



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

General Studies

3761

Paper 1F

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Paper 1 Tier F

SECTION A

This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses.

A1	B	A11	D
A2	A	A12	B
A3	D	A13	C
A4	C	A14	D
A5	B	A15	D
A6	A	A16	A
A7	A	A17	D
A8	C	A18	A
A9	D	A19	C
A10	A	A20	D

Paper 1 Tier F

SECTION B

- B1**
- | | | | |
|-----|------------------|-----|------------------|
| (a) | artificial | (1) | |
| (b) | fungi | (1) | |
| (c) | fast food | (1) | |
| (d) | herbs and spices | (1) | (4 marks) |
- B2**
- | | | | |
|-----|--|-----|------------------|
| (a) | external conditions or surroundings; affecting the ways in which plants, animals or humans live | (2) | |
| (b) | produce grown naturally; using no artificial fertilisers, chemicals or poisons which might affect wildlife or humans | (2) | |
| (c) | a targeted advertising ploy to attract (young) customers; specially presented food, packaging, toys or bonus meals | (2) | (6 marks) |
- B3** Burgermania burgers are better than fast food;
the page can work out your nearest outlet;
you can click on many other facts about the products;
donations are made to children's charities;
'Spicin' Strips' leaps off the page and it's new;
new 'promotion' meal each month for children;
totally organic, fresh not frozen food;
any other valid point.
- (any three) (3) **(3 marks)**
- B4**
- | | | | |
|-----|--|-----|------------------|
| (a) | $6,982,500 \div 700 \div 7$; 1425 customers | (2) | |
| (b) | 2000 times | (1) | |
| (c) | 1955 | (1) | (4 marks) |
- B5** Arguments **FOR** opening the restaurant might include:
- a new, well-supported business would come to town
 - visitors often expect to see well-known food outlets
 - enables shoppers to remain in the area longer
 - provides a source of cheap, fast food
 - provides employment both in shop and for suppliers
 - might add a modern 'feel' to the Main Street

Arguments **AGAINST** opening the restaurant might include:

- litter
- vermin
- not seen as 'healthy' food
- smell would carry
- gangs of youths congregating day and night
- car access problems on the Main Street
- small local food businesses threatened
- garish shopfronts not in keeping with older towns

Level Mark Scheme

6 – 8 Well-argued and balanced answer, making points clearly, both for and against the decision. Spelling, grammar and punctuation are used with considerable accuracy.

3 – 5 Developed answer which lacks balance, making most points either for or against the decision. Spelling, grammar and punctuation are used with reasonable accuracy.

0 – 2 Basic answer with very few ideas and little understanding. Weak arguments for or against the decision. Spelling, grammar and punctuation may impede understanding.

(8) (8 marks)

Approximate distribution of Assessment Objective marks across Paper 1F Section B.

Question	AO1	AO2	AO3	AO4	Total
1(a) - (d)		4			4
2(a) - (c)	4	2			6
3				3	3
4(a) - (c)			4		4
5		2	2	4	8
Total	4	8	6	7	25

Paper 1 Tier F

SECTION C

C1 (a) Two marks per developed point.

Points might include:

- youth especially affected by what they see on TV
- cigarettes cause lung cancer, strokes, heart problems, emphysema
- nicotine addiction
- nicotine stains skin, teeth, causes bad breath
- cigarette smoke pollutes the air for others
- cigarettes cost money which the poor need for food
- smoking in bed can lead to fatal housefires
- smoking whilst driving can affect concentration and cause accidents

(4 marks altogether)

(b) **Examples of possible points:**

- *'Time For One More'* is a fatuous comment given the circumstances
- all smiling as they prepare to 'go over the top'
- no one would stand up above a trench
- the trench is too shallow
- no sandbags, barbed wire, mud or shell-holes
- guns in the rear too close for comfort
- troops too clean and well kitted-out
- few sergeants so generous as men had their own cigarettes
- foolish to wear soft caps instead of 'tin hats'
- unusual to have full kit on their backs in the trenches
- rifles would not be left unattended on the soil in front of trenches

Level Mark Scheme

- 6 – 8 A well-developed answer with a good attempt to use the stimulus picture and own knowledge. Communication sound and understanding obvious. Spelling, grammar and punctuation are almost faultless.
- 3 – 5 A reasonable answer with some attempt to use the stimulus picture and own knowledge. Communication reasonable and some understanding evident. Spelling, grammar and punctuation reasonably accurate.
- 0 – 2 A weak answer with little evidence of use of the stimulus picture or own knowledge. Communication weak and understanding poor. Spelling, grammar and punctuation may impede comprehension.

(8 marks altogether)

(c) Examples of what might make ‘good advertisements’:

- they catch passer-bys’ eye
- they put a product into one’s mind without one really being aware of this happening
- they inform potential shoppers about new products
- charity fliers shock readers into giving
- some are witty and entertaining making observer feel well-disposed towards the product
- TV and street neon signs move to gain attention
- magazine adverts provide ‘hard copy’ which may stay around the home for some time
- modern adverts of all types now reach a massive audience and can thus stimulate business
- street adverts can help direct shoppers/tourists to stores
- billboards can give details quickly saving time going through ‘Yellow Pages’ or the internet
- TV adverts often have tunes or jingles which keep the product in the watcher’s mind for days
- adverts on taxis travel all over towns
- any other valid points

Level Mark Scheme

- 16 – 18 A very well-developed answer using the stimulus and own ideas effectively to show understanding and/or relevant knowledge. Communicates clearly and evaluation is good. Candidate will refer to a variety of points to show understanding of the question. Text will be legible and spelling, grammar and punctuation almost faultless.
- 12 – 15 A good answer with a good attempt to use the stimulus and own ideas, but with a shortfall in demonstrating full understanding and relevant knowledge. Communicates quite well, but fails to show clear evaluation. Text will generally be legible and spelling, grammar and punctuation will show considerable accuracy.
- 8 - 11 A reasonable answer but with less use of stimulus or own ideas. Communication is average and examples used are not developed effectively. Text will generally be legible and spelling, grammar and punctuation will show reasonable accuracy.
- 4 – 7 A limited answer with little use of stimulus or own ideas. Communication is unclear and examples used are not developed. Text may present occasional problems of legibility and spelling, grammar and punctuation will be fairly accurate.
- 0 – 3 A very weak answer with limited knowledge. No development or analysis included. Communication is weak. Text will present problems of legibility and spelling, grammar and punctuation may be inaccurate to the extent of impeding understanding.

Candidates need to refer to TV, magazines and street advertising in order to reach the top Level.

(18 marks altogether)

C2 (a) Two marks per developed point.**Points might include:**

- guide dogs and listening dogs
- sniffer dogs for drugs, illegal immigrants, people trapped in bombed or burning buildings
- rounding up sheep on farms
- assist riders in hunts
- companions and pets
- St. Bernard's search for avalanche victims
- guard dogs for houses or industrial sites
- police dogs trained to disable attackers or frighten crowds into dispersing
- win large prizes for their owners in shows
- provide income for breeders, petfood makers, vets, poodle parlours, collar, microchip and name tag makers
- any other valid point

(Any TWO points developed = 4 marks)

(b) Animal testing SHOULD be banned – examples of points:

- cruel and unnatural for the animals, which often spend their whole (short?) life incarcerated
- civilised humans should not inflict suffering such as cancers or poisonings on animals which cannot defend themselves
- often leads to protestors endangering life, limb and property when they attack laboratories
- there are often alternative ways of testing products which do not involve animals
- escaped animals might affect wildlife populations genetically
- people have died using products which were declared safe in other species testing
- animal skin is never the same as human skin so results will always be inaccurate

Animal testing SHOULD NOT be banned – examples of points:

- medical advances depend heavily on animals as the effects on generations of animals can be more quickly determined
- animals have to be properly looked after according to the law and 'suffering' is not allowed
- few humans are keen to risk their life to test dangerous substances
- inorganic testing takes much longer and costs more so fewer new products would come on to the market
- vaccines against diseases such as rabies, polio, measles, mumps, rubella and tuberculosis and the development of organ transfer and open heart techniques were all developed by animal research. There could be many more such breakthroughs to come
- it could be argued that the few thousand deaths in testing are far worthier than the millions of animal deaths per year for human food

Level Mark Scheme

- 6 – 8 A well-developed answer, agreeing and/or disagreeing, with good support. Communication sound and understanding obvious. Spelling, grammar and punctuation are almost faultless.
- 3 – 5 A reasonable answer, agreeing or disagreeing, with some support. Communication reasonable and some understanding evident. Spelling, grammar and punctuation reasonably accurate.
- 0 – 2 A weak answer with mostly unsupported agreement or disagreement. Communication weak and understanding poor. Spelling, grammar and punctuation may impede comprehension.

(8 marks altogether)**(c) For hunting – examples of points:**

- a traditional country pastime bringing pleasure, exercise, for hunters and hunt followers
- a tourism draw for foreigners, bringing income
- a source of photographs and stories for country magazines
- copy (often hostile) for local and national newspapers
- employs vets, breeders, kennel keepers, farmers, tailors, saddlers, hospitality and catering, artists, artefact sellers
- helps (but does not solve) the problem of fox pests, deer overpopulation

For shooting – examples of points:

- a clean kill is possible
- marksmanship practice
- culls quickly accomplished
- kills raptor birds which prey on smaller (rarer?) birds
- less invasive than a full hunt
- less random than poisoning

Against hunting – examples of points:

- a cruel, terrifying, exhausting run for the fox which can be ripped to shreds when caught by hounds
- a hunt can damage hedges, crops, private property and arguments about compensation can drag on
- a hunt can block roads with followers', sightseers' or protestors' vehicles
- hunters, their horses or spectators can be seriously injured or killed
- seen as an uncivilised, bloodthirsty activity from an earlier age
- rarely catch the fox anyway so seen as inefficient except in hill country
- middle and lower classes see it as a 'sport' of wealthy aristocrats or plutocratic bosses and this leads to resentment and acts of sabotage
- stirrup cup(s) before the hunt could lead to loss of judgement, risk-taking or careless riding

Against shooting – examples of points:

- few shooters are crack shots so wounded creatures might be left to die slowly in agony
- shooting accidents more likely these days as more ramblers exercise their ‘right to roam’
- guns could be stolen and used in crimes
- culling unnecessary if animals were relocated
- animals feel gunshot pain just like humans
- lead shot in gamebirds poisonous to diners
- protestors often go overboard and cause much damage, cruelty and violence themselves

Note: Only hunting OR shooting is required.

Level Mark Scheme

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(18 marks altogether)

**Approximate distribution of Assessment Objective marks across
Paper 1F Section C.**

Question	AO1	AO2	AO3	AO4	Total
1, 2 (a)	2	1	1		4
1, 2 (b)	2	1	3	2	8
1, 2 (c)	6	2	4	6	18
Total	10	4	8	8	30