



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### General Studies

3761

Paper 2H

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# GCSE General Studies

## Paper 2 Tier H

Question 1 Say how far the information in Sources 3 and 5 is supported by Source 2. (5 marks)		
Skills Descriptors	Marks	Content Descriptors
Simple interpretation / selection of pre-released material. (Where points are lifted straight from the source, without elaboration, the maximum mark is 3.)	(1-3)	<p>Points from <b>Source 2</b>, such as:</p> <ul style="list-style-type: none"> <li>Increase in numbers of older people will mean far greater spending</li> <li>Older people have much to offer</li> </ul> <p>Points from <b>Source 3</b>, such as:</p> <ul style="list-style-type: none"> <li>Growth in older population is sustainable</li> <li>There will need to be a redistribution of spending</li> </ul> <p>Points from <b>Source 5</b>, such as:</p> <ul style="list-style-type: none"> <li>Life expectancy to reach 100 in 6 decades</li> <li>No real ceiling to increased age</li> </ul>
Some cross-referencing of material - linking figures in different documents	(4-5)	<p>More development of points across the three documents.</p> <p>Points such as:</p> <ul style="list-style-type: none"> <li>Identification of trends</li> <li>Recognition that Source 3 and Source 5 point to constant increase in numbers of older people but Source 2 claims it has been exaggerated</li> </ul>

<b>Question 2</b> Identify the ideas and explain how the writers have presented them in Source 1 and Source 6. (5 marks)		
<b>Skills Descriptors</b>	<b>Marks</b>	<b>Content Descriptors</b>
<p>Simple identification of points without development (Where points are lifted straight from the source, without elaboration, the maximum mark is 3.)</p>	(1-3)	<p>Points from <b>Source 1</b>, such as:</p> <ul style="list-style-type: none"> <li>• Greater spending needed on NHS</li> <li>• Effective involvement of older people will cut the need for huge spending</li> </ul> <p>Points from <b>Source 6</b>, such as:</p> <ul style="list-style-type: none"> <li>• Huge sums of public money to be spent on NHS</li> <li>• Simply spending money will not address problems</li> </ul>
<p>Some cross-referencing of material - linking figures in different documents  Recognition of bias of the two writers - Tony Blair sounding very positive and calm - Ben Macintyre heavily sarcastic and dubious</p>	(4-5)	<p>More development of points across the two documents. Points such as:</p> <ul style="list-style-type: none"> <li>• References to "Wonderland" and "Prudence" are intended to convey disbelief</li> <li>• Blair's language is very restrained and positive</li> </ul>

<p><b>Question 3</b> What are the major issues which you think need to be addressed in order for Britain to meet the needs of a constantly ageing population? (10 marks)</p> <p>As this is, by its very nature, a very open ended topic there are no specific guidelines as to the content of answers that may be presented. Matching the answer to the two sets of descriptors should allow for the placing of an answer within a mark range. The degree to which the answer matches the criteria for that range will determine which of the two marks available within the range it should receive.</p>		
Skills Descriptors	Marks	Content Descriptors
<p>Simple selection of relevant material</p> <p>Basic level of organisation of material - probably in the order in which it was presented</p> <p>Ability to select relevant material from a large body of such information</p> <p>Sequencing of material other than chronologically</p> <p>Ability to draw relevant simple conclusions</p>	(1-2)	<p>The answer contains some simple reference to the material provided or to additional material.</p> <p>Information presented should be clear and simple to understand.</p> <p>The answer should contain one or two conclusions in the simplest form.</p>
<p>Ability to select relevant material from a large body of such information</p> <p>Sequencing of material other than chronologically</p> <p>Ability to draw relevant simple conclusions</p>	(3-4)	<p>The answer should contain some evidence of reorganisation of the material provided and/or of additional material.</p> <p>Information presented should be clear and simple to understand with some illustration of points.</p> <p>The answer should contain clear conclusions, though these may be in the simplest form.</p>
<p>More astute selection of material</p> <p>Becoming more aware of audience and selecting supporting material accordingly</p> <p>Ability to draw other than simple conclusions</p>	(5-6)	<p>The answer should contain some evidence of reorganisation of material with personal opinion beginning to be expressed.</p> <p>Information presented should be clear and simple for the general reader to understand. Points should be illustrated with well chosen examples.</p> <p>The answer should contain clear conclusions drawn from relevant material.</p>
<p>Ability to select from pre-released material and to introduce and link material from elsewhere</p> <p>Ability to carry out independent research</p> <p>Aware of links between elements of the subjects</p> <p>Conclusions drawn logically from some clear analysis</p>	(7-8)	<p>The answer should contain clear analysis of the facts and well informed personal opinion. Full use should have been made of relevant supporting material.</p> <p>The answer will contain evidence of some additional research.</p> <p>Information should be clearly presented and simple for the general reader to understand.</p> <p>The answer should contain clear conclusions drawn from a range of relevant material and based on clear analysis.</p>
<p>Personal opinion expressed and supported</p> <p>Greater ability to select material from external sources</p> <p>Draws detailed conclusions</p>	(9-10)	<p>The answer should draw its conclusions in a clear and logical way, offering personal judgements supported by detailed evidence drawn from a wide range of subject areas and from significant additional research. The answer should show an understanding of the differences between fact and opinion.</p>