



## **General Certificate of Education**

# **General Studies 1766**

## *Specification B*

**GENB2      Space**

# **Mark Scheme**

*2010 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.

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.

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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
<b>Assessment Objectives</b>	<b>1</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
	<b>2</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>12</b>
	<b>4</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>
<b>Total marks per Question</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>90</b>

**1 (a) Referring specifically to the data provided in Source A, describe and suggest reasons for the patterns of migration to the USA in 2006.**

**(10 marks)**

Candidates are expected to refer explicitly to the data in this part of the answer by quoting percentages and by comparing countries and emphasising relative numbers. They should have some awareness of recent history as it might relate to migration.

Reasons that might be offered include:

- Mexico has a land border with USA and provides cheap labour
- economic downturns in Colombia, Jamaica and the Dominican Republic meant people looked to America
- continued social and political dissatisfaction in Cuba
- proximity of USA to the Caribbean/South American countries
- political unrest in Colombia, El Salvador
- strong American political, social and economic links with the Philippines
- families reuniting with the large US Chinese population
- India has a strong history of exporting people and the American economy has proved America to be a viable alternative to Europe.

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 differences.
- Some awareness of a range of factors including geographical, political, social and economic ones, but not necessarily all of them.
- An awareness of the specific reasons behind the figures presented.
- Candidates do not need to refer to all countries 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.
- Some reference to a range of factors including geographical, political, social and economic ones and may make links to particular countries.
- There is likely to be evidence of linking the reason with the country at the upper end.
- Weaker answers are more likely to be descriptive, perhaps not referring to specific countries.

**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 B, calculate the total percentage of migrants to the four European Union countries (Germany, France, United Kingdom, Spain), as a percentage of the world total. Show how you have reached your answer. (4 marks)**

Answers should show working-out;

Eg

EU countries as a percentage of world total: **14.06524% (rounded to 14.1% or 14.07%)**

$$(10144 + 6471 + 5408 + 4790) = \{26813(000) / 190633(000)\} \times 100$$

Depending on the method used, answers will range from 14% to 14.1%

- 1 x 4 marks for showing the correct working and getting the correct answer.
- a candidate who does the addition correctly to get the total for the EU countries can score 1 mark.
- a candidate who shows a correct method for calculating the percentage can score 1 mark.
- a candidate who achieves the correct answer but shows no working can only score 2 marks.
- a candidate who calculates each country correctly but gives no overall total can score 3 marks.

- 1 (b)(ii) Using the information in Source B, select three countries and suggest a reason why people might have chosen to migrate to each of them. (6 marks)**

Points that might be suggested include:

- educational opportunities (USA, UK, France, Canada, Germany)
- retirement to a warmer climate (Spain, France)
- job opportunities (USA, UK, France, Canada, Australia, Saudi Arabia)
- escaping persecution (Russia, France, Canada, USA, UK, Germany)
- higher standard of living (UK, USA, Canada, Germany)
- EU expansion (France, Germany, UK, Spain)
- Indian expatriates returning home to retire

Any other valid points should be credited.

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 suitable expansion.

Candidates will not be awarded marks by using the same reason for more than one country.

- 1 (c) Discuss the positive and negative impact that large-scale foreign migration might have on a country or on a particular region within a country. (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 who already live in that country / region, and to the existing cultural norms and the social structure.

Points that might be offered could include:

Positive:

- migrant workers provide a solution to skill shortages
- migrant labour may take on the dirty/unpleasant/low pay jobs
- migrants increase cultural diversity by bringing new customs, languages, cultures.

Negative:

- migrant workers may take jobs away from the existing population leading to unemployment/resentment
- may put a strain on social services, education, healthcare, and housing
- different cultural practices might cause prejudices to emerge which generate conflict.

The points suggested above are only indicative and other valid responses are acceptable.

**Level 1 (8 – 10 marks)**

- At least 3 points well made which show an awareness of the issue and draw 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.

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

**2 (a) Why might consumers choose to buy products from a store such as that shown in Source C?**

**(10 marks)**

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

Reasons why consumers might want to buy products from a store such as that shown could include:

- the wide range of products they offer
- quality of standard products across all stores and range
- accessibility across the country for shopping
- a reputable name and image
- familiarity and therefore trust.

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 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) Why might some people prefer to buy products in a shop such as that shown in Source D?**

**(10 marks)**

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

Reasons why some people might prefer to buy products in a shop such as that shown could include:

- specialist products, appealing to a niche market
- difference in product from the typical store item
- personal service
- desire to support the small business
- desire to shop somewhere different.

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) Discuss the view that goods sold in British shops should be produced in Britain.**  
**(10 marks)**

Points in favour of producing goods in Britain might include:

- supporting British manufacturing industry and therefore employment
- potential for British industry to diversify and make goods currently produced abroad
- British-produced products still have a good reputation
- reduction in travel and environmental costs
- British agriculture could be stimulated.

Points against producing goods in Britain might include:

- not all foodstuffs can be produced in Britain
- customers expect to buy foods out of season
- foreign manufacturers may have a reputation for quality or value for money
- some products have an appeal because they reflect other cultures
- it would be against the principle of free trade and the economies of LEDCs should be supported.

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 implications of only buying British.

**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 implications of only buying British, 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 likely implications of only buying British.

**(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) Why might some people promote the idea of space tourism?**

**(15 marks)**

Candidates might offer such points as the ones listed below.

- there is profit to be made from it
- there may be spin-offs for everyday life on Earth (terrestrial benefits)
- it provides an exciting range of opportunities to chart new territories
- it will provide exclusivity for the very rich
- 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
- the cost of space travel/exploration could be reduced.

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 that almost certainly relies 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) Argue the case against further development of space travel for recreation.**  
**(15 marks)**

Candidates might offer such points as the ones listed below.

- it will be damaging to the environment
- there are sufficient opportunities for exciting exploration on Earth
- it is likely to be too exclusive, benefiting only the very rich
- there is enormous potential for accidents
- it is merely a gimmick
- tourism could become a target for and a means of terrorism by individuals or groups
- resources could be spent better elsewhere.

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 that almost certainly relies 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.