



# General Certificate of Secondary Education

## General Studies 3761

### *Paper 1 Foundation Tier*

# Mark Scheme

## *2006 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 F**

### **SECTION A**

This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses.

<b>A1</b>	<b>D</b>	<b>A11</b>	<b>C</b>
<b>A2</b>	<b>C</b>	<b>A12</b>	<b>A</b>
<b>A3</b>	<b>A</b>	<b>A13</b>	<b>A</b>
<b>A4</b>	<b>D</b>	<b>A14</b>	<b>B</b>
<b>A5</b>	<b>B</b>	<b>A15</b>	<b>B</b>
<b>A6</b>	<b>D</b>	<b>A16</b>	<b>B</b>
<b>A7</b>	<b>C</b>	<b>A17</b>	<b>B</b>
<b>A8</b>	<b>B</b>	<b>A18</b>	<b>A</b>
<b>A9</b>	<b>C</b>	<b>A19</b>	<b>A</b>
<b>A10</b>	<b>C</b>	<b>A20</b>	<b>B</b>

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**Paper 1 Tier F****SECTION B**

- B1**
- |     |              |     |                  |
|-----|--------------|-----|------------------|
| (a) | Dogger Bank  | (1) |                  |
| (b) | plankton     | (1) |                  |
| (c) | marinas      | (1) |                  |
| (d) | Oliver Twist | (1) | <b>(4 marks)</b> |
- B2**
- |     |  |     |                  |
|-----|--|-----|------------------|
| (a) | organic rich sediment of plants, algae and bacteria is deposited fast and buried before decomposition; this is covered by layers of mud which trap the material while geothermal heat converts it to oil and natural gas | (2) |                  |
| (b) | relating to seas or oceans; the home and surroundings of sea plants, fish and mammals  | (2) |                  |
| (c) | the volume of business over a year; usually expressed as revenue before tax  | (2) | <b>(6 marks)</b> |
- B3**
- People overboard because of pitching or icy decks.
  - Unguarded winches or cranes trapping or ripping off limbs or crushing trawler crew members.
  - Bitter cold leading to frostbite or pneumonia.
  - Dredging up mines or unexploded bombs.
  - Submarines catching on nets and pulling trawlers down.
  - Trawlers getting swamped and sinking in heavy seas far away from help.
  - Collisions with other trawlers, rocks, groundings on seabanks, drifting because of engine failure, fire caused by fuel leaks or engine overheating.
  - Any other valid point.
- (any three)** **(3 marks)**
- B4**
- |     |  |     |                  |
|-----|--|-----|------------------|
| (a) | $3\,500\,000 \times \frac{45}{100} = 1\,575\,000$ tonnes | (2) |                  |
| (b) | 375 000 000 square kilometres                            | (1) |                  |
| (c) | £7 500   | (1) | <b>(4 marks)</b> |

**B5 If the answer is ‘note form’ (lacks sentences) then only up to 4 of the 8 marks can be awarded.**

**Arguments AGAINST change of use i.e. supporting fishing fleet:**

- Fleet could have been a long-standing feature of the port and locals might violently object to its demise.
- Many jobs could depend on the fleet – trawler workers, fish auctioneers, fish processors, ice makers, fish shops, chandlers, boat builders and repairers, equipment supplies and fishery officials.
- The unemployed might need retraining/supporting/loans.
- Eating fresh fish is pleasurable and generally healthy.
- Demolition of docks, sheds and moorings and associated buildings costs money.
- Yacht visitors sporadic, may not stay long or spend much, whereas fishing fleet generates money round the year.
- Yacht visitors may not be good sailors and need expensive rescues.

**Arguments FOR change of use i.e. supporting marina:**

- New, trendy, visually appealing, attractive to tourists.
- Would bring in hefty mooring fees and service charges.
- There is a national shortage of moorings for pleasure craft.
- Some new jobs will be created such as engineers, boat repairers, specialist suppliers, provision providers.
- Tourist venues and pubs nearby might benefit from new, fairly well-off visitors.
- There should be less diesel and rotting fish smells and the harbour would lose its old industrial look.
- More locals might be persuaded to buy or rent a small boat and many more marine wildlife tours or angling trips might take off.

Candidates should be rewarded if they develop other relevant points. The two ‘halves’ do not need to match in length.

A conclusion is required for Level 3. Up to 2 marks may be awarded.

(2 marks)

Maximum 3 + 1 if only FOR or AGAINST is discussed. An additional mark may be awarded for conclusion.

**(8 marks)**

**Level Mark Scheme**

- |         |       |   |
|---------|-------|---|
| Level 3 | 6 – 8 | Well-argued and balanced answer, making points clearly, both for and against the decision. Spelling, grammar and punctuation are used with considerable accuracy.         |
| Level 2 | 3 – 5 | Developed answer which lacks overall balance, making most points either for or against the decision. Spelling, grammar and punctuation are used with reasonable accuracy. |
| Level 1 | 0 – 2 | Basic answer with very few ideas and little understanding. Weak arguments for or against the decision. Spelling, grammar and punctuation may impede understanding.        |

**(8 marks)**

**Distribution of Assessment Objective marks across  
Paper 1F Section B.**

Question	AO1	AO2	AO3	AO4	Total
1(a) – (d)		4			4
2(a) – (c)	4	2			6
3				3	3
4(a) – (c)			4		4
5		2	2	4	8
<b>Total</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>7</b>	<b>25</b>

## SECTION C

**If all three questions are attempted**

- All must be marked with the highest score being awarded to the student.
- Bullet point answers will only attract half the total mark for the question.
- Where students respond to only one part of a two part question, marking must not be above Level 3 (Q6 & Q7).

**C6 (a) Two reasons why traffic congestion causes problems.**

**Answers might include:**

- Petrol is wasted and much pollution caused as cars stop, start and crawl.
- Drivers become stressed and might undertake dangerous manoeuvres.
- Workers become late for work, a cost to industry.
- Many police may be tied up in sorting out the traffic jam.
- Overheated engines lead to further traffic hold-ups.
- Emergency vehicles might not be able to get through to fires, accidents or hospitals.
- Often there are many rear-end shunts as vehicles stop and start.
- Any other valid point.

**Two reasons, each explained:**

**(4 marks)**

**(b) Disadvantages for pedestrians**

**Answers might include:**

- They get splashed, injured or even killed by cars.
- Suffer from noise and pollution – especially children in pushchairs at exhaust pipe level.
- Drunk drivers could crash into them or their property.
- Joyriders could disturb their peace at night.
- Parked cars block access, spoil their views, cause young children to dart into the road.
- Any other valid point.

**(8 marks)**

**Level Mark Scheme**

Level 3	6 – 8	A well-developed answer with a good attempt to use the stimulus picture or own knowledge. Communication sound and understanding obvious. Spelling, grammar and punctuation are almost flawless.
Level 2	3 – 5	A reasonable answer with some attempt to use the stimulus picture or own knowledge. Communication reasonable and some understanding evident. Spelling, grammar and punctuation reasonably accurate.
Level 1	0 – 2	A weak answer with little evidence of use of the stimulus picture or own knowledge. Communication weak and understanding poor. Spelling, grammar and punctuation may impede comprehension.

**(8 marks)**

**(c) Advantages of using a car**

**Answers might include:**

- Can provide door to door transport at any time.
- Transport people in warmth and comfort.
- Can carry quite a load of luggage, equipment or shopping.
- Vital for doctors, police, rescue personnel when on call.
- Cheaper and probably less stressful than public transport.
- Can help people visit places well off the beaten track.
- They raise tax for the country and employ thousands.
- A fairly safe means of transport for the young and elderly.
- New cars help create impressions.
- Motor racing is a multi-million pound industry.
- Any other valid point.

**Disadvantages of using a car:****Answers might include:**

- Cost of petrol rises regularly.
- Servicing and repairs can be expensive and unavoidable.
- New cars lose value as soon as they are driven off the forecourt.
- Poor drivers could gain a criminal record or even kill or injure passengers or pedestrians.
- Parking in towns is difficult and expensive.
- Clamping and towing away causes serious difficulties.
- Pollution, stress in traffic jams, accidents, mistakes in DIY servicing all affect health of car users.
- Vandalism, theft, garaging costs, insurance expense.
- ‘Boy racers’ damage cars, disturb peace and threaten lives.
- Traffic jams delay workers.
- Tax evaders cost police time.
- Any other valid point.

**(18 marks)****Level Mark Scheme**

Level 5	16 – 18	A very well-developed answer using the stimulus or own ideas effectively to show understanding and/or relevant knowledge. Communicates clearly and evaluation is good. Candidate will refer to a variety of points to show understanding of the question. Text will be legible and spelling, grammar and punctuation almost faultless.
Level 4	12 – 15	A good answer with a good attempt to use the stimulus or own ideas, but with a shortfall in demonstrating full 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 considerable accuracy.
Level 3	8 – 11	A reasonable answer but with less use of stimulus or own ideas. Communication is average and examples used are not developed effectively. Text will generally be legible and spelling, grammar and punctuation will show reasonable accuracy.
Level 2	4 – 7	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.
Level 1	0 – 3	A very weak 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.

**(18 marks)**

**C7 (a) Two reasons why a school leaver might sign up to serve in the armed forces.**

**Answers might include:**

- ‘Macho’ image.
- Might have relatives in the services who encourage them.
- Television or magazine advertisements might make the lifestyle seem glamorous.
- Could be attracted by the pay, prospects, chance to learn a trade.
- Might want to travel, get away from a dull home town.
- Might be patriotic and wish to serve the country and the Queen.
- Might feel that the forces do a good job serving others or helping in the developing world.
- Recruiters might have given a persuasive presentation in school.
- Lack of work opportunities in the local area.

**Two reasons explained:**

**(4 marks)**

**(b) Problems faced by the armed forces today.**

**Answers might include:**

- Under funding leading to lowering of morale and junior troops having to buy kit themselves.
- Junior troops may be sent to hot spots without adequate training in the area.
- The government may spread the armed forces thinly round the world so tours are long and little may be achieved.
- Terrorists do not play by the rules.
- Technology is very advanced but conditions or computer failure can make it useless.
- The dangers of low-flying.
- Navy today faces missiles and torpedoes as well as storms, rocks, collisions and groundings.
- Nuclear weapons and power plants can leak radiation.
- There are many pacifists today who oppose the work of the armed forces.
- Developing disaster work is harrowing.
- UK forces may be seen as the sidekicks of an unpopular USA leading to terrorism or lack of respect.
- Any other valid point.

**Any four reasons explained:**

**(8 marks)**



**Level Mark Scheme**

Level 3	6 – 8	A well-developed answer with a good attempt to use the stimulus picture or own knowledge. Communication sound and understanding obvious. Spelling, grammar and punctuation are almost faultless.
Level 2	3 – 5	A reasonable answer with some attempt to use the stimulus picture or own knowledge. Communication reasonable and some understanding evident. Spelling, grammar and punctuation reasonably accurate.
Level 1	0 – 2	A weak answer with little evidence of use of the stimulus picture or own knowledge. Communication weak and understanding poor. Spelling, grammar and punctuation may impede comprehension.

**(8 marks)****(c) Advantages for the UK having a well-trained and well-equipped army, navy and air force.****Answers might include:**

- A deterrent to any potential aggressor.
- The UK's security in wartime would depend on them.
- They guard the Royal family, sensitive sites, important foreign guests.
- They help clear major incidents, rescue people from natural disasters, at home and abroad. They have the expertise and the equipment which civilians might not have.
- There are many specialists in the forces who can take these skills on into their later civilian lives.
- They help transport and disperse aid to suffering developing world countries.
- If they act well they earn respect for the UK from other countries
- Parades, reviews, airshows attract paying tourists, help sell armaments and equipment to other countries, and make good media items.
- Sea rescues, urgent hospital transfers need their skills.
- They can help quell riots, prison disturbances, control violent demonstrations.
- They can locate missing people in wild terrain, bomb dispersal. Crews have regular work and they could assist in nuclear incidents, floods and earthquakes.

**(18 marks)**

### Level Mark Scheme

- Level 5 16 – 18 A very well-developed answer using the stimulus or own ideas effectively to show understanding and/or relevant knowledge. Communicates clearly and evaluation is good. Candidate will refer to a variety of points to show understanding of the question. Text will be legible and spelling, grammar and punctuation almost faultless.
- Level 4 12 – 15 A good answer with a good attempt to use the stimulus or own ideas, but with a shortfall in demonstrating full 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 considerable accuracy.
- Level 3 8 – 11 A reasonable answer but with less use of stimulus or own ideas. Communication is average and examples used are not developed effectively. Text will generally be legible and spelling, grammar and punctuation will show reasonable accuracy.
- Level 2 4 – 7 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.
- Level 1 0 – 3 A very weak 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.

**(18 marks)**

### Distribution of Assessment Objective marks across Paper 1F Section C.

Question	AO1	AO2	AO3	AO4	Total
6, 7 (a)	2	1	1	-	4
6, 7 (b)	2	1	3	2	8
6, 7 (c)	6	2	4	6	18
<b>Total</b>	<b>10</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>30</b>