



General Certificate of Secondary Education

General Studies 3761

Paper 1 Foundation Tier

Mark Scheme

2007 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.

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GCSE General Studies

Paper 1 Tier F

SECTION A

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

Paper 1 Tier F

SECTION B

- B1** (a) controversial (1)
- (b) embroidery-collage (1)
- (c) significant (1)
- (d) severed (1) **(4 marks)**
-
- B2** (a) trying something out; how it works; see the effect; doing something new/different (2)
- (b) something carved; a carved or moulded figure; something carved from wood or stone etc. (2)
- (c) the various **stages** between **birth and death** in humans (2) **(6 marks)**
-
- B3** The Turner Prize brings British contemporary art to a wider audience;
 It promotes public discussion of new developments in British art;
 Reward young British artists. **(3 marks)**
-
- B4** (a) $25\,000 - 20\,000 = 5\,000$. 5 000 is 25% of 20 000, so **25% increase** (2)
- (b) $40\,000 - 25\,000 = 15\,000$. 15 000 divided by 5 000 = 3.
 Add winner = 4 (2) **(4 marks)**

B5 A local council is proposing to spend £30 000 on a controversial piece of art to go in the town hall square.

Give arguments for and against this proposal. What conclusions do you think the council might reach?

Arguments for this proposal:

- Interesting talking point
- Demonstrating council's commitment to the arts
- Tourist attraction
- Not a huge sum of money compared to other projects
- Continuing tradition of public sculpture
- Possible use of local artistic talent
- Media attention

Arguments against this proposal:

- Waste of public resources
- Controversial art may be difficult for people to cope with
- Safer alternative might be better
- Money could be better spent on services
- Not a good advertisement for the town
- Possibility of offence being caused

Any conclusion is acceptable so long as it is consistent with the arguments used.

Any other reasonable arguments would be acceptable.

(8 marks)

Level Mark Scheme for Question B5

Level 3	6 – 8	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	3 – 5	Developed answer with some attempt at balance. 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. 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), (b)			4		4
5		2	2	4	8
Total	4	8	6	7	25

SECTION C

Level Mark Scheme for Questions C6(b) and C7(b)

Level 3	6 – 8	A well-developed answer with a good attempt to use the stimulus picture or own knowledge. A good appreciation of balance. 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. Some appreciation of balance. 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. No balance. Communication weak and understanding poor. Spelling, grammar and punctuation may impede comprehension.

(8 marks)

Level Mark Scheme for Questions C6(c) and C7(c)

N.B. Candidates responding to only one part of Question C6(b) or C7(b) should not be awarded a mark higher than 11 (Level 3).

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)

C6 (a) Suggest four ways pupils could be encouraged to do better at secondary schools.

Points might include:

- Smaller groups
- More personal attention
- More relevant curriculum
- Greater variety of teaching methods
- Positive reward system
- More sympathy to pupil problems
- Better identification of learning difficulties
- Payment for older pupils
- More practical curriculum
- Better environment

Any other valid points

1 mark for each valid suggestion

(4 marks)

C6 (b) Refer to the Levels Mark Scheme on page 7 when awarding marks

‘A lot of what is learnt at school is of no real use.’

How far do you agree or disagree with this statement?

Points of agreement might include:

- National Curriculum too prescriptive
- Subjects which appear to have no practical use
- Insufficient practical experience
- Teachers out of touch with young people
- Constraints of the examination system
- Life skills marginalised
- Time wasted in assemblies etc
- Petty restrictions
- Too little relevance to real work and employment

BUT

Points of disagreement might include:

- Aspects of the present curriculum useful and relevant
- National Curriculum ensures basic standards
- Present curriculum and extra-curricular provision produces rounded individuals
- + rebuttals of the above points of disagreement

Any other valid points

(8 marks)

C6 (c) Refer to the Levels Mark Scheme on page 7 when awarding marks

What are the advantages and disadvantages of staying in full time education after the age of 16?

Advantages of staying in full time education might include:

- A safe and familiar environment for learning
- Good relations with teachers
- Financial support is available (EMAs)
- Gives time to reflect on career choices
- Increased prospect of qualifications and therefore employment
- Majority of friends may stay on at school
- Families may value extra education
- Opportunities for activities and personal development
- Intellectual stimulation and the pleasure of learning

Disadvantages of staying in full time education might include:

Students may miss out on the following:

- Benefiting from a new and challenging environment
- Gaining a wage/salary and becoming financially independent
- Gaining on the job training
- Making new friends
- Gaining new responsibilities
- Developing new work colleagues
- Having the opportunity for promotion
- Moving into a totally new structure away from the rules and regulations of school

Any other valid points

(18 marks)

C7 (a) Explain two basic needs of life which are in short supply in less economically developed countries (LEDCs).

Points might include:

- Food
- Shelter
- Water
- Personal security

Two needs, each explained

(4 marks)

C7 (b) Refer to the Levels Mark Scheme on page 7 when awarding marks

Discuss how developed countries could do more to help less economically developed countries (LEDCs).

Points might include:

- Breaking poverty cycles
- Foreign aid
- Fair trade
- Encourage stability
- Financial incentives to provide basic health social and education services
- Management of natural resources and technical / scientific aid
- Secure water supplies
- Debt relief
- Charity projects
- Education

Any other valid points

(8 marks)

C7 (c) Refer to the Levels Mark Scheme on page 7 when awarding marks

What are the causes and effects of poverty in less economically developed countries (LEDCs)?

Causes of poverty

Candidates should demonstrate understanding of some of the following difficulties facing developing countries such as:

- Natural disasters
- Hostile environment
- Lack of infrastructure
- Trade difficulties
- Debt
- Limited resources for health and education
- Political instability
- Lack of democracy
- Civil war and corruption

Effects of Poverty

Effects of the above on a population, including:

- Death and displacement of population
- Drought and hunger
- Inability to distribute food and resources
- Poor prices and wages and encouragement to grow cash crops rather than food
- A sick and unskilled population trapped in their situation
- Inadequate housing and sanitation
- Over-population of cities
- Depopulation of rural / food producing areas

Any other valid points

(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
Total	10	4	8	8	30