

GCSE 2004

June Series



Mark Scheme

General Studies

3761 Paper 1 Higher Tier

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GCSE General Studies

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

Paper 1 Tier H

SECTION B

- B1**
- | | | | |
|------------|-----------------|-----|------------------|
| (a) | health visitors | (1) | |
| (b) | unsocial hours | (1) | |
| (c) | consultants | (1) | |
| (d) | ventilate | (1) | (4 marks) |
-
- B2**
- | | | | |
|------------|---|-----|------------------|
| (a) | human immunodeficiency virus; the cause of AIDS (acquired immune (or immuno-) deficiency syndrome) where body becomes unable to fight off infection | (2) | |
| (b) | a drug or gas causing loss of sensation or pain; leading to loss of consciousness | (2) | |
| (c) | a petrol or diesel engine used to produce electricity; for use when a main electricity supply fails | (2) | (6 marks) |
-
- B3**
- | | | | |
|------------|--|-----|--------------------------------|
| (a) | Obtain a green card which allows permanent residence and employment in the USA; pass an exam, presumably to satisfy the USA authorities that she was a competent nurse | (2) | |
| (b) | <ul style="list-style-type: none"> • lack of air conditioning could put patient's temperatures up making them uncomfortable or affecting their treatments • flooding could make floors dangerously slippery and spread infections • raw sewage could cause infections, stench, cancellation of urgent operations while operating theatre was made sterile once more • collapsing ceilings could cause head injuries in dark mid-operation leading to potentially fatal mistakes and manually ventilating patients is less efficient and unsafe | | (any two) (2) (4 marks) |
-
- B4**
- | | | | |
|------------|---|-----|---------------------------------------|
| (a) | $19,000 - \frac{19,000}{5} = 15,200; \div 12 = \text{£}1266.67$ per month after tax | (2) | |
| (b) | $\$68,850$ ($45,000 \times 1.53$) | (1) | (4 marks) |
| (c) | <ul style="list-style-type: none"> • they have a lot of practical experience • young staff would look up to them for advice and reassurance • they are often more settled or committed to the job as their family might have left home or their mortgage be paid off • A.V.O.P. | | (one advantage, explained) (2) |
| (d) | 8744 ($15,000 - 6256$) | (1) | (6 marks) |

B5 For the move:

- brand new customised building
- designed round modern medical procedures
- easier for ambulances and visitors to reach during rush hours
- easier to clean
- probably set in landscaped grounds
- morale booster for staff
- better working environment
- A.O.V.P.

Against the move:

- loyalty to a building which had served the community well
- more central, less travel needed to reach the hospital for city folk
- might be more solidly built than the projected new building
- nearer to city surgeries
- managers could not have to worry about the bolt-on features of more modern hospitals such as the grounds, shops, bank etc.
- A.O.V.P.

A conclusion with reason(s) is expected and the top level cannot be reached without it. Candidates who only attempt the for or against sections, even with a conclusion, also cannot reach the top level.

Level Mark Scheme

- 8 – 10 Reaches a well-argued and balanced conclusion with several points, and uses the stimulus. 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 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 different ways in which the media portray the Royal Family.

Might include:

- glossy Royal magazines and some broadsheets project positive supportive views about the Royal Family to a loyal readership
- tabloids often sensationalise Royal Family events, problems, divorces, gaffes to sell copies
- some tabloids pay vast sums to serialise ‘insider’ diaries to boost flagging sales or overtake competitors
- pro-European, Marxist or Socialist publications often very hostile to the Royal family, promoting Republican views
- radio and television generally cover Royal Family events in great detail, with much, generally favourable or respectful, comment
- BBC especially spends a lot of money when covering Royal spectacles and pageantry
- tourist publications shamelessly exploit the Royal Family image to attract visitors to the UK, especially Americans
- historical films about Royalty tend to flatter the present Royal Family by association
- A.O.V.P.

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) Arguments for keeping the monarchy.

Examples of points which might be made:

- massive tourist draw – palaces, pageantry
- Queen greatly experienced as a diplomat
- Queen respected and loved by many who see her as a national focus
- Royal Family owns vast estates which give employment to many

- keeps out other less desirable forms of government
- monarch advised or restrains Prime Ministers
- royalty add gravitas to great events
- some people work hard in order to win honours from the Queen
- A.O.V.P.

Arguments AGAINST keeping the monarchy:

- monarchy seen as an anachronism, especially with its undemocratic succession
- feminists resent male heirs having precedence
- few know what the Queen actually does each day
- most UK citizens have never seen their Head of State
- dubious morals of some royals give bad impression
- some think there are too many minor royals receiving money but not pulling their weight
- hunting and shooting hobbies of royals upset many
- the expenses of banquets cause hostility among the poor
- some feel the Queen is too old, Prince Charles unsuitable to succeed because of Camilla so system seems to be crumbling anyway

Level Mark Scheme

- 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) Problems faced by captains of planes.**Examples of points which might be made:**

- terrorists trying to take over plane, crash it or blow it up
- drunken or drugged passengers causing a danger to themselves, others or the plane
- overworked air traffic controllers causing ‘near misses’ or worse
- sudden decompression at high altitudes
- cost cutting companies being parsimonious with fuel
- bird strikes knocking out engines
- failure of electronic systems, metal fatigue problems, undercarriage failures
- difficult landings at difficult airports
- bad storms, golfball-sized hailstones
- A.O.V.P.

Problems faced by sea captains:

- storms, hurricanes, tsunami
- fire, explosion, engine failure
- medical emergencies in mid-ocean
- long hours, always on call leading to exhaustion and errors
- shifting sandbanks, uncharted wrecks, rocks, strong tides
- sailing boats suddenly crossing bows
- crew of many nationalities leading to misunderstandings
- A.O.V.P.

Both types of captain must be discussed to reach top level.

Level Mark Scheme

- 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) Problems with public transport:

- poor management often unfamiliar with the practicalities of their form of transport
- public resent high fares, especially when they face delays, inadequate service, surly staff
- trains and buses often filthy, damaged and grossly overcrowded
- stations are basic, unwelcoming, with few facilities and no policing in evidence at night
- rural areas poorly served
- vehicles often unsuitable for the aged, infirm or mothers with pushchairs
- road and rail closures often sudden and unannounced
- many roads and rails are in poor repair giving rise to tiring journeys
- A.O.V.P.

Some possible solutions:

- government could make transport a spending priority
- renationalise transport or vet private companies more closely
- government could cap fares
- research better forms of transport, vehicles or engines by giving earmarked funds to universities
- crackdown on vandals on railways
- police to concentrate more in cities on keeping traffic moving
- train staff on how to deal with the general public
- consult users to ensure that each locality has the type of transport and the timetables it needs
- create more bus lanes, park and ride schemes, interchanges between rail and road systems
- fund compulsory purchases better so new roads and rails can be built sooner
- improve passenger information
- A.O.V.P.

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 flawless.
- 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.
- 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)**C3 (a) Why people turn to the various forms of gambling****Examples of points which might be made:**

- are desperate to raise money
- peer pressure
- some make a career out of betting
- they get a buzz from a flutter
- betting shops much more attractive today with more amenities
- lottery not seen as evil but as light entertainment
- some enjoy the build up of football scores as they check their coupon each Saturday
- gaming in casinos can be intellectually stimulating
- horserearing fraternity have a long tradition of betting on horses
- gambling is recognised as being addictive
- attraction of getting a massive payout for little outlay
- for entertainment, meeting friends, having a hobby
- A.O.V.P.

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 the lottery:**

- the good causes benefit. There may be more such causes in the future
- many people like to dream of winning great wealth as a form of escapism
- tickets are cheap, easy to obtain, check and redeem
- people enjoy the build up to the draw twice a week

- the lottery products keeps many small shop profitable
- some put their massive winnings to good or charitable uses
- much tax is raised for the government
- scratchcards are good for a flutter anytime in the week
- advice is offered to big winners and publicity is possible

Against the lottery:

- it is gambling and can be addictive
- ticket money could have been spent on necessities
- very long odds against winning a big prize
- difficult even to select 3 winning numbers
- have been instances of cheating
- few people can handle sudden massive wealth
- it generates litter
- money from the lottery has been given to some very unsuitable causes and the player has no say in this
- lottery television shows are crass and waste time
- many scratchcards 'prizes' are only a £1, hardly a profit

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/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 and/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)

**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