



# General Certificate of Secondary Education

## General Studies 3761

### *Paper 2 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 2 Tier H

### Question 1

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

Say how the account given 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>Source 2 – Fiona Millar’s experience of the PCC was entirely negative – she found that the Mail on Sunday wrote inaccurately then refused to act to put this right.</p> <p>Source 3 – Argument for a free press – puts forward the idea that the British media ought to be more accountable and ought to check facts before publication.</p> <p>Source 4 – PCC Myths Exposed – simple selection of statements taken as truth e.g. PCC is independent, it helps ordinary people.</p>
<p>Some cross-referencing of material – linking figures in different documents.</p>	(4-5)	<p>Sees contradiction between Source 2 and Source 4 – i.e. Millar’s experience of the PCC was that it was completely toothless – the Mail on Sunday printed what it liked then nothing was done about it.</p> <p>Might see the sense of Source 3 as being half way between Source 2 and Source 4 (likely in very strong answers only).</p>

**Question 2**

In your answer to this question you should refer to **Sources 2** and **6**.

Say how the experience of press freedom discussed in **Source 2** contrasts with that given in **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>Simple statements re personal feelings from Source 2.</p> <p>Some idea that there is protection for individual privacy under German and French law.</p> <p>Simple statements re public need to know and freedom of the press in general.</p>
<p>Some cross-referencing of material – linking key ideas in different documents. Answers in this band should draw clear comparisons and not simply give isolated facts.</p>	(4-5)	<p>Awareness of the incongruity of the situations in Source 2 and Source 6 – i.e. total press freedom cannot bring total personal protection.</p> <p>Answers at the top of this range will show understanding of the public vs individual arguments.</p>

<p><b>Question 3</b></p> <p>In your answer to this question you should refer to <b>all the Sources (1 to 6)</b> as well as using <b>your own knowledge</b>.</p> <p>What are the problems and benefits for society and individuals in having a free press?</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>		
<p>Simple selection of relevant material Basic level of organisation of material - probably in the order in which it was presented.</p>	<p>(1-2)</p>	<p>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.</p>
<p>Ability to select relevant material from a large body of such information. Sequencing of material other than chronologically. Ability to draw relevant simple conclusions.</p>	<p>(3-4)</p>	<p>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.</p>
<p>More astute selection of material. Becoming more aware of audience and selecting supporting material accordingly. Ability to draw other than simple conclusions.</p>	<p>(5-6)</p>	<p>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.</p>
<p>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.</p>	<p>(7-8)</p>	<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. 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.</p>
<p>Personal opinion expressed and supported. Greater ability to select material from external sources. Draws detailed conclusions.</p>	<p>(9-10)</p>	<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 / significant additional research. Shows an understanding of the differences between fact and opinion.</p>