



General Certificate of Secondary Education

General Studies 3761

Paper 1 Higher 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 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	C	A12	A
A3	A	A13	D
A4	D	A14	B
A5	B	A15	D
A6	D	A16	B
A7	B	A17	A
A8	B	A18	C
A9	C	A19	D
A10	B	A20	C

Paper 1 Tier H**SECTION B**

- B1**
- | | | | |
|-----|-------------|-----|------------------|
| (a) | Dogger Bank | (1) | |
| (b) | plankton | (1) | |
| (c) | rationed | (1) | |
| (d) | radar | (1) | (4 marks) |

- B2**
- | | | | |
|-----|--|-----|------------------|
| (a) | The volume of business over a year; usually expressed as revenue before tax. | (2) | |
| (b) | European Union; prescribed quantity (of fish catch) allowed for a given year. | (2) | |
| (c) | ‘Extras’ added to the food and drink which a person regularly consumes; such as vitamins, fibre or additives which are known or thought to improve health. | (2) | (6 marks) |

- B3**
- | | | | |
|-----|--|-----|-----------------------------|
| (a) | <ul style="list-style-type: none">• Obesity which puts strain on heart and other organs and damages load-bearing joints such as knees.• Fat content of chips and batter can clog arteries and impede normal function of some organs.• The fish might contain chemical traces such as mercury which act as a poison.• The potatoes might contain traces of poisonous weedkillers or herbicides.• The printing ink on the newspaper wrapping might be ingested and poison the diner.• Salt on the meal is bad for blood pressure.• Very hot meals could burn the mouth or gullet.• If the fish and chips are the major component of a diet, vital things like fruit, vegetables, roughage and vitamins might be in short supply, leading to poor general health.• Any other valid point. | (2) | (any two, explained) |
|-----|--|-----|-----------------------------|

- | | | | |
|-----|--|-----|-----------------------------|
| (b) | <ul style="list-style-type: none">• Most cod are caught before they can breed so spawning mass of cod declines.• Over fishing is just taking out too many fish.• Shoals can be very efficiently traced and caught so fish have little chance of escape.• EU quotas might be too high as scientists can make errors; or too low because of political pressure to continue fishing. | (2) | (any two, explained) |
|-----|--|-----|-----------------------------|

(4 marks)

- B4 (a)** $3\,500\,000 \times \frac{45}{100} \div 10 = 157\,500$ tonnes (2)
- (b)** 375 000 000 square kilometres (or 375 million square kilometres) (1)
- (c)** £1 750 (1)
- (d)** Prospecting and mapping costs
Building, transporting and servicing oil rig
Wages for workers
Flights to and from rig
Pipeline laying and pumping costs
Regular inspections, accountancy costs
Any other valid point
- (any two, explained) (2) (6 marks)**

B5 If the answer is ‘note form’ (lacks sentences) then only up to 5 of the 10 marks total 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 object violently 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 4 if only FOR or AGAINST is discussed. An additional mark may be awarded for conclusion.

Level Mark Scheme

- Level 3 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.
- Level 2 4–7 Developed answer with some attempt at balance. Spelling, grammar and punctuation are used with reasonable accuracy.
- Level 1 0–3 Basic answer with very few ideas/poor understanding. Weak argument for or against. Spelling, grammar and punctuation may impede understanding.

(10 marks)

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) – (d)			2	2	4
4(a) – (c)		2	4		6
5		2	2	6	10
Total	4	10	8	8	30

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, Q8).

C6 (a) Advantages of car ownership

Answers might include:

- Door to door transport at any time.
- Different types of car available for different purposes.
- Cars can hold several people at a time.
- Can be personalised to suit owner's tastes.
- Children and elderly can be transported with greater ease than on public transport.
- Can transport much luggage e.g. the week's shopping from a supermarket can be much cheaper than several journeys to local shops.
- Cheaper and more reliable than public transport.
- Farmers need vehicles for work and doctors, key workers and emergency personnel need cars when on call.
- Drier than motorcycles or bicycles in winter.
- Large cars are status symbols, bullet-proofed specially for some, millionaires like to be seen in the latest model.
- Thousands of jobs depend upon car servicing, selling, fuelling, insuring.

Level Mark Scheme

Level 3	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 flawless.
Level 2	4 – 7	A developed answer with some attempt to use the stimulus material and/or evidence. Communication of ideas and evaluation are reasonably good. Spelling, grammar and punctuation are reasonably accurate.
Level 1	0 – 3	A basic answer with very little evidence of use of stimulus materials or own ideas. Lacks in understanding and relevant knowledge. Communication is weak. Spelling, grammar and punctuation will show limitations.

(10 marks)

(b) Disadvantages for individuals**Answers might include:**

- Pedestrians get splashed, injured or even killed.
- Noise and fumes pollution, children in pushchairs on a level with car exhausts.
- Joyriders disturb peace, endanger innocent lives.
- Parked cars block access, spoil the view, cause young children to dart into the road.
- Parked cars encourage petty thefts, car stealing and attract vandals to the area.

Disadvantages for the UK:**Answers might include:**

- Road rage crimes often very serious.
- Pollution costs – asthma treatments, building cleaning.
- Road wear and tear, bridge repairs, new road building leading to protests and loss of countryside.
- Very heavy cost of road accidents – Fire Services, Ambulances, helicopter attendance sometimes, NHS costs, loss of breadwinners, loss of working hours.
- Many new cars imported so the UK car industry suffers almost to the point of extinction.
- Road tax and car insurance evaders.
- Poor parking, obstructions in towns, gridlocks in cities.
- Car crimes tie up many police hours.
- Lorries climb hills slowly causing tailbacks or traffic jams for other smaller vehicles.
- Valuable building foundations shaken by heavy lorries.
- Noise from large engines.
- Jack-knifed lorries or high sided vehicles blown over by wind block busy roads and motorways causing accidents.
- Smugglers often target lorries.
- Heavy goods drivers sometimes work over their permitted hours, fall asleep and cause accidents.

Level Mark Scheme

Level 5	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 flawless.
Level 4	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.

Level 3	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.
Level 2	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
Level 1	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) Problems faced by armed forces.

Answers might include:

- Inadequate kit, forcing soldiers to buy their own.
- Declining numbers leading to loss of morale and harder conditions of work.
- Young soldiers may be sent to hotspots without adequate local training.
- UK forces dispersed round the globe, may be seen as sidekicks to an unpopular USA.
- Terrorists don't play by any rules.
- Work is more a matter of never losing concentration rather than set piece battles.
- Lightning reflexes needed to fly jets. Ejecting is very dangerous. Problems arise in seconds.
- Low flying is very unpopular with civilians.
- Navy, as ever, faces storms, rocks, collisions in addition to torpedo and missile attacks.
- Some nuclear weapons and power units have leaked radiation.
- Government decision making may be seen as irresponsible and bellicose.
- May not be fully equipped for peace-keeping roles.

Level Mark Scheme

Level 3	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.
Level 2	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.

Level 1	0 – 3	A basic answer with very little evidence of use of stimulus materials 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 limitations.	(10 marks)
---------	-------	--	-------------------

(b) Advantages for the UK.**Answers might include:**

- A deterrent to any political aggressor.
- Well-disciplined forces earn respect for the UK worldwide.
- UK security preserved in time of war.
- Forces can help out in natural disasters.
- Sometimes they support the police in riot situations and in demonstration control.
- Can transport and distribute aid to the developing world.
- Have many skills useful in civil disasters e.g. bomb dispersal, collapsed buildings, searching for lost people.
- Assist weather forecasting.
- Sea rescues, urgent hospital transfers assisted.
- Personnel learn skills, trades and abilities useful in their later civilian lives.
- They often help field test new technologies which can earn export orders for the UK.
- Airshows, tattoos, naval displays entertain and attract tourists.
- To replace fire-fighters and other public services if on strike.

Level Mark Scheme

Level 5	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.
Level 4	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.
Level 3	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.
Level 2	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.

Level 1 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) Difficulties.

Answers might include:

- Rocket fuel loading accidents and explosions.
- Collapsing gantries, ladders, platforms.
- Long hours monitoring, leading to serious errors of judgement.
- Ensuring astronauts are physically and mentally up to the tasks and crises which they might encounter.
- Leaking gaskets on takeoff or loose tiles on Shuttle can lead to disasters with total loss of life.
- Bad weather, electrical storms can damage craft.
- Computer and communication failures can destroy missions.
- Spacewalking potentially disastrous if connections or oxygen fail.
- Decompression, docking, landing mishaps.
- Long sojourns in space reduce bone density.
- Equipment can be damaged by space debris.

Level Mark Scheme

Level 3 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.

Level 2 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.

Level 1 0 – 3 A basic answer with very little evidence of use of stimulus materials 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 limitations.

(10 marks)

(b) FOR spending on space exploration.**Answers might include:**

- Creates many well paid careers.
- Big physics is a challenge to scholars.
- Kudos, prestige for countries involved.
- Spin offs, e.g. Teflon, from space work.
- Man may in the future have to try to escape to another similar planet.
- Makes for gripping media excitement.
- Mankind has always had the urge to explore.
- Ways of averting meteor collisions might be found.

(c) AGAINST spending on space exploration**Answers might include:**

- NASA, for example, always greatly exceeds its budgets.
- Billions of \$ or £ could be more usefully spent on schools, hospitals, the elderly or the emergency services.
- Only a privileged few will ever get into space.
- Astronauts die in horrendous circumstances.
- Some even say the moon landings were faked.
- Many missions fail to deliver their objectives.
- It can be argued that politicians allow space exploration so they can bask in its reflected glory.
- Dubious political and military motivation.

Level Mark Scheme

Level 5	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 flawless.
Level 4	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.
Level 3	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.

- Level 2 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.
- Level 1 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)

**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