



General Certificate of Secondary Education

General Studies 3761

Paper 1 Higher 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.

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GCSE General Studies

Paper 1 Tier H

SECTION A

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

Paper 1 Tier H

SECTION B

- B1**
- | | | | |
|-----|---------------|-----|------------------|
| (a) | controversial | (1) | |
| (b) | shortlist | (1) | |
| (c) | confines | (1) | |
| (d) | conception | (1) | (4 marks) |
-
- B2**
- | | | | |
|-----|--|-----|------------------|
| (a) | People holding opposed ideas/about the same issue | (2) | |
| (b) | A type of art (painting/sculpture etc.) currently produced | (2) | |
| (c) | Support; prop up; are the background to | (2) | (6 marks) |
-
- B3**
- | | | | |
|-----|--|-----|------------------|
| (a) | <ul style="list-style-type: none"> • The Turner Prize brings British contemporary art to a wider audience; • It produces public discussion of new developments in British Art • Reward young British artists (1 mark per valid point) | (2) | |
| (b) | Media interest in contemporary arts; shock value; controversy
(1 mark per valid point) | (2) | (4 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) | |
| (c) | Chris Ofili | (1) | |
| (d) | Tracey Emin | (1) | (6 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. **(10 marks)**

Level Mark Scheme for Question B5

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 and little understanding. Weak arguments 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) – (b)			2	2	4
4(a) – (d)		2	4		6
5		2	2	6	10
Total	4	10	8	8	30

SECTION C**Level Mark Scheme for Questions C6(a), C7(a) and C8(a)**

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 faultless.
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)

Level Mark Scheme for Questions C6(b), C7(b) and C8(b)

N.B. Candidates responding to only one part of Question C6(b), C7(b) or C8(b) should not be awarded a mark higher than 12 (Level 3).

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)

C6 (a) 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-curriculum provision produces rounded individuals
- + rebuttals of the points of agreement

Any other valid points

(10 marks)

C6 (b) 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

(20 marks)

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

What are the main differences between more developed and less economically developed countries?

Points might include:

- Stable and democratic government
- Healthy economy
- High levels of employment
- Well developed infrastructure
- Adequate health and welfare systems
- Literate population and well educated workforce
- Widespread use of technology

Any other valid points

(10 marks)

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

What are the causes and effects of poverty in less developed countries?

Causes of Poverty

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

- 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

(20 marks)

C8 (a) Refer to the Levels Mark Scheme on page 7 when awarding marks

'Everyone has a right to privacy.'

'The media spotlight is the price of fame.'

How far do you agree or disagree with these statements?

'Everyone has a right to privacy.'

Points might include:

- Privacy as a basic human right
- Nobody, however famous, should be hounded by the media
- Aspects of life should remain private for everyone
- Sensitivity to the needs of family and friends
- Unfounded speculation can be damaging
- Some people cannot cope with fame

'The media spotlight is the price of fame.'

Points might include:

- Celebrities court publicity
- Celebrities are very highly paid
- They have a duty to their public
- The public have a right to know, especially about their politicians
- Public figures are seen as role models
- Publicity can go with an occupation
- Celebrities opted for a public life

Any other valid points

Maximum of 5 marks if only one statement evaluated

(10 marks)

C8 (b) Refer to the Levels Mark Scheme on page 7 when awarding marks

‘A pop star, film star or sports personality can earn much more than a doctor, social worker or teacher.’

Explain why this is so and discuss whether you think such a situation is fair.

Reasons given to explain the quotation might include:

- Such careers can be short-lived
- They give a lot of pleasure to a lot of people
- They possess rare talent
- There is more money in these areas
- They earn money for the country
- National pride
- Role models
- Encourage others to follow suit
- Clever marketing of ‘product’

The unfairness of the situation might include:

- Huge margin of difference
- Unjustifiably high earnings
- Meaningless of such high incomes
- Exploitation of the public; especially youth
- No regard to length and rigour of training
- Education
- Social responsibility
- No consideration of quantifiable benefits to society
- Undermines notions of social duty

The fairness of the situation:

Candidates are likely to draw upon arguments from the first part of the question

Candidates who fail to comment on fairness/unfairness should not be awarded a mark higher than 12.

Any other valid points

(20 marks)

Distribution of Assessment Objective marks across

Paper 1H Section C

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