

GCSE 2004

June Series



Mark Scheme

General Studies

3761 Paper 2 Higher Tier

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.

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Dr Michael Cresswell Director General

GCSE General Studies

Paper 2 Tier H

Question 1

In your answer to this question you should refer to Sources 2, 3 and 4.

Say how the information in Source 2 supports or contradicts the information in Sources 3 and 4.

Skills Descriptors	Marks	Content Descriptors
<p>Simple interpretation / selection of pre-released material</p> <p>(Where points are lifted straight from the source, without elaboration, the maximum mark is 3)</p>	(1 - 3)	<p>Points such as:</p> <p>Source 2 those who watched more than 1 hour of TV a day much more likely to get into fights</p> <p>strong links between aggression and television – for males and females</p> <p>Source 3 much so called evidence is anecdotal</p> <p>children’s stories have always been full of violence</p> <p>Source 4 notable increase in violence in most forms of TV supports the ideas of Source 2</p>
<p>Some cross-referencing of material – linking figures in different documents</p>	(4 - 5)	<p>Source 3 and Source 4 question the validity of the findings of the research quoted in Source 2.</p> <p>Source 3 points to parental influence as more important than TV programming</p>

Question 2

Source 1 is official government research. Source 6 was written by a pressure group that is against too much violence on TV.

Say how information has been presented in Source 1 in comparison to Source 6.

Skills Descriptors	Marks	Content Descriptors
<p>Simple interpretation / selection of pre-released material</p> <p>(Where points are lifted straight from the source, without elaboration, the maximum mark is 3)</p>	(1 – 3)	<p>Source 1</p> <p>Table 1 and Table 2 number of violent scenes per hour has increased</p> <p>Table 3 certain types of violence have increased dramatically, e.g. portrayals of terrorism</p> <p>Table 4 BBC fairly steady whereas C5 has doubled</p> <p>Table 5 clear increase in violence in TV films</p> <p>Source 6</p> <p>numbers of types of incidents</p> <p>listing of weapons etc.</p>
<p>Some cross-referencing of material – linking figures in different documents. Answers in this band should draw clear comparisons and not simply give isolated facts</p>	(4 – 5)	<p>Source 1 qualifies remarks and provides a broad range of statistics whereas Source 6 is more selective and less balanced</p>

Question 3

In answer to this question you should refer to all the Sources (1 to 6) as well as using your own knowledge.

Say to what extent you think television violence affects some young people and what might be done to limit any harmful effects.

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.

Simple selection of relevant material Basic level of organisation of material – probably in the order in which it was presented	(1-2)	The answer contains some simple reference to the material provided or to additional material Information presented should be clear and simple to understand The answer should contain one or two conclusions in the simplest form
Ability to select relevant material from a large body of such information Sequencing of material other than chronologically Ability to draw relevant simple conclusions	(3-4)	The answer should contain some evidence of reorganisation of the material provided and/or of additional material Information presented should be clear and simple to understand with some illustration of points The answer should contain clear conclusions, though these may be in the simplest form
More astute selection of material Becoming more aware of audience and selecting supporting material accordingly Ability to draw other than simple conclusions	(5-6)	The answer should contain some evidence of reorganisation of material with personal opinion beginning to be expressed Information presented should be clear and simple for the general reader to understand Points should be illustrated with well chosen examples The answer should contain clear conclusions drawn from relevant material
Ability to select from pre-released material and to introduce and link material from elsewhere Ability to carry out independent research Aware of links between elements of the subjects Conclusions drawn logically from some clear analysis	(7-8)	The answer should contain clear analysis of the facts and well informed personal opinion. Full use should have been made of relevant supporting material The answer will contain evidence of some additional research. Information should be clearly presented and simple for the general reader to understand The answer should contain clear conclusions drawn from a range of relevant material and based on clear analysis
Personal opinion expressed and supported Greater ability to select material from external sources. Draws detailed conclusions	(9-10)	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 / significant additional research. Shows an understanding of the differences between fact and opinion