



**General Certificate of Education (A-level)
June 2013**

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.

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	AO1	AO2	AO3	AO4	Total marks per question
1(a)(i)	1	2			3
1(a)(ii)	1			1	2
1(a)(iii)	1	2			3
1(a)(iv)	1			1	2
1(b)(i)	1	2			3
1(b)(ii)	1			1	2
1(b)(iii)	1	2			3
1(b)(iv)	1			1	2
1(c)	2	2	4	2	10
2(a)	3	4	1	2	10
2(b)	3	4	1	2	10
2(c)	4	2	2	2	10
3(a)	5	5	2	3	15
3(b)	5	5	2	3	15
	30	30	12	18	90

Marking methods

In fairness to students, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about which mark to award, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Do **not** credit material irrelevant to the question / stated target, however impressive it might be.
5. If you are considering whether or not to award a mark, ask yourself 'Is this student nearer those who have given a correct answer or those who have little idea?'
6. Read the information on the following page about levels of response mark schemes.
7. **Use the full range of marks.** Don't hesitate to give full marks when the answer merits them (a maximum mark does not necessarily mean the 'perfect answer') or give no marks where there is nothing creditable.
8. No half marks or bonus marks can be given under any circumstances.
9. The key to good and fair marking is **consistency**. Once approved, do **not** change your standard of marking.

Marking using CMI+

AS General Studies B (Unit 1 and Unit 2) will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part-question. Each time you log on you will need to choose an item to mark.
2.
 - Short response questions in **Unit 2** will be *seeded*. Qualification items are presented at the beginning of each day and then further seeds will be part of your quota to ensure standards are maintained. If you are not you will be temporarily stopped from marking that item; you will need to speak to your Team Leader before you can continue marking in order to clarify the correct interpretation and application of the mark scheme.
 - Longer essay response questions will be *double marked*. Examiners' standard of marking is randomly monitored via double marking, which is a peer-to-peer comparison, with Senior Examiners adjudicating where differences are out of tolerance.
3. **You must** annotate items in the body of the response to acknowledge a creditworthy point, using the CMI+ tools, such as underlining, highlighting, inserting comments and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use.
4. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one paper to change the mark.
5. For the longer essay response questions, thumbnails to the right of the screen allow you to scroll through the response quickly. Read the whole response, then, **you must**, at the end of the response, use the 'add a comment' tool to indicate the level and write a summative comment (examples provided). Finally, enter the mark in the box at the bottom of the screen.

6. If a question has not received a response, i.e. no answer whatsoever, please use either the 'Not attempted' icon on the toolbar or enter a '-' (dash) as the mark. **Do not** give a '0 / zero'.
7. Enter a mark of '**0** / zero' for an attempted answer which contains no creditable response (or use the 'Award zero marks' icon on the toolbar).
8. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
9. If your marking of a particular item is out of line, your Team Leader will contact you as soon as possible to explain where differences are occurring and how this can be addressed.

Levels of Response marking

1. It is essential the **whole response is read** and allocated the level it **best fits**.
2. Marking should be positive, rewarding achievement rather than penalising for failure or omissions. The award of marks must be directly related to the marking criteria.
3. Use your professional judgement to select the level that **best** describes a student's work. Levels of response mark schemes enable examiners to fully reward valid, high ability responses which do not conform exactly to the requirements of a particular level.
4. If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine General Studies skills**. A short answer which shows a high level of conceptual ability, for example, must be credited at that level.
5. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see the mark scheme) when there is any doubt as to the relevance of a student's response.
6. Levels of response mark schemes include either **examples** of possible students' responses or **material** which students might use. These are intended as a **guide** only as students will produce a wide range of responses to each question.

Assessment of Quality of Written Communication (QWC)

Quality of written communication will be assessed in all units where longer essay responses are required by means of Assessment Objective 4. If you are hesitating between two levels, however, QWC may help you to decide.

1 (a) Using the data in Source A, identify and describe two changes in UK mean average house prices 1981–2011 and, for each, give one reason to explain why these changes might have occurred.

1 (a)(i) Description of Change 1. Show appropriate calculations to support your answer. **(3 marks)**

Nb: This section of the mark scheme applies to questions 1(a)(i) and 1(a)(iii)

Points that might be made could include: (*see corresponding examples with calculations below*)

- the general trend is upward (eg 1)
- rise during the period 1981–1989 (2)
- prices dropped between 1989 and 1995 (3)
- prices rose from 1995 to 2007 (4)
- decline in prices since 2007 (2007–2011) (5)
- prices reached their peak in 2007.

Any other valid points should be credited.

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

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

Candidates who ignore the fact that the figures are in ‘thousands’ are unlikely to score more than 1 mark because they would not have read the graph correctly.

Examiners should allow some tolerance in the candidates’ reading of the graph, but not in the calculations

Examples of responses might be:

(1)

- | | |
|---|-----------|
| – House prices went up rapidly from 1981 to 2007. | (1 mark) |
| – House prices went up rapidly from about £73 000 in 1981 to about £210 000 in 2007. | (2 marks) |
| – House prices went up rapidly from about £73 000 in 1981 to about £210 000 in 2007, an increase of £137 000, (a percentage <u>increase</u> of 187%). | (3 marks) |

(2)

- House prices generally rose from 1981 to 1989.	(1 mark)
- House prices rose from about £73 000 in 1981 to about £130 000 in 1989.	(2 marks)
- House prices rose from about £73 000 in 1981 to about £130 000 in 1989, an increase of £57 000, (a percentage <u>increase</u> of 78%)	(3 marks)

(3)

- House prices dropped from 1989 to 1995.	(1 mark)
- House prices dropped from about £130 000 in 1989 to about £80 000 in 1995.	(2 marks)
- House prices dropped from about £130 000 in 1989 to about £80 000 in 1995, a decrease of £50 000, (a percentage <u>decrease</u> of 38%).	(3 marks)

(4)

- House prices rose from 1995 to 2007.	(1 mark)
- House prices rose from about £80 000 in 1995 to about £212 000 in 2007.	(2 marks)
- House prices rose from about £80 000 in 1995 to about £212 000 in 2007, an increase of £132 000 (a percentage <u>increase</u> of 165%)	(3 marks)

(5)

- House prices fell from 2007 to 2011.	(1 mark)
- House prices fell from about £212 000 in 2007 to about £165 000 in 2011.	(2 marks)
- House prices fell from about £212 000 in 2007 to about £165 000 in 2011, a decrease of £47 000, (a percentage <u>decrease</u> of 22%)	(3 marks)

1 (a) Using the data in Source A, identify and describe two changes in UK mean average house prices 1981–2011 and, for each, give one reason to explain why these changes might have occurred.

1 (a)(ii) Reason to explain Change 1. **(2 marks)**

Nb: This section of the mark scheme applies to questions 1(a)(ii) and 1(a)(iv)

Candidates are asked to explain each change from 1(a)(i) and 1(a)(iii) : max of 2 marks for each

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

Points that might be made could include:

- earnings have increased so prices inevitably rise
- prices have risen as demand has outstripped supply
- home purchase was encouraged in the 1980s which created a high demand
- ease of borrowing pushed prices up
- unemployment, banking problems and the credit crunch
- problems in the global economy.

Any other valid points should be credited.

- 1 (a) Using the data in Source A, identify and describe two changes in UK mean average house prices 1981–2011 and, for each, give one reason to explain why these changes might have occurred.
- 1 (a)(iii) Description of Change 2. Show appropriate calculations to support your answer. (3 marks)

Nb: This section of the mark scheme applies to questions 1(a)(i) and 1(a)(iii)

Points that might be made could include: (see corresponding examples with calculations below)

- the general trend is upward (eg 1)
- rise during the period 1981–1989 (2)
- prices dropped between 1989 and 1995 (3)
- prices rose from 1995 to 2007 (4)
- decline in prices since 2007 (2007–2011) (5)
- prices reached their peak in 2007.

Any other valid points should be credited.

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

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

Candidates who ignore the fact that the figures are in ‘thousands’ are unlikely to score more than 1 mark because they would not have read the graph correctly.

Examiners should allow some tolerance in the candidates’ reading of the graph, but not in the calculations

Examples of responses might be:

(1)

- | | |
|---|-----------|
| – House prices went up rapidly from 1981 to 2007. | (1 mark) |
| – House prices went up rapidly from about £73 000 in 1981 to about £210 000 in 2007. | (2 marks) |
| – House prices went up rapidly from about £73 000 in 1981 to about £210 000 in 2007, an increase of £137 000, (a percentage <u>increase</u> of 187%). | (3 marks) |

(2)

- House prices generally rose from 1981 to 1989.	(1 mark)
- House prices rose from about £73 000 in 1981 to about £130 000 in 1989.	(2 marks)
- House prices rose from about £73 000 in 1981 to about £130 000 in 1989, an increase of £57 000, (a percentage <u>increase</u> of 78%)	(3 marks)

(3)

- House prices dropped from 1989 to 1995.	(1 mark)
- House prices dropped from about £130 000 in 1989 to about £80 000 in 1995.	(2 marks)
- House prices dropped from about £130 000 in 1989 to about £80 000 in 1995, a decrease of £50 000, (a percentage <u>decrease</u> of 38%)	(3 marks)

(4)

- House prices rose from 1995 to 2007.	(1 mark)
- House prices rose from about £80 000 in 1995 to about £212 000 in 2007.	(2 marks)
- House prices rose from about £80 000 in 1995 to about £212 000 in 2007, an increase of £132 000, (a percentage <u>increase</u> of 165%)	(3 marks)

(5)

- House prices fell from 2007 to 2011.	(1 mark)
- House prices fell from about £212 000 in 2007 to about £165 000 in 2011.	(2 marks)
- House prices fell from about £212 000 in 2007 to about £165 000 in 2011, a decrease of £47 000, (a percentage <u>decrease</u> of 22%)	(3 marks)

1 (a) Using the data in Source A, identify and describe two changes in UK mean average house prices 1981–2011 and, for each, give one reason to explain why these changes might have occurred.

1 (a)(iv) Reason to explain Change 2. **(2 marks)**

Nb: This section of the mark scheme applies to questions 1(a)(ii) and 1(a)(iv)

Candidates are asked to explain each change from 1(a)(i) and 1(a)(iii) : max of 2 marks for each

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

Points that might be made could include:

- earnings have increased so prices inevitably rise
- prices have risen as demand has outstripped supply
- home purchase was encouraged in the 1980s which created a high demand
- ease of borrowing pushed prices up
- unemployment, banking problems and the credit crunch
- problems in the global economy.

Any other valid points should be credited.

1 (b) Using the data in **Source B**, identify and describe **two** changes in London house prices compared with the rest of England and Wales, 2005–2011 **and**, for each, give **one** reason to explain why these changes might have occurred.

1 (b)(i) Description of **Change 1**. Show appropriate calculations to support your answer. **(3 marks)**

Nb: This section of the mark scheme applies to questions 1(b)(i) and 1(b)(iii)

Points that might be made could include: *(see corresponding examples with calculations below)*

- London prices rose faster than the rest of the country 2005–2007 (eg 1)
- prices dropped in London between 2007 and 2008 (2)
- London prices rose from 2008–2011 (3)
- the biggest difference between London and England and Wales was in 2011 (4)
- England and Wales prices peaked in 2007 (5)
- prices in England and Wales went down between 2007 and 2008 (6).

Any other valid points should be credited.

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

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

Candidates who ignore the fact that the figures are in ‘thousands’ are unlikely to score more than 1 mark because they would not have read the graph correctly

Examiners should allow some tolerance in the candidates’ reading of the graph, but not in the calculations

Examples of responses might be:

(1)

- | | |
|---|-----------|
| – London prices went up rapidly between 2005 and 2007. | (1 mark) |
| – The average London price was about £278 000 in 2005 and about £350 000 in 2007. | (2 marks) |
| – The average London price was about £278 000 in 2005 and about £350 000 in 2007, an increase of about £72 000 (a percentage <u>increase</u> of 26%). | (3 marks) |

(2)

- London prices dropped between 2007 and 2008.	(1 mark)
- London prices dropped from about £350 000 in 2007 to about £300 000 in 2008.	(2 marks)
- London prices dropped from about £350 000 in 2007 to about £300 000 in 2008, a decline of £50 000 (a percentage <u>decrease</u> of 14%).	(3 marks)

(3)

- London prices rose from 2008–2011	(1 mark)
- London prices rose from about £300 000 in 2008 to about £345 000 in 2011	(2 marks)
- London prices rose from about £300 000 in 2008 to about £345 000 in 2011, an increase of £45 000 (a percentage <u>increase</u> of 15%).	(3 marks)

(4)

- The biggest difference in prices between London and England and Wales was in 2011	(1 mark)
- The biggest difference in prices between London and England and Wales was in 2011 with prices in London at about £345 000 and in England and Wales at about £160 000	(2 marks)
- The biggest difference in prices between London and England and Wales was in 2011 with prices in London at about £345 000 and in England and Wales at about £160 000, a difference of £185 000.	(3 marks)

(5)

- England and Wales prices peaked in 2007.	(1 mark)
- England and Wales prices peaked at about £182 000 in 2007.	(2 marks)
- England and Wales prices peaked at about £182 000 in 2007, an increase of £22 000 from 2005 (a percentage <u>increase</u> of 14%).	(3 marks)

(6)

- Prices in England and Wales went down between 2007 and 2008	(1 mark)
- Prices in England and Wales went down from about £182 000 in 2007 to about £156 000 in 2008	(2 marks)
- Prices in England and Wales went down from about £182 000 in 2007 to about £156 000 in 2008, a decrease of £26 000 (a percentage <u>decrease</u> of 14%)	(3 marks)

1 (b) Using the data in Source B, identify and describe two changes in London house prices compared with the rest of England and Wales, 2005–2011 and, for each, give one reason to explain why these changes might have occurred.

1 (b)(ii) Reason to explain Change 1. **(2 marks)**

Nb: This section of the mark scheme applies to questions 1(b)(ii) and 1(b)(iv)

Candidates are asked to explain each change from 1(b)(i) and 1(b)(iii) : max of 2 marks for each

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

Points that might be made could include:

- London is the capital and therefore more expensive
- prices in England and Wales are generally stable compared with those in London which show a general overall rise
- lack of space in London means that insufficient new houses have been built
- London is generally more affluent with many companies having offices there, creating a demand for housing
- despite the recession, demand in London has kept prices high compared with the rest of England and Wales
- problems of access to mortgages caused prices to drop in 2008 for both categories
- start of the recession hit people in terms of their ability to afford homes especially outside London.

Any other valid points should be credited.

1 (b) Using the data in **Source B**, identify and describe **two** changes in London house prices compared with the rest of England and Wales, 2005–2011 **and**, for each, give **one** reason to explain why these changes might have occurred.

1 (b)(iii) **Description Change 2**. Show appropriate calculations to support your answer. **(3 marks)**

Nb: This section of the mark scheme applies to questions 1(b)(i) and 1(b)(iii)

Points that might be made could include: *(see corresponding examples with calculations below)*

- London prices rose faster than the rest of the country 2005–2007 (eg 1)
- prices dropped in London between 2007 and 2008 (2)
- London prices rose from 2008–2011 (3)
- the biggest difference between London and England and Wales was in 2011 (4)
- England and Wales prices peaked in 2007 (5)
- prices in England and Wales went down between 2007 and 2008 (6).

Any other valid points should be credited.

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

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

Candidates who ignore the fact that the figures are in ‘thousands’ are unlikely to score more than 1 mark because they would not have read the graph correctly

Examiners should allow some tolerance in the candidates’ reading of the graph, but not in the calculations

Examples of responses might be:

(1)

– London prices went up rapidly between 2005 and 2007.	(1 mark)
– The average London price was about £278 000 in 2005 and about £350 000 in 2007.	(2 marks)
– The average London price was about £278 000 in 2005 and about £350 000 in 2007, an increase of about £72 000 (a percentage <u>increase</u> of 26%).	(3 marks)

(2)

- London prices dropped between 2007 and 2008.	(1 mark)
- London prices dropped from about £350 000 in 2007 to about £300 000 in 2008.	(2 marks)
- London prices dropped from about £350 000 in 2007 to about £300 000 in 2008, a decline of £50 000 (a percentage <u>decrease</u> of 14%).	(3 marks)

(3)

- London prices rose from 2008–2011	(1 mark)
- London prices rose from about £300 000 in 2008 to about £345 000 in 2011	(2 marks)
- London prices rose from about £300 000 in 2008 to about £345 000 in 2011, an increase of £45 000 (a percentage <u>increase</u> of 15%).	(3 marks)

(4)

- The biggest difference in prices between London and England and Wales was in 2011	(1 mark)
- The biggest difference in prices between London and England and Wales was in 2011 with prices in London at about £345 000 and in England and Wales at about £160 000	(2 marks)
- The biggest difference in prices between London and England and Wales was in 2011 with prices in London at about £345 000 and in England and Wales at about £160 000, a difference of £185 000.	(3 marks)

(5)

- England and Wales prices peaked in 2007.	(1 mark)
- England and Wales prices peaked at about £182 000 in 2007.	(2 marks)
- England and Wales prices peaked at about £182 000 in 2007, an increase of £22 000 from 2005 (a percentage <u>increase</u> of 14%).	(3 marks)

(6)

- Prices in England and Wales went down between 2007 and 2008	(1 mark)
- Prices in England and Wales went down from about £182 000 in 2007 to about £156 000 in 2008	(2 marks)
- Prices in England and Wales went down from about £182 000 in 2007 to about £156 000 in 2008, a decrease of £26 000 (a percentage <u>decrease</u> of 14%)	(3 marks)

1 (b) Using the data in **Source B**, identify and describe **two** changes in London house prices compared with the rest of England and Wales, 2005–2011 **and**, for each, give **one** reason to explain why these changes might have occurred.

1 (b)(iv) Reason to explain **Change 2**. **(2 marks)**

Nb: This section of the mark scheme applies to questions 1(b)(ii) and 1(b)(iv)

Candidates are asked to explain each change from 1(b)(i) and 1(b)(iii) : max of 2 marks for each

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

Points that might be made could include:

- London is the capital and therefore more expensive
- prices in England and Wales are generally stable compared with those in London which show a general overall rise
- lack of space in London means that insufficient new houses have been built
- London is generally more affluent with many companies having offices there, creating a demand for housing
- despite the recession, demand in London has kept prices high compared with the rest of England and Wales
- problems of access to mortgages caused prices to drop in 2008 for both categories
- start of the recession hit people in terms of their ability to afford homes especially outside London.

Any other valid points should be credited.

1 (c) Discuss whether it is reasonable for young people to expect to buy their own home.

(10 marks)

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

Points that might be offered could include:

- Britain has a history of people owning their own homes: previous generations did, so why not the current one
- most Europeans do not own their own homes when they are young
- people are now more geographically mobile, so maybe it is less appropriate now
- difficulty of saving enough for a deposit
- job market is less secure
- shortage of cheap properties to buy
- house builders are less keen to build at the cheaper end of the market
- many young people have university debts which make home buying difficult
- banks are reluctant to give mortgages to young people.

Any other valid responses should be credited.

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

Level 1 (8 – 10 marks)

- 3 or more points which show knowledge and understanding of the issues 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 points made and come to conclusions [AO2]
- Discussion of the views held by different groups is likely to be evident [AO3]
- Communication will be clear and accurate [AO4].

Level 2 (4 – 7 marks)

- At least 2 points which show, knowledge and understanding and are competently made with some exemplification [AO1]
- There will be some development, interpretation and analysis of the points made [AO2]
- A discussion of the views held by different groups may be evident but not be well developed [AO3]
- Communication 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 points may be weak and analysis may be limited or not present [AO2]
- There is unlikely to be any discussion of the views held by different groups [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 observing the Earth from space (Source C) helps our understanding of our planet.

(10 marks)

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

Points that might be made could include:

- observation and analysis of changes to the atmosphere
- observation of weather patterns
- analysis of changes to the oceans and ocean currents
- analysis of land use and land use changes
- analysis of patterns of animal migration
- observation of volcanic and earthquake activity
- satellite observation allows extreme weather systems to be identified and warnings issued.

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 range 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 observing space (Source D) helps us to understand our planet.

(10 marks)

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

Points that might be made could include:

- the more we learn, the more we will understand our planet
- it could warn of impending disasters
- the technology developed to do it could help us in our analysis of the Earth
- if life is found, it could help in understanding our evolution
- we could see our position in a cycle of stellar evolution.

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 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.

(–) 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 view that money spent on space programmes would be better spent on tackling 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 that might be offered could include:

- space programmes can advance knowledge in a wide range of ways and produce useful spin-offs that benefit everyone
- space programmes are vital in monitoring such factors as deforestation and desertification
- space programmes are vital to the country's national security
- space budgets are relatively small, so both should be possible
- climate change is a major issue in terms of extremes of weather
- climate change is an immediate problem in terms of agriculture
- tackling climate change is likely to benefit a greater number of people
- space programmes are often too militaristic
- space programmes may pander to the interests of scientists/politicians and others.

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 response, or 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 take the view that countries should limit the amount of foreign material on radio and television?

(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.

- too much domination by one foreign-language culture can limit a country's own development
- the host country's own talent may not develop
- a country's own cultural and language could become devalued
- not all people speak another language
- global domination by one language can lead to cultural hegemony
- cultural traditions may disappear over time
- lack of investment in domestic radio, television and media production
- loss of jobs and skills as production moves abroad.

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]
- 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 (5 – 11 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 – 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 take the view that the people of a country benefit from being exposed to foreign material on radio and television?

(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.

- being exposed to another culture can broaden the mind
- not experiencing other cultural perspectives is inhibiting
- it allows people to see the world from a different perspective
- it helps people to learn/improve a different language
- some languages are not global and so being exposed to a global language is useful
- English is a global language and so is readily understood by many people
- it can raise expectations in life by seeing/hearing about other cultures in their own language.

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]
- Examples from 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 (5 – 11 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 – 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.