

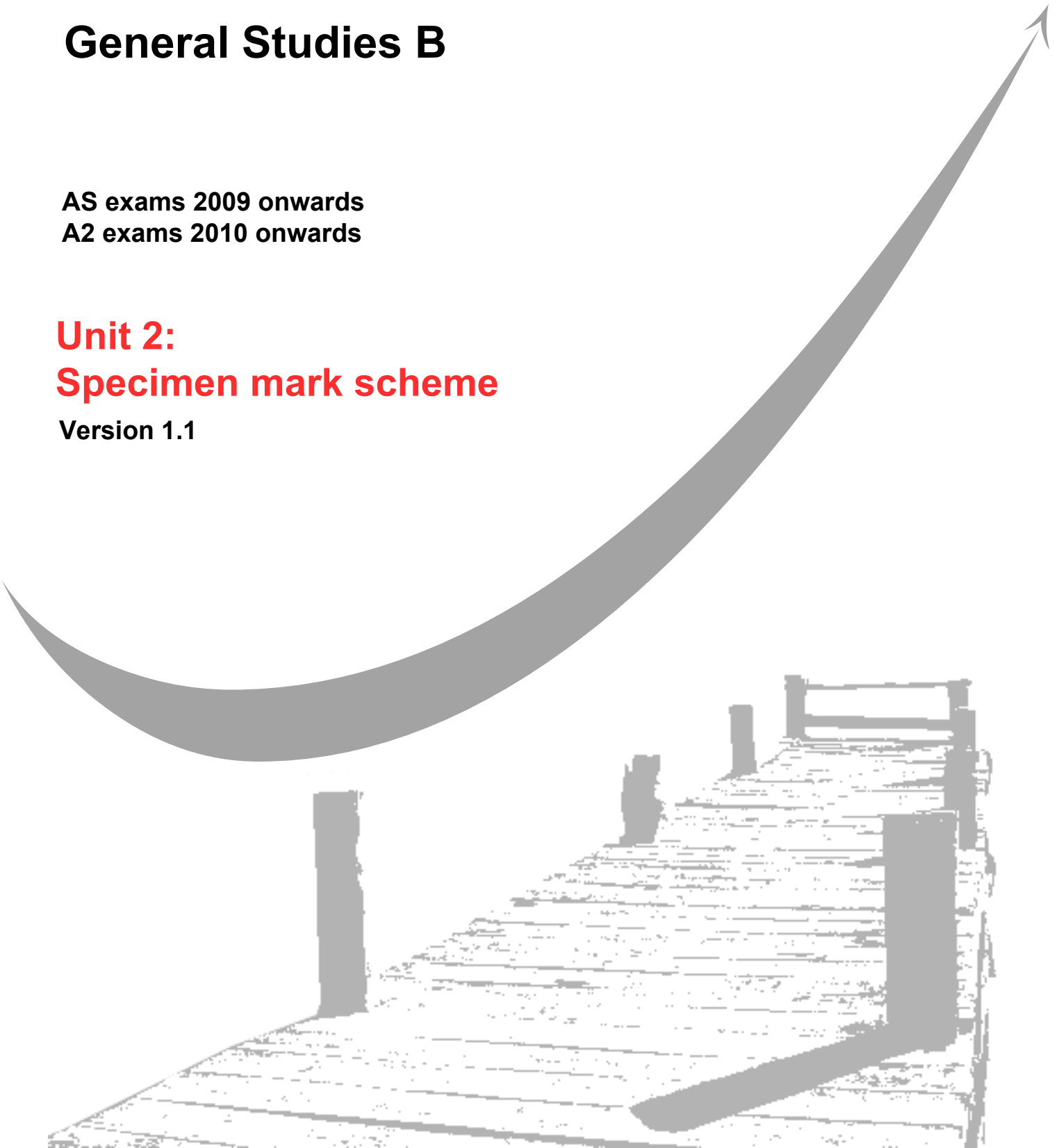
GCE
AS and A Level

General Studies B

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 2: **Specimen mark scheme**

Version 1.1



The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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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 (1-5) 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 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 Sources A and B, describe and account for the differences in the affordability of houses between the different regions of Britain. (10 marks)

Differences might be described thus:

- (a) houses are least affordable in the South West
- (b) they are most affordable in Scotland and Wales
- (c) the trend is for them to be less affordable as they approach Greater London.

Differences might be accounted for thus:

- (n) houses are least affordable in areas of high population density
- (o) the South West is a special case as a region to which people retire
- (p) houses are most affordable in regions where there is least employment.

Level 1 (8-10 marks)

Two or more (a)-(c) points and two or more (n)-(p) points well made

Level 2 (4-7 marks)

One or more (a)-(c) points and one or more (n)-(p) points competently made

Level 3 (1-3 marks)

One or more (a)-(c) points or one or more (n)-(p) points briefly made.

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

(i) why it is that employees whom we call 'key workers' find it particularly difficult to buy houses. (5 marks)

- Key-workers earn, on average, £27,839. This sum $\times 4.46 = £124,162$. This is insufficient for an average priced house in any of the regions, so a key-worker may either have to rent property, or combine his/her income with that of a partner.
- A police-officer could afford a house having a value of less than £155,712 (thus, in 7 of the 10 regions).
- Ambulance staff could afford houses having a value of less than £95,373 (thus, in none of the 10 regions).

2 marks each for any of the above points, giving the correct figures (one mark if the point is made but the figure is incorrect); 5 marks for all three points.

(ii) what steps might be taken to enable them to do so? (5 marks)

Steps that might be taken:

- An urban (housing) allowance might be paid in addition to earnings
- Earnings might be raised by national agreement
- Social housing might be provided for key-workers
- The 4.46 ratio might be raised for key-workers, backed by government funds.

2 marks each for any one of the above points, suitably expressed; 5 marks for three points.

- 1(c) Over the last 30 years, the number of new dwellings (houses and flats) built each year has dropped by 40%. Why do you think this is? (10 marks)**

Points that might be made:

- Councils have built fewer 'social housing' units since the 1980s
- Bigger, older houses have been divided up into flats
- Former industrial buildings have been converted into apartments
- Less land has been made available for house-building
- There has been little population increase, so housing is being passed from one generation to the next.

Level 1 (8-10)

Four (8/9 marks) or five points (10 marks), well made

Level 2 (4-7)

Two (4/5 marks) or three points (6/7 marks) competently made

Level 3 (1-3)

One point made only.

- 2 (a) What might we find pleasing about the appearance of buildings such as that in Source C? (10 marks)**

We might find pleasing:

- The fact that the building is made of local materials: brick, stone, slate, or clay tile
- The overall proportions of the building
- The decoration of surfaces and detail: mouldings, different coloured brick, dripstones, patterning
- The curves of arches, the angles of gables, and other geometric shapes, perhaps in opposition to each other
- The human, even domestic, scale of the building
- Its harmony with other buildings in the near vicinity.

Level 1 (8-10)

Four (8/9 marks) or five points (10 marks) well made

Level 2 (4-7)

Two (4/5 marks) or three points (6/7 marks) competently made

Level 3 (1-3)

One point made only.

2 (b) Why might we prefer the appearance of modern buildings such as that in Source D? (10 marks)

We might prefer a modern building because:

- It is honest; it does not pretend to be other than it is
- Its lines are clean; there is no unnecessary clutter
- It is in some way daring because colourful, reflective, or appearing to defy gravity
- Its shape is unconventional, or it uses modern materials in an unusual way
- It is light, bright, open, airy, welcoming – not in the least forbidding
- It incorporates sculpture, water features, or vegetation in novel ways.

Level 1 (8-10)

Four (8/9 marks) or five points (10 marks) well made

Level 2 (4-7)

Two (4/5 marks) or three points (6/7 marks) competently made

Level 3 (1-3)

One point made only.

2 (c) Consider whether or not the modern building might be the better building to work in? (10 marks)

(iii) The modern building might be the better building to work in because:

- It is better insulated against heat or cold
- It is more efficiently heated or air-conditioned
- Rooms are sound-proofed or noise is more effectively dampened
- There is up-to-date wiring and multiple electric sockets and telephone points
- The building is planned so as to obviate walking long distances
- Lifts are quick and reliable
- Wash-rooms are hygienic and all other facilities conform to health and safety requirements.

Level 1 (8-10)

Four (8/9 marks) or five points (10 marks) well made

Level 2 (4-7)

Two (4/5 marks) or three points (6/7 marks) competently made

Level 3 (1-3)

One point made only.

3 (a) Why might the planting of new forests be welcome? (15 marks)

Planting might be welcome because:

- (a) forests provide a habitat for a diversity of wildlife
- (b) they are a wonderful resort for walkers and open-air-concert goers
- (c) they are much to be preferred to land left derelict by coal mining.

Level 1 (11-15)

- a good response showing awareness of the issues in planting forests: the motives for so doing, and the pay-off [AO1]
- examples of particular benefits are given from beyond the source, and there is argument that leads to a convincing conclusion [AO2]
- there is an appreciation of the values that might be appealed to by planters [AO3]
- communication is clear, accurate and the argument is well structured [AO4]

Level 2 (6-10)

- a competent response showing some awareness of the issues involved in extensive tree-planting [AO1]
- examples are probably from the source; there is generalisation, but some credible argument [AO2]
- there is reference to the values that might actuate planting, though there may be no development of points of principle [AO3]
- there are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 3 (1-5)

- a limited response showing little awareness of why individuals or groups might want to plant and own forests [AO1]
- no examples are referred to – even those in the source – and there is little sense of evidence being marshalled in an argument [AO2]
- limited understanding is shown of values that might be appealed to [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 nor relevant information.

3 (b) Why might there be objections to the planting of new forests? (15 marks)

Objections to planting might be that:

- (n) planting and maintenance of forests is very expensive
- (o) it would be a pity to lose much farmland and open country
- (p) wealthy individuals ought not to be allowed to change the face of the countryside.

Level 1 (11-15)

- a good response showing awareness of drawbacks to forest planting [AO1]
- examples of particular drawbacks are given from beyond the source, and there is argument that leads to a convincing conclusion [AO2]
- there is an appreciation of the values that protesters might appeal to [AO3]
- communication is clear, accurate, and the argument is well structured [AO4].

Level 2 (6-10)

- a competent response showing some awareness of the drawbacks of forest planting [AO1]
- examples are probably from the source; there is generalisation, but some credible argument [AO2]
- there is reference to the values that might underlie objectives, but there may be no development of points of principle [AO3]
- there are errors in the language used, but these do not impair communication; the response has some structure [AO4].

Level 3 (1-5)

- a limited response showing little awareness of why individuals or groups might object to forest planting [AO1]
- no examples are referred to – even those in the source – and there is little sense of evidence being marshalled in an argument [AO2]
- limited understanding is shown of values that might be appealed to [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.