



**General Certificate of Education (A-level)
January 2012**

General Studies B

GENB2

(Specification 2765)

Unit 2: Space

Final

Mark Scheme

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INTRODUCTION

The nationally agreed assessment objectives in the Ofqual 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
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)(i) Calculate, to one decimal place, the percentage growth in total invisible earnings between 2005 and 2009 (top table of Source A).

You are advised to show how you arrived at your answer.

(2 marks)

Example of working (other methods may be used)

$$45325 - 25250 = 20075$$

$$\frac{20075 \times 100}{25250} = 79.504950495\% = \mathbf{79.5\% \text{ (to one decimal place)}}$$

2 marks for the correct answer

1 mark for showing a correct method if the answer is wrong

Candidates do not have to show their working.

1 (a)(ii) Explain one reason why the growth in invisible earnings is important to the British economy.

(2 marks)

Points that might be suggested could include:

- London reaffirmed as a financial capital
- inward investment / spending
- replacing the (declining) manufacturing base
- job creation
- Britain seen as a safe/good place to invest in British businesses
- strong pound as a result of the increase in invisible earnings.

Any other valid points should be credited.

2 marks for identifying one correct reason such as the ones above with brief exemplification.

1 mark for an undeveloped reason.

Only one reason is required, candidates must not be rewarded for giving two brief reasons.

1 (b) With specific reference to the data, describe and suggest reasons for the changes in invisible earnings shown in the top table of Source A. (10 marks)

Candidates are expected to refer explicitly to the data in this part of the answer by identifying changes, trends, differences in invisible earning (trade in services). Candidates may also draw on their own knowledge.

Points that might be made could include:

- strong pound has made holidays to Britain for foreigners expensive
- continued growth of UK citizens holidaying abroad
- the communications sector shows very rapid growth then tails off
- increases in insurance earnings show considerable volatility
- growth of Britain as a financial centre
- growth in IT not sustained
- decline in general business, 2005–09, due to economic environment
- successive governments promoting the service sector indicated by growth in total.

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 and/or actual differences
- Two well-made points and at least one other point with some exemplification may feature at the lower end
- An awareness of the specific reasons behind the figures presented.

Level 2 (4 – 7 marks)

- At least 2 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 (c) Select three examples of visible earnings (lower table Source A) and, for each, explain one reason why the change might have occurred. (6 marks)**

Points that might be suggested include:

- food, drink, tobacco: changes in taste towards more foreign produced foods
- raw materials: decline in manufacturing meaning fewer are needed
- oil: decline in UK oil production
- coal, gas and electricity: there is no longer a large UK coal industry
- semi-manufactured goods: change from manufacturing to assembly of products
- finished manufactured goods: cheaper production of goods abroad.

Other valid points should be credited.

NB All sectors except raw materials show an increase in imports.

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 a suitable expansion.

Candidates should not be credited for stating the opposite point to one already made.

1(d) Discuss the implications for the British economy if the trends illustrated in Source B continue.

(10 marks)

In this question, candidates should use their own knowledge, but may refer to the data in the source to support their arguments. The question requires discussion and evaluation of the implications and this should be evident in order to reach Level 1.

Points that might be offered could include:

- increased problems for UK balance of payments
- reliance on overseas products
- growth of service sector economy that is potentially unstable
- potential loss of UK jobs, especially in manufacturing
- loss of competitiveness resulting in fewer manufacturing jobs and lower skills base
- some imported product prices are volatile and could damage the economy
- increasing consumer choice could mean greater demand for overseas products
- greater income through growth of financial sector
- need for government intervention to support UK industry.

Any other valid points should be credited.

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

Level 1 (8 – 10 marks)

- 3 or more points which show knowledge and understanding of the suggestions 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 suggestions made and come to conclusions [AO2]
- Strengths and limitations of the effectiveness of the proposals should be evident [AO3]
- Communication will be clear and accurate [AO4].

To reach Level 1 a candidate would be expected to show some evaluation of the implications for the British economy.

Level 2 (4 – 7 marks)

- At least 2 suggestions which show development, knowledge and understanding are competently made with some exemplification [AO1]
- There will be some development, interpretation and analysis of the suggestions made [AO2]
- Strengths and limitations of the effectiveness of the proposals may not be well developed [AO3]
- Arguments 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 suggestions may be weak and analysis may be limited or not present [AO2]
- There is unlikely to be any discussion of the likely effectiveness of the proposals made [AO3]
- There may be errors in communication or the response may be list-like and it may be brief [AO4].

(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 (a) Why do some people believe that greenfield development (Source C) is necessary to meet our housing needs?

(10 marks)

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

Reasons that might be offered include:

- there is an acute housing shortage
- people want more rural accommodation/larger houses/bigger gardens
- there are not enough suitable brownfield sites
- not everyone works in the town they live in so they need to commute anyway
- not all rural land is attractive.

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 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 do some people believe that it is better to redevelop brownfield sites for homes (Source D) than to build new houses on greenfield sites? (10 marks)**

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

Reasons that might be offered include:

- saves encroaching on the countryside
- revitalising of town centres, older urban areas
- renewal of derelict land/buildings improves the urban environment
- traditional communities can be maintained
- reduces commuting and therefore saves carbon and reduces traffic congestion
- former factories often well suited to flat conversion
- closeness to work and shopping centres.

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 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 there are more benefits to city-centre living than living in the suburbs.**
- (10 marks)**

Points suggested are likely to involve discussion of:

- the amenities that living in the centre of a city can offer
- proximity of home and work
- entertainment opportunities in the city
- often good communications between suburbs and cities (public and private transport)
- quieter life style in the suburbs
- closeness to open spaces in the suburbs
- more home (grounds) for your money in the suburbs.

It is hoped that candidates will make an attempt to evaluate the relative merits of urban/suburban living for different groups of people.

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 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) Argue in favour of the view that religious leaders should take the lead in protecting the environment.

(15 marks)

Candidates might offer such points as the ones listed below, hopefully with examples to support their arguments.

- many people believe God created Earth and religious leaders are doing God's work
- religious leaders do not have a party political agenda as such as they are not elected
- no vested interests through business connections
- they are often highly respected figures and have authority because of their position
- politicians and scientists have not done a good job so far so leadership has to come from elsewhere
- politicians and scientists are often regarded as untrustworthy.

Any other valid points should be credited. The examples listed are merely illustrative.

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]
- Clear examples from the source and perhaps beyond that illustrate the central issues and their relative importance [AO2]
- An awareness of why some people believe that the issues raised are important; evidence of understanding of different 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, but not necessarily, touching on points not offered in the source but giving suitable ideas to support the arguments. Clear development of ideas and relying on the source for examples can be a feature across all marks at this level [AO1]
- Examples may focus on the source only and there may be some reference to reasons why the arguments have validity, perhaps only using the examples provided [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 may be 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 understanding of the reasons why some groups may hold different positions [AO3]
- Errors of language may 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 in favour of the view that protecting the environment is best left to scientists and politicians.

(15 marks)

Candidates might offer such points as the ones listed below, hopefully with examples to support their arguments.

- politicians are elected so people have a say in the policies
- politicians work with other governments and can see ‘the big picture’ nationally and internationally
- scientists have more technical expertise
- politicians and scientists have authority by dint of their qualifications
- politicians have greater global influence
- scientists base their views on research and data, not emotions and feelings.

Any other valid points should be credited. The examples listed are merely illustrative.

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]
- Clear examples from the source and perhaps beyond that illustrate the central issues and their relative importance [AO2]
- An awareness of why some people believe that the issues raised are important; evidence of understanding of different 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, but not necessarily, touching on points not offered in the source but giving suitable ideas to support the arguments. Clear development of ideas and relying on the source for examples can be a feature across all marks at this level [AO1]
- Examples may focus on the source only and there may be some reference to reasons why the arguments have validity, perhaps only using the examples provided [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 may be 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 understanding of the reasons why some groups may hold different positions [AO3]
- Errors of language may impair communication; there is little structure in the response and it may be brief [AO4].

(0) No response, or no relevant information.

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