is undermined	neither undermined or enriched	culture is enriched
18–24 (237)	40	22	38
25–34 (457)	36	16	46
35–44 (554)	40	18	42
45–54 (541)	50	16	34
55–64 (533)	50	18	30
65+ (917)	54	22	24

1 (c) Use the data in **Source B** only.

1 (c) (i) Which age group felt that British culture was most likely **to be undermined** by migration to the UK?

[1 marks]

1 mark for identifying the 65+ age group.

1 (c) (ii) Calculate how many people surveyed in that group felt this way. Show your working **and** give your answer to the nearest whole number.

[2 marks]

2 marks for the correct answer (495) with a calculation: e.g. $917 \times 54\% = 495$

1 mark for the correct answer (495) without any calculation or working **OR**

1 mark for showing correct working but arriving at a wrong answer, including incorrect rounding.

A candidate who fails to use the correct data cannot score any marks for part (ii)

If a candidate has chosen the wrong age group **but** has picked the correct data for that age group, they can score up to 2 marks **but must score zero (0)** for part (iii) as that response links to part (i).

1 (c) (iii) Give **one** reason to explain why people in that group might have felt this way.

[2 marks]

Points that might be made could include:

- they might not understand different cultural patterns
- they may reflect more on the culture of their youth
- they may feel that traditions are being eroded
- there may be nostalgic reflection on what possibly never was
- they may feel threatened by differences
- they may not readily embrace change.

Any other valid points should be credited.

1 (d) Use the data in **Source B** only.

1 (d) (i) Which age group felt that British culture was most likely **to be enriched** by migration to the UK?

[1 marks]

1 mark for identifying the 25–34 age group.

1 (d) (ii) Calculate how many people surveyed in that group felt this way. Show your working **and** give your answer to the nearest whole number.

[2 marks]

2 marks for the correct answer (210) with a calculation: e.g. $457 \times 46\% = 210$

1 mark for the correct answer (210) without any calculation or working **OR**

1 mark for showing correct working but arriving at a wrong answer, including incorrect rounding.

A candidate who fails to use the correct data cannot score any marks for part (ii)

If a candidate has chosen the wrong age group **but** has picked the correct data for that age group, they can score up to 2 marks **but must score zero (0)** for part (iii) as that response links to part (i).

1 (d) (iii) Give **one** reason to explain why people in that group might have felt this way.

[2 marks]

Points that might be made could include:

- they have grown up with migration
- their education is likely to have been more multicultural than older groups
- they are more receptive to change/difference
- they have a different perception of 'Britishness'

Any other valid points should be credited.

- 1 (e)** Discuss the view that further restrictions on migrants entering the UK would be harmful to the UK economy.

[10 marks]

In this question, candidates should use their own knowledge, but may refer to the data in the **Sources A** and **B** to support their arguments. The question requires discussion and analysis and this should be evident to reach Level 1.

Points that might be offered could include:

- our economy could suffer because skilled people might not be admitted
- many able people stay and work in Britain after university
- able overseas students enhance university excellence
- Britain has major skills shortages which immigrants fill
- immigrants often do work that current residents will not do, so contributing to the economy
- many immigrants bring entrepreneurial skills and so contribute to the economy
- immigration could increase unemployment
- many immigrants have young families and this could put pressure on resources
- non-English speaking immigrants cost the economy in terms of educational and welfare needs
- further immigration could cause social unrest creating additional economic pressures.

Any other valid responses should be credited.

N.b. this answer is focusing on the economic impact and so answers that deal with cultural, social and political aspects should only be rewarded if linked directly to economic factors.

To gain full marks for any point, a candidate would be expected to enter into a discussion explaining each of the points made.

Level 1 [8 – 10 marks]

- 3 or more points which show knowledge and understanding of the issues and which draw on specific examples **or** two well-made points and at least one other point with some exemplification may feature at the lower end of the mark range (AO1)
- Answers will show clear development, interpretation and analysis of the points made and come to conclusions (AO2)
- Discussion of the views held by different groups is likely to be evident (AO3)
- Communication will be clear and accurate (AO4).

Level 2 [4 – 7 marks]

- At least 2 points which show, knowledge and understanding and are competently made with some exemplification (AO1)
- There will be some development, interpretation and analysis of the points made (AO2)
- A discussion of the views held by different groups may be evident but not be well developed (AO3)
- Communication should be clear and any errors in the language used are unlikely to impair communication (AO4).

A candidate who addresses more than two points without development or analysis may feature at the lower end of this mark range.

Level 3 [1 – 3 marks]

- A single point or a list of undeveloped points showing limited knowledge and understanding (AO1)
- Exemplification and development of points may be weak and analysis may be limited or not present (AO2)
- There is unlikely to be any discussion of the views held by different groups (AO3)
- There may be errors in communication or the response may be list-like and it may be brief (AO4).

(0) No relevant information.

(–) No response.

Bullet pointed answers are unlikely to progress beyond the lower end of Level 2, as they are unlikely to include discussion of the issues.

- 2 (a)** Argue in favour of the view that industry should make greater use of rivers and canals to transport goods and materials (**Source C**).

[10 marks]

Reasons that might be offered include:

- barges are more cost effective because they can carry more than lorries
- many firms have not assessed the potential for rivers and canals for their businesses
- barges generate less pollution and are more environmentally friendly
- barges do not create traffic congestion
- journey times can be estimated very accurately as there will be few hold-ups
- barges are well-suited to bulk items
- for many products, regularity of delivery rather than speed is important
- increased use of rivers and canals could reduce the need for further road development.

Any other valid points should be credited.

Level 1 [8 – 10 marks]

- At least 3 points well made that show an awareness of the issues and draw on specific examples, which may include the source
- Two well-made points and at least one other point with some exemplification may feature at the lower end of the mark range
- Answers will show 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 range of undeveloped points
- Exemplification may be weak
- It may be totally or heavily reliant on the source.

(0) No relevant information.

(–) No response.

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

- 2 (b)** Argue in favour of the view that greater use of rivers and canals by industry would be bad for the environment (**Source D**).

[10 marks]

Reasons that might be offered include:

- increased water traffic may affect wildlife alongside and in canal/river
- picturesque villages could be altered irrevocably
- potential for diesel spills polluting the river and canal systems
- many people use rivers and canals for recreation and this could be spoilt
- dredging and widening could affect farmland
- the peace and tranquillity could be lost
- the canal/river systems are no longer geared up for industrial use
- expansion could mean increased industrial development in rural areas.

Any other valid points should be credited.

Level 1 [8 – 10 marks]

- At least 3 points well made that show an awareness of the issues and draw on specific examples, which may include the source
- Two well-made points and at least one other point with some exemplification may feature at the lower end of the mark range
- Answers will show 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 range of undeveloped points
- Exemplification may be weak
- It may be totally or heavily reliant on the source.

(0) No relevant information.

(–) No response.

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

- 2 (c)** Apart from industrial use, discuss the view that canals no longer have any real importance in the twenty-first century.

[10 marks]

Reasons that might be offered include:

- they are important for wildlife
- farmers use canals as a source of water for animals
- people use canals for recreation and leisure
- they are a source of employment
- they are part of our heritage
- they are part of our landscape
- the canal network does not cover enough of the UK to be a viable form of transport
- canal restoration is expensive.

Any other valid points should be credited.

Candidates are not expected to cover all aspects of this question to reach Level 1 and may, for example focus only on the relevance or unimportance of canals today. The question requires discussion and this should be evident to reach Level 1.

Level 1 [8 – 10 marks]

- At least 3 points well made that show an awareness of the issues and draw on specific examples, which may include the source
- Two well-made points and at least one other point with some exemplification may feature at the lower end of the mark range
- Answers will show 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 relevant information.

(–) No response.

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

3 (a) Why might some people argue that developing space tourism could provide us with exciting opportunities?

[15 marks]

Reasons that might be offered include:

- it could generate cash that could be used for developing human settlements in space
- it could develop technologies that can be used on Earth
- it could provide exciting new holidays/trips
- it could help to satisfy people's curiosity about space
- it provides an exciting range of opportunities to chart new territories
- it could create new job opportunities
- it could be a way of securing additional funding for space research leading to the development of new technologies.

Any other valid points should be credited.

To reach **Level 1** candidates do not have to introduce their own ideas and examples. Good analysis and development of ideas from of the source can reach the lower marks in this Level. Reference to interested parties may be generic rather than specific. The example of "some people" might refer to a statement or position mentioned in the Source.

A good **Level 2** answer does not need to include the candidate's own examples but there should be some analysis and development of ideas from the source, especially at the upper end. Reference to "some people" is acceptable at this Level and credit should be given where there is specificity

At **Level 3**, reference to specific interested parties is likely to be general, quoting the source or non-existent.

Level 1 [12 – 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 the source and possibly beyond 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 [5 – 11 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 – 4 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 or no 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 relevant information.

(–) No response.

3 (b) Why might some people argue that space tourism is a waste of money and resources?
[15 marks]

Reasons that might be offered include:

- the money could be used to improve current aviation
- in the foreseeable future, only the rich will benefit
- it could be damaging for the environment
- there are sufficient opportunities for exciting exploration on Earth
- there is enormous potential for accidents
- space tourism could become a target for and a means of terrorism
- resources could be spent better elsewhere.

Any other valid points should be credited.

To reach **Level 1** candidates do not have to introduce their own ideas and examples. Good analysis and development of ideas from of the source can reach the lower marks in this Level. Reference to interested parties may be generic rather than specific. The example of “some people” might refer to a statement or position mentioned in the Source.

A good **Level 2** answer does not need to include the candidate’s own examples but there should be some analysis and development of ideas from the source, especially at the upper end. Reference to “some people” is acceptable at this Level and credit should be given where there is specificity

At **Level 3**, reference to specific interested parties is likely to be general, quoting the source or non-existent.

Level 1 [12 – 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 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 [5 – 11 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 – 4 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 or no 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 relevant information.

(–) No response.