



General Certificate of Secondary Education

Economics 3144

3144/2F Paper 2 Foundation

Mark Scheme

2006 examination – June series

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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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.

Economics - Paper Two, Foundation Tier (3144/2F)

General Marking Guidance

The task is structured in four questions, answers are to be marked holistically according to the following criteria/levels.

Start at the highest level for each criteria, and look at the candidate's response to see if you can identify evidence of achievement of that level. If you cannot find evidence of that level, move down to the next level. It is not necessary to obtain the lower levels below that which is actually rewarded. For many levels it is only necessary for candidates to show the applicable evidence once to be awarded in that level. There are some levels, however, where candidates need to show evidence more than once. This particularly applies where the term 'consistently uses' is in the level descriptor.

Layout/style/structure not to be rewarded.

Guidance will be provided to examiners at the standardisation meeting on how to differentiate between the range of marks at each level.

Quantity may be misleading.

Please note the mark scheme will be supplemented by extracts from candidates' answers selected during the standardisation process. These should be used to assist in determining the levels reached by the candidate being assessed.

Details of general instructions for markers will be found in the AQA *booklet Instructions for examiners marking scripts*, which follows the Mandatory Code of Practice. Further supplementary detailed instructions will be given by the Principal Examiner at the standardisation meeting.

1**Total for this question: 20 marks**

- (a) Using **Item A** and at least **one** other item, describe the possible reasons for the proposed closure of the railway line from South Chester to Westport. *(8 marks)*

Essay marking grid

Knowledge and Understanding and Use of Information		
Level 4	Substantial evidence of using economic knowledge and gathering information to answer the question presented. Has assembled relevant evidence and shown very good understanding.	7-8 marks
Level 3	Has used economic knowledge in relation to the context of the question. Has copied some material but has summarised and adopted other information. Demonstrates good understanding of evidence.	4-6 marks
Level 2	Some attempt to use economic knowledge gained in the course, but limited in its relevance. Most of the answer is copied from source material and understanding is limited.	1-3 marks
Level 1	No relevant information presented.	0 marks

Examples of expected responses:

- decline in passenger numbers – and an increasing trend;
- not used very often – only 25% of those surveyed use the railway line every day;
- hit by lower government subsidy which increases costs;
- a lot of money is required to modernise the railway and the train company haven't got the funds;
- it's not profitable;
- people use other forms of transport;
- people go to other places in the UK or abroad.

- (b) Using at least **Item H** and your own knowledge of economics, explain what Go North Trains could do to increase the demand for their train services on the South Chester to Westport line. (12 marks)

Application		
Level 4	Clear evidence of applying several economic concepts and theories appropriately to the question. Precise use of economic terminology and methodology in addressing the question.	7-8 marks
Level 3	Good attempt to apply economic concepts and/or terms to the question. Demonstrates ability to apply more than one economic theory to the question. Use of appropriate economic terminology and methodology with some success.	4-6 marks
Level 2	Some attempt made to apply some economic concepts and/or theories and/or terms to the question, but a tendency to make unsupported generalisations.	1-3 marks
Level 1	No attempt made to apply economic knowledge to the question.	0 marks

Select/Organise/Analyse and Interpret		
Level 4	Information/data has been selected in an effective way. The information selected has been well organised; several sources have been analysed. Evidence of interpretation of information/data, applicable to the question has been clearly demonstrated.	4 marks
Level 3	Information/data has been selected in an effective way. The information selected has been organised; at least two sources have been analysed. Begins to interpret information/data in relation to the question.	2-3 marks
Level 2	Some evidence that data/information has been selected. There is evidence of selection and organisation from more than one source. There has been some relevant analysis of the information used, but little or no interpretation has been carried out.	1 mark
Level 1	No attempt made to select, organise, analyse or interpret data.	0 marks

Examples of expected responses:

- use the train more often than at present and for a greater variety of use – idea of increase in demand so that the proposed closure doesn't occur;
- accept lower fares so that the railway company might obtain increased revenue;
- concept of PED might be brought in here;
- campaign to stop the threatened closure;
- stressing the social and economic benefits which the railway brings to the town such as people can visit friends and get to work;
- Go North Trains could introduce measures to increase the demand for their trains, ie more passengers, eg via advertising campaign/other promotional schemes, changing pricing policy;
- Go North Trains could alter the supply of trains, ie less trains during of peak times and more at peak times and in summer but this might anger some customers;
- advertise;
- improve quality of service.

2

Total for this question: 20 marks

Using **Items A, B and C** and your own knowledge of economics, identify and explain the possible effects of the proposed railway line closure on the people and businesses in the Westport area. *(20 marks)*

Essay marking grid

Knowledge and Understanding and Use of Information		
Level 4	Substantial evidence of using economic knowledge and gathering information to answer the question presented. Has assembled relevant evidence and shown very good understanding.	7-8 marks
Level 3	Has used economic knowledge in relation to the context of the question. Has copied some material but has summarised and adopted other information. Demonstrates good understanding of evidence.	4-6 marks
Level 2	Some attempt to use economic knowledge gained in the course, but limited in its relevance. Most of the answer is copied from source material and understanding is limited.	1-3 marks
Level 1	No relevant information presented.	0 marks

Application		
Level 4	Clear evidence of applying several economic concepts and theories appropriately to the question. Precise use of economic terminology and methodology in addressing the question.	7-8 marks
Level 3	Good attempt to apply economic concepts and/or terms to the question. Demonstrates ability to apply more than one economic theory to the question. Use of appropriate economic terminology and methodology with some success.	4-6 marks
Level 2	Some attempt made to apply some economic concepts and/or theories and/or terms to the question, but a tendency to make unsupported generalisations.	1-3 marks
Level 1	No attempt made to apply economic knowledge to the question.	0 marks

Select/Organise/Analyse and Interpret		
Level 4	Information/data has been selected in an effective way. The information selected has been well organised; several sources have been analysed. Evidence of interpretation of information/data, applicable to the question has been clearly demonstrated.	4 marks
Level 3	Information/data has been selected in an effective way. The information selected has been organised; at least two sources have been analysed. Begins to interpret information/data in relation to the question.	2-3 marks
Level 2	Some evidence that data/information has been selected. There is evidence of selection and organisation from more than one source. There has been some relevant analysis of the information used, but little or no interpretation has been carried out.	1 mark
Level 1	No attempt made to select, organise, analyse or interpret data.	0 marks

(a) The people of Westport:

- workers made redundant – unemployment therefore loss of income - lower expenditure;
- have to rely on state benefits;
- need to try to find alternative employment – is this possible? - maybe on lower wages;
- partners may have to work full time instead of part time;
- impact on family life – visiting relatives, getting to school etc.

(b) Businesses in the Westport area:

- tourism – badly affected by the closure – hotels etc will find their guests falling in number and may have to lay off workers – although view of manager of Swan Hotel suggests impact may not be that great;
- other shops/restaurants/entertainment places will also lose customers and revenue;
- idea of regional multiplier effect downwards;
- environmental effects;
- alternative forms of transport (substitutes), eg taxis/buses will have increased demand for their services;
- holiday makers from Scotland and the South can no longer reach Westport by train;
- the local market too would lose customers.

3**Total for this question: 20 marks**

(a) Identify some reasons for the success of Westport as a seaside resort.	<i>(4 marks)</i>
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Knowledge and Understanding and Use of Information		
Level 3	Substantial evidence of using economic knowledge and relevant evidence to answer the question. Has shown very good understanding.	2 marks
Level 2	Uses economic knowledge in relation to the context of the question and has summarised information. Demonstrates good understanding.	1 mark
Level 1	No relevant information presented.	0 marks

Application		
Level 3	Clear evidence of applying several economic concepts and theories precisely and appropriately to the question.	2 marks
Level 2	Good attempt to apply economic concepts and/or terms to the question. Use of appropriate economic terminology.	1 mark
Level 1	No attempt made to apply economic knowledge to the question.	0 marks

- the facilities that the resort offers is the promenade, discos, sea and sand, popular night spots;
- concept of complements;
- close to a number of towns (Item D);
- the fairground and its white knuckle rides.

<p>(b) Discuss whether you think Westport’s success as a seaside resort will continue in the future. (16 marks)</p>
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Select/Organise/Analyse and Interpret		
Level 4	Information/data has been selected in an effective way. The information selected has been well organised; several sources have been analysed. Evidence of interpretation of information/data, applicable to the question has been clearly demonstrated.	7-8 marks
Level 3	Information/data has been selected in an effective way. The information selected has been organised; at least two sources have been analysed. Begins to interpret information/data in relation to the question.	4-6 marks
Level 2	Some evidence that data/information has been selected. There is evidence of selection and organisation from more than one source. There has been some relevant analysis of the information used, but little or no interpretation has been carried out.	1-3 marks
Level 1	No attempt made to select, organise, analyse or interpret data.	0 marks

Evaluation/Judgement		
Level 4	Examines the problem and draws conclusions which are supported with evidence. Judgements and recommendations have been made, using economic knowledge from the course. There is good evaluation of evidence with some reasoned judgements.	7-8 marks
Level 3	Begins to examine critically and draw conclusions supported by some evidence with judgements and recommendations based on economic knowledge from the course. There is some relevant evaluation of evidence.	4-6 marks
Level 2	A limited attempt to draw conclusions and make reasoned judgements in an elementary way. There is some attempt to evaluate the evidence.	1-3 marks
Level 1	No attempt made to draw conclusions.	0 marks

Some possible reasons why it might not continue to be successful:

- closure of railway line from South Chester with its loss of customers;
- increasingly families today go on overseas holidays rather than UK and reasons for that;
- low income elasticity of demand for UK holidays;
- other types of holidays exist even in the UK, eg camping, adventure holidays, etc;
- depends on whether or not the railway line closes.

But perhaps the seaside resort could continue to flourish by:

- adding new attractions;
- developing as a gambling casino style resort but this might badly affect the traditional loyal holiday makers;
- holiday conference – but a lot of competition exists for these already;
- operate as a resort for day trippers from nearby towns of Oldton.

Candidates should evaluate the evidence.

We don't really know the impact of the proposed closure of the railway line on the town tourism for the following reasons:

- the survey wasn't large enough only 20 people questioned;
- we only have the opinion of one large hotel owner who didn't think it would be very detrimental but how representative is he and how many hotels are there in Westport?

4

Total for this question: 20 marks

In an attempt to improve the town, Westport Council has decided to try to attract new **manufacturing** industry, rather than services, to move into the area.

Having considered the different choices in **Item F** and using your economic knowledge, discuss whether you think this that new manufacturing is the best solution for Westport Council. (20 marks)

Essay marking grid

Knowledge and Understanding and Use of Information		
Level 3	Substantial evidence of using economic knowledge and relevant evidence to answer the question presented. Has shown very good understanding.	2 marks
Level 2	Has used economic knowledge in relation to the context of the question and has summarised information. Demonstrates good understanding.	1 mark
Level 1	No relevant information presented.	0 marks
Application		
Level 3	Clear evidence of applying several economic concepts and theories precisely and appropriately to the question.	2 marks
Level 2	Good attempt to apply economic concepts and/or terms to the question. Use of appropriate economic terminology.	1 mark
Level 1	No attempt made to apply economic knowledge to the question.	0 marks
Select/Organise/Analyse and Interpret		
Level 4	Information/data has been selected in an effective way. The information selected has been well organised; several sources have been analysed. Evidence of interpretation of information/data, applicable to the question has been clearly demonstrated.	4 marks
Level 3	Information/data has been selected in an effective way. The information selected has been organised; at least two sources have been analysed. Begins to interpret information/data in relation to the question.	2-3 marks
Level 2	Some evidence that data/information has been selected. There is evidence of selection and organisation from more than one source. There has been some relevant analysis of the information used, but little or no interpretation has been carried out.	1 mark
Level 1	No attempt made to select, organise, analyse or interpret data.	0 marks

Evaluation/Judgement		
Level 4	Examines the problem and draws conclusions which are supported with evidence. Judgements and recommendations have been made, using economic knowledge from the course. There is good evaluation of evidence with some reasoned judgements.	9-12 marks
Level 3	Begins to examine critically and draw conclusions supported by some evidence with judgements and recommendations based on economic knowledge from the course. There is some relevant evaluation of evidence.	5-8 marks
Level 2	A limited attempt to draw conclusions and make reasoned judgements in an elementary way. There is some attempt to evaluate the evidence.	1-4 marks
Level 1	No attempt made to draw conclusions.	0 marks

To offer grants to attract new manufacturing industry.

- Would reduce relocation costs of manufacturing firms moving there or indeed starting up costs.
- Decline of manufacturing industry in the UK anyway – deindustrialisation.
- Might it be better to offer grants to service industries anyway.
- Competition from other areas offering similar incentives.
- No manufacturing skills in the town.

Candidates should discuss whether not this is the best solution for Westport Council to regenerate the area. They may come up with better solutions and should be rewarded accordingly.

Other strategies which could be discussed and evaluated.

- Extend the holiday seasons.
- New leisure facilities.
- Caravan park.

Candidates should also make an attempt to evaluate the evidence, eg does Item E show all of Westport's major tourist attractions?

Following assessment of all answers, a mark for Quality of Written Communication should be awarded using the following scheme:

Quality of Written Communication		
Level 4	Information is clearly and logically presented using an appropriate form. The text is legible. Candidates spell, punctuate and use the rules of grammar accurately, enabling the meaning to be clearly understood.	4 marks
Level 3	Information is presented in an appropriate form. The text is legible. Candidates generally spell, punctuate and use the rules of grammar accurately, although there may be some errors. The meaning is clear.	2-3 marks
Level 2	Some of the information presented is in an appropriate form. Generally the text is legible. Although there are errors in spelling, punctuation and grammar, candidates' meaning can be understood.	1 mark
Level 1	Candidates have failed to reach the standard required for the award of a mark.	0 marks