



## **General Certificate of Education**

# **General Studies 5766**

*Specification B*

**GSB3      Space**

## **Mark Scheme**

*2008 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.

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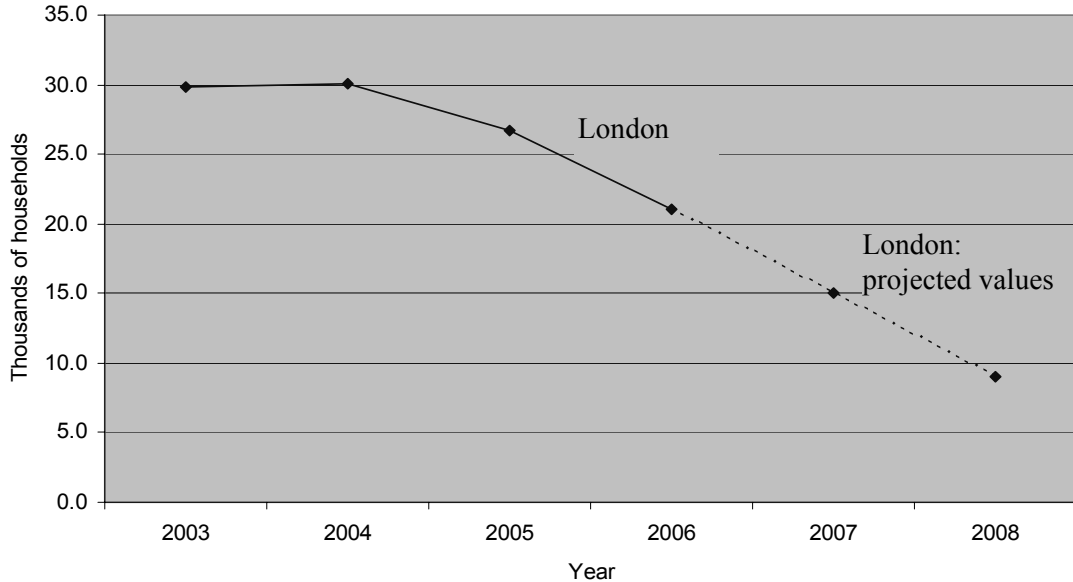
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## Unit 3

## (GSB3 Space)

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.

1 (a)



- (a) 1 mark for scale and labelling – ‘thousands’ on vertical axis  
 3 marks for plotting the values (-1 mark for every incorrectly plotted point)  
 1 mark for line/curve  
 1 mark for projected value for **2008** between 9 –13 thousand (6 marks)
- (b) Expect **two** or **three** main points with development
- more opportunities for house ownership – government and local plans
  - charities are more effective in raising consciousness of the problem
  - media attention on homelessness
  - mandatory local authority provision for travellers/gypsies (6 marks)
- (c) (i)  $2850/20893 \times 100 = 13.64, 13.6, 14\%$   
 1 mark if working out is correct but answer is wrong (2 marks)
- (ii)  $(3760 - 3093)/3093 \times 100 = 667/3093 \times 100 = 21.56, 21.6, 22\%$   
 1 mark if working out is correct but answer is wrong (2 marks)
- (iii) **Two** from the following examples:
- work opportunities may be more available in regions with larger cities
  - family commitments or a better quality of life e.g. a move to the country
  - students move to a University/college out of their home region (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.</p> <p>It is likely that the issue 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:**

- no specific regions/towns/cities given
- data is between 2001–2005 and is now dated (2008)
- confusion about the difference between ‘derelict’ and ‘vacant’ buildings
- no definition of what ‘previously developed land’ represents
- no data available for Wales, N Ireland and Scotland
- confusion over units

Of limited use to agencies, councils and the government in terms of

- where the land might be
- what precise state the land is in and what it is suitable for
- how big a proportion of available building land this represents

(9 marks)

**(e) Banded mark scheme:**

Band One	7 – 9	A good response which demonstrates understanding of the issues. Appropriate points/examples are chosen to help clarify arguments. The answer is well organised in a logical way with few, if any, errors of punctuation, spelling and grammar.
Band Two	4 – 6	A competent response which shows some understanding of the issues. A few relevant points/examples are chosen to help clarify arguments. 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.
Band Three	1 – 3	A limited response in which only one or two basic issues are identified. Inappropriate points/examples are chosen or those selected are insufficiently explained to clarify arguments. The structure is flawed and frequent errors in punctuation, spelling and grammar may obscure points being made.
Band Four	0	No response or no relevant information.

**Examples of points:**

- **cost** and **quality** of labour – especially in India and the Far East
- **land** availability and cost
- **development** opportunities in the new EU countries
- **international** cooperation on the manufacturing processes and the possibility of benefits from research
- the possibility of **tax** advantages in a foreign location
- the business might move closer to the source of raw materials to reduce **freight costs**

(9 marks)

**(f) Banded mark scheme:**

Band One	9 – 12	<p>A good response which demonstrates understanding of the issues.                  Appropriate points/examples are chosen to help clarify arguments.                  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 issues.                  A few relevant points/examples are chosen to help clarify arguments.                  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 in which only one or two basic issues are identified.                  Inappropriate points/examples are chosen or those selected are insufficiently explained to clarify arguments.                  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:**

**Agree:**

- further housing developments may not be possible in some towns/cities so this may be the only cost effective alternative
- travel times and costs for workers may be reduced
- pollution from commuter traffic may be reduced
- high-level/rise housing may be more acceptable to some people rather than the increased use of more 'greenfield' sites

**Disagree:**

- city-centre housing is often too expensive and is therefore a restricted market
- high-rise housing is often out of place near historic buildings/centres
- the design of high-rise housing in the past was not always resident friendly
- for larger or extended families this style of home is not practical

(12 marks)

**(g) Banded mark scheme:**

Band One	9 – 12	A good response which demonstrates awareness of the issues. Appropriate points/examples are chosen to help clarify arguments The answer is well organised in a logical way with few, if any, errors of punctuation, spelling and grammar.
Band Two	5 – 8	A competent response which shows some awareness of the issues. A few relevant points/examples are chosen to help clarify arguments. 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.
Band Three	1 – 4	A limited response in which only one or two basic issues are identified. Inappropriate points/examples are chosen or those selected are insufficiently explained to clarify arguments. The structure is flawed and frequent errors in punctuation, spelling and grammar may obscure points being made.
Band Four	0	No response, or no relevant information.

**Examples of points:**

**Agree:**

- **community** ethos is an important issue to be taken into consideration
- **atmosphere** of a building is important – its uses, the people who work/live there, the possibility of it being in an area of historic importance
- the **regeneration** of older buildings will retain the local community feel
- **religious** buildings – their design and use may be determined by a particular religion in that area

**Disagree:**

- Architects often provoke **controversy** to foster innovation
- the buildings may bring more **tourism** to the area
- **materials** – the architect will understand their **uses and limitations** as well as their aesthetic appeal
- **business** buildings may need to be functional rather than elaborate

(12 marks)

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

<b>Question Numbers</b>		<b>AO marks per unit</b>
<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>