



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

General Studies

3761

Paper 1H

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Paper 1 Tier H

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	B	A13	C
A4	D	A14	D
A5	D	A15	C
A6	C	A16	D
A7	D	A17	D
A8	C	A18	A
A9	D	A19	B
A10	A	A20	A

Paper 1 Tier H

SECTION B

- B1** (a) consumers (1)
 (b) crop rotation (1)
 (c) fast food (1)
 (d) obesity (1) **(4 marks)**
- B2** (a) a chemical which destroys plants; and is used specifically to kill weeds (2)
 (b) external conditions or surroundings; affecting the ways in which plants, animals or humans live (2)
 (c) new variant Creutzfeldt-Jacob disease; a fatal slow developing disease which affects the central nervous system, characterised by mental deterioration and loss of co-ordination; thought to be caused by an abnormal prion protein in the brain; ‘mad cow disease’; can be contracted by eating diseased beef (any two). (2) **(6 marks)**
- B3** (a) 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; (2 points from above) (2)
 (b) colour photographs would be better than black and white drawings;
 prices would help customers decide on meals;
 no clear idea what ‘Spicin’ Strips’ are;
 kid’s ‘promotion’ unexplained and not illustrated;
 any other valid point (2 points from above) (2) **(4 marks)**
- B4** (a) $\frac{680,000}{3} \times 97; = 21,986,666.7$ hectares or 21,986,667 hectares (2)
 (b) 184.2 hectares or 184 hectares (1)
 (c) foot and mouth disease; flooding; foreign competition; any other valid point (1 point from above) (1)
 (d) $\frac{180,250}{100} \times 90; = \pounds 162,225$ or $180,250 - \frac{180,250}{10}; = \pounds 162,225$
 or $180,250 \times 0.9 = \pounds 162,225$ (2) **(6 marks)**

B5 Arguments for **AND** against the restaurant are expected.

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

- a new, well-supported business would come to the 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 Main Street
- small local food businesses threatened
- garish shopfronts not in keeping with older towns

Level Mark Scheme

- 8 – 10 A well-argued and balanced answer with several points. Spelling, grammar and punctuation are used with considerable accuracy.
- 4 – 7 Developed answer with some attempt at balance. Spelling, grammar and punctuation are used with reasonable accuracy.
- 0 – 3 Basic answer with very few ideas/poor understanding. Weak argument for or against. Spelling, grammar and punctuation may impede understanding.

(10) (10 marks altogether)

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

Question	AO1	AO2	AO3	AO4	Total
1(a) - (d)		4			4
2(a) - (c)	4	2			6
3(a) - (b)			2	2	4
4(a) - (d)		2	4		6
5		2	2	6	10
Total	4	10	8	8	30

Paper 1 Tier H

SECTION C

C1 (a) Examples of points which should cover both causes and reversing the trend:

Causes:

- apathy
- youth sees religion as irrelevant
- services no longer have to be held in churches
- other distractions: TV, car-washing, weekend with family
- shortage of religious leaders leading to closure of places of worship or unwieldy groupings of same
- acts of worship might be too old-fashioned, trendy or long

To reverse trend:

- modernise buildings, improve access, parking
- publicise events, acts of worship more widely in media
- bring worship words and music up to date
- warmer welcome and more activities for the young
- stronger links with schools and communities

Level Mark Scheme

- 8 – 10 Provides a well-argued discussion. Uses the stimulus and/or includes own evidence to show understanding and relevant knowledge. Communicates ideas clearly and accurately and shows good evaluation. Spelling, grammar and punctuation are almost faultless.
- 4 – 7 A developed answer with some attempt to use the stimulus material and/or own evidence. Communication of ideas and evaluation are reasonably good. Spelling, grammar and punctuation are reasonably accurate.
- 0 – 3 A basic answer with very little evidence of use of stimulus materials or own ideas. Lacks understanding and relevant knowledge. Communication is weak. Spelling, grammar and punctuation will show some limitations.

(10 marks altogether)

(b) Examples of points:

Arguments for public money being used:

- nation should be proud of its architectural heritage
- state can repair buildings properly rather than inexperienced workmen bodging the work
- even non-religious folk want their rites of passage marked in a time-hallowed building
- state can promote tourism and visitors to safe and secure buildings bring money into the area

Arguments against public money being used:

- unrealistic to spend millions on a building used and visited by few people
- religious activity on the decline so state should use taxes more profitably elsewhere
- too many religions for state to be fair to all
- atheists and agnostics would object to this use of their taxes
- places of worship have survived for many years without state aid

Level Mark Scheme (Maximum of half marks if no balance)

- 17 – 20 An excellent answer providing a well-argued discussion. Uses stimulus and/or own ideas effectively to show understanding and relevant knowledge. Communicates ideas very clearly with maturity of thought. Evaluation of the question is very good. Text will be legible and spelling, grammar and punctuation almost faultless.
- 13 – 16 A very good, developed answer using the stimulus and/or own ideas effectively to show understanding and/or relevant knowledge. Communicates clearly and evaluation is good. Text will generally be legible and spelling, grammar and punctuation will show considerable accuracy.
- 9 – 12 A reasonable answer with some attempt to use the stimulus and/or own ideas, but with a shortfall in demonstrating 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 reasonable accuracy.
- 5 – 8 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 – 4 A very basic 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.

(20 marks altogether)

C2 (a) Features could include:

- glorifies cigarettes
- cigarettes made to seem essential before attack is made
- no-one should be seen giving cigarettes to others
- cigarette adverts banned today anyway
- historically inaccurate – all smiling, clean, standing in full view of enemy, trench too shallow, too well-equipped, no sandbags or mud

Level Mark Scheme (Maximum of half marks if no balance)

- 8 – 10 Provides a well argued discussion. Uses the stimulus material and includes own evidence to show understanding and relevant knowledge. Communicates ideas clearly and accurately and shows good evaluation. Spelling, grammar and punctuation are almost faultless.
- 4 – 7 A developed answer with some attempt to use the stimulus material and/or own evidence. Communication of ideas and evaluation are reasonably good but the answer lacks balance. Spelling, grammar and punctuation are reasonably accurate.
- 0 – 3 A basic answer with very little evidence of use of stimulus material or own ideas. Lacks in understanding and relevant knowledge. Communication is weak and only one aspect of the question is discussed. Spelling, grammar and punctuation will show some limitations.

(10 marks altogether)**(b) Examples of points (a good range of types of advertising should be addressed to reach the top level):****Positive effects:**

- TV adverts reach millions and drive the consumer society
- charity fliers shock people into donating cash
- neon signs brighten up cities at night
- some people enjoy the jingles and clever humour

Negative effects:

- impressionable folk especially are persuaded by clever psychology to buy goods
- lottery advertising spreads gambling with all its bad effects
- adverts in papers/magazines might be explicit and corrupt youth
- billboards distract drivers and cause accidents
- adverts on foodstuffs increase prices and affect the lower-paid especially
- ordering via computer ads could lead to costly mistakes
- commercial radio often annoys listeners with jingles
- TV and radio adverts disrupt programmes and belittle reporting of major events

Level Mark Scheme

- 17 – 20 An excellent answer providing a well-argued discussion. Uses stimulus and own ideas effectively to show understanding and relevant knowledge. Communicates ideas very clearly with maturity of thought. Evaluation of the question is very good. Text will be legible and spelling, grammar and punctuation almost faultless.
- 13 – 16 A very good, developed answer using the stimulus and own ideas effectively to show understanding and/or relevant knowledge. Communicates clearly and evaluation is good. Text will generally be legible and spelling, grammar and punctuation will show considerable accuracy.
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(20 marks altogether)

C3 (a) 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 protesters 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 (Both sides needed for the top level)

- 8 – 10 Provides a well argued discussion. Uses the stimulus material and includes own evidence to show understanding and relevant knowledge. Communicates ideas clearly and accurately and shows good evaluation. Spelling, grammar and punctuation are almost faultless.
- 4 – 7 A developed answer with some attempt to use the stimulus material and/or own evidence. Communication of ideas and evaluation are reasonably good. Spelling, grammar and punctuation are reasonably accurate.
- 0 – 3 A basic answer with very little evidence of use of stimulus material or own ideas. Lacks in understanding and relevant knowledge. Communication is weak. Spelling, grammar and punctuation will show some limitations.

(10 marks altogether)

(b) 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:

- 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

Level Mark Scheme

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- 0 – 4 A very basic 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.

(20 marks altogether)**Approximate distribution of Assessment Objective marks across
Paper 1H Section C.**

Question	AO1	AO2	AO3	AO4	Total
1, 2 and 3 (a)	4	2	2	2	10
1, 2 and 3 (b)	6	2	6	6	20
Total	10	4	8	8	30