



## **General Certificate of Education**

# **General Studies 5766**

*Specification B*

**GSB3      Space**

## **Mark Scheme**

*2007 examination - January 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.

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## Unit 3

## (GSB3 Space)

- 1 **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.**

**Total for this paper: 60 marks**

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

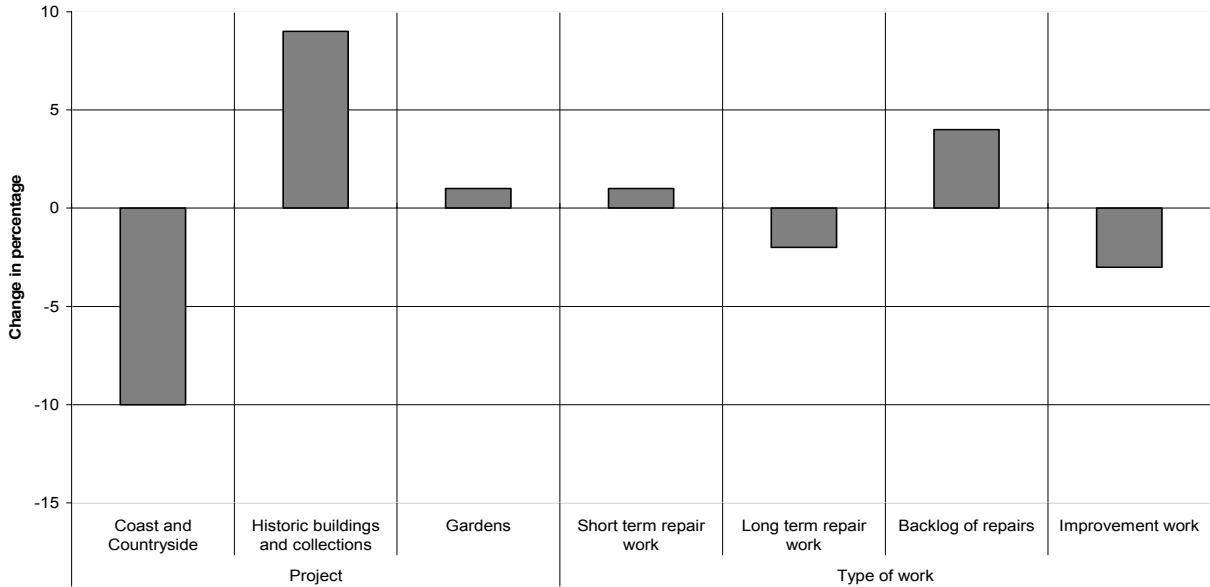
- Source 1** shows expenditure on projects by the National Trust from 2003 to 2005.  
**Source 2** shows Government expenditure on buildings and projects (Department for Culture, Media and Sport) for 2004 and 2005 and planned spending for 2006 and 2007.  
**Source 3** shows house building starts and completions in the UK for 1999-2004.  
**Source 4** shows a web page from the Tate.

Having studied the sources answer **all** of the following questions.

- (a) Using **Source 1** draw a bar chart showing the changes in percentages from 2004 to 2005 for the expenditure on **each** of the projects **and** types of work by the National Trust. (6 marks)
- (b) Using **Source 1** and your own knowledge what possible problems can you identify for the future planning of expenditure for the National Trust? (6 marks)
- (c) (i) What percentage of the total expenditure in 2004 was on architecture and historic environment? (**Source 2**) (2 marks)
- (ii) What was the percentage decrease in the expenditure on museums and galleries from 2004 to 2005? (**Source 2**) (2 marks)
- (iii) Identify **two** significant points about the differences between planned expenditure for 2006 and 2007. (**Source 2**) (2 marks)
- (d) Why might the data in **Source 3** be of limited value and to whom? (9 marks)
- (e) Why might it be the case that the National Trust and the Department for Culture, Media and Sport spend different proportions of their money on historic buildings, architecture and the environment? (**Sources 1 and 2**). (9 marks)
- (f) 'The continued use of the Internet and on-line services offered by Museums and Art Galleries will threaten their future existence and popularity.'  
 Using **Source 4** as a starting point to what extent do you agree with this assertion? (12 marks)
- (g) Government and local authorities should aim to regenerate inner cities.  
 How far do you agree that this is an achievable aim? (12 marks)

1 (a)

Changes in percentages from 2004 to 2005 for the expenditure on all projects and types of work by the National Trust



(a) 2m for scale and labelling  
4m for bars plotted correctly (6 marks)

(b) Expect **two** or **three** main points with development.

- They may have to prioritise their work on buildings or the number of buildings as there is a significant increase in the amount of money spent here (this may be linked to inflation and the rising cost of labour and materials)
- A lower percentage of money has been spent on coast/countryside – the NT may now decide that this is not their priority for future expenditure and it may lie with the Government
- They may decide to increase membership fees or reduce staff costs to compensate for decrease in expenditure on improvement and repairs
- Because of the increase in expenditure on backlogs they may have to consider applying for more grants either from the government or the European Fund.

(6 marks)

(c) (i)  $12\,550 / 138\,850 \times 100 = 9.039, 9\%$   
1 mark if working out is correct but answer is wrong

(2 marks)

(ii)  $(63\,040 - 58\,030) / 63\,040 \times 100 = 7.947, 7.95, 8\%$   
 $5010 / 63\,040 \times 100 = 7.947, 7.95, 8\%$   
1 mark if working out is correct but answer is wrong

(2 marks)

(iii) Two from the following points:

- There is a significant reduction in planned spending on sports – 82%
- Planned spending on Museums and galleries has increased – 29%
- Planned spending on libraries has increased – 60%
- The overall total of planned spending has been increased – 24%

(2 marks)

**(d) Banded mark scheme:**

Band One	7 – 9	<p>A good response which demonstrates awareness of the limitations of the data and to whom it might be of limited value. Appropriate points/examples are chosen to help clarify arguments.</p> <p>The answer is well organised in a logical way with few, if any, errors of punctuation, spelling and grammar.</p>
Band Two	4 – 6	<p>A competent response which shows some awareness of the limitations of the data and to whom it might be of limited value. A few relevant points/examples are chosen to help clarify arguments.</p> <p>The answer is, for the most part, clear and adequately structured, though there may be errors of punctuation, spelling and grammar which do not hinder communication.</p>
Band Three	1 – 3	<p>A limited response in which only one or two basic limitations are identified. It is likely that the issues of ‘to whom’ will be barely addressed, if at all.</p> <p>Inappropriate points/examples are chosen or those selected are insufficiently explained to clarify arguments.</p> <p>The structure is flawed and frequent errors in punctuation, spelling and grammar may obscure points being made.</p>
Band Four	0	No response, or no relevant information.

**Examples of points:**

**Limitations of data:**

- The definition of private enterprise is unclear; it could be the case that a local authority had used a private company. The data would not show this
- Buildings that have been started are not necessarily finished in the same year. The figures for starts and completions may therefore be within the same year or across years
- There is no definition of what determines a ‘house.’ It could be a large block of flats or just one house
- Figures have been rounded off and are out of date
- The data does not supply information by country or region.

**Of limited value to:**

- Building companies – there is no indication of the areas in the UK therefore the company cannot use this data to plan future buildings
- Local Authorities/town planners/Government – there are different priorities in different areas.
- The house-buyer would not be able to use the information to determine how far an authority or a company are successful.

(9 marks)

**(e) Banded mark scheme:**

Band One	7 – 9	<p>A good response which demonstrates understanding of the issue.</p> <p>Appropriate points/examples are chosen to help clarify arguments.</p> <p>There is a clear understanding of the different values of the two organisations.</p> <p>The answer is well organised in a logical way with few, if any, errors of punctuation, spelling and grammar.</p>
Band Two	4 – 6	<p>A competent response which shows some understanding of the issue.</p> <p>A few relevant points/examples are chosen to help clarify arguments.</p> <p>There is some understanding of the different values of the two organisations.</p> <p>The answer is, for the most part clear and adequately structured, though there may be errors of punctuation, spelling and grammar which do not hinder communication.</p>
Band Three	1 – 3	<p>A limited response conveying no, or only superficial, understanding of the issue.</p> <p>One or two relevant points/examples are chosen. Others are likely to be inappropriate or those selected are insufficiently explained to clarify arguments.</p> <p>There is little or no understanding of the different values of the two organisations.</p> <p>The structure is flawed and frequent errors in punctuation, spelling and grammar may obscure points being made.</p>
Band Four	0	No response or no relevant information.

**Examples of points:**

- It is the nature of the National Trust (NT) that it conserves buildings and the environment so it spends a large proportion of its money in this area
- The Department for Culture, Media and Sport (DCMS) has broader scope of projects to provide for
- The NT uses volunteers in some projects and therefore this might allow it to use a greater proportion of its funds in other areas
- The DCMS may have to put money into areas in general across the country, unlike the NT which would not be accountable to the government
- Pressure groups like the NT would probably be able to exert more influence on public opinion to canvass for money to be spent on a project
- People often bequeath large amounts of money to the NT so there may be more available for certain types of work.

(9 marks)

**(f) Banded mark scheme:**

Band One	9 – 12	<p>A good response which demonstrates understanding of the issue.          Appropriate points/examples are chosen to help clarify arguments.          There is an understanding of the nature of difference between fact and opinion.          The answer is well organised in a logical way with few, if any, errors of punctuation, spelling and grammar.</p>
Band Two	5 – 8	<p>A competent response which shows some understanding of the issue.          A few relevant points/examples are chosen to help clarify arguments.          There is some understanding of the nature of difference between fact and opinion.          The answer is, for the most part clear and adequately structured, though there may be errors of punctuation, spelling and grammar which do not hinder communication.</p>
Band Three	1 – 4	<p>A limited response conveying no, or only superficial, understanding of the issue.          One or two relevant points/examples are chosen. Others are likely to be inappropriate or those selected are insufficiently explained to clarify arguments.          There is little or no understanding of the difference between fact and opinion.          The structure is flawed and frequent errors in punctuation, spelling and grammar may obscure points being made.</p>
Band Four	0	No response, or no relevant information.

**Agree – will threaten:**

- The use of on-line facilities may alter the appeal of the exhibit and this may deter people from visiting the museum to view the piece first-hand
- If on-line services expand they could have a detrimental effect on the size of workforce in museums and art galleries
- For the computer illiterate it would be a problem viewing on-line therefore the facilities may not reach their target audience
- Taken to the extreme, some museums and art galleries which did not offer on-line services may lose revenue and exhibits to those which continue with on-line services.

**Disagree – will not threaten:**

- Viewing exhibits is not merely just ‘seeing’ them; it could involve the **experience** of the building itself, for example Yorvik museum, Tate Modern, Lowry or the Science museum,
- The use of the internet facilities might enhance our background knowledge of the museum/gallery and allow us to plan our visit effectively

- It might mean that more money would be available through sponsorship; for example on the source there is a link between BT and Tate
- It could inspire the younger generation to be more involved.

(12 marks)

**(g) Banded mark scheme:**

Band One	9 – 12	<p>A good response which demonstrates understanding of the issue.                  Appropriate points/examples are chosen to help clarify arguments.                  There is an understanding of the nature of difference between fact and opinion.                  The answer is well organised in a logical way with few, if any, errors of punctuation, spelling and grammar.</p>
Band Two	5 – 8	<p>A competent response which shows some understanding of the issue.                  A few relevant points/examples are chosen to help clarify arguments.                  There is some understanding of the nature of difference between fact and opinion.                  The answer is, for the most part clear and adequately structured, though there may be errors of punctuation, spelling and grammar which do not hinder communication.</p>
Band Three	1 – 4	<p>A limited response conveying no, or only superficial, understanding of the issue.                  One or two relevant points/examples are chosen. Others are likely to be inappropriate or those selected are insufficiently explained to clarify arguments.                  There is little or no understanding of the difference between fact and opinion.                  The structure is flawed and frequent errors in punctuation, spelling and grammar may obscure points being made.</p>
Band Four	0	No response, or no relevant information.

**Examples of points:**

**Achievable:**

- Housing – regeneration has taken place successfully, for example, in Liverpool, London and Manchester
- Business – Source 1 indicates that there is money available for historic buildings, this in turn will create more tourism and regenerate cities
- Infrastructure – this can be achieved as many cities have improved their transport links with park and ride schemes
- Community – regeneration might encourage people to take a pride in their city thus promoting it further.



**Not achievable:**

- Government – policies and grants and priorities will differ depending on the area of the country
- Environment – may not be possible to relocate some industries and businesses to city centres because of the increase in pollution
- City centre – increasing cost of land in centres may deter development by private enterprise
- Business – access from motorways to centres will be difficult and may decrease the efficiency of the business.

(12 marks)

**Distribution of Assessment Objective marks across Unit 3**

Question Numbers		AO marks per unit
<b>Assessment Objectives</b>	<b>AO1</b>	<b>18</b>
	<b>AO2</b>	<b>8</b>
	<b>AO3</b>	<b>18</b>
	<b>AO4</b>	<b>16</b>
<b>Total marks for paper</b>		<b>60</b>