



General Certificate of Education

General Studies 5766

Specification B

GSB3 Space

Mark Scheme

2005 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.

Unit 3

(GSB3 Space)

1

Total for this paper: 60 marks

Look carefully at Sources 1, 2, 3 and 4.

Source 1 shows admission of work permit holders and their dependants to the UK from 1998 to 2002.

Source 2 gives International migration figures for England, 2000-2001.

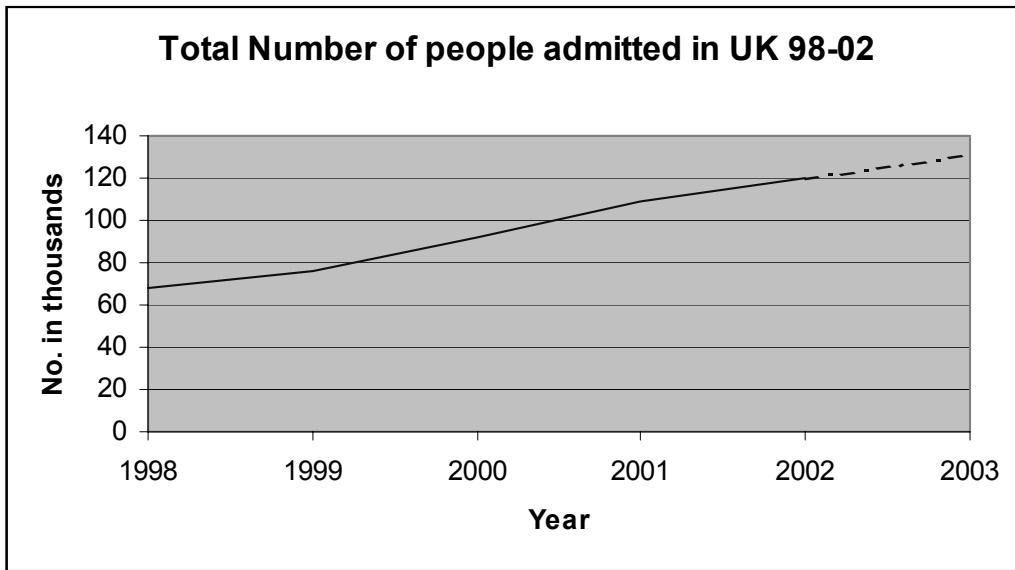
Source 3 shows census information about religion in England in 2001.

Source 4 shows the Selfridges store in Birmingham.

Having studied the sources answer all of the following questions:

- (a) Using Source 1 draw a line graph for the total number of people who were admitted to the UK between 1998 and 2002. Extend your line to include a projected value for 2003. (6 marks)
- (b) Using Source 1 and your own knowledge, explain possible reasons for the increasing trend of admissions to the UK. (6 marks)
- (c) (i) What percentage of the total inflow in 2001 was to London? (Source 2). (2 marks)
- (ii) What was the percentage increase for the inflow to the West Midlands from 2000 to 2001? (Source 2). (2marks)
- (iii) By comparing the inflow and outflow figures in Source 2 what two significant points might be noted? (2 marks)
- (d) What factors might influence people to migrate from one country to another? (9 marks)
- (e) Why might the data in Source 3 be of limited value? (9 marks)
- (f) “Working abroad widens a person’s horizons.” How far is this a matter of *fact* and how far a matter of *opinion*? (12 marks)
- (g) “When designing buildings, architects should take the culture of the local community into account.” Using Source 4 as a starting point, to what extent do you agree with this assertion? (12 marks)

1 (a)



See graph.

Totals to be plotted are 68.4, 76, 91.8, 108.9, 120

1 mark for scale and labelling

4 marks for plotting and line

1 mark for showing value between 130 – 140 thousands

(6 marks)

(b) **Expect about three main points with development:**

- There may be an increasing trend because people may be joining part of their extended family in the UK
- From 2001 to 2002 there was a larger increase of dependants which may have coincided with government policy on acceptance of immigrants
- The figures may be related to world events and politics
- Shortage of workers in certain sectors has led the government to issue more work permits.

(6 marks)

(c) (i) $199 / 442 \times 100 = 45.02, 45\%$

1 mark if working out is correct but answer is wrong

(2 marks)

(ii) $(39 - 23) / 23 \times 100 = 69.57, 69.6, 70\%$

1 mark if working out is correct but answer is wrong

(2 marks)

(iii) Two points from the following:

Overall the inflow is higher than the outflow,

Only 'East Anglia' has a slightly higher outflow than inflow in 2001

London accounts for the highest inflow and outflow

Both inflow and outflow decreased overall from 2000 to 2001

(2 marks)

(d) Levels mark scheme:

Band One	7 – 9	A good response showing an understanding of the issues. Expression is clear.
Band Two	4 – 6	A competent response showing <u>some</u> understanding of the issues. Expression is satisfactory.
Band Three	1 – 3	A limited response, either barely addressing the issues or showing little understanding of them. There may be a lack of clarity and inaccuracy of style.
Band Four	0	No response, or no relevant points.

Examples of points:

Accept both push and pull factors in examples offered.

- (a) Political or religious persecution (e.g. Zimbabwe, Iraq/Somalia, Jews from Nazi Germany)
- (b) War or civil unrest (e.g. former Yugoslavia)
- (c) Natural disasters (famine)
- (d) Economy of both places, home country and one to which a person might consider migrating to (e.g. skill shortages)
- (e) Family reasons and responsibilities (e.g. arranged marriages)
- (f) Financial aid to begin work/life in another country
- (g) Unemployment or employment opportunities
- (h) Retirement (e.g. British to Spanish Costas) or better employment opportunities
- (i) Ethnic cleansing
- (j) Voluntary work e.g. gap years, VSO.

(9 marks)

(e) Levels mark scheme:

Band One	7 – 9	A good response showing an understanding of the limitations of statistical knowledge and of the issues which arise from this. Expression is clear.
Band Two	4 – 6	A competent response showing some understanding of the limitations of statistical knowledge. Expression is satisfactory.
Band Three	1 – 3	A limited response, either barely addressing the issues or showing little understanding of statistical knowledge. There may be a lack of clarity and inaccuracy of style.
Band Four	0	No response, or no relevant points.

Examples of points:

- (a) The table is complicated, percentages are mixed with totals which can be misleading
- (b) Being a member may not necessarily mean a practising member
- (c) This was for only one year and there is nothing to compare the figures to
- (d) There is no information on the percentage of people involved in the Census
- (e) No definition is available for ‘Other religion’
- (f) Because a family head has a faith does not mean the rest of the family follow suit
- (g) There are no totals for each of the religious groups
- (h) It was a voluntary question
- (i) Other ethnic groups” are included with Chinese
- (j) No percentage is given for non religionists/non believers
- (k) No idea is given as to how the data was measured.

(9 marks)

(f) Levels mark scheme:

Band One	9 – 12	A good response showing clear understanding of the limitations of knowledge and of the issues which may arise from the distinction between fact and opinion. Expression is clear and logical with few errors of significance in style and grammar.
Band Two	5 – 8	A competent response showing understanding of the limitations of knowledge, though dependent on it. At the lower end of the band there may be a lack of distinction between fact and opinion. Expression is satisfactory, with some weaknesses in style and grammar.
Band Three	1 – 4	A limited response barely addressing the source of the issues arising. There may be little understanding of the limitations of statistical knowledge or of the distinction between fact and opinion. There is a lack of clarity and significant errors in style, expression and grammar.
Band Four	0	No response, or no relevant points.

Examples of points:

Fact:

It may allow a person to experience:

- (a) A different culture/tradition
- (b) A different economic system
- (c) A different political system, and possibly the lack of as much freedom of speech which they may have experienced in their home country
- (d) A different currency
- (e) A different language and style of communication
- (f) A different climate and ecology
- (g) A different scale of values.

Opinion:

- (n) A person may not be able to cope with the different lifestyle so would not be receptive to other peoples' views etc.
- (o) Depending on the age of the person they might find it very difficult to adapt e.g. older people retiring to Spain, Australia etc.
- (p) Financial problems may not allow them to settle very well hence they again would not be very receptive to other people
- (q) A person's home is his/her castle
- (r) The existence of other ex-pat communities abroad shows that we choose to remain in the company of those from a similar cultural or ethnic background
- (s) Likewise, migrants to the UK from elsewhere tend to live in their own communities and retain their own customs.

(12 marks)

(g) Levels mark scheme:

Band One	9 – 12	A good response showing clear understanding of the limitations of knowledge and of the issues which may arise from the distinction between fact and opinion. Expression is clear and logical with few errors of significance in style and grammar.
Band Two	5 – 8	A competent response showing understanding of the limitations of knowledge, though dependent on it. At the lower end of the band there may be a lack of distinction between fact and opinion. Expression is satisfactory, with some weaknesses in style and grammar.
Band Three	1 – 4	A limited response barely addressing the source of the issues arising. There may be little understanding of the limitations of statistical knowledge or of the distinction between fact and opinion. There is a lack of clarity and significant errors in style, expression and grammar.
Band Four	0	No response, or no relevant points.

Examples of points:**Agree:**

- (a) The architect will understand the use of building materials and style and will be able to advise the community
- (b) Communities might suggest views and ideas which would benefit the community that architects could not appreciate
- (c) The design of religious buildings e.g. churches and mosques is partly determined by religious doctrine
- (d) In certain countries it would be very important for architects to work with the community e.g. earthquake areas and past experience of problematic buildings
- (e) The regeneration of older buildings, e.g. docklands, retains the local community feel, yet allows for progress by the architect.

Disagree:

- (n) There are obviously many different religions/cultures in many cities/towns and although they should have some say there may be conflicting views
- (o) It may be that the design does not fit in with the locality and the views of the local community therefore causing problems
- (p) Architects are sometimes more interested in creating controversy with their designs than meeting the needs of the community
- (q) Many migrants may take their cultures with them when they move and want to make a 'mark' on their locality yet an architect may see things differently
- (r) The eclectic style of some modern buildings is part of their appeal.

(12 marks)

Approximate distribution of Assessment Objective marks across Unit 3

Question 1		AO marks per unit
Assessment Objectives	AO1	20
	AO2	8
	AO3	16
	AO4	16
Total marks per Question		60