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**General Certificate of Education  
June 2010**

**GENERAL STUDIES**

**GENB2**

**Unit 2      Space**

***Mark Scheme***

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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 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 figures in the data provided in Sources A and B, discuss whether the United Kingdom can be regarded as a religious country.**

**(10 marks)**

Candidates are expected to refer explicitly to the data in this part of the answer by identifying changes, trends, differences in different religions or within different groups, notably Christianity.

- 6/8 groups in Source A show a decline so England is less religious when comparing 1989 with 2005 (7/8 comparing 1998 with 2005 [New Churches])
- 2/8 groups show an increase when comparing 1989 with 2005, (1/8 comparing 1998 with 2005 [New Churches]), so perhaps the form of worship is changing
- the overall trend in Sunday attendance in England is down, so religion appears to be less significant
- at least 45.8% define themselves as non-religious
- the fact that only 52.6% (just over half) subscribe to a religion does not necessarily imply that the United Kingdom is religious
- the data tell us nothing about commitment
- some people argue that a country that does not have a dominant religion implies a lack of religiosity.

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.
- An awareness of the specific reasons behind the figures presented.

**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.
- There is likely to be evidence of linking the reason with the data at the upper end.

**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 total percentage changes in attendance at Sunday worship between 1989 and 1998 and between 1998 and 2005.**

**Show how you arrived at your answer.**

**(4 marks)**

Answers should show working for:

Sunday attendance 1989 - 1998:

$$4\,599\,300 - 3\,579\,400 = \frac{1\,019\,900}{4\,599\,300} \times 100 = -22.17\% \text{ (-22.2\% or -22\%)}$$

(The minus or decline must be acknowledged)

Sunday attendance 1998 - 2005:

$$3\,579\,400 - 3\,018\,800 = \frac{560\,600}{3\,579\,400} \times 100 = -15.66\% \text{ (-15.7\% or -16\%)}$$

(The minus or decline must be acknowledged)

*Other acceptable ways of working out the percentage are to be rewarded.*

2 x 2 marks for showing correct working and getting the correct answers (and see note below).

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

**1 (b)(ii) Suggest three reasons for the overall decline in attendance at Sunday worship over the period 1989 to 2005.**

**(6 marks)**

Points that might be suggested include:

- growing secularisation and scientific rationalism
- the nature of the service (music, language etc.) has not been modernised
- attendance at services may be perceived as an old person's activity
- the influence of religious leaders has declined
- people are now more sceptical of traditional beliefs
- non-Christian religions and religious sects have grown in importance
- people achieve spirituality in different ways, eg through meditation
- life-styles have altered such that work, shopping, family outings have taken over.

Any other valid points should be credited.

Candidates who comment on the slowing rate or decline or identify variations between and within different religious groups should be rewarded accordingly.

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.

**1 (c) Discuss the view that religion helps in integrating communities in the United Kingdom today.**

**(10 marks)**

In this question, candidates may draw on the information provided and their own knowledge and apply it to the question by addressing integrating all communities into the United Kingdom, integrating people within ethnic/religious communities or both.

Points that might be offered could include:

- religious leaders meet to deal with common issues
- religious leaders often mediate over conflicts
- religion provides meeting places and foci for groups
- religion often supports the needy
- ethnic minority communities often see religion as the glue binding their social fabric
- religion provides a common set of values
- extremists may use religion for their own ends
- people are sceptical about religious dogma
- inter-religious conflicts have been and still are part of British history
- religious values have largely been replaced by secular values
- many people regard religion as irrelevant or of little relevance today
- cultures living separately do not always encourage integration with other groups.

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 issues and drawing on specific examples.
- Answers will show clear development of the points made and discussion of the issues
- Both sides of the debate are likely to be addressed in order to reach this level.

**Level 2 (4 – 7 marks)**

- At least 2 points are competently made with some exemplification.
- 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) Argue the case that waste recycling (Source C) is becoming increasingly necessary in the United Kingdom today.**

**(10 marks)**

**NB** This answer requires a one-sided response in favour of the statement.

Reasons that might be offered include:

- we will eventually run out of landfill options
- burning waste is not ecologically sound
- under normal economic circumstances, recycling is cost effective
- recycling may reduce imports
- recycling will save scarce natural resources
- recycling allows people to feel they are contributing to the common good.

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.
- 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 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) Argue the case that landfill (Source D) is still a realistic way of dealing with the domestic waste that we produce.**

**(10 marks)**

**NB** This answer requires a one-sided response in favour of the statement.

Reasons that might be offered include:

- so much waste is produced, recycling and other methods cannot handle it all
- it is relatively cheap as sorting waste is expensive
- local authorities are geared up to landfill technology
- landfill may eventually reclaim unsightly/dangerous areas like disused quarries
- currently, not everything can be recycled.

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 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 effectiveness of other methods of waste disposal than those shown in the sources.**

**(10 marks)**

Methods suggested are likely to include:

- incineration
- dumping at sea
- export to other countries
- bio-solutions involving microbes e.g. composting
- product design that is bio-degradable
- re-use e.g. milk bottles, charity shops.

It is anticipated that candidates will make an attempt to describe the effectiveness of different methods and not merely describe the different alternatives.

Any other valid points should be credited.

Answers that describe different methods of recycling such as those shown in or implied by Source C should not be credited.

**Level 1 (8 – 10 marks)**

- At least 3 points well made that show an awareness of alternatives giving specific examples.
- There will be clear development of the points made.
- There should be discussion of the likely effectiveness of the measures suggested.

**Level 2 (4 – 7 marks)**

- At least 2 suggestions are competently made with some exemplification.
- There may be some discussion of the likely effectiveness of the measures, particularly at the upper end.
- A candidate who offers alternatives without expansion or examples may feature at the lower end.

**Level 3 (1 – 3 marks)**

- One well-developed example or perhaps a list of suggestions.
- Exemplification may be weak.
- There is unlikely to be any discussion of their likely effectiveness.

**(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 support the view that the design and scale of a town or city's buildings give it status? (reference to Source E and own knowledge)**  
**(15 marks)**

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

- the town/city is nationally/internationally recognisable
- such buildings attract tourists/visitors to the town/city
- businesses are attracted because of the availability of prestigious offices
- architects want to showcase their work in major towns/cities and so the towns/cities may attract iconic buildings or simply grand architecture
- some towns/cities use prestigious buildings to highlight/expand their status
- buildings can represent/reflect the culture and history of a town/city.

**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 people argue that the status of a town or city is about much more than the appeal of its buildings?** (*reference to Source E and own knowledge*)  
(15 marks)

Candidates might offer such points as the ones listed below, hopefully with examples to support their arguments. Other valid points are acceptable. The examples listed are merely illustrative.

The status of a town or city might be determined by its:

- sporting achievements: Liverpool or Manchester
- history: Lancaster or Portsmouth
- political role: Cardiff or Canberra
- location: Luton (airport) or Eastbourne, Southend (seaside)
- amenities, such as entertainment or shopping: Leeds, Preston or Dudley
- role, for example as a university town: Wolverhampton or Lampeter.

**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.