



General Certificate of Secondary Education

General Studies 3761

Paper 1 Higher Tier

Mark Scheme

2005 examination - June series

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

Paper 1 Tier H**SECTION B**

- B1** (a) carbon dioxide (1)
- (b) National Grid (1)
- (c) Chernobyl (1)
- (d) Greenpeace (1) **(4 marks)**
- B2** (a) devices in which controlled fission of atoms occurs; to generate energy which can make electricity (2)
- (b) people suffering from malignant growths and tumours and babies born with abnormalities; detected in unusually large or dense groups (2)
- (c) alpha, beta and gamma radiation being emitted in the surroundings in which people live or work (2) **(6 marks)**
- B3** (a) it can remain dangerous for around 250,000 years; an accident in a plutonium handling compartment nearly set off a nuclear reaction in the 1970s; it is used for nuclear weapons and people were not originally told about this; missing plutonium in the Irish Sea washes up on beaches and may cause cancers or birth defects
- (any two, explained) (2)
- (b) there are still materials from nuclear weapons manufacture stored in a very compact site; Sellafield still holds materials from decades of commercial reprocessing of nuclear waste; there are fewer markets for their products at home so the company is turning to foreign markets with claims that they have expertise – but they can not even solve the problems at Sellafield; proximity of the operations to the Lake District; Sellafield’s credibility and reputation are not good
- (any two, explained) (2) **(4 marks)**
- B4** (a) $\frac{23,000 \times 35,000}{2,260,000,000} \times 100 = 35.6\%$ (2)
- (b) more than two billion tons (1) **(4 marks)**

- (c) building a secure pipeline and handling facility in Algeria;
building a fleet of dedicated supertankers to bring the gas to the UK;
adapting harbours in Algeria and the UK;
continuous price negotiations with Algeria;
insurance for every stage of the operations;
employee, sailor, security staff, administrator salaries;
any other valid point
(any two, explained) (2)
- (d) 15 (1) (6 marks)

B5 Arguments FOR nuclear power might include:

- It presently provides just under 25% of the UK's electricity and could easily provide more.
- It does not emit 'greenhouse' gases.
- Unlike wind and tidal generators it is not affected by the weather.
- North Sea gas is running out and coal is not a clean fuel (and is a declining industry) so nuclear power could take the strain.
- The industry brings in billions of pounds of foreign investment.
- The nuclear industry is a major employer and many suppliers have large contracts with it.
- It interests tourists and educates people in cutting edge science.
- The industry supplies medical and detection materials as well as shells and bombs for the military.
- Monitoring work has led to much useful research on the environment, plants and animals over a wide area of the UK.

Arguments AGAINST nuclear power might include:

- Accidents can get very nasty very quickly and human errors have been numerous over the years.
- The effects of pollution are still not understood and cancers and other health problems have been blamed on radioactive leaks.
- The public is very unhappy with the industry which has a poor public image and has been caught out lying about safety and the nature of processes carried out at plants.
- Restrictions on large areas of land, beaches and sea are often needed.
- No new reactors are planned in Europe but unstable countries are pressing forward with nuclear programmes which could be misused in wartime.
- Danger of terrorist infiltration, bombs spreading nuclear material over a massive area.
- Protests at sites could get out of hand.
- Raw materials come from abroad and products are often shipped worldwide leading to fears of piracy, beachings or sinking.

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)

**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

C6 (a) Smoking should be banned in public places

Answers might include:

- Smoking is bad for the smokers themselves: cancers of the lung, mouth, larynx, oesophagus, bladder, kidney, pancreas and cervix, heart attacks, strokes and chronic lung disease.
- Those trying to stop smoking are put off by others smoking in front of them.
- Passive smoking is bad for non-smokers who often have little option but to breathe in the toxic fumes.
- There is a serious fire risk in public places, especially crowded venues with few exits such as night clubs.
- There is a litter problem of cigarette ends, packets and discarded matches.
- Children observing smokers may be tempted to start smoking.
- It might help cut down the amount of smoking thereby saving lives, NHS capacity and taxpayers' money.
- Smoking can be seen as seedy and many do not think it is appropriate to smoke in or near religious, memorial or national sites.

Smoking should not be banned in public places

Answers might include:

- It is not yet illegal to smoke.
- It is up to the individual to choose to smoke in the first instance.
- Smokers unable to smoke suffer nicotine withdrawal symptoms and become moody and difficult to deal with.
- Some smokers do respect non-smokers'/babies rights voluntarily.
- Force could cause resentment, arguments when told to stop and might even be counter-productive as smokers become determined to beat the system.
- Smoking produces much tax for the Exchequer which would have to be raised elsewhere if laws limited smoking.
- It would be very difficult and expensive to police the ban.

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.

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- 0 – 3 A basic answer with 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)

(b) The causes of drinking to excess

Examples of points:

- Some people are much more susceptible to alcohol and become addicted to it.
- Peer pressure from family, friends or work colleagues e.g. in pub drinking ‘competitions’, celebrations after work involving large rounds of drinks.
- Sudden wealth.
- Boredom – e.g. housewife or househusband stuck at home with time on their hands.
- In stress or depression alcohol can be used as an emotional crutch.
- Binge drinking just before closing time can lead to a desire for larger quantities of drink at other times.
- Alcohol is very widely advertised in the media as glamorous, exciting, ‘macho’ or delicious and impressionable youths especially might get hooked on heavy consumption.
- Alcohol is very readily available in off-licences, supermarkets and can be a very cheap form of escapism from domestic or work tribulations.

The consequences of drinking to excess

Examples of points:

- Health problems such as cirrhosis of the liver, kidney troubles, affecting other medications as diabetes, eye trouble, an unconscious drunk might choke on vomit and die, general poorer health due to loss of appetite or interest in personal welfare.
- Can lead to aggressive behaviour and a criminal record.
- Domestic violence, cruelty to children and pets, street fights often fuelled by excessive drinking.
- Loss of judgement might lead to taking unnecessary risks.
- Possibility of drink-driving or jay-walking.
- Falling asleep with chip pan on can lead to fatal house fires.
- Ties up doctors and beds in hospitals.
- Need for clinics, hostels, AA meetings.
- Can lead to divorce, sackings, sleeping rough and begging.
- Can make towns and cities very unsafe at night.

Candidates answering exclusively on causes or consequences may only reach 10 marks.

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)

C7 (a) Difficulties faced by an elderly person in a high-rise flat

Examples of points:

- If lifts are out of order or too dirty to use, flights of stairs may be very difficult or dangerous, especially if carrying something.
- Unlit or shady landings are muggers' alleys.
- Gangs of bored youths are often intimidating or even aggressive meaning that an elderly person is unlikely to leave the flat after dusk.
- Fear of fire, heights, storms, winds.
- Walls could be thin and neighbours above, below or beside very noisy or anti-social.
- Often no pets allowed and no garden – perhaps only a dangerous little balcony.
- Graffiti, vandalism, rubbish collection problems.
- Some couriers may refuse to deliver to top-floor flats.
- Nearest shops, Post Office, surgery etc. might be a long way from tower block, which itself might be in a run-down area.
- Flats might become a 'dumping ground' for council's problem families or groups.
- There is, sometimes, no community spirit even on individual floors due to high turnover of flats. This can lead to loneliness and little chance of help or support in an emergency, especially if the elderly person is unmarried or widowed.
- Transport arrangements near tower blocks might be poor and it might be very unwise to park a car nearby.
- There might be few facilities, clubs or social groups for the elderly if the tower block is mainly inhabited by young families.

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. 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 understanding and relevant knowledge. Communication is weak. Spelling, grammar and punctuation will show some limitations.

(10 marks)

(b) Arguments FOR living in the countryside

Examples of points:

- Fresh air, little industrial pollution, less traffic pollution.
- Pace of life generally less fraught.
- Property might be cheaper and better appointed than inner city dwellings.
- More green space, wildlife, places for walks.
- Greater sense of living in a community.
- Quieter, no low flying commercial planes, few busy roads.
- Generally properties have decent sized gardens, outdoor spaces.
- Families who join in village life and events soon welcomed.
- Often less criminal activity.
- Chance of very fresh meat and vegetables in farm shops.
- Scenery can be stunning.
- The passage of the seasons is far more obvious.
- Pupil-teacher ratios in country schools can be very good.
- Calmer, often more supportive lifestyle for the elderly.

Arguments AGAINST living in the countryside

Examples of points:

- Time taken to travel to work could be considerable.
- Fewer chances of employment in the countryside.
- Supermarkets probably miles away, local shops very expensive, local Post Office might be on the verge of closure, banking might be difficult.
- Roads could be narrow, winding, dangerous, unsalted in winter and garages for petrol few and far between.
- Nearby rivers could flood or villages be snowed up in winter.
- If small local school closes, children will be faced with lengthy bus journeys, often in old coaches.
- Dangers for playing children in the shape of slurry pits, quarries, cliffs, bulls.
- Farm animals might break into gardens.
- Vermin such as rats, mice, foxes could be a concern.
- Emergency services could take a long time to arrive.
- Everyone in a country village knows everyone else's business.
- There is sometimes hostility towards 'off-comers' not born in the village.
- Often no choice as regards place of worship.
- Few chances of cultural entertainment.
- Difficulties and expense for spouses left without a car. Taxis to nearest rail or bus stations very costly and often untrustworthy.

Answers which only tackle arguments for OR against can only reach 10 marks.

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 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.
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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)

C8 (a) Why financial support is needed for classical orchestras today

Points might include:

- In a civilised community it is generally accepted that the arts should be supported for the good of all, especially as the musicians may not be able to support themselves with other work due to the sporadic demands of their music making.
- Many full orchestra rehearsals cost money for travel, hire of venues, sheet music, heat, light, instrument repairs.
- Performances don't always sell enough tickets to cover costs and wages.
- Classical music audiences are not always large enough to justify long, revenue-earning runs.
- Top soloists can charge orchestras huge fees.
- Often difficult to find sponsors as advertising has to be fairly discreet – which doesn't always suit big corporations.
- Complex, old instruments need expensive, professional care.
- Classical orchestral music rarely appears on TV (except for the Proms) so there are few chances to earn serious performance fees.

Level Mark Scheme

- 8 – 10 Provides a well argued discussion. Uses the stimulus material 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 flawless.
- 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 little evidence of use of stimulus material or own ideas. Lacks understanding and relevant knowledge. Communication is weak. Spelling, grammar and punctuation will show some limitations.

(10 marks)**(b) Problems for organisers of pop concerts****Points might include:**

- Arranging venues which suit performers' needs and are accessible to large numbers of potential concert-goers.
- Hiring, paying and insuring roadies, performers, dancers, musicians, designers, electricians, lighting engineers, photographers and security services.
- The logistics of moving large amounts of kit all round the country and perhaps abroad.
- Pitching cost of tickets to make a profit without deterring fans. Precautions needed against forged tickets.
- Dealing with sometimes hostile press and arranging favourable publicity interviews.
- Coping with temperamental performers who may even suddenly cancel and dealing with outlandish demands and any incidents or scandals.
- Violent or destructive audiences need to be contained – bouncers trained to use minimum force.
- Flashing lights could trigger epilepsy and hearing could be damaged by excessive, sustained noise.
- Disruption to local residents.

Problems for performers**Points might include:**

- Memorising words, music and moves.
- Keeping fit and looking after their voices.
- Equipment or instrument failure in mid set.
- Danger from electrical, lighting, amplification and scenery equipment.
- Intrusive press, 'groupies', stage invader problems.
- Long hours away from home on the road causing family or marriage problems.
- Pressure from management to keep succeeding, performing, topping the charts, remain in the public eye.
- Most work done in evenings or at weekends.
- Might get involved with drink or drugs to 'improve' performances.

Level Mark Scheme

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- 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.
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(20 marks)

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

Question	AO1	AO2	AO3	AO4	Total
6, 7 and 8 (a)	4	2	2	2	10
6, 7 and 8 (b)	6	2	6	6	20
Total	10	4	8	8	30