



General Certificate of Education

General Studies 1766

Specification B

GENB2 Space

Mark Scheme

2009 examination - June 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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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 to download from the AQA Website: www.aqa.org.uk

Copyright © 2009 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

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 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) Referring specifically to the data provided in Source A, describe and account for the differences in the use of and access to the internet across the world.
(10 marks)

Candidates are expected to refer explicitly to the data in this part of the answer *either* by quoting percentage differences by comparing population, usage and access *or* by comparing percentage differences between regions.

Differences that might be described include:

- North America has the highest level of internet access yet a relatively small percentage of the world's population
- Africa and Asia have large populations but low levels of access
- internet usage is greater in Asia than any other region
- Oceania/Australia has a very small population but high internet access.

Reasons that might be offered to account for the differences include:

- individuals in some regions (e.g. Europe) are more affluent and so can afford the internet
- internet coverage is patchy in some regions and with possibly no access for many
- some regions are more economically developed and so have been more heavily marketed by internet service providers
- some countries (e.g. China, North Korea) censor access to the internet.

Any other valid points should be credited.

Level 1 (8 – 10 marks)

- Three or more valid points which are well made and refer specifically to the figures in the data provided, quoting percentage differences.
- Candidates will make comparisons identifying relative population sizes in comparison with usage (as a percentage of world usage) and access.
- Reasons for the differences will be offered and candidates may refer to specific countries or regions, or variations within regions.
- Candidates do not need to refer to all regions to enter this band.

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 and the changes that they show.
- The response will show reference to the differences in population size, access and usage as well as offering explanations.
- There is likely to be evidence of explanation for the changes 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 is likely to be based on simplistic description.
- Responses are more likely to be descriptive rather than explanatory.

(0) No response, or no relevant information.

-
- 1 (b)(i) Using Source A, calculate the actual numbers of internet users in each of Asia, Europe and North America. Show how you have reached your answer. (6 marks)**

Answers should show working-out for each of the three regions;

i.e. 1 200 000 000 (number of world users) x percentage of users in each region.

Asia	446 400 000
Europe	328 800 000
North America	237 600 000

3 x 2 marks for showing the correct working and getting the correct answer.

A candidate who shows the correct method can score 1 mark for each calculation.

A candidate who achieves the correct answer but shows no working can only get 1 mark per answer.

- 1(b)(ii) Using the information in Source B, suggest two reasons for the different levels of language growth on the Web during the period 2000-2007. (4 marks)**

Points that might be suggested include:

- increasing affluence in some parts of the world where languages like Spanish, Portuguese and French are spoken
- developments of the global satellite infrastructure, increasing access to more remote parts of the world
- rapid expansion of Chinese and Arabic access for socio-political and economic reasons
- usage in English-, German- and Japanese-speaking countries was already at a high level so there is less scope for growth
- Japanese and German are not widely spoken outside the countries where they are the first language.

Any other valid points should be credited.

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.

1 (c) Discuss how growing access to the internet might affect the lives of people in less economically developed parts of the world.

(10 marks)

In this question, candidates are expected to draw on the information provided and their own knowledge and apply it to the lives of people in less developed regions.

Points that might be offered include reference to:

- the ability to contact relatives abroad with relative ease and at a low cost
- opportunities for education, both formal and informal
- access to global television and radio channels and so gain information about the wider world
- access to medical care/advice and other forms of help/support
- potential for dissatisfaction with current life-style, perhaps leading to social change
- little effect on the majority through cost/access, perhaps only affecting urban elites.

Any other valid points should be credited.

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 perhaps a list of undeveloped points.
- Exemplification may be weak.
- There is unlikely to be any real discussion.

(0) No response, or no relevant information.

2 (a) Explain why some people might want to live in a rural area like the one shown in Source C.

(10 marks)

Answers explaining why people might want to live in such an area could include reference to:

- the tranquillity and pace of life
- the quality of the environment and the opportunities it offers for relaxation
- previous enjoyable experiences of such locations
- the fact that people have always lived in, or once lived in, a rural location
- the availability of suitable housing and/or work.

Any other valid points should be credited.

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.
- 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 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 progress beyond the lower end of level 2 as they are unlikely to include discussion of the issues.

2 (b) Explain why some people might prefer to live in an urban area like the one shown in Source D.

(10 marks)

Reasons why people might prefer to live in an urban area could include reference to:

- the availability of work
- familiarity of the urban environment
- the amenities that urban living offers; shops, entertainment, leisure activities, transport, excitement, the hustle and bustle of urban life etc.
- the availability of suitable accommodation such as warehouse apartments, community or housing-association or local-authority accommodation in possibly regenerated areas
- the 'image' of the city centre, especially for the young.

Any other valid points should be credited.

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.

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) Over the last twenty years the cost of housing in both rural and urban areas has risen at a greater rate than incomes.

Discuss what might be done to solve the problem of the lack of affordable housing for local residents in *either* a location such as that shown in Source C or in one such as that shown in Source D.

(10 marks)

Candidates are expected to address either rural **or** urban locations, but not both.

Discussion of measures that might resolve access to affordable housing could include:

- encouraging the building of more low-cost housing for rent, purchase, part-ownership
- encouraging house, factory, warehouse conversion to apartments
- improving financial arrangements over mortgage payments
- government or local-authority incentives to encourage the building of low-cost homes
- increasing housing density
- release of more Greenfield / brownfield sites for housing
- restricting access to housing in rural areas / small market towns / seaside areas or other desirable areas for second-home buyers so helping locals.

Any other valid points should be credited.

Level 1 (8 – 10 marks)

- At least 3 well made points 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.
- There will be discussion of the likely effectiveness of the measures.

Level 2 (4 – 7 marks)

- At least 2 points are competently made with some exemplification.
- The use of specific examples may include the source.
- There may be some discussion of the likely effectiveness of the measures, particularly at the upper end.
- 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.
- There is unlikely to be any discussion of the possible measures.

(0) No response, or no relevant information.

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) Discuss why some people and groups think that airport expansion, particularly in the London area, is vital for Britain.

(15 marks)

Candidates might offer such points as the ones listed below.

- capacity is saturated in the London area and so expansion is vital
- the infrastructure in the London area already exists so expansion elsewhere may be more expensive
- traffic through Heathrow in particular generates local employment and could create more
- people stop off in London contributing to the economy in general
- London could lose its status as a hub and companies may move to other locations, e.g. Amsterdam
- regional airports could be expanded to offer alternatives for travellers to reduce pressure on airports in the London area, particularly as Britain is a small country
- air travel is set to increase over the next decade so expansion is vital.

Any other valid points should be credited.

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) Discuss the arguments against further airport expansion in Britain in general and in the London area in particular.

(15 marks)

Candidates might offer such points as the ones listed below.

- the London area already has 5 international airports
- the skies over London are very congested and delays are already common
- with more planes in the air the potential for accidents will increase
- the impact on the global climate will be significant as a consequence of more flights which may exacerbate climate change
- quality of life for residents will be diminished by noise and increased air pollution
- people will lose homes / business / land if airports are expanded
- loss of countryside, habitat for wild animals
- regional airports are often under-utilised.

Any other valid points should be credited.

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.