



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

General Studies B

GENB2

(Specification 2765)

Unit 2: Space

Final

Mark Scheme

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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Set and published by the Assessment and Qualifications Alliance.

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) Using the data in Source A, describe two trends in UK housebuilding completions between 1951 and 2008. Use appropriate calculations to support your answers. (6 marks)

Points that might be made could include:

- overall increase in completions 1951–1968
- peak in all completions in 1968
- general decline in completions 1971–2008
- slight resurgence in completions post 2001
- private completions have risen over the period shown
- peak in private completions in 1968
- rapid increase in private building 1951–1965
- 2nd peak in private completions around 1989
- local authority completions showed a 2nd peak in late 1960s after a decline from 1953
- major decline in local authority completions post 1970s
- overall local authority decline to a very low level now
- slight rise in overall number for registered social landlords.

Any other valid points should be credited.

Candidates are asked for two trends x 3 marks for each (maximum 6 marks)

- 1 mark each for identifying up to two trends.
- 1 mark each for using figures to illustrate each of the two trends.
- 1 mark each for showing correctly a calculation to support each of the two identified trends: this could be shown as a percentage, an actual figure or a realistic approximation.

Examples of responses for one of the trends might be:

- *The total number of completions went up from 1951 to 1968.* (1 mark)
- *The total number of completions went up from about 200 000 in 1951 to about 420 000 in 1968.* (2 marks)
- *The total number of completions went up from about 200 000 in 1951 to about 420 000 in 1968, an increase of 220 000 (a percentage increase of 110%).* (3 marks)

1 (a)(ii) In each case, give one reason to explain why these two trends might have occurred.

(4 marks)

Points that might be made could include:

- growth of post-war home-ownership – increased affluence
- social attitudes towards home ownership changed post-war
- ‘baby boom’ demand caused peak in late 60s/early 70s
- Conservative policies promoting home ownership
- increased availability of mortgages
- decline due to cost of mortgages/land shortages
- central government has restricted local authorities from building new homes
- government encouragement of housing associations over local authorities
- promotion of individual ‘buy to let’ schemes.

Any other valid points should be credited.

Two trends x 2 marks for each (maximum 4 marks)

- 1 mark for identifying a reason for each trend, such as the ones above
- a further mark for providing a suitable expansion for each trend.

1 (b)(i) Using the data in Source B, describe two trends in the tenure of UK households of people aged under 30 between 1997 and 2009. Use appropriate calculations to support your answers.

(6 marks)

Points that might be made could include:

- overall increase in privately rented accommodation
- decline in mortgaged ownership
- general consistency in level of other forms of renting (other tenures)
- only privately rented shows an increase
- gap between owners and renters has increased.

Any other valid points should be credited.

Candidates are asked for two trends x 3 marks for each (maximum 6 marks)

- 1 mark each for identifying up to two trends.
- 1 mark each for using figures to illustrate each of the two trends.
- 1 mark each for showing correctly a calculation to support each of the two identified trends: this could be shown as a percentage, an actual figure or a realistic approximation.

Examples of responses for one of the trends might be:

- *The number of privately rented homes went up.* (1 mark)
- *The number of privately rented homes went up from about 30% in 1997 to about 49% in 2009.* (2 marks)
- *The number of privately rented homes went up from about 30% in 1997 to about 49% in 2009, a numerical increase of 19% (a percentage increase of 63.3% or 63%).* (3 marks)

1 (b(ii)) In each case, give one reason to explain why these two trends might have occurred.

(4 marks)

Points that might be made could include:

- government/local authority cutbacks restricting public sector house building
- difficulties faced by young people in gaining access to mortgages
- more people buying to let, so more privately rented property available
- changing attitudes/culture towards renting
- increased divorce/separation rates meaning more people needing to rent
- university expansion hence more rented student accommodation needed
- decline of available local authority housing stock.

Any other valid points should be credited.

Two trends x 2 marks for each (maximum 4 marks)

- 1 mark for identifying a reason for each trend, such as the ones above
- a further mark for providing a suitable expansion for each trend.

1 (c) Discuss measures that could be introduced to allow people on a low income to acquire their own homes.

(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 measures proposed and this should be evident in order to reach Level 1.

Points that might be offered could include:

- build more social housing
- build more small low-cost homes
- amend building regulations to allow cheaper homes to be built
- develop low-cost prefabricated homes
- incentives to bring empty properties back onto the market
- tax relief/incentives to housing associations and similar organisations
- encourage buy-to-let/part-purchase schemes
- encourage development of mobile-home parks
- increase housing benefit/support
- restrict second-home purchase
- raise minimum wage
- increase council tax for second home buyers
- easier access to mortgages.

Any other valid responses should be credited.

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

Level 1 (8 – 10 marks)

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

Level 2 (4 – 7 marks)

- At least 2 measures 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 measures 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 measures without development or analysis may feature at the lower end of this mark range.

Level 3 (1 – 3 marks)

- A single measure or a list of undeveloped suggestions showing limited knowledge and understanding [AO1]
- Exemplification and development of arguments 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 points made [AO3]
- There may be errors in communication or the response may be list-like and it may be brief [AO4].

(0) No relevant information.

(–) No response.

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) Argue in favour of the case that coal-fired power stations are not an environmentally sustainable source of energy for the future (Source C).

(10 marks)

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

Reasons that might be offered could include:

- older power stations give off vast quantities of polluting gases
- even with new technology, polluting gases are emitted
- they are unsightly
- they take up a lot of land despoiling the environment
- the environmental cost of transporting coal is high
- alternatives to large-scale electricity production exist
- mining is a polluting industry.

Any other valid responses 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 list of undeveloped points
- Exemplification may be weak
- It may be totally or heavily reliant on the source.

(0) No relevant information.

(–) No response.

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 in favour of the case that investment in a new generation of nuclear reactors will help to protect our environment for the future (Source D).**
(10 marks)

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

Reasons that might be offered could include:

- modern nuclear technology is essentially safe overall
- nuclear energy does not produce greenhouse gases
- older reactors need to be phased out and replaced by safer ones
- nuclear power stations have a less negative environmental impact than some alternative energy sources
- some countries use nuclear energy extensively and effectively and have much lower pollution figures.

Any other valid responses 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 perhaps a list of undeveloped points
- Exemplification may be weak
- It may be totally or heavily reliant on the source.

(0) No relevant information.

(–) No response.

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 likely effectiveness of increased use of renewable energy sources in reducing the risk of climate change.

(10 marks)

It is anticipated that candidates will make an attempt to present a balanced argument that discusses the relative merits of the two sides of the debate.

Points suggested are likely to involve discussion of:

- tidal barrages
- wave power
- hydro-electric power
- wind farms (onshore and offshore)
- solar power
- geothermal energy.

Issues that may be discussed are likely to include:

- they are not totally reliable
- unlikely to produce enough energy on their own
- lower impact on atmospheric composition
- limited effectiveness owing to their often remote locations
- some public opposition to the schemes
- political factors may affect introduction
- issues surrounding strength of environmental lobby.

Any other valid responses should be credited.

The question requires discussion and this should be evident to reach Level 1.

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 list of undeveloped points
- Exemplification may be weak
- It may be totally or heavily reliant on the source.

(0) No relevant information.

(–) No response.

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 agree that it is a good use of taxpayers' money to spend it on public works of art to enhance our towns?

(15 marks)

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

- the environment becomes more pleasant by being brightened up
- people may choose to visit and so increase trade
- support for artists
- history (experience) shows us the value and importance of public art
- private benefactors may not be available
- effective use of Arts Council (and similar bodies') money for maximum exposure
- art reflects the culture of the town.

Any other valid responses should be credited.

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 are 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 or no 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 relevant information.

(–) No response.

3 (b) Why might some people agree that spending taxpayers' money on public works of art is an extravagance?

(15 marks)

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

- in current economic times there is a need for austerity
- there are more important environmental needs than public works of art
- public money is better spent on things that will affect a greater number of people such as essential services
- the value of public works of art is always debatable
- art is often over-priced
- arts sponsorship should be left to private individuals/companies
- the upkeep could be expensive
- artwork often goes unnoticed by the public.

Any other valid responses should be credited.

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 are 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 or no 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 relevant information.

(–) No response.

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