

A-LEVEL

GENERAL STUDIES B

Unit 2 - Space (GENB2)

Mark scheme

2765
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Version 0.1: Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from aqa.org.uk

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.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- Mark schemes for individual questions worth more than just a few marks (i.e. Qu's 2 and 3) are based on levels (see further guidance below) which indicate different qualities that might be anticipated in the candidates' responses. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
- **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.**

Approximate distribution of marks across the questions and assessment objectives for this unit (**GENB2**)

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

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. Levels are tied to specific skills. Examiners should **refer to the stated assessment objectives** (see above) when there is any doubt as to the relevance of a student's response. When deciding upon a mark in a level examiners should bear in mind the relative weightings of AOs (see AO grid above).
4. Use your professional judgement to select the level that **best** describes a student's work; assign each of the responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. Levels of response mark schemes enable examiners to reward valid, high-ability responses which do not conform exactly to the requirements of a particular level. Length of response should not be confused with quality: a short answer which shows a high level of conceptual ability, for example, must be recognised and credited at that level.
5. **Credit good specialist knowledge when it is applied appropriately to the question, but be aware that the subject is General Studies and responses should be addressed to the general reader. Relevant points that are well developed and substantiated should be well rewarded, as should be arguments that are supported with examples, and not just asserted.**
6. **Answers should be assessed at the level that is appropriate to the expected knowledge and skills of a post-16 General Studies student. Avoid applying greater demands to responses on topics that are more closely related to your own specialist knowledge.**
7. Levels of response mark schemes include either examples of possible students' responses or material which students typically might use. *Indicative content* is provided only as a guide for examiners, as students will produce a wide range of responses to each question. The *indicative content* is not intended to be exhaustive and any other valid points must be credited. Equally, candidates do not have to cover all points mentioned to reach the highest level.

Assessment of Quality of Written Communication (QWC)

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

Marking methods

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, 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 guidance on the previous page about **Levels of Response marking**, and constantly refer to the **specific Level Descriptors** in the mark scheme.
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 by your Team Leader, 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.
NB. Schools/Colleges can request scripts back post results (via Access to Scripts); it is therefore **essential** that the annotation/comments are appropriate, relevant and relate to the mark scheme.
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.

1 (a) Study **Source A** and then answer the following questions.

Using the data in **Source A** only, identify and describe **two trends** shown in the types of marriage ceremony in England and Wales during the period 1981-2010. For each trend, suggest **one** reason to explain why it might have occurred.

1 (a) (i) Description of **Trend 1**. Show appropriate calculations to support your answer:

[3 marks]

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

- the total number of marriages of all kinds has declined
- civil ceremonies declined overall (and particularly during the 1980s) (and then, after 1991 recovered a little).... eg (1) & (2) & (3)
- total number of C of E marriages overall declined (and rapidly from 1981 to 1991).... eg (4) & (5)
- steady decline of Roman Catholic marriages overall, (more so during 1981–2001).... eg (6)
- slight increase in non-Christian ceremonies.... eg (7)

Any other valid points should be credited.

- 1 mark each for identifying and describing 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 the identified trend: this could be shown as a percentage, an actual figure or a realistic approximation.

Examples of responses might be:

(1)

- | | |
|--|-----------|
| - The total number of civil ceremonies declined over the whole period. | (1 mark) |
| - The total number of civil ceremonies declined from 175 000 in 1981 to 165 000 in 2010. | (2 marks) |
| - The total number of civil ceremonies declined from 175 000 in 1981 to 165 000 in 2010, a drop of 10 000 (a percentage <u>decrease</u> of 5.714% or rounded to 5.7% or 6%). | (3 marks) |

(2)

- | | |
|--|-----------|
| - The total number of civil ceremonies declined during 1981 to 1991. | (1 mark) |
| - The total number of civil ceremonies declined from 175 000 in 1981 to 150 000 in 1991. | (2 marks) |
| - The total number of civil ceremonies declined from 175 000 in 1981 to 150 000 in 1991, a drop of 25 000 (a percentage <u>decrease</u> of 14.29% or rounded to 14.3% or 14%). | (3 marks) |

(3)

- | | |
|---|-----------|
| - The total number of civil ceremonies increased from 1991 to 2010. | (1 mark) |
| - The total number of civil ceremonies increased from 150 000 in 1991 to 165 000 in 2010. | (2 marks) |
| - The total number of civil ceremonies increased from 150 000 in 1991 to 165 000 in 2010, a rise of 15 000 (a percentage <u>increase</u> of 10%). | (3 marks) |

(4)

- | | |
|--|-----------|
| - The total number of C of E marriages declined over the period. | (1 mark) |
| - The total number of C of E marriages declined from 120 000 in 1981 to 60 000 in 2010. | (2 marks) |
| - The total number of C of E marriages declined from 120 000 in 1981 to 60 000 in 2010, a decline of 60 000 (a percentage <u>decrease</u> of 50%). | (3 marks) |

(5)

- | | |
|--|-----------|
| - The total number of C of E marriages declined during 1981 to 1991. | (1 mark) |
| - The total number of C of E marriages declined from 120 000 in 1981 to 65 000 in 1991. | (2 marks) |
| - The total number of C of E marriages declined from 120 000 in 1981 to 65 000 in 1991, a decline of 55 000 (a percentage <u>decrease</u> of 45.83% or rounded to 45.8% or 46%). | (3 marks) |

(6)

- | | |
|--|-----------|
| - The total number of Roman Catholic marriages declined. | (1 mark) |
| - The total number of Roman Catholic marriages declined from 30 000 in 1981 to 10 000 in 2010. | (2 marks) |
| - The total number of Roman Catholic marriages declined from 30 000 in 1981 to 10 000 in 2010, a decline of 20 000 (a percentage <u>decrease</u> of 66.67 % or rounded to 66.7% or 67%). | (3 marks) |

(7)

- | | |
|--|-----------|
| - The total number of Non-Christian marriages increased. | (1 mark) |
| - The total number of Non-Christian marriages increased from about 1000 in 1981 to 5000 in 2010. | (2 marks) |
| - The total number of Non-Christian marriages increased from about 1000 in 1981 to 5000 in 2010, an increase of 4000 (a percentage <u>increase</u> of 400%). | (3 marks) |

1 (a) Study **Source A** and then answer the following questions.

Using the data in **Source A** only, identify and describe **two trends** shown in the types of marriage ceremonies in England and Wales during the period 1981-2010. For each trend, suggest **one** reason to explain why it might have occurred.

1 (a) (ii) Reason to explain **Trend 1**:

[2 marks]

Candidates are asked to explain the trend from 1(a) (i): max of 2 marks

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

Points that might be made could include:

- more people choose to live together without marrying (social acceptability)
- alternative venues to registry officers might have encouraged a renewed interest in civil ceremonies
- civil ceremonies were a replacement for religious ceremonies
- a decline in societal interest in religion and religious rites of passage
- for non-Christian religions, particularly among Hindus and Muslims, a religious ceremony has maintained its significance over the period
- the low level of Roman Catholic and non-Christian religions reflects the small percentage population within England and Wales as a whole.

Any other valid points should be credited.

1 (a) Study **Source A** and then answer the following questions.

Using the data in **Source A** only, identify and describe **two trends** shown in the types of marriage ceremony in England and Wales during the period 1981-2010. For each trend, suggest **one** reason to explain why it might have occurred.

1 (a) (iii) Description of **Trend 2**. Show appropriate calculations to support your answer:

[3 marks]

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

- the total number of marriages of all kinds has declined
- civil ceremonies declined overall (and particularly during the 1980s) (and then, after 1991 recovered a little).... eg (1) & (2) & (3)
- total number of C of E marriages overall declined (and rapidly from 1981 to 1991).... eg (4) & (5)
- steady decline of Roman Catholic marriages overall, (more so during 1981–2001).... eg (6)
- slight increase in non-Christian ceremonies.... eg (7)

Any other valid points should be credited.

- 1 mark each for identifying and describing 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 the identified trend: this could be shown as a percentage, an actual figure or a realistic approximation.

Examples of responses might be:

(1)

- | | |
|--|-----------|
| - The total number of civil ceremonies declined over the whole period. | (1 mark) |
| - The total number of civil ceremonies declined from 175 000 in 1981 to 165 000 in 2010. | (2 marks) |
| - The total number of civil ceremonies declined from 175 000 in 1981 to 165 000 in 2010, a drop of 10 000 (a percentage <u>decrease</u> of 5.714% or rounded to 5.7% or 6%). | (3 marks) |

(2)

- | | |
|--|-----------|
| - The total number of civil ceremonies declined during 1981 to 1991. | (1 mark) |
| - The total number of civil ceremonies declined from 175 000 in 1981 to 150 000 in 1991. | (2 marks) |
| - The total number of civil ceremonies declined from 175 000 in 1981 to 150 000 in 1991, a drop of 25 000 (a percentage <u>decrease</u> of 14.29% or rounded to 14.3% or 14%). | (3 marks) |

(3)

- | | |
|---|-----------|
| - The total number of civil ceremonies increased from 1991 to 2010. | (1 mark) |
| - The total number of civil ceremonies increased from 150 000 in 1991 to 165 000 in 2010. | (2 marks) |
| - The total number of civil ceremonies increased from 150 000 in 1991 to 165 000 in 2010, a rise of 15 000 (a percentage <u>increase</u> of 10%). | (3 marks) |

(4)

- | | |
|--|-----------|
| - The total number of C of E marriages declined over the period. | (1 mark) |
| - The total number of C of E marriages declined from 120 000 in 1981 to 60 000 in 2010. | (2 marks) |
| - The total number of C of E marriages declined from 120 000 in 1981 to 60 000 in 2010, a decline of 60 000 (a percentage <u>decrease</u> of 50%). | (3 marks) |

(5)

- | | |
|--|-----------|
| - The total number of C of E marriages declined during 1981 to 1991. | (1 mark) |
| - The total number of C of E marriages declined from 120 000 in 1981 to 65 000 in 1991. | (2 marks) |
| - The total number of C of E marriages declined from 120 000 in 1981 to 65 000 in 1991, a decline of 55 000 (a percentage <u>decrease</u> of 45.83% or rounded to 45.8% or 46%). | (3 marks) |

(6)

- | | |
|--|-----------|
| - The total number of Roman Catholic marriages declined. | (1 mark) |
| - The total number of Roman Catholic marriages declined from 30 000 in 1981 to 10 000 in 2010. | (2 marks) |
| - The total number of Roman Catholic marriages declined from 30 000 in 1981 to 10 000 in 2010, a decline of 20 000 (a percentage <u>decrease</u> of 66.67 % or rounded to 66.7% or 67%). | (3 marks) |

(7)

- | | |
|--|-----------|
| - The total number of Non-Christian marriages increased. | (1 mark) |
| - The total number of Non-Christian marriages increased from about 1000 in 1981 to 5000 in 2010. | (2 marks) |
| - The total number of Non-Christian marriages increased from about 1000 in 1981 to 5000 in 2010, an increase of 4000 (a percentage <u>increase</u> of 400%). | (3 marks) |

1 (a) Study **Source A** and then answer the following questions.

Using the data in **Source A** only, identify and describe **two trends** shown in the types of marriage ceremonies in England and Wales during the period 1981-2010. For each trend, suggest **one** reason to explain why it might have occurred.

1 (a) (iv) Reason to explain **Trend 2**:

[2 marks]

Candidates are asked to explain the trend from 1(a) (iii) : max of 2 marks

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

Points that might be made could include:

- more people choose to live together without marrying (social acceptability)
- alternative venues to registry officers might have encouraged a renewed interest in civil ceremonies
- civil ceremonies were a replacement for religious ceremonies
- a decline in societal interest in religion and religious rites of passage
- for non-Christian religions, particularly among Hindus and Muslims, a religious ceremony has maintained its significance over the period
- the low level of Roman Catholic and non-Christian religions reflects the small percentage population within England and Wales as a whole.

Any other valid points should be credited.

1 (b) Study **Source B** and then answer the following questions.

Using the data in **Source B** only, identify and describe **two differences** between religions in their influence on everyday life in England and Wales, 2008/2009. In each case, suggest **one** reason to explain the difference.

1 (b) (i) Description of **Difference 1**. Show appropriate calculations to support your answer: **[3 marks]**

Points that might be made could include: (...see corresponding examples and worked calculations below)

- religion influences Christians most over choice of school.... eg (1)
- religion influences Muslims most over where to live
- religion influences Muslims most over choice of friends
- Christians are less likely to be influenced by religion over where to live than other religious groups.... eg (2)
- apart from Christians, choice of school is least likely to be influenced by religion.

Any other valid points should be credited.

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

Two examples of responses, and the formula for marking is set out below:

(1)

- Religion influences Christians most over choice of school	(1 mark)
- Religion influences Christians most over choice of school at 30% compared with Muslims at 21%	(2 marks)
- Religion influences Christians most over choice of school at 30% compared with Muslims at 21%, a difference of 9%.	(3 marks)

(2)

- Religion influences Christians less than Hindus over where to live	(1 mark)
- Religion influences Christians less than Hindus over where to live at 16% compared with Hindus at 32%	(2 marks)
- Religion influences Christians less than Hindus over where to live at 16% compared with Hindus at 32%, a difference of 16%.	(3 marks)

Worked calculations for Question 1(b) (i)

Percentage differences between religions

Figures show % difference but not increase/decrease. Give credit if only % difference is given, but if it is stated the wrong way, do not award the mark (i.e. greater when it is a less or vice versa).

Choice of school

(%) from bar chart	Christian (30%)	Muslim (21%)	Hindu (14%)
Christian (30%)	X	9%	16%
Muslim (21%)		X	7%
Hindu (15%)			X

Where to live

(%) from bar chart	Christian (16%)	Muslim (39%)	Hindu (32%)
Christian (16%)	X	23%	16%
Muslim (39%)		X	7%
Hindu (32%)			X

Choice of friends

(%) from bar chart	Christian (13%)	Muslim (26%)	Hindu (15%)
Christian (13%)	X	13%	2%
Muslim (26%)		X	11%
Hindu (15%)			X

Percentage differences within religions

Figures show % difference but not increase/decrease. Give credit if only % difference is given, but if it is stated the wrong way, do not award the mark (i.e. greater when it is a less or vice versa).

Christian

<i>(%) from bar chart</i>	Choice of School (30%)	Where to Live (16%)	Choice of Friends (13%)
Choice of School (30%)	X	14%	17%
Where to Live (16%)		X	3%
Choice of Friends (13%)			X

Muslim

<i>(%) from bar chart</i>	Choice of School (21%)	Where to Live (39%)	Choice of Friends (26%)
Choice of School (21%)	X	18%	5%
Where to Live (39%)		X	13%
Choice of Friends (26%)			X

Hindu

<i>(%) from bar chart</i>	Choice of School (14%)	Where to Live (32%)	Choice of Friends (15%)
Choice of School (14%)	X	18%	1%
Where to Live (32%)		X	17%
Choice of Friends (15%)			X

1 (b) Study **Source B** and then answer the following questions.

Using the data in **Source B** only, identify and describe **two differences** between religions in their influence on everyday life in England and Wales, 2008/2009. In each case, suggest **one** reason to explain the difference.

1 (b) (ii) Reason to explain **Difference 1**:

[2 marks]

Candidates are asked to explain the difference from 1(b) (i): max of 2 marks

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

Points that might be made could include:

- England and Wales has a large number of and a long tradition of Christian faith schools, hence a greater percentage of Christians choosing them
- there are relatively few Muslim and Hindu faith schools and so it is a less significant factor
- many Muslims choose, for cultural or other reasons to live, in predominantly Muslim communities
- Islam often has a stronger influence on its members and some Muslims may prefer to restrict contact with non-believers
- minority ethnic groups have often developed a strong social and economic infra-structure in particular areas, giving rise to decisions to live within those communities
- Christians, as the largest religious group, may see where to live or choice of friends as a less significant factor.

Any other valid points should be credited.

1 (b) Study **Source B** and then answer the following questions.

Using the data in **Source B** only, identify and describe **two differences** between religions in their influence on everyday life in England and Wales, 2008/2009. In each case, suggest **one** reason to explain the difference.

1 (b) (iii) Description of **Difference 2**. Show appropriate calculations to support your answer:
[3 marks]

Points that might be made could include: (...see corresponding examples and worked calculations below)

- religion influences Christians most over choice of school.... eg (1)
- religion influences Muslims most over where to live
- religion influences Muslims most over choice of friends
- Christians are less likely to be influenced by religion over where to live than other religious groups.... eg (2)
- apart from Christians, choice of school is least likely to be influenced by religion.

Any other valid points should be credited.

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

Two examples of responses, and the formula for marking is set out below:

(1)

- Religion influences Christians most over choice of school	(1 mark)
- Religion influences Christians most over choice of school at 30% compared with Muslims at 21%	(2 marks)
- Religion influences Christians most over choice of school at 30% compared with Muslims at 21%, a difference of 9%.	(3 marks)

(2)

- Religion influences Christians less than Hindus over where to live	(1 mark)
- Religion influences Christians less than Hindus over where to live at 16% compared with Hindus at 32%	(2 marks)
- Religion influences Christians less than Hindus over where to live at 16% compared with Hindus at 32%, a difference of 16%.	(3 marks)

Worked calculations for Question 1(b) (iii)

Percentage differences between religions

Figures show % difference but not increase/decrease. Give credit if only % difference is given, but if it is stated the wrong way, do not award the mark (i.e. greater when it is a less or vice versa).

Choice of school

(%) from bar chart	Christian (30%)	Muslim (21%)	Hindu (14%)
Christian (30%)	X	9%	16%
Muslim (21%)		X	7%
Hindu (15%)			X

Where to live

(%) from bar chart	Christian (16%)	Muslim (39%)	Hindu (32%)
Christian (16%)	X	23%	16%
Muslim (39%)		X	7%
Hindu (32%)			X

Choice of friends

(%) from bar chart	Christian (13%)	Muslim (26%)	Hindu (15%)
Christian (13%)	X	13%	2%
Muslim (26%)		X	11%
Hindu (15%)			X

Percentage differences within religions

Figures show % difference but not increase/decrease. Give credit if only % difference is given, but if it is stated the wrong way, do not award the mark (i.e. greater when it is a less or vice versa).

Christian

<i>(%) from bar chart</i>	Choice of School (30%)	Where to Live (16%)	Choice of Friends (13%)
Choice of School (30%)	X	14%	17%
Where to Live (16%)		X	3%
Choice of Friends (13%)			X

Muslim

<i>(%) from bar chart</i>	Choice of School (21%)	Where to Live (39%)	Choice of Friends (26%)
Choice of School (21%)	X	18%	5%
Where to Live (39%)		X	13%
Choice of Friends (26%)			X

Hindu

<i>(%) from bar chart</i>	Choice of School (14%)	Where to Live (32%)	Choice of Friends (15%)
Choice of School (14%)	X	18%	1%
Where to Live (32%)		X	17%
Choice of Friends (15%)			X

1 (b) Study **Source B** and then answer the following questions.

Using the data in **Source B** only, identify and describe **two differences** between religions in their influence on everyday life in England and Wales, 2008/2009. In each case, suggest **one** reason to explain the difference.

1 (b) (iv) Reason to explain **Difference 2**:

[2 marks]

Candidates are asked to explain the difference from 1(b) (iii) : max of 2 marks

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

Points that might be made could include:

- England and Wales has a large number of and a long tradition of Christian faith schools, hence a greater percentage of Christians choosing them
- there are relatively few Muslim and Hindu faith schools and so it is a less significant factor
- many Muslims choose, for cultural or other reasons to live, in predominantly Muslim communities
- Islam often has a stronger influence on its members and some Muslims may prefer to restrict contact with non-believers
- minority ethnic groups have often developed a strong social and economic infra-structure in particular areas, giving rise to decisions to live within those communities
- Christians, as the largest religious group, may see where to live or choice of friends as a less significant factor.

Any other valid points should be credited.

1 (c) Discuss the view that religion is important in integrating communities in the UK. **[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 analysis and this should be evident to reach Level 1.

Points that might be offered could include:

- religious leaders often see part of their role as mediating in conflicts within and between communities
- most religious leaders advocate tolerance and shared values
- religion often plays a role in integrating those who might be seen as, for example, needy, vulnerable or lonely
- religion can be the ‘social glue’ for some communities
- cultures living separately often feel isolated from other groups
- for many, religion and religious values have been replaced by secular values and so religion and religious leaders seem irrelevant
- some religious leaders cause division by nature of their beliefs and teachings
- religion can be seen as the source of conflict between communities that have different beliefs
- other factors may be more important than religion.

Any other valid responses should be credited.

Guidance:

- *To gain marks for any point, a candidate would be expected to enter into a discussion explaining each of the points made.*
- *A candidate who addresses more than two points without development or analysis may feature at the lower end of Level 2.*
- *Bullet pointed answers are unlikely to progress beyond the lower end of Level 2, as they are unlikely to include discussion of the issues.*

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].

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.

2 (a) Why might some people argue that traditional school buildings (**Source C**) are more attractive than modern ones?

[10 marks]

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

Points that might be offered could include:

- they can provide a sense of history
- they have stood the test of time
- there is often more aesthetic, decorative detail, inspiring the students
- they may blend into their surroundings better
- they are often on a more human scale with fewer large open spaces
- traditional materials may reflect the traditional ethos of the school.

Any other valid points should be credited.

Bullet-pointed answers are unlikely to progress beyond the lower end of Level 2, as they are unlikely to include discussion of the issues.

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.

2 (b) Why might some people prefer the appearance of a modern school building such as that shown in **Source D**?

[10 marks]

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

Points that might be offered could include:

- modern school buildings might lift the image of the district
- innovative design can be challenging to the mind
- they are often unique
- modern design often appeals to the young
- they are usually bright and airy
- interior space is usually used more effectively and is fit for purpose
- contemporary features such as art or sculpture can be incorporated.

Any other valid points should be credited.

Bullet-pointed answers are unlikely to progress beyond the lower end of Level 2, as they are unlikely to include discussion of the issues.

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.

2 (c) Discuss whether teaching and learning might be more enjoyable and effective in a traditional building or a modern building.

[10 marks]

Points that might be offered could include:

- modern buildings are purpose-built for today's teaching and learning
- modern buildings are more suited to adapt to weather conditions and variations
- modern buildings might create a more forward-looking ethos
- children may respect new buildings more
- flexibility in the use of space can be built in to the design
- children may be influenced by tradition and it may provide a sense of gravitas to learning
- high-quality craftsmanship may encourage students to achieve high educational standards
- history provides a sense of purpose
- past achievements are recorded in traditional designs.

Any other valid points should be credited.

Candidates are not expected to cover all aspects of this question to reach Level 1 and may, for example focus only on learning and enjoyment.

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.

3 (a) Why might some people argue that urban regeneration is effective only when new people move into an area?

[15 marks]

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

- younger people are more likely to move into a regenerated area, bringing enthusiasm and energy with them
- new people bring in new ideas/expertise
- newcomers are more likely to be motivated to make the area a success
- wealthier newcomers will encourage other developments that may create jobs
- existing residents may not know how /be able /want to improve the area
- past experience shows that it has worked in other areas
- new and more housing and business premises will need outsiders to come in and occupy/develop them.

Any other valid points should be credited.

Guidance:

- *To reach Level 1 candidates do not have to introduce their own ideas and examples. Good analysis and development of ideas from the source can reach the lower marks in this Level. Reference to interested parties may be generic rather than specific. The example of “some people” might refer to a statement or position mentioned in the Source.*
- *A good Level 2 answer does not need to include the candidate’s own examples but there should be some analysis and development of ideas from the source, especially at the upper end. Reference to “some people” is acceptable at this Level and credit should be given where there is specificity.*
- *At Level 3, reference to specific interested parties is likely to be general, quoting the source or non-existent.*

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 and possibly beyond 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 argue that the aim of urban regeneration should be to work with existing residents to improve their quality of life?

[15 marks]

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

- community organisations/associations are maintained
- social networks are not interrupted or broken up
- long-established residents often resist newcomers
- local amenities can be improved by residents with support
- outsiders will change the make-up of the area and may not contribute to the community
- newcomers may force up prices
- outside developers may not know or care what locals want or need.

Any other valid points should be credited.

Guidance:

- *To reach Level 1 candidates do not have to introduce their own ideas and examples. Good analysis and development of ideas from the source can reach the lower marks in this Level. Reference to interested parties may be generic rather than specific. The example of “some people” might refer to a statement or position mentioned in the Source.*
- *A good Level 2 answer does not need to include the candidate’s own examples but there should be some analysis and development of ideas from the source, especially at the upper end. Reference to “some people” is acceptable at this Level and credit should be given where there is specificity.*
- *At Level 3, reference to specific interested parties is likely to be general, quoting the source or non-existent.*

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 and possibly beyond 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.