



AS-LEVEL

General Studies B

Unit 2 (GENB2) Space

Mark scheme

2765

June 2015

Version 1: Final Mark Scheme

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

GENB2: SPACE

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(b)(i)	1	2			3
1(b)(ii)	1			1	2
1(c)(i)	1	2			3
1(c)(ii)	1			1	2
1(d)(i)	1	2			3
1(d)(iii)	1			1	2
1(e)	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) (i) Using the data in **Source A**, describe **one trend** in UK gas **production** during the period 2000–2020.

Show appropriate calculations to support your answer.

[3 marks]

Points that might be made should include the fact that the figures show a decline:

- from 103m tonnes to 82m tonnes between 2000 and 2005 (21m or 25%, 25.3%)
- from 103m tonnes to 52m tonnes between 2000 and 2010 (51m or 50%, 49.5%)
- from 103m tonnes to 32m tonnes between 2000 and 2015 (71m or 69%, 68.9%)
- from 103m tonnes to 28m tonnes between 2000 and 2020 (75m or 73%, 72.8%).

Any other valid points should be credited.

Candidates are asked for **one trend in ‘production’ only** (maximum 3 marks)

- 1 mark for identifying the decline in production.
- 1 mark for using figures to illustrate the decline.
- 1 mark for showing correctly a calculation to support the identified years. This could be shown as a percentage, an actual figure or a realistic approximation
- a maximum of 2 marks can be awarded if actual figures are not given in million tonnes.
- a candidate that correctly identifies a trend and give the correct answer, without showing the calculation, can score 3 marks.

Examples of a response might be:

- There was a decline in UK gas production between 2000 and 2010.	(1 mark)
- There was a decline in UK gas production from 103m tonnes to 52m tonnes between 2000 and 2010.	(2 marks)
- There was a decline in UK gas production from 103m tonnes to 52m tonnes between 2000 and 2010, difference of 50% or 49.5% (51m tonnes).	(3 marks)

1 (a) (ii) Give **one** reason to explain this trend.

[2 marks]

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

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

Points that might be made could include:

- the heyday of North Sea production and expansion had passed
- North Sea gas was becoming more expensive to extract
- gas reserves were diminishing
- other countries could supply gas more cheaply
- new countries were beginning to develop their gas reserves, increasing supply
- high levels of UK taxation serve to encourage exploration elsewhere
- high levels of tax on fuel meant that gas companies began to import more from countries where production costs are lower
- 'green' energy has provided a partial alternative.

Any other valid points should be credited.

1 (b) (i) Using the data in **Source A**, describe **one change** in UK gas **demand** during the period 2000–2020.

Show appropriate calculations to support your answer.

[3 marks]

Points that might be made could include the fact that the figures show:

- small decrease in overall demand from 2000 to 2005 (or 2010) by 2m tonnes (...eg 1 below)
- decline in overall demand from 2000 to 2015 (or 2020) by 24m tonnes (...eg 2)
- decline in demand between 2005 (or 2010) and 2015 (or 2020) by 21m tonnes (...eg 3).

Any other valid points should be credited.

Candidates are asked for one change in ‘demand’ only (maximum 3 marks)

- 1 mark for identifying the decline in demand or its stability
- 1 mark for identifying years to illustrate the decline or the stability
- 1 mark for showing correctly a calculation to support the identified years or for quoting the figures for the years of stability. This could be shown as a percentage, an actual figure or a realistic approximation
- a maximum of 2 marks can be awarded if actual figures are not given in million tonnes.
- a candidate that correctly identifies a trend and give the correct answer, without showing the calculation, can score 3 marks.

Examples of responses might be:

(1)

– There was a decline in demand for UK gas between 2000 and 2010.	(1 mark)
– There was a decline in demand for UK gas from 91m tonnes to 89m tonnes between 2000 and 2010.	(2 marks)
– There was a decline in demand for UK gas 91m tonnes to 89m tonnes between 2000 and 2010, a decline of 2% or 2.2% (2m tonnes).	(3 marks)

(2)

– There was a decline in demand for UK gas between 2000 and 2015.	(1 mark)
– There was a decline in demand for UK gas from 91m tonnes to 67m tonnes between 2000 and 2015.	(2 marks)
– There was a decline in demand for UK gas 91m tonnes to 67m tonnes between 2000 and 2015, a decline of 26% or 26.4% (24m tonnes).	(3 marks)

(3)

– There was a decline in demand for UK gas between 2010 and 2015	(1 mark)
– There was a decline in demand for UK gas from 89m tonnes to 67m tonnes between 2010 and 2015	(2 marks)
– There was a decline in demand for UK gas 89m tonnes to 67m tonnes between	

2010 and 2015, a decline of 24% or 23.6% (21m tonnes).

(3 marks)

1 (b) (ii) Give **one** reason to explain this change.

[2 marks]

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

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

Points that might be made could include:

- small decrease (2000 to 2005) because gas was relatively cheap in the first part of the 21st century
- increased costs of gas means that people cut back on their use, reducing demand
- alternative 'greener' sources are being developed for energy production
- decline of UK industry as big users of gas
- increased energy efficiency by domestic and industrial users
- figures for 2015/2020 are projections and therefore guesswork.

Any other valid points should be credited.

1 (c) (i) Using the data in **Source B**, describe **one trend** in UK carbon dioxide (CO₂) emissions from electricity generation from **coal** between 1992 and 2012.

Show appropriate calculations to support your answer.

[3 marks]

Points that might be made could include the fact that the figures show:

- CO₂ emissions declined between 1992 and any other subsequent year mentioned
- CO₂ emissions declined between 2007 and 2012
- CO₂ emissions rose between 1997 and any subsequent year mentioned
- CO₂ emissions rose between 2002 and any subsequent year mentioned

Candidates are asked for one trend from ‘coal’ only (maximum 3 marks)

- 1 mark for identifying a trend in UK CO₂ emissions
- 1 mark for identifying the figures to illustrate the trend
- 1 mark for showing correctly a calculation to support the figures that show the trend. This could be shown as a percentage, an actual figure or a realistic approximation
- a maximum of 2 marks can be awarded if actual figures are not given in million tonnes.
- a candidate that correctly identifies a trend and give the correct answer, without showing the calculation, can score 3 marks.

Examples of responses might be:

- There was a decline in UK CO ₂ emissions between 1992 and 2012.	(1 mark)
- There was a decline in CO ₂ emissions from 175m tonnes to 120m tonnes between 1992 and 2012.	(2 marks)
- There was a decline in CO ₂ emissions from 175m tonnes to 120m tonnes between 1992 and 2012, a difference of 31% or 31.4% (55m tonnes).	(3 marks)

- There was a decline in UK CO ₂ emissions between 1992 and 1997.	(1 mark)
- There was a decline in CO ₂ emissions from 175m tonnes to 100m tonnes between 1992 and 1997.	(2 marks)
- There was a decline in CO ₂ emissions from 175m tonnes to 100m tonnes between 1992 and 1997, a difference of 43% or 42.86% (75m tonnes).	(3 marks)

- There was an increase in UK CO ₂ emissions between 1997 and 2012.	(1 mark)
- There was an increase in CO ₂ emissions from 100m tonnes to 120m tonnes between 1997 and 2012.	(2 marks)
- There was an increase in CO ₂ emissions from 100m tonnes to 120m tonnes between 1997 and 2012, a difference of 20% (20m tonnes).	(3 marks)

1 (c) (ii) Give **one** reason to explain why that trend might have occurred.

[2 marks]

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

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

Points that might be made could include:

- decline of coal at the expense of less polluting gas-fired power stations
- coal mines had been closed
- nuclear power had begun to replace fossil fuels
- availability of cheap imported coal
- increase in demand for energy, much of it met by fossil fuels
- improvements in technology mean lower emissions from fossil-fuel power stations.

Any other valid points should be credited.

1 (d) (i) Using the data in **Source B**, describe **one trend** in UK carbon dioxide (CO₂) emissions from electricity generation from **gas** between 1992 and 2012.

Show appropriate calculations to support your answer.

[3 marks]

Points that might be made could include the fact that the figures show:

- CO₂ emissions increased between 1992 and any other subsequent year mentioned
- CO₂ emissions declined between 2007 and 2012
- CO₂ emissions rose between 1997 and 2002/2007
- CO₂ emissions remained approximately the same between 2002 and 2007.

Candidates are asked for one trend from ‘gas’ only (maximum 3 marks)

- 1 mark for identifying a trend in UK CO₂ emissions
- 1 mark for identifying the figures to illustrate the trend
- 1 mark for showing correctly a calculation to support the figures that show the trend. This could be shown as a percentage, an actual figure or a realistic approximation
- a maximum of 2 marks can be awarded if actual figures are not given in million tonnes.
- a candidate that correctly identifies a trend and give the correct answer, without showing the calculation, can score 3 marks.

Examples of responses might be:

- There was an increase in UK CO ₂ emissions between 1992 and 1997.	(1 mark)
- There was an increase in CO ₂ emissions from approximately 2m tonnes to approximately 45m tonnes between 1992 and 2012.	(2 marks)
- There was an increase in CO ₂ emissions from approximately 2m tonnes to approximately 45m tonnes between 1992 and 2012, a difference of 2150% (43m tonnes).	(3 marks)

- There was a decline in UK CO ₂ emissions between 2007 and 2012.	(1 mark)
- There was a decline in CO ₂ emissions from 50m tonnes to 35m tonnes between 2007 and 2012.	(2 marks)
- There was a decline in CO ₂ emissions from 50m tonnes to 35m tonnes between 1992 and 1997, a difference of 30% (15m tonnes).	(3 marks)

- There was an increase in UK CO ₂ emissions between 1997 and 2002/2007.	(1 mark)
- There was an increase in UK CO ₂ emissions between from 45m tonnes to 50m tonnes between 1997 and 2002/2007.	(2 marks)
- There was an increase in UK CO ₂ emissions between from 45m tonnes to 50m tonnes between 1997 and 2002/2007, a difference of 11% or 11.1% (5m)	(3 marks)

tonnes).

1 (d) (ii) Give **one** reason to explain why that trend might have occurred.

[2 marks]

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

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

Points that might be made could include:

- North Sea gas was relatively cheap in the late 20th/early 21st centuries
- coal is more polluting and went out of favour
- most gas-fired power stations were new in the 1990s hence the low figure in 1992
- gas became more expensive than coal in the 21st century
- imported gas supplies began to be regarded as less reliable because of international political factors
- the government encouraged the use of more environmentally friendly fuels.

Any other valid points should be credited.

- 1 (e)** Discuss the view that we should develop renewable fuels and energy supplies rather than rely on fossil fuels and nuclear power.

[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:

- our geography lends itself well to many renewable sources of power
- wind, solar, tidal and wave power do not pollute the atmosphere
- opposition to sources such as wind-farms is disappearing
- crops for bio-mass can be home-produced cheaply and on marginal land and used in converted coal-power stations
- despite modern technology and modern power stations, fossil fuels pollute more than other sources of energy
- combined with nuclear, coal and gas power stations, renewables might provide the solution
- renewables can be unreliable and unlikely to provide enough power for all our needs
- if fracking is developed, we will have a huge domestic supply of gas
- coal and gas supplies will eventually run out
- the current infrastructure for fossil-fuel power stations already exists
- nuclear power still has its critics.

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) Why might some people prefer public art to represent heroes and events that reflect Britain as a whole (**Source C**)?

[10 marks]

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

Points that might be offered could include:

- acknowledging great achievements in our history
- remembering victories or sacrifices
- providing a sense of unity for the nation
- tourist appeal
- celebrated figures have often stood the test of time
- pride in our national history.

Any other valid points should be credited.

Level 1 [8 – 10 marks]

- At least 3 points well made that show an awareness of the issues and draw on specific examples, which may include the source
- Two well-made points and at least one other point with some exemplification may feature at the lower end of the mark range
- Answers will show clear development of the points made and discussion of the issues.

Level 2 [4 – 7 marks]

- At least 2 points are competently made with some exemplification
- Specific examples may include the source
- A candidate who addresses more than two points without expansion or examples may feature at the lower end.

Level 3 [1 – 3 marks]

- One well-developed point or a range of undeveloped points
- Exemplification may be weak
- It may be totally or heavily reliant on the source.

(0) No 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) Why might some people prefer public art to reflect the history and traditions of their local area (**Source D**)?

[10 marks]

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

Points that might be offered could include:

- local people want to acknowledge local figures or achievements which may not be fully recognised nationally
- industrial or other traditions should be acknowledged
- local history is often of great local significance
- civic pride
- not all national figures are universally acclaimed
- they reinforce local identity
- local people may want to honour their own part in wider events.

Any other valid points should be credited.

Level 1 [8 – 10 marks]

- At least 3 points well made that show an awareness of the issues and draw on specific examples, which may include the source
- Two well-made points and at least one other point with some exemplification may feature at the lower end of the mark range
- Answers will show clear development of the points made and discussion of the issues.

Level 2 [4 – 7 marks]

- At least 2 points are competently made with some exemplification
- Specific examples may include the source
- A candidate who addresses more than two points without expansion or examples may feature at the lower end.

Level 3 [1 – 3 marks]

- One well-developed point or a range of undeveloped points
- Exemplification may be weak
- It may be totally or heavily reliant on the source.

(0) No 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 graffiti should be recognised as legitimate public art.

[10 marks]

Points that might be offered could include:

- some 'professional' graffiti artists are now recognised for their work (eg Banksy)
- tagging gives a sense of identity and the 'artists' can take a pride in it
- it can brighten up dull (concrete) walls and can be artistic and high quality
- political statements have symbolic and artistic merit (eg Northern Ireland)
- graffiti can give a locality identity in the way traditional art does
- often simply work of vandals who do not see it as art
- much of it has little lasting merit
- it can be threatening and can also make an area very unsightly
- social, economic and moral cost factors of defacing property.

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 either the positive or the negative features of graffiti. 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 argue that it would be better to expand Britain’s regional airports rather than Heathrow and Gatwick?

Give examples to support your points.

[15 marks]

Points that might be offered could include:

- London’s air-space is already congested
- increased air traffic over London will increase the potential for accidents
- regional airports often operate below capacity
- further expansion of Heathrow and Gatwick would destroy even more homes and open space
- it would stimulate economic growth in the regions
- many jobs would be provided directly and indirectly
- the regions would have easier access to global markets.

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 further expansion at Heathrow and Gatwick would be a better solution to Britain’s growing need for airport capacity?

Give examples to support your points.

[15 marks]

Points that might be offered could include:

- London is one of Europe’s hubs and needs to stay in that position
- traffic through Heathrow, in particular, generates local employment and expansion would create more jobs
- people stop off in London contributing to the economy in general
- it would allow the capital to maintain its global status reducing the likelihood of companies relocating to the regions or abroad.
- the infrastructure is already geared up to mass air travel
- there is a lot of airport industry expertise in the London area.

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 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.